CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is avery important and significantfactors in a human life. Having a good education, someone also has good mindset and attitude. With a good mindset, that person can assemble and achieve the goals in future. Similarly, the good attitude that someone will assist and strengthen his social relationship with each other. Through the mindset and attitude of a person, other people can judge us whether we deserve to be called an educated person or not.

Indonesian government in helping services in the field of education has been organizing various programs and support for the nation's children, among them: compulsory 12 years, BOS, scholarships, assistance to underprivileged students, etc. Through these programs and supports, Indonesia's next generation will be able to competition in real life. Thus the next generation of Indonesia can establish and build own country in accordance with the ideals of the Indonesian people through education actually obtained. Good education would also must have a systematic and factors that are inside. One of the contributing factors for the creation of a good education is the curriculum. The curriculum is a basic thought or idea and as reference material used to form a good and useful learning. According to *UU No. 20 of 2003 "curriculum* is a set of plans and regulations regarding the purpose, content, and teaching materials and methods used to guide the learning event organizers to achieve the goal of national education. In addition, the curriculum is also seen as a plan drawn to expedite the learning

process under the supervision and responsibility of the school or educational institution as well as teaching staff. If a school has a good curriculum, the educational process is in the running in accordance with what is desired.

Gurning (2010) states in his jurnal that Lesson plan is a plan which show the learning procedures and organizations in order to reach a basic competence set on the standard competence and has already been describe in syllabus. Lesson plan is one of the important learning tools to help teacher running the class in a stuctured and clear ways. Lesso plan will conducted based on the curriculum 2013 or curriculum 2006 (KTSP).

In the English curriculum, the goverment has regulated how to treat English as a foreign language, which must be mastered well by all a student. More over Gurning (2010) states in his journal that the development of curriculum should take into account the kind of literary. Therefore in the teaching and learning process, the teachers are also expected to be able to teach English well and the students are expected to learn and practice English fluently, good at listening, speaking, reading, and writing. Therefore English teacher should have good perfomance in teaching English so that the students would understand what she/he is going to teach at the time. The performance of a teacher play an important role in the teaching and learning process because a teacher have many functions in education. Teacher would be acted as an educator, a manager of the class, a guide or a guide or a facilitator, a motivator and stimulator and also a researcher or as an information. A teacher could be a producer because teacher products a lesson plan which is arranged based on the syllabus stated by the goverment and teacher must be able to manage the teaching learning process,

facilities the student in learning and guide them to use many supported learning circumstances.

According to Saylor and John Galen. (1902:2) stated that the authors of the many books and other publications on curruculium that have appeared since the frist in 1918, Bobbitts's the curruculum, have usually presented a particular conception of the curriculum. Many of these conceptions have contained similar elements, if not phraseology, and some efforts at their classification have been made.

Poster compared various definitions as to their emphasis o0n processes or product, on the temporal relation of curriculum to instruction (prior to or concurrent with), and on description or prescription (programmatic). He preferred a definition that" (a) is product-oriented, (b) places curriculum prior to instruction, and (c) is descriptive,"and noted that such definitions had been found in the literature for the past forty years.

Our own analysis of past and present concepts of the curriculum benefits from and relates to those just cited but employs somewhat different categories.

According to Saylor and John Galen (1902:6) for the reasons just cited, in this book we treat curriculum as a plan. Specifically, we define curriculum *as a plan for providing sets of learning opportunities to achieve broad goals and relatedspecific. Objectives for and identifiable population served by a single school center*.

Lesson plan is a plan which show the learning procedures and organizations in order to reach a basic competence set on the standard competence and has already been describe in syllabus. Lesson plan is one of the important

learning tools to help teacher running the class in a stuctured and clear ways. Lesso plan will conducted based on the curriculum 2013 or curriculum 2006 (KTSP).

Inreal life, the writercangive some ideasof theproblemsfacingeducation today. In 2018, theministry ofeducationsetthe Curriculum2013 to use in study. The situation can happened to improvethe ability of students in indonesia with this curriculum students knowledge and skill will be increase. While when writer took PPL in *SMA NEGERI 20 MEDAN*l found that incompatibility of the teachers do in learning process as curriculum 2013 need, in that school l saw that some of the teachers also can't transferred the lesson corresponding with the lesson plan in curriculum 2013, however if the lesson accordance with the lesson plan automatically that learning deliver well.

Based onthe explanation above,the writerconcludesthatthecurriculumcanrun well whenprincipalandteachers aredoingtrainingonthe curriculumthat is beingtaken placein ordertoassistteachersin implementingthecurriculumin schoolsrespectively and the teachers have to understand about the curriculum because the curriculum is important point in educational field. Throughthe problems beingfacedby theeducationthattakes placeonthecurriculum, the writer conducted astudyonhow lesson plan is realized on curriculum 2013?"

1.2 The Problems of the Study

Based on the backgroud of the study, the problems of the study can be formulated as: The Follow is

1: " How Lesson Plan is applied on curriculum 2013?"

2. what are the teachers perception about Lesson Plan on Curriculum 2013?

1.3 The Objectives of the Study

In line with the problem, the objectives of the study is :

1. To find out the realization curriculum 2013 in Lesson plan

2. To find out how to get the perception lesson plan on curriculum 2013.

1.4 The Scope of the Study

There are many aspect on curriculum 2013, there are :

Aspect of Knowledge,Skill Aspect,Aspect Attitude or Behaviour Lesson Plan.

But, this study is focusses on analysis on the implemental of lesson plan

1.5 The Significances of the Study

The   findings of the study are expected to be useful for:

1. For the writer are able to understand how to realized about the lesson plan on curriculum 2013.

2. For teachers will realize the curriculum is important to teaching learning process.

3. For English Department students, as for the enrichment of their thesis and realize the influence of teachers' perceptions about the analysis of curriculum 2013.

4. For further research, it is used to work on the related topics.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

`   To conduct research, the writer needs theories to explain concepts or terms applied in the reseach concerned. In this research, there are some terms that need theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms used and to give clearer understanding about all terms related to the study. Those theoretical elaborations will be presented as follows.

2.2 Curriculum

Curriculum is often used to refer to a focus of study, consisting of various courses that are designed to reach a particular proficiency or qualification. In the past, the term "curriculum" signified a course of studies followed by a pupil in a teaching institution. But today, it is generally defined as the concract between society, the state and educational professionals regarding to the educational activities that learners should undergo during a certain phase of their lives to learn something desirable (Pakistan HEC). The other terms that are commonly used as synonymous to curriculum are syllabus and course, but curruculum can refer to any level of an educational experience, from that of a particular area within a course, to the course itself, to a broader program of study that comprises a number of different course around a particular content area.

A curriculum is develop through planning for a larger program of study and then building syllabus for courses to manifest the curriculum design and plan. Kattington (2010:20-23) adds that the primary focus of a curriculum is on what is to be taught and when, leaving to the teaching profession decisions as to how this should be done.

2.2.1 The Definition of Curriculum

Curriculum is not with what students will do in the learning situation, but with what they will learn (or be able to do)as a consequence of what they to curriculum also concerned with what results, not with what results, not with what happens, and it stands in an anticipatory relationship to the learning proses, not in a reportorial relationship, after the fact. It deals with expectations or intentions, and, more specifically, with the learning outcomes intended to be achieved through instruction, that is, through the experiences provided, through what happens and what learnesdo . Saylor, John Galen, (1902). The author or many books and other publications on curriculum that have appeared since the frist in 1918, Bobbit's The Curriculum, have usually presented a particular conception of the curriculum. Many of these conceptions have contain similar elements, if not phraseology, and some efforts at their classification have been made.

2.2.2 Curriculum 2013

The most resent curriculum is curriculum 2013 that has been launched in july 2013. Curricukum 2013 has been launched by the ministry education and culture of indonesia more than 6000 schools all around indonesia from the last ten yours, teacher in indonesia already adopt three kinds of curriculum from KBK (competency based curriculum), KTSP (School based level curriculum) and the

latest curriculum 2013. The difference the new curriculum with the previous curriculum is in the curriculum 2013 using scientific approach, through some steps of the process, there are observing, questioning, experimenting, associating and the last communicating.

Dalamkurikulumbaruini, menurutMulyasa, kurikulum 2013 dirancangdengankarakteristiksebagaiberikut:

1. Mengembangkan keseimbangan antara pengembangan sikap spiritual dan sosial, rasa ingin tahu, kreativitas, kerjasama dengan kemampuan intelektual dan psikomotor.

2. Sekolah merupakan bagian dari masyarakat yang memberikan pengalaman belajar terencana dimana peserta didik menerapkan apa yang di pelajari disekolah ke masyarakat dan memanfaatkan masyarakat sebagai sumber belajar.

3. Mengembangkan sikap, pengetahuan, dan keterampilan serta menerapkannya dalam berbagai situasi disekolah dan masyarakat.

4. Memberi waktu yang cukup leluasa untuk mengembangkan berbagai sikap, pengetahuan, dan keterampilan

5. Kompetensi dinyatakan dalam bentuk kompetensi inti kelas yang diperinci terlebih lanjut dalam kompetensi dasar mata pelajaran.

6. Kompetensi inti kelas menjadi unsur pengngorganisasi (organizing elements) kompetensi dasar, dimana semua kompetensi dasar dan proses pembelajaran dikembankan untuk mencapai kompetensi yang dinyatakan dalam kompetensi inti.

7. Kompetensi dasar dikembangkan berdasarkan pada prinsip akumulatif, saling memperkuatkan (reinforced) dan memperkaya (enrich) antar mata pelajaran dan jenjang pendidikan (organisasi horizontal dan vertikal)

 in this new curricukum, according to mulyasa, the 2013 curricukum is design with the following characteristic:

1. Develop a balance between the development or spiritual and social attitudes, curiously, creativity, cooperation with intelectual and psychomotor abilities.

2. Schools are part of a comunity that provides a planned learning experience in which learners apply what is learned in school to the community and make use of the community as a learning resourse.

3. Develop attitudes, knowledge, and skill and apply them in various situations in schools and communities.

4. Gives enough times to develop a variety of attitudes, knowledge, and skills.

5. Competence is expressed oin the core competency cushion that is further elaborated in the subject's basic competencies.

6. Class core competences are the basic organizing elements or competence, in with all basic competencies and learning processes are developed to achieve and competencies expressed in score competencies.

7. Basic competencies are developed basic on acumulative principles, reinforcing and enriching the learning and education levels (horizontal and vertical organizations).

The competency-based curriculum approach is defined as the education and training plan which are developed based on the standard competence set on the working enviroment. The substances of this competence include knowledge, skill, and attitude. The curriculum content or materials is organized with the modular system (whole unit system) and is arranged sequentially as well as systematically. There is a direct correlation between the levels of work position in the working world with the stages of competency attainment at vocational high school. Broad-based curriculum is an education plan which gives opportunities for the students to comprehend ans master the concept, principle, and knowledge of a skill. Thus, students will not only comprehend and master what and how a work is done, but also why it is done. Production-based curriculum is an education and training activity which integrated in the process of producing or which uses the production process as the learning media. The main purpose of this approach application is to introduce with the real working atmosphere.

The core subjects consist of Religion, Civics, Language, Mathematics, Natural and Social Science, Arts, Sports, and also Vocational subjects. The vocational subjects consist of various subjects that are meant to support the formation of vocational competence as well as the development of the ability of the tudents to adapt with the field of skills.

The language subjects consist of Bahasa Indonesia, English, and another foreign language such as German or French. The English competency demands are also written in the standard competence as well as Basic Competence. But, unlike competencies of regular senior high school which are divided into four skills (reading, writing, listening, speaking), the vocational English competencies

are only described in one standard Competence and four Basic Competence for each semester with a total of two semesters for each level of grades. It is teachers who are expected to furhter developed the indicators, materials asa well as learning activities based on those competence.

2.2.3 The Nature of Curriculum

In education, a curriculum is broadly defined as the totality of students experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in term of the educator's or school's intructional. According to Webster New International Dictionary (1953) in Harsono, et al (2003) said that " curriculum is a specified fixed course of study, in school or college as one leading to a degree". It means that the curriculum as pedagogy and basic to make the teaching learning process is good at school.

In some cases, people see the curriculum entirely in terms of the subjects that are taught, and as set out within the set of textbooks, and forget the wider goals of competencies and personal development. It means that the curriculum is a key when students want to do anything in the class. In curriculum, not only about intellectual is the most important, but also about emotional and social. Emotional and social someone can we know from their activity, if they have good education, they also have good emotional and social.Curriculum is a planned and organized series of learning experiences and activities to be made available to students to achieve defined educational objectives (TimiselaLuhulima et al,. 1987).

Is a specification of the content of a course of instruction and lists what will be taught and tested (Richards, 2001:16). Depdiknas (2008:30-35) states that
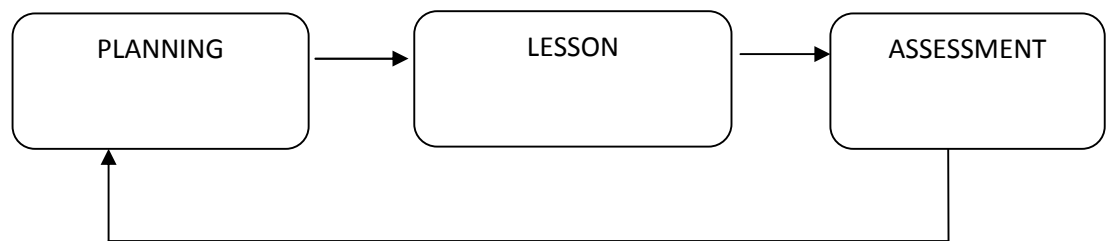
syllabus is the learning plans of a subject which include short descriptions of the Standard Competence, Basic Competence, learning materials, learning activities, learning indicators, assessment indicators, time allocation, and also the learning sources.

2.3 Lesson Plan

Teachers will be truly effective, if need a vision of the outcome of the students' learning, not just a dream, but a learning plant which can be achieved (Harden, 2002). Lesson plan is one of the important teaching tools which if it is arranged bcarefully, will be very helpful and useful. Jansen (2001:25) defines a lesson plan as an extremely useful tool that serves as acombination guide, resoure, and historical document reflecting the teaching philosophy, student population, textbooks, and most importantly, the goals for the students.

Haynes (2007:35-45)says planning boosts confidence. By taking care of certain questions in advance such as what, how, and with what teachers are going to teach, they free themselves to concentrate on the class and the business of actually teaching. Planning gives the teacher something that can be communicated to the student and to coollegues, especially suports staff. Clear lesson plan will not confuse other teachers or supporting staffs that may substitute the teacher in case of any emergency situation. Lesson planning enables teacher to optimize things. Although he can still teach and even produce an adequate lesson without a lesson plan, he will not be teaching with maximum effect. Haynes also states a learning cycle which starts from the planning, move on to the lesson which then will be assessed and move back to the plaaning stage in case something should be revised or developed.

Table 2.1 LessonPlan

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│   PLANNING   │ ───▶ │    LESSON    │ ───▶ │  ASSESSMENT  │
└──────────────┘      └──────────────┘      └──────────────┘
       ▲                                            │
       └────────────────────────────────────────────┘
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2.4 Models of Curriculum

According to Harsono, et al (2003:12), there are 4 (four) models of curriculum, they are:

1. Sequential Model of Curriculum

The change and development curriculum must follow step by step, like: make objective (s), determine the learning experiences, determine the organization of Learning Experiences, and determine system of evaluation.

2. Sequential Model with Feedback

The change and development curriculum almost same with the first model, but in this model after we do system of evaluation we make also feedback so that we can check and revision the curriculum.

3. Dynamic model of curriculum development

The change and development curriculum can we make from random components, not only from determine the objective and the most important is the component is more comprehensive and not linier.

4. Interactive people – centered model of curriculum development

In this model, the change and development curriculum involve "context" or society so that the curriculum can blossom. The curriculum affect the society

where is the curriculum implemented and society also involve the development of curriculum.

2.4.1 Kinds of Curriculum in Indonesia

There are 10 (ten) kinds of curriculum in Indonesia, namely:

1. Curriculum 1947,

2. Curriculum 1952,

3. Curriculum 1964,

4. Curriculum 1968,

5. Curriculum 1975,

6. Curriculum 1984,

7. Curriculum 1994,

8. Competence Based Curriculum (KBK) 2004

9. Curriculum 2006 (KTSP)

10. Curriculum 2013

2.4.2 Curriculum 2006 (KTSP)

One important component of the education system is the curriculum, because the curriculum is an educational component referenced by any educational institution, both by managers and organizers; her special by teachers and principals (Mulyasa, 2003:14). Curriculum 2006 (KTSP) is an attempt to enhance the curriculum to be more familiar with the teachers, because they are more involved are expected to have adequate liability. Sustainable curriculum improvement is imperative that the national education system is always relevant and competitive. Refinement is also made to the structure of the curriculum, including the number of subjects, the burden of learning the allocation of time,

elective subjects and local content, and system implementation, both the system and the system package unit credit

2.4.3 The Important Things in Curriculum 2006 (KTSP)

According to Mulyasa (2008:23), there are some things that are important in Curriculum 2006 (KTSP), are:

1. Theschoolisawareof strengths, weaknesses, opportunities, andthreatstohimso thathecanoptimize the utilization ofthe available resources topromoteitsinstitutions.Schoolknows the needs ofthe institution, particularly theeducational inputsthatwillbe developedandutilizedin the educational processin accordancewiththe level of developmentandthe needsof learners.

2. Decisionsaremadebythe schoolbetter suitedtomeet theneeds of the schoolbecause the schoolis the mostknowwhat isbestforherschool.

3. The involvement ofallcitizensandcommunitiesinschoolsandcurriculum developmentcreatestransparencyanda healthy democracy, as well as moreefficientandeffectivewhencontrolledbythe local community.

4. Schools canbe responsibleaboutthe quality of educationof eachto the government, parentsof students, andthe communityat large, so thathewilldo everything possibletoimplementandachieve theobjectivesof KTSP.

5. Schools cando afair competitionwithother schoolstoimprove thequality of educationthroughinnovative effortswiththe support ofthe parentsof learners, communities, andlocal government.

6. Schools canrapidly respond tothe aspirations ofsocietyandrapidly changingenvironment, as well asaccommodatetheKTSP.

2.4.4 The Purposes of Curriculum 2006 (KTSP)

According to Mulyasa (2008) there are three purposes of curriculum KTSP, are:

1. Improvingthe quality of educationthroughself-relianceandinitiativein developingschoolcurricula, manageandempowerthe resourcesavailable.

2. Increase awarenessof the schoolcommunityandthe communityin curriculum developmentthroughshared decision-making.

3. Increasinghealthy competitionbetweenthe educational unitsaboutthe qualityof educationto be achieved.

2.4.5 The Characteristics of Curriculum 2006 (KTSP)

According to Mulyasa (2003:13) characteristics of curriculum 2006 (KTSP) are:

1. Have avisionandmission thatis developedbased on potential, conditions, andrequirementsof the educational unitconcerned,

2. Teaching and learning activitiescenteredonlearners, developcreativity, creatingfavorable conditions, challengingandcontextual,

3. Theclassroom-based assessmentis internalaspartofthe learningprocessandorientedcompetence andmastery learningbenchmarkobtainedthroughvarious means, testandnon-test, a collection ofstudentwork, work, assignments, performance, andwritten test

4. Management ofthe educational unitis more"school-based management" to: achieving the visionandmission of the school, the development of thecurriculumby theschool, empoweringeducationalandother resources, horizontalcollaborationwithother schoolsand school

committeesandprofessional   organizationsas   well

asverticalcollaborationwithofficesandboards of education.

2.4.6 The Implementation of Curriculum 2006 (KTSP) at The School

According Hipkins, R. (2006:23),He said that Implementation of the curriculum KTSP where teachers just are a motivator and giving lectures in the learning process. Implementation of KTSP in every school and educational unit will have colors that are very different from each other according to the needs of the region and a key determinant and move each area, the characteristics and abilities of learners. The success or failure of the implementation of the curriculum in schools rely heavily on teachers and principals because the two figures is a key determinant and to mobilize the various components and dimensions in school. With curriculum KTSP, teacher demanded to prove their professionalism and they are required to develop a lesson plan based on the core competencies that have been explored and developed by learners. The task of the teacher is not shedding and supply learners with a wide range of science, but they serve as a motivator, mediator and facilitator of learning (implementation of the net). Implementation curriculum KTSP is how to convey messages to students to establish their competence in accordance with the characteristics and capabilities of each. The task of teachers in the implementation of KTSP is to provide ease of learning (facilitate of learning) to students, so that they are able to interact with the external environment resulting in a change of behavior in accordance with the Content Standards set out in (SI) and Graduate Competency Standards (SKL). In the implementation of educational level curriculum, learning is not solely the responsibility of the teacher but is a shared responsibility between teachers,

principals, school committees and community even so the builder for these components are guidelines that must be met in the effective implementation of the KTSP.

2.4.7 The Format Lesson Plan of Curriculum 2006 (KTSP)

Accordingto Khoiru(2011:44), RPPis partof theplanning ofthe learning processthatcontains at least thepurpose of learning, teaching materials, teaching methods, learning resources, andassessment of learning outcomes. Theformat Lesson plan of curriculum KTSP:

<div align="center">

LESSON PLAN

</div>

Education units   : SMA N 11 Medan

Subjects   : BahasaInggris

Class / Semester   :X / I

Subject matter   : Reading (Recount text) Holiday

Time Allocation   :2 x 45 Menit

A. **Standard**

Understand the meaning of short functional text and simple essay in the form of a recount, in the context of everyday life and to access science.

B. **Basic competence**

Responding to the meaning and step of rhetoric of the text write the essay accurately, fluently and acceptable in the context of everyday life and to access the knowledge in text in the form of recount text.

C. **Indicators**

1. Students read quickly and correctly

2. Students can be answer the questions

3. Students can create and then read summary of text

4. Students Respond to the meaning of the contents of simple recount text that has been read.

D. Learning Purpose

At the end of the student's learning can:

-Students are able to understand the meaning of Recount text

-Students are able to make or writing of Recount text

E. Learning Material

1 Social function Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.

2 Generic function text elements content

a. Orientation Information about an event and its setting. It provides details of who, what, when, where, or why.

b. Events A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally…

c. Closing (reorientation) Conclusion/ summary of the events What you think, feel or decide about the occurred events.

3 Language features

a. Tenses, Past tense Simple past tense Function: to express an event or activity that has completed in the past.

b. Adverbia liaison time: first, then, after that, before, at last, finally, etc.

  c. Adverb of time and place, such as right here, in my house, yesterday afternoon, slowly, often, etc.

  d. The correct use of singular and plural nominal, with or without a, the, this, those, my, their, etc. is appropriate in a nominal phrase.

  e. Speech, word pressure, intonation

4 Topik

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Generic Structure of Recount

Orientation: Introducing the participants, place and time

Events: Describing series of event that happened in the past

Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

Introducing personal participant; I, my group, etc

Using chronological connection; then, first, etc

Using linking verb; was, were, saw, heard, etc

Using action verb; look, go, change, etc

Using simple past tense

F. Steps of learning

 1. Preliminary (10 minutes)

  a. Setting up the classroom conditions: the teacher conveys the learning objective of Recount text.

b. Apperception: teachers ask students about activities they have done before.

c. Motivation: provide motivation before learning.

2. Core Activities (50 minutes)

In exploration activities, teachers:

a. Inquire about activities that students have done yesterday.

b. Have students tell their activities in English.

c. Give explanation about Recount text.

a. In Elaboration activities, teachers:

d. Divide the students into groups. Each group consists of two people.

e. Distribute paper containing recount text.

f. Ask students to read the text and listen to its meaning.

g. To instruct students to answer questions that have been given

h. To instruct students to make a summary of the recount text.

i. Closing activities:

j. Teachers and learners bring benefits, and summarize the results of lessons on recount text.

k. Students listen to information about the follow-up plan of the lesson.

Evaluasi

Holiday in Bali

Orientation:When I was 3nd grade of junior high school, my friends and I trip to Bali for holiday. We were there for five days. We got many precious experiences during the vacation.

Events 1:First day, we visited Kuta Beach in the morning. We saw the lovely sunrise there. It was an outstanding view. Then, we checked in to the hotel at the night. After taking a nap at the hotel, we went to Tanah Lot. Tanah lot was nice place. It was lovely place for taking photo. We saw so many tourists there.

Events 2:Second day, we spent our time on TanjungBenoa beach. We played water sports at there. We drove banana boat and speed boat. In the afternoon, We went to Penyu island to see unique animals such as big turtles, snake, and sea birds. We felt enjoyed and happy.

Events 3:The last day, we went to Sangeh. We could enjoy the shady forest. There were so many monkeys. Sometimes the monkey could be naughty. We could be really close with them. After that, we visited to Sukowati Market. I bought Bali T-Shirt, souvenirs and some food for gift there

Re-orientation :At the night, we had to check out from the our hotel. We went back home and bring so many unforgettable memories of Bali.

Make a group of four the discuss these questions dilgently based on the text above!

What is the purpose of the text above?

Who is they found while on the lot?

Which paragraph is the orientation?

When they visited the lot?

Where they visit while in Bali?

How long they are in bali?

Method of Learning

Grammar Translation Method(GTM)

G. **Asessment**

Tabel 2.2 Assessment

No	Aspect	Performance criteria	Score
1	Spritual	Very good	3
		Good	2
		Enough	1
2	Attitude	Very active	3
		Active	2
		Active enough	1
3	Skill	Highly skilled	3
4	Knowledge	Highly skilled	2
		Skilled	1
		Skilled enough	3
		Very good	2
		Good	1
		Enough	1

Procedures of evaluation

- Maximum score 2 x 5 = 10

- Student's value = (Score that is gotten :Maximum score)   x 10

  holiday:

When I was 3nd grade of junior high school, my friends and I trip to Bali for vacation. We were there for five days. We got many precious experiences during the vacation.

First day, we visited Kuta Beach in the morning. We saw the lovely sunrise there. It was an outstanding view. Then, we checked in to the hotel at the night. After taking a nap at the hotel, we went to Tanah Lot. Tanah lot was nice place. It was lovely place for taking photo. We saw so many tourists there.Second day, we spent our time on TanjungBenoa beach. We played water sports at there. We drove banana boat and speed boat. In the afternoon, We went to Penyu island to

see unique animals such as big turtles, snake, and sea birds. We felt enjoyed and happy.

The last day, we went to Sangeh. We could enjoy the shady forest. There were so many monkeys. Sometimes the monkey could be naughty. We could be really close with them. After that, we visited to Sukowati Market. I bought Bali T-Shirt, souvenirs and some foodfor gift there

At the night, we had to check out from the our hotel. We went back home and bring so many unforgettable memories of Bali.

Artinya:

Ketikasayamasih duduk di kelas 3 SMP, sayadanteman-temansayapergike Bali. Kami berada di sanaselama lima hari. Akumendapatkan banyakpengalaman yang mengesankanselamaliburan.

Haripertama, kami mengunjungiPantaiKuta di pagihari. Kami melihatindahnyamatahariterbitbersama-sama.Ituadalahpemandangan yang luarbiasaindah.Kemudian, kami check in ke hotel padamalamharinya.Setelahmenginapsemalam, Kami pergimengunjungike Tanah Lot. Tanah Lot adalahtempat yang indah.Sangatcocokuntukberfoto. Kami bertemubegitubanyakturis lain di sana.

Harikedua, kami mengunjungi di pantaiTanjungBenoa. Kami bermainolahraga air seperti banana boat dan speedboat. Pada sore harinya, kami jugapergikepulauPenyuuntukmelihatbanyakhewan yang uniksepertikura-kura, ular, danburunglaut. Kami sangatsenangdanmenikmatinya..

Hariterakhir, kami menghabiskanwaktukita di Sangeh.Kita bisamenikmatihutanhijaudanteduh.Ada

begitubanyakmonyet.Merekajinaktapikadang-kadangmereka bias menjadi nakal.

Kita bias begitudekatdenganmereka. Setelahitu, kami pergikepasarSukowatiuntukberbelanja. Sayamembelibeberapa Bali T-Shirt,souvenirdanmakanankhas Bali.

Di malamhari, kami harus check out dari hotel. Kami akanpulangdanmembawabegitubanyakkenangan yang tidakakanterlupakandari Bali.

What past event is retold in text? About visiting to bali

Who is they found while on the lot? They saw so many tourists there.

Which paragraph is the orientation? Paragraph 1

When they check out from the hotel?at night

How long they are in bali? Five day

2.4.8 The Strengths and Weaknesses of Curriculum 2006 (KTSP)

The government changes the curriculum so that the education in Indonesia be better than before, but for each curriculum of course have strengths and weaknesses. From the strengths and weaknesses, we know that whether the curriculum is good or not. According to Nia,Lovita. (2012:13) there are some strengths and weaknesses, are as follow:

Table 2.3The Strengths and Weaknesses of Curriculum 2006 (KTSP)

NO	CURRICULUM 2006 (KTSP)	
	STRENGTHS	**WEAKNESSES**
1	Promote the establishment of school autonomy in education. It is inevitable that one of the failures of the past implementation of the curriculum is the curriculum uniformity throughout Indonesia, do not look at the real situation on the ground, and lack of respect for the potential of local excellence.	Lack of Human Resources is expected to describe the KTSP on most existing educational unit. The lack of quality teachers and schools.
2	Encourage teachers, principals, and school management to increase the creativity in	Lack of availability of facilities and infrastructure, as the completeness of the

	the implementation of educational programs.	implementation of the KTSP.
3	The Curriculum KTSP is possible for every school to focus and develop specific subjects are acceptable to the needs of students. Schools can focus on certain subjects that are considered most needed students. For example, the tourism areas can develop tourism and English, as a life skill.	There are many teachers who do not understand comprehensively KTSP good concept, formulation, and practice in the field.
4	KTSP will reduce the burden of student learning are very solid. Because according to experts learned that heavy loads can affect the mental development of children.	Application of KTSP which recommends reducing class hours will affect teachers' loss of income. Difficult to fulfill the obligation to teach 24 hours, as a condition of certification for the professional allowance.
5	The teacher as a teacher, mentor, trainer and curriculum developer.	Lack of Human Resources is expected to describe the KTSP on most existing educational unit. The lack of quality teachers and schools.

2.5 Curriculum 2013

Curriculum 2013 is a series of a series of improvements to the curriculum that has been initiated in 2004 which then forwarded to the competency-based curriculum, 2006 (KTSP). According to the Minister of Education and Culture, Prof. Ir. Muhammad Nuh, asserted that the curriculum in 2013 with more emphasis on competency-based competency thinking attitudes, skills, and knowledge.

2.5.1 The Characteristics of The Curriculum 2013

Curriculum 2013 also have have some characteristics, are:

1. For the teacher, the teacher demanded knowledgeable and finding out as much as much of his knowledge, because students today have been easier to find information freely through the development of technology and information;

2. For students, more students are encouraged to have a responsibility to the environment, interpersonal skills, interpersonal, and have the ability to think

critically in order to shape the generation of productive, creative, innovative, and affective.

2.5.2 Implementationof Curriculum 2013 at SMA Negeri 20 Medan

In the process of learning in the curriculum in 2013, it is expected of students are able to explore the knowledge that exists within her so that he can add his own insight. In other words, the learning process is called by students centered. In 2013 this curriculum, students are expected to be more active in the learning process, either in the classroom or outside the classroom. The student activity can accelerate the learning process in class. In addition, implementation of the curriculum in 2013 depends on how the head and the school set up and run the curriculum.

 In 2013 teachers' curriculum are expected to have a deeper knowledge of all areas of the science, technology, and also art and culture. Teachers who are less qualified to develop themselves or not considered difficult to bear competent graduates. Moreover, the presence of a teacher cannot be replaced by other factors so as to improve the quality of education, efforts enhancements to the quality of teachers should always be performed continuously (Kurniasih, 2014). In 2013 the curriculum is the most preferred aspect is an active learning process.

2.5.3 The Scientific Approach in Curriculum 2013

Learningthescientificapproachis alearning processthat isdesigned so thatlearnersactivelyconstructconcepts, lawsorprinciplesthroughthe stagesobserved, (to identifyorlocatethe problem), to formulate the problem, proposeorformulatehypotheses, collect datawitha variety oftechniques, analyzethe data, drawconclusionsandcommunicateconcepts, lawsorprinciples are found

(ImasKurniasih, 2014). The implementationof thisapproachfocuses on fiveimportantaspects, namelyobserved(observing), ask(questioning), try(experimenting), reasoning(associating) andcommunication(communicating). Fiveof these aspectshave toactually lookatthe implementation of learningin the field.

1. Observing (observing)

Learning have tended to do with the lecture method. There is nothing wrong with this method, the lecture method is the basis for carrying out each activity. In Curriculum 2013 lecture method is not forgotten, just reduced proportion. Students are forced to be more active in every issue. Observe the process of the student to the problems that are taught. The process is very important to observe, in which students bring dreams into reality. Students are no longer dreaming in every lesson, students already see the process that led teachers experiment before trying.

2. Ask (questioning)

The process of asking are no longer new. Students who do not dare to ask for the school will continue froze until graduation. Active students will continue to ask the question asked does not know. This enabled students charged in the Curriculum 2013. The process does not have to open a session to ask questions. Students have the right to ask any question that he did not know that the obvious explanation. Question students will measure the extent of their ability to absorb the material being taught.

3. Try (experimenting)

Implementation of the 2013 curriculum requires students to try their own, directly involved in the problems presented by the teacher. Try going to make students aware that the teaching material is important in their daily lives no longer pursue value. Students who tried to be understood that the material is useful for teachers taught them.

4. Reasoning (associating)

The hardest part for most students. Students are required to be able to understand properly the subject matter taught teachers. Understanding students are not half-half, which led to doubts in themselves. Reasoning process is then made students digest well, sort of good and evil, then get a conclusion. Not easy to make sense of a teaching material when lessons are taught against them. However, students will easily digest the learning if students are able to concentrate on ongoing learning.

5. Communication (communicating)

The last thing required in the Curriculum 2013 is communicating all the problems. So that students are able to understand and execute properly teaching materials in everyday life.

2.5.4 The Format Lesson Plan of Curriculum 2013

The components of lesson plan that must appropriate to Permendikbud No. 81A Lampiran IV tentangPedomanUmumPembelajaran and Permendikbud No. 65 Tahun 2013 tentangStandar Proses, the components of lesson plan must:

LESSON PLAN

School   : SMA NEGERI 1 PANCUR BATU

Subject   : Bahasa Inggris

Class/Semester : X/1

Topic   :Reading

Time Allocation : 2 x 45

A. Learning Purposes :

1. Be able to observe phrases or spoken words in spoof text

2. Be able to identify the expressionon phrases used in the spoof text

3. Able to use text structure and linguistic elements of spoof text expression

4. Able to make simple writing using spoof text expression

B. Core Competence

KI 1: Living and practicing the religious teachings it embraces

KI 2: Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitude as part of the solution to problems in interacting effectively with the social environment and Nature and in placing ourselves as a reflection of the nation in the association of the world

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture and humanities with humanitarian, national, state, and civilization insights on the causes of phenomena and events, and applying procedural knowledge In a specific field of study according to his or her talents and interests to solve the problem.

KI 4: Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of self-study in schools independently, and capable of using methods according to scientific rules.

C. **Basic Competence**

Responding to the meaning in transactional and interpersonal which uses oral and written language simply to interact with their closed in the shape of spoof text.

D. **Indicator of Achievement**

1. Students are able to observe phrases or spoken words in spoof text

2. Students are able to identify the expression phrases used in the spoof text

3. students are able to use text structure and linguistic elements of spoof text expression

4. Students are able to make simple writing using spoof text expression

E. **Learning Material**

Defenition

Spoof is written to retell an event with a humorous twist (funny part in the end of the story), to entertain and share the story.The purpose of twisting some of the events to create a humor.Happened in the past time. Accordingly, people twist a series of event in a process to create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another character(s).

Purpose of Spoof Text

To share with others a real story of which ending to amuse. It is funny to amuse the audience of readers.

Generic structure

The structure of a spoof is a text which contains three components.

- Orientation : sets the scene

    - A series of events, and a twist by which a writer retells a humor to the readers.

    - The orientation is the beginning of a spoof. In the short spoof, it has only a complex clause.

    - It function to introduce the context of what is recounted and to introduce the main character(s)

- Event(s): tell what happen

    - It is a body of the text.

    - It funtions to tell what happen in the spoof.

    - If this second component contains several events, then the sequence of the events is arranged chronologically.

- Twist: provide the punch line

    - It is the last part of a spoof.

    - If functions to provide the punch line.

Language Characteristics

There are several linguistic characteristics that can distinguish Spoof Text with English Text types (Types of Text) the other, there are:

1. Use the Past Tense; was, were, did, etc.

2. Using action verbs (action verb), ate, was, did, went, walked, etc.

3. Using adverb of time and place adverbs.

4. Told chronologically.

5. Focusing on people, animals or certain things.

F. Teaching Method

Direct Method

Technique is reading comprehension questions

G. Media

1. Laptop

2. Whiteboard

3. Marker

4. Video

H. Learning Resources

1. Books:

- Martin, J. R English Text: System and Structure. Philadelphia: John Benjamins Publishing Company. 1992

- English generic text writing compiled by: Elvita pardede, M.Pd., Basar Lolo Siahaan, M.Pd., Merry Krisma Sinaga, M.Pd

2. Internet:

- http://www.belajarbahasainggris.us/2014/02/spoof-text-penjelasan-contoh-lengkap.html

- https://bahrililmi.wordpress.com/2013/03/12/materi-ajar-media-spoof-teks-rpp-listening-skill/

I. Learning Activities

1. **Introduction**

   - Greeting the students

   - Praying leads by student

   - Taking attendance list

   - Teacher explain about learning purpuses or basic competence.

   - Teacher explain about the common material to students.

2. **Contents**

   I. *Exploration*

   Tell the students that they are going to learn and listen about spoof text.

   Remind the students about spoof text by asking some questions.

   – Do you still remember about spoof text?

   – What is the social function of spoof text?

   – What kind of concept in the spoof text?

   Teacher give a funny video to make students interest to allow the lesson.

   II. *Elaboration*

   - Teacher explains defenition of spoof text

   - Teacher explains Purpose of Spoof Text

   - Teacher reads the Language Characteristicsof spoof text.

   - Teacher explains about the generic structure of spoof text

   - Teacher give the picture of humburger

   - Ask students what are the humburger composisi.

- Teacher explains the relation between generic structure and humburger.

- Teacher give the students a spoof text on the laptop.

- Teacher reads the text twice and ask the students to listen carefully.

- Teacher explains the keyword / difficult words.

- Teacher breafly explain about types of text

- Explain the generic structure of the axample

- The structure of a spoof is a text which contains three components:

  Orientation, Events, Twist

III. Confirmation

- Ask them question if they have

- Tell to the students that they are going to do an exercise.

- Teacher give the students the new example of spoof text.

- Ask the students to read the text togerher in lough.

- Ask the students the keyword / difficult words.

- Ask the students to identify contains three components of spoof text.

- Ask the student to reads their answer one by one.

- Teacher explains the answer.

3. **Closure**

- Ask the students about their impression during the lesson.

- Teacher gives an assignment. Ask the students to make another examples by their own experiences.

- Leave taking.

2.5.5 The Strengths and Weaknesses of Curriculum 2013

According to Ahmad bin Hanbal there are some strengths and Weaknesses of curriculum 2013 that school have, are:

Table 2.4 The Strengths and Weaknesses of Curriculum 2013

NO	CURRICULUM 2013	
	STRENGTHS	**WEAKNESSES**
1	The student is required to be active, creative and innovative in solving any problems that they face in school.	Teachers much mistaken, because they thought the 2013 curriculum teachers do not need to explain the material to students in the class, even though many subjects that should remain no explanation from the teacher.
2	The assessment of all aspects. Determining value for students not only come from test scores alone but also obtained from the value of modesty, religion, practices, attitudes and others.	Many teachers are not ready mentally with this 2013 curriculum, because the curriculum is demanding more creative teacher, in fact, very few teachers are like that, so it takes a long time to be able to open the horizons of teachers, and one of them with training and education in order to change the paradigm of teacher as giving the material a teacher who can motivate students to be creative.
3	The emergence of character education and values education that has been integrated into all courses.	Lack of understanding of the teacher with the concept of a scientific approach
4	The existence of competence in accordance with the demands of the function and purpose of national education.	Lack of skills of teachers to design lesson plans
5	Competence in question describes the domain holistic attitudes, skills, and knowledge.	Teachers are not many who mastered authentic assessment
6	Many of the competencies required in accordance developments such as character education, active learning methodology, the balance of soft skills and hard skills, entrepreneurship.	The task of analyzing the SKL, KI, KD student book and teacher books have not been fully carried out by teachers, and many teachers who just became plagiarism in this case.
7	The most interesting part of the curriculum in 2013 it is very responsive to the phenomena and social change. This started from the social changes that occur at the local, national, and global.	The teacher never directly involved in the process of curriculum development in 2013, as governments tend to see the teachers and students have the same capacity.

2.5.6 The Differences between Curriculum 2006 (KTSP) and Curriculum 2013

Based on the strengths and weaknesses each curriculum above, the researcher also make the differences between both of curriculum. According to Muhhamad Rizal there are some differences, they are:

Table 2.5 The Differences between Curriculum 2006 and Curriculum 2013

No	Kurikulum 2013	KTSP
1	SKL (Graduate Competency Standards) is determined in advance, through Permendikbud No. 54 of 2013. After that specified Content Standards, which shaped the Framework for the curriculum, as outlined in Permendikbud No. 67, 68, 69, and 70 in 2013	Content Standards determined in advance through Permendiknas No. 22 of 2006. Once it is determined SKL (Graduate Competency Standards) through Ministerial Regulation No. 23 of 2006
2	Aspects of competence of graduates there is a balance of soft skills and hard skills that include aspects of competence attitudes, skills, and knowledge	More emphasis on the knowledge
3	in elementary Integrated Thematic class I-VI	The Integrated Thematic elementary class I-III
4	Number of teaching hours per week more and the number of subjects less than SBC	The number of hours of lessons a bit more and the number of subjects more than
5	The learning process of each theme in elementary and all subjects in SMP / SMA / SMK done with a scientific approach (scientific approach), which is standard in the learning process consists of watching, ask, Rework, Presenting, Summed up, and Creating.	Curriculum 2013
6	ICT (Information and Communication Technology) is not as subjects, but as a medium of learning	A standard in the learning process consists of Exploration, Elaboration, and Confirmation
7	Standard assessments using authentic assessment, which measures the attitudes of all competencies, skills, and knowledge based processes and outcomes.	Assessment of ICT as a subject is more dominant in the aspects of knowledge
8	Scouts become mandatory extracurricular	Scouting is not an extracurricular compulsory
9	demanders (majors) start class X for SMA / MA	Majors start class XI
10	BK emphasizes developing students' potential	BK more on solving problems of students

2.5.7 Previous Research

This research explain about teachers' perceptions about implementation of curriculum 2006 (KTSP) and curriculum 2013. In this research, the writer find out

what are teachers' perceptions about each curriculum. Before the writer done the research, the writer also have another sources as references to done this research. As a reference the writer also read some sources from previous researcher, like: Wahyuni (2011) had done made research about Implementation of Curriculum 2006 (KTSP), the research title is *Implementasi Kurikulum Tingakat Satuan Pendidikan (KTSP) pada Pembelajaran IPS Terpadu di SMP Negeri 1 Kandat. Malang: UNM*, and also Dedi had done made research about students' perceptions how the teachers teach students, the research title is *Students' Perceptions to the English Teacher in The Teaching Learning Process at SMP 28 Medan Johor. Medan: Nommensen*

2.5.8 ConceptualFramework

Curriculum is one thing that important in teaching learning process at the school. Curriculum as a set material that teachers use to teach students. Curriculum also have to understood by the teacher, so that they can implementing it is good and appropriate to learning obejctive. Referring to the real implementation of each curriculum at the school, there are always happpned some difficulties, especially in implementation of curriculum KTSP and curriculum 2013. The teacher is difficulties to teach students by curriculum because teacher still confused for each curriculum. For example: in curriculum 2013, teacher do not understand about it. Because of the casses the writer try to find out what are teachers' perceptions about implementation for each curriculum by questionaire. The questionnaire is consists 20 questions and all of teachers who teach in SMK NEGERI 5 Medan will answer it.
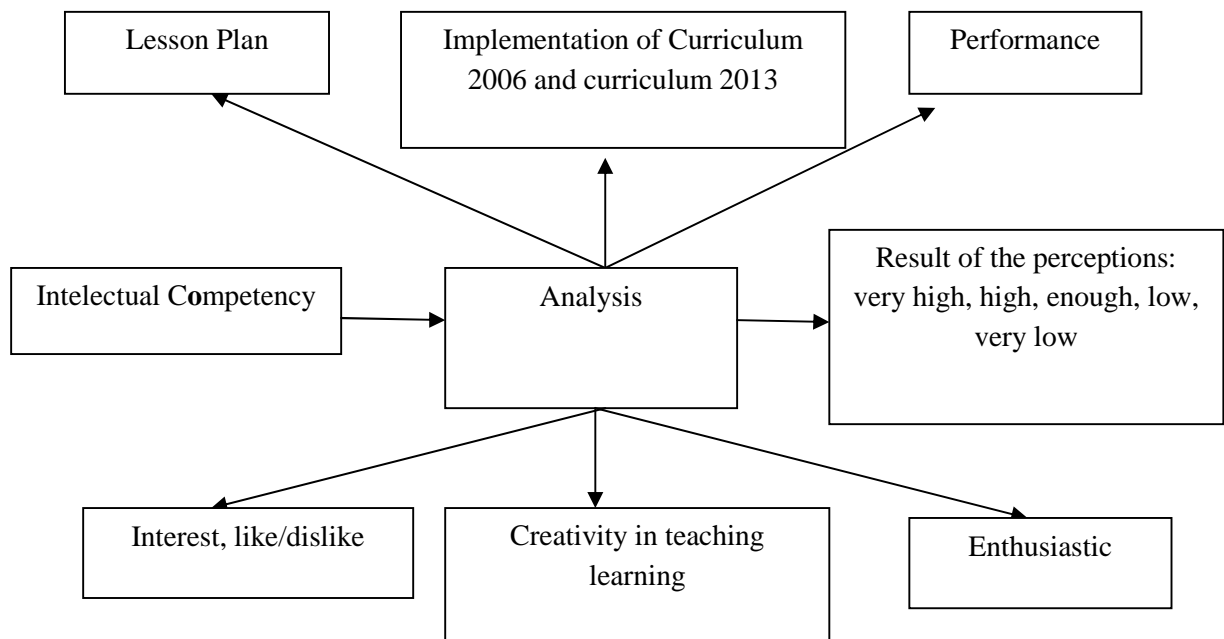
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┌──────────────┐      ┌──────────────────────┐      ┌──────────────┐
│ Lesson Plan  │      │ Implementation of     │      │ Performance  │
│              │      │ Curriculum            │      │              │
│              │      │ 2006 and curriculum   │      │              │
│              │      │ 2013                  │      │              │
└──────────────┘      └──────────────────────┘      └──────────────┘

┌──────────────────────┐   ┌──────────┐   ┌──────────────────────┐
│ Intelectual          │   │ Analysis │   │ Result of the        │
│ Competency           │──▶│          │──▶│ perceptions:         │
│                      │   │          │   │ very high, high,     │
└──────────────────────┘   └──────────┘   │ enough, low,         │
                                          │ very low             │
                                          └──────────────────────┘

┌──────────────────────┐   ┌──────────────────────┐   ┌──────────────┐
│ Interest, like/      │   │ Creativity in         │   │ Enthusiastic │
│ dislike              │   │ teaching learning     │   │              │
└──────────────────────┘   └──────────────────────┘   └──────────────┘
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Figure 2.1 Conceptual Framework Lesson Plan Analysis on English Curriculum 2013 on SMK Negeri 5 Medan (Mirna Lusiana Tarigan:2018)

CHAPTER III

RESEACH METHOD

3.1 Research Design

This study was conducted by using descriptive qualitative research. The research for this study was conducted by applying descriptive analysis. Descriptive analysis is used as a problem solving procedure of the observed things by describing the research objects when the research is done based on the facts find. In this research, the teachers' answers upon the provided questionnaire wasanalyzed in a descriptive form in order to teachers' perceptions about implementation of Curriculum KTSP and Curriculum 2013. Based on this research, the researcher wants to know the analysis of lesson plan on Curriculum 2013 by analyse the lesson plan.

3.2 Instrument of Collecting the Data

The writer was control know the teacher's strategies to implement Curriculum 2013. The research was collected the data by distributing observation and questionnaire items.

3.2.1   Observation

The next step in collecting the data of the research was observation. Observation is the action of wacthing something carefully. The observation focused on the teachers' strategies to implement 2013 Curriculum in learning process. The researcher observed the teaching learning activities in the classroom. The teacher entered the class and the chairman of the class led greet the teacher. After that , the teacher checked student' attendance. Then, the teacher remined the

students about the last topic as the brainstorming before continue for the next lesson.

Then, the researcher observed the way of the teacher in teaching learning process. Before the Lesson began for the next topic, the teacher made the student into group discussion. The way of group discussion was more effectively to explor students' knowledge in their sociality. Then, teacher showed the material that related with the topic. The teacher asked the student in each group to discuss that material. The teacher explore the students' knowledge by asking each group and made their idea about that material. After that, the teacher asked the students to present their discussing in front of the class. The important thing of Lesson Plan in 2013 curriculum the studentsare able to communicate their idea for their friends.

3.2.2   Questionnaire

Questionnaire is a set of questions for obtaining statistically useful or opersonal information from individuals.The question wasConsist of teachers' strategy in implemented 2013 curriculum. The structure of questionnaire instrument should be enclosed questionnaire. The questionnaire wereconsists35 of the question that provided multiple choise so that the respondent chosen the answer based on the respondents' choice. In this study, questionnaire consist of 35 questions that is listed of English teacher strategy in implemented the 2013 curriculum at SMK NEGERI 5 MEDAN.

3.3 The Subject of The Study

The subject of this study are studentsoftenth grade of SMK NEGERI5 MEDAN. There are 37 teachers, but the writer focus to 5 english teachers in analysis of Curriculum 2013.

3.4 The Technique of Collecting Data

The procedure of data collection was conducted by doing observation by questionnaire. It was conducted to find out what is the English Subjectlesson plan based on curriculum. And then the writer gave questionnaire to teachers about the lesson plan.

3.5 The Analysis of Collecting Data

After collecting the data, the writer was analyzed the data about teachers; perception in implementation of Curriculum 2013 in order to know the data of it. teachers' perception about implementation of curriculum KTSP and curriculum 2013 by the researcher in order to know the data of it. The data were analyzedas forthe stepsconducted by researchersin data processingare asfollows:

- Collecting the data.

- Distributingof respondentsbased on alternativeansweroptions.

- Analysis the data based on the answer question

- List the score of data to the frequencytable.

- Finding the teacher perception about lesson plan curriculum 2013