



**A COMPARATIVE STUDY BETWEEN SCHOOL BASE CURRICULUM
(KURIKULUM TINGKAT SATUAN PENDIDIKAN) AND CURRICULUM
2013 (KURTIAS) IN ENGLISH AT JUNIOR HIGH SCHOOL**

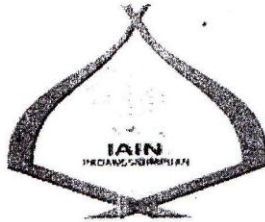
A THESIS

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Partial Fulfillment of the Requirement for Degree of Islamic Education(S.Pd.)
in English*

Written By:

ZELFITA YANTI
Reg. Number. 11 340 0136

**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



**A COMPARATIVE STUDY BETWEEN SCHOOL BASE CURRICULUM
(KURIKULUM TINGKAT SATUAN PENDIDIKAN) AND CURRICULUM
2013 (KURTIAS) IN ENGLISH AT JUNIOR HIGH SCHOOL**

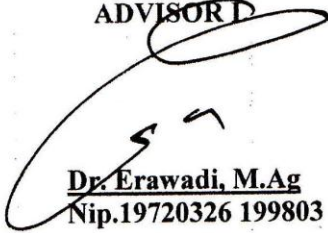
A THESIS

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Partial Fulfillment of the Requirement for Degree of Islamic Education (S.Pd.)
in English*

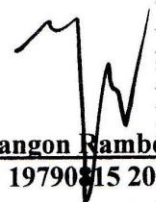
Written By:

ZELFITA YANTI
Reg. Number. 11 340 0136

ADVISOR I


Dr. Erawadi, M.Ag
Nip. 19720326 199803 1 002

ADVISOR II


Sojuangon Rambe, S.S., M. Pd
Nip. 19790115 200604 1 0034

**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**

Term : Thesis

a.n. **Zelfita Yanti**

Item : 6 (six) exemplars

Padangsidempuan, juni 2018

To:

Dean Tarbiyah and Teacher Training Faculty

In:

Padangsidempuan

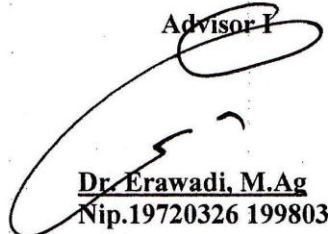
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **ZELFITA YANTI**, entitled "**A COMPARATIVE STUDY BETWEEN SCHOOL BASE CURRICULUM (KURIKULUM TINGKAT SATUAN PENDIDIKAN) AND CURRICULUM 2013 (KURTIAS) IN ENGLISH AT JUNIOR HIGH SCHOOL**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

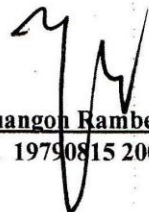
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikum wr.wb.

Advisor I


Dr. Erawadi, M.Ag
Nip.19720326 199803 1 002

Advisor II


Sojuangon Rambe, S.S, M. Pd
Nip. 19790815 200604 1 003

DECLARATION LETTER OF WRITING OWN THESIS

Name : **ZELFITA YANTI**
Registration number : 11 340 0136
Faculty/Department : Tarbiyah and Teacher Training Faculty / TBI-3
The title of thesis : **A Comparative Study Between School Base Curriculum (Kurikulum Tingkat Satuan Pendidikan) And Curriculum 2013 (Kurtilas) In English At Junior High School.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, Juni 2018

Declaration Maker



ZELFITA YANTI

Reg. no 11 340 0136

AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : ZELFITA YANTI
Registration Number : 11 340 0136
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present Islamic Studies Padangsidimpuan **Non- Exclusive Royalty Right** on my thesis with entitled:

“A COMPARATIVE STUDY BETWEEN SCHOOL BASE CURRICULUM (KURIKULUM TINGKAT SATUAN PENDIDIKAN) AND CURRICULUM 2013 (KURTIAS) IN ENGLISH AT JUNIOR HIGH SCHOOL”.

With all the sets of equipments (if needed). Based on the this non exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, thus statement is made true heartedly to be used property.

Made in Padangsidimpuan

Date

The signed

MIETERAI
TEMPEL

320D6AFF115311339

6000
ENAM RIBU RUPIAH



ZELFITA YANTI

Reg. No. 11 340 0136

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

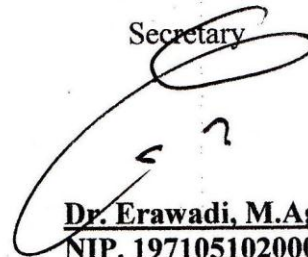
Name : ZELFITA YANTI
Reg. No : 11.340 0136
Faculty/department : Tarbiyah and Teacher Training faculty/TBI- 3
The title of the Thesis : A STUDY COMPARATIVE BETWEEN SCHOOL
BASE CURRICULUM (KURIKULUM TINGKAT
SATUAN PENDIDIKAN) AND CURRICULUM 2013
(KURTIAS) IN ENGLISH AT JUNIOR HIGH
SCHOOL

Chief



Ravendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Secretary

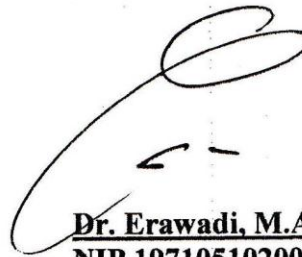


Dr. Erawadi, M. Ag
NIP. 19710510200002 2 001

Members



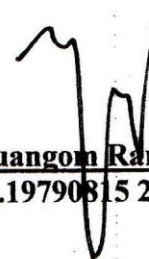
Ravendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001



Dr. Erawadi, M. Ag
NIP.19710510200002 2 001



Yusni Sinaga, M. Hum
NIP.19700715200501 001



Sojuangom Rambe, S.S., M. Pd
Nip.19790815 200604 1 003

Proposed :

Place : Padangsidempuan
Date : June, 29th 2018
Time : 08.30 - finish
Result/Mark : 72,88 (B)
IPK : 3.01
Predicate : Very Good



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidempuan

LEGALIZATION

Title of Thesis : A COMPARATIVE STUDY BETWEEN SCHOOL BASE
CURRICULUM (KURIKULUM TINGKAT SATUAN
PENDIDIKAN) AND CURRICULUM 2013 (KURTIKAS)
IN ENGLISH AT JUNIOR HIGH SCHOOL

Written By : ZELFITA YANTI

Reg. Number : 11 340 0136

The thesis has been accepted as a partial fulfillment of requirement for degree of
Graduate of Islamic Educational (S.Pd.I) in English.

Padangsidempuan, Juni 2018

Dean


Dr. LELYA HILDA, M.Si

NIP. 19720920 200003 2 002

Name : **Zelfita Yanti**
Reg.No : **113400136**
Jur/Program : **Tarbiyah/TBI-3**
Title : **A Comparative Study Between School Base Curriculum And Curriculum 2013 In English at Junior High School.**
Year : **2018**

ABSTRACT

This research discussed about a comparative study between School Base Curriculum and Curriculum 2013 in English at grade VII for junior high school. The curriculum is one important component of the education system. Because the curriculum is an education component which made reference, by education instiution, both maneger and organizer, especially teacher and principle.

The objective of this research is identifying comparative between School base Curriculum and Curriculum 2013, finding comparative competence of School base Curriculum and Curriculum 2013 and comparative evaluation of School base Curriculum and Curriculum 2013. This research the researcher applys library research, because the sources of the data take from police documents and books which relation with School base Curriculum and Curriculum 2013. Then, the data collection techniques using documentation methods, and the discussion using the comparative method.

The results showed that the SBC and Curriculum 2013 has the same concept that includes the basic framework and curriculum structure, Expenses Learning, Curriculum Education Unit and Education Calendar, but in Curriculum 2013 in Government Regulation No. 32 Year 2013 regarding amendments to the Government Regulation No. 19 Year 2005 on National Education Standard Content Standard includes criteria for the scope of material and level of competence. For the basic framework and structure of the curriculum, the burden of learning, curriculum and school calendars education unit separately regulated in Government Regulation No. 68 of 2013 concerning the structure of the junior high school curriculum.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on title **“A Comparative Study Between School Base Curriculum And Curriculum 2013 In English at Junior High School.”**.

I have received suggestion, guidance, and encouragement from many people during writing this thesis. I also assisted by some people and institution. Therefore, in this opportunity I would like to express my gratitude to the following people:

1. Special thanks to Mr. Dr. Erawadi, M.Ag as advisor I and Mr. Sojuangon Rambe, M.Pd advisor II who have guided me with great patience throughout my thesis writing and enlightened me on a new way of looking at language teaching research. I also would like to thank them for offering consultative aids and advices for finishing this thesis as well.
2. Thanks to the Rector of IAIN Padangsidempuan Prof. Dr. H. Ibrahim Siregar, MCL. for his authorization of the thesis, the Deputy Leader I, II, III who gladly provided infrastructures in tne case of scholar documents.
3. Thanks to Dean of Tarbiyah and Teacher Training Faculty, Hj. Zulhimma, S.Ag, M.Pd. for her kindness to support the scholar requirements and her staff.

4. Specials thanks to the Chief of English Education Department, Mrs. Rayendriani Fahmei Lubis, M.Ag., who gladly supported every requirements of thesis finishing.
5. Thanks to all the lecturer and all the academic cavities of IAIN padangsidimpuan, who had help me in writing this thesis and also taught me in this study.
6. Thanks to my father Muhammad Zanir, my mother Zahriah , my brother Idham Kholid, my sister Renda Zel Kasih, my husband Imam Afkhiri, my big family and thanks to my lovely friends, Merida Fitri, Fenni Happy Royani Munthe, Zul Khoiriah, Umrina Pulungan, Sondang Ziliwu, Faleha Sari, Syafrida Yani, and who always give me motivation to be spirit more in learning. Thank to all my friends TBI-3 year 2011, and others who always made my life be colorful and helpful each other.

Thank you for all the things done to every one who gave help whether mentioned or not to finish the thesis.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, I expect the constructive criticism and suggestion from the readers to improve this thesis.

Padangsidimpuan, 29 June 2018



ZELFITA YANTI
Reg. No. 113400136

TABLE OF CONTENT

	Page
TITLE PAGE	i
LEGALIZATION ADVISORS SHEET	ii
AGREEMENT ADVISORS SHEET	iii
DECLARATION OF SELF THESIS COMPLETION.....	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY.....	v
SCHOLAR MUNAQOSAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
 CHAPTER I :INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Research.....	5
C. Formulation of the Problem	5
D. Purpose of the Research.....	6
E. Significances of the Research.....	6
F. Outline of thesis	7
 CHAPTER II: CONCEPT STUDY	
A. Theoretical Description.....	8
1. Description of SBC	8
a. Definition of SBC.....	8
b. Base and Purpose of SBC.....	9
c. Characteristic of SBC	11
2. Description of Curriculum 2013	13
a. Definition of Curriculum 2013.....	13
b. Characteristic of Curriculum 2013	17
c. Purpose of Curriculum 2013	18
B. Review of Related Findings	19
 CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design.....	21
B. Source of the Data	21
C. Techniques of Collecting Data.....	22
D. Techniques of Data Analysis	23

CHAPTER IV: RESULT OF THE DATA

A. Base Competence of School Base Curriculum	25
B. Evaluation of School Base Curriculum.....	26
C. Base Competence of Curriculum 2013	29
D. Evaluation of Curriculum 2013.....	30

CHAPTER V: CONCLUTION AND SUGGESTION

A. The conclusion	37
B. Suggestion	38
C. Cover	39

REFERENCES

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Problem

The National Education is a education that is rooted in the Indonesian culture is based on Pancasila and the Constitution of 1945. The National Education serves to develop the ability and character development and a dignified civilization in order to educate the nation, aimed at developing students' potentials to become a man of faith, and fear of Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Improving the quality of human resources through the education system, among others, performed through a planned process of education, focused, intensive, effective and efficient, so it is expected that each individual is given the opportunity to develop all the potential personal.

Accelerate the flow of information in hte current era of globalization leads areas of life to match the vision, mission, goals, ands strategies to suit the needs not obsolete. The nation education system continues to be developed in accordance with the purposes and the development taking place both at the local, national, and global.¹

¹Isjoni, *KTSP Sebagai Pembelajaran Visioner* (Bandung: Citapustaka Media, 2006), p. 127.

One important component of the educational system is the curriculum, because the curriculum is an education component which made reference, by educational institutions, both managers and organizers, especially teachers and principals. Because it, since Indonesia has the freedom to provide education for the children of his people, then the government since it also develop curriculum that include KTSP and curriculum 2013.²

The curriculum is a set of plans and arrangements concerning the objectives, content and learning materials are developed as guidelines for the organization of learning activities to achieve specific educational goals.³The specific objectives include national education goals as well as compliance with particularity, conditions and potential of the region, the education unit and learners and employment needs. There are four components of the curriculum, objective component, the component content / material, media components (infrastructure), components of the strategy, and the components of the learning process.

In the year 2006 government start to apply Curriculum school base curriculum (SBC) in Indonesia. This curriculum trying to give bargain with eight national standard, where the national standard arranged by Body Standard National Education (BSNP). content standards, process standards, competency standards, the standards of teachers and education personnel,

²*Ibid.*, p. 2

³Mulyasa E. *Kurikulum Tingkat Satuan Pendidikan* (Bandung: Remaja Rosdakarya, 2006),p.

standards of facilities and infrastructure, management standards, standardized funding and educational assessment standards.⁴

^ In journey Curriculum midst Mount Set of felt Education will start to expand, government specifying new curriculum that is Curriculum 2013. Curriculum 2013 representing new curriculum starting to be applied in the early school year 2014 / 2015, in Curriculum 2013 this emphasizing at eight standard (content standards, process standards, competency standards, the standards of teachers and education personnel, standards of facilities and infrastructure, management standards, standardized funding and educational assessment standards).

The curriculum have used today in Indonesian is the SBC. School base curriculum (SBC) is an operational curriculum developed and implemented education in each educational unit in Indonesia. SBC is an abbreviation of the School Base Curriculum which was developed in accordance with the education unit, the potential of school/ country, school characteristics/ regional and local socio cultural characteristics of learners.⁵

However, the hottest issue today for the improvement of the curriculum SBC into the curriculum 2013 that getting the pro and con of various parties, both from the education community and from the general public. Curriculum 2013 are deemed to be able to put creativity and autonomy

⁴Peraturan Pemerintah Republik Indonesia Nomor 19 tahun 2005 tentang *Standar Nasional Pendidikan (SNP)*, pasal 2, ayat (1)

⁵*Ibid.*, p. 12

in education because the curriculum and the preparation of the learning process will be provided in the form of finished products (completely-built-up product). On the other hand, some people think precisely with the 2013 curriculum can lead to the development of student competence towards more analytical and demands teachers to be more creative and innovative in teaching because teachers are able to all the things that can help students develop. And then in implement curriculum, media component (facilities and basic facilities) can influence implementation of curriculum.

According to Permendiknas No 22 Year 2006 section 1 of article 1 as well as Permendikbud No 64 Year 2013 section 1 of article 1, please express that content Standard is items scope coverage minimum and minimum interest storey level to reach minimum grad interest at education type and ladder certain. Drawing to be studied by what is Permendiknas No 22 Year 2006 is properly altered by because owning many lacking or oppositely also on the contrary. Because in Public Materials Test circulation ofCurriculum 2013, mentioned that there is four change element from school base Curriculum to Curriculum 2013, there is (1) Standard Content, (2) Standard Process, (3) Standard Assessment and (4) Standard Interest Grad.

Pursuant to the idea, researcher interest to performing a study exhaustively about differences school base curriculum and curriculum 2013 in standart competence and evaluation of curriculum espacialy to English lesson

in form thesis with the title “ A Comparative Study Of School Base Curriculum (Kurikulum Tingkat Satuan Pendidikan) And Curriculum 2013 (Kurtilas) In English at Junior High School”

It is very interesting to be a subject of analysis and discussion. What is the curriculum SBC is better more then the curriculum 2013, or even. The development of curriculum SBC into the curriculum 2013 this would be output in accordance with the demands of today's society and future.

B. Limitation of the Problem

Based on the above background of the problem, here the reseacher limits the problem for finding the differences between School Base Curriculum and Curriculum 2013 for English at Junior High School. The epecialty to compare Competence and evaluation of School Base Curriculum and Curriculum 2013 in English at grade VII for Junior High School.

C. Formulation of the Problem

The General Formulation of the problem is What is the comparative between School base Curriculum and Curriculum 2013 for English at Junior High School”? whereas the Specific Formulation is as follow:

1. how is the comparative competences of School Base Curriculum and Curriculum 2013 for English at Junior High School?
2. How is the comparative evaluation of School Base Curriculum and Curriculum 2013 for English at Junior High School?

D. Purpose of the Research

The general purpose of the research is to compare between School Base Curriculum and Curriculum 2013 for English at Junior High School. Whereas the specific purpose of the research is described as follows:

1. To compare competence of School Base Curriculum and Curriculum 2013 for English at Junior High School.
2. To compare evaluation of School Base Curriculum and Curriculum 2013 for English at junior high school

E. Significances of the Researcher

This research is expected to be useful at least four domains, they are for the science of education, teacher, IAIN, and other researchers, and the following illustration describes the significances for the parties.

1. This research will give contribution and enrich study to science of education in general and specifically to curriculum education.
2. This research is useful for English teacher as source of teaching. They can teach with used curriculum School Base Curriculum and Curriculum 2013
3. IAIN can be added information, especially at TBI about differences of School Base Curriculum and Curriculum 2013 in English.
4. To other researchers, it can be made as a reference to other researchers in the field of education and education curriculum.

F. Outline of the thesis

The systematic of the research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the problem, the significance of research, defenition of operational variables, and the last outline the thesis.

In chapter two, it is consists of theoretical description, defenition of School Base Curriculum (SBC), Curriculum 2013 and the last review of related finding.

In chapter three, it is consist of research methodology, and in the research methodology consist of research design, the data source, technique of data collection, and technique of data analysis.

In chapter four, it is consist of analysis of data analysis, finding, and discussion.

Finally, in chapter five consists of conclusion and suggestion.

CHAPTER II

CONCEPT STUDY

A. Theoretical Description

1. Description of School Based Curriculum (KTSP)

a. Defenition of School Based Curriculum

curriculum constitute one of component owning important character in education system, cause in curriculum not only formulated about obective wich must achieved so that clarify education direction, but also extended comprehension about experience study be must have every student.

The curriculum is an educational program contains a variety of teaching materials and learning experiences programmed, planned systematically on the basis of norms the guiding force in the process learning for educators and learnersto achieve educational goals.¹

School based curriculum is operational curriculum which arranged, developed, executed by every education unit whit attention standard competence and competence unit developed by BSNP.²

¹ Dakir, *Perencanaan dan Pengembangan Kurikulum*, (Jakarta: Renika Cipta, 2004), p3.

² Isjoni, *KTSP Sebagai Pembelajaran Visioner* (Bandung: Alfabeta, 2010), p.63.

According to Government Regulation No. 19 Year 2005 on National Education Standards Chapter 1 Article 1 Paragraph (15) school based Curriculum (SBC) is "Curriculum operations organized by and held at each educational unit." SBC is a refinement of the 2004 curriculum (CBC) is operational curriculum developed and implemented by each unit of education or school.³ The curriculum has been applied berangsurang gradually start to the school year 2006/2007, in primary and secondary education.

Mulyasa said "school-based curriculum (SBC) is a refinement of the 2004 curriculum (KBK). SBC is manifested in the form of standards of competence and basic competences and has been approved for use in schools, both public and private, imposed gradually in the academic year 2006/2007, at the level of primary and secondary education. The central government (MONE) expects no later than the 2009/2010 school year, all schools have implemented the SBC".⁴

b. Bases and Purpose of School Base Curriculum

SBC arranged in order to fulfill the mandate set forth in the Law of the Republic of Indonesia Number 20 Year 2003 on National Education

³ Masnur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual* (Jakarta: Bumi Aksara, 2007), p.17.

⁴ *ibid*,p.17

System and Regulations The Government of the Republic of Indonesia Number 19 Year 2005 on National Education Standards.⁵

In preparation, the SBC level of primary and secondary education refers to the National Education Minister Regulation No. 22 of 2006 on the Content Standard for Primary and Secondary Education, National Education Minister Regulation No. 23 of 2006 on Graduates Competency Standards for Unit Basic and Secondary Education, Regulation National Education No. 24 of 2006 on the Implementation of the National Education Minister Regulation No. 22 of 2006 and No. 23 of 2006, and based on the guidelines drawn up by the National Education Standards Agency (BSNP).

The formulation of educational objectives school base curriculum referring to the general objective of education the following:

- a) The purpose of elementary school is laying the groundwork intelligence knowledge, personality, character and independent living skills to participate in education Furthermore.
- b) The purpose of junior high school is increasing intelligence knowledge, personality, character, and skills to live independently and to follow further education.

⁵ Masnur Muslich, *Kurikulum Tingkat Satuan Pendidikan; Dasar Pemahaman dan Pengembangan Pedoman Pengelola Lembaga Pendidikan, Pengurus Sekolah, Kepala Sekolah, Komite Sekolah, Dewan Sekolah dan Guru*, (Jakarta: Bumi Aksara, 2007), p. 1.

- c) The purpose of senior high school is improve intelligence, personality, character and skills to live independently and to follow more appropriate vocational education⁶

From here it can be seen that in general purpose implementation of School Base Curriculum is to independence and beguile SBC through the granting of authority (autonomy) to institutions education and encouraging schools to conduct participatory decision making in curriculum development.

c. Characteristics of SBC

As an a concept and program, Curriculum Education Unit has characteristics. According to Abdullah Idi Kusnandar in his book that the characteristics of the educational unit level curriculum is as following:⁷

- a) Stressing on students' competency ketercapaiannya both individually and classical. In Curriculum Education Unit learners formed to develop the knowledge, understanding, skills, values, attitudes, interests and will eventually form a skilled personal and independent.
- b) Results-oriented learning (learning outcomes) and religiousness.

⁶ Masnur Muslich, *Kurikulum Tingkat Satuan Pendidikan; Pembelajaran Berbasis Kompetensi dan Kontekstual*, p. 29.

⁷ Abdullah Idi, *Pengembangan Kurikulum, Teori & Praktik* (Jakarta: Rajawali Pers, 2014), Cet. 1, p. 241.

- c) Submission in learning to use approaches and methods vary.
- d) Teachers are not the only source of learning but sources learn more fulfilling educational elements.
- e) Evaluation emphasize the learning process and results in an effort to control or achievement competence, and these characteristics should be reflected in instructional practices.

d. Advantages and Weaknesses School Based Curriculum

Each curriculum has advantages and disadvantages of each depending on the circumstances, in which the curriculum is implemented.

According to Fasli Jalal, the advantages of the SBC are:

- a) Encourage the establishment of school autonomy in the administration of education.
- b) Encourage teachers, principals, and the school management to further enhance creativity in education programs.
- c) SBC is very possible for every school to focus and develop specific subjects that is acceptable for the needs of students.
- d) SBC will reduce the burden of student learning is very dense and weigh approximately 20%.
- e) SBC provide broader opportunities to schools plus to develop a curriculum that suits your needs.

While some of the weaknesses in the curriculum and its implementation, among others:

- a) Lack of human resources (HR) is expected to describe the curriculum in most existing educational unit.
- b) Lack of availability of facilities and supporting infrastructure as completeness.
- c) There are still many teachers who do not understand the concept of SBC comprehensively both preparation and practice in the field.
- d) Application of SBC recommends reducing teaching hours will be reduced impact on the income of teachers.

2. Description of Curriculum 2013(Kurtilas)

a. Defenition of kurtilas

The formulation of 2013 is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that “Education functions as developing individuals’ dignified skills, characters, and civilization in order to make intellectual generations and to develop learners’ potentials to be healthy, intellectual, skillful, creative, independent, democratic, and

responsible individuals who believe in God and who possess noble characters.”⁸

Curriculum 2013 was developed based on the following factors:

1) Internal challenges

Internal challenges, among others, related to the state of education is associated with the demands of education, which refers to eight (8) National Education Standards that cover content standards, process standards, competency standards, the standards of teachers and education personnel, standards of facilities and infrastructure, management standards, standardized funding and educational assessment standards.

2) External challenges

External challenges, among others, associated with globalization, and various issues related to environmental issues, advances in technology and information, the rise of the creative and cultural industries, and the development of education at the international level.⁹

⁸ *Undang-Undang RI no 20 Tahun 2003 tentang BSPN*

⁹ *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 58 Tahun 2014 Tentang Kurikulum 2013 Smp/Mts .p. 1.*

3) Completion Mindset

2013 curriculum was developed with the improvement mindset as follows:

1. Strengthening the learning pattern centered on the learner. Learners should have the choices of the materials studied and styles of learning (learning styles) to have the same competence.
2. Strengthening the interactive learning patterns (interactive teacher-learners-society-natural environment, source / other media);
3. Strengthening the pattern of learning networks (students can gain knowledge from anyone and from anywhere that can be contacted and obtained via the Internet);
4. Strengthening active learning-looking (students learning actively seeking further strengthened with scientific learning approach);
5. Strengthening its own learning patterns and group (team-based);
6. Strengthening the multimedia-based learning;
7. Strengthening pattern-based learning classical mass with special regard to the development potential of every learner;
8. Reinforcement learning patterns science plural (multidisciplines); and

9. Strengthening the critical learning patterns.

4) Strengthening Governance Curriculum

Curriculum 2013 to strengthen governance as follows.

1. Strengthening governance more collaborative work of teachers;
2. Strengthening school management through strengthening the management capabilities of the principal as leader of education (educational leader); and
3. Strengthening of infrastructure for the benefit of management and the learning process.

5) Reinforcement Material

Reinforcement material is done by way of reduction of irrelevant material as well as the deepening and widening of relevant material for learners.¹⁰

¹⁰ *Ibid.*,p.2-3

b. Characteristics of Curriculum 2013

Curriculum 2013 is designed with the following characteristics.

1. Develop a balance between spiritual and social attitudes, knowledge, and skills, and apply them in various situations in schools and communities;
2. Placing the school as part of the community that provide learning experiences so that students are able to apply what is learned in school into the community and take advantage of the community as a learning resource;
3. Provide sufficient time freely to develop the attitudes, knowledge, and skills;
4. Develop competence is expressed in the form of class core competencies further specified in the basic competencies of the subject;
5. Develop an element of class core competencies organizer (organizing elements) basic competence. All the basic competencies and learning processes developed to achieve competence stated in core competencies;

6. Develop a basic competence based on the principle of cumulative, mutually reinforcing (reinforced) and enriched (enriched) between-subjects and education level (horizontal and vertical organizations)¹¹

c. Purpose of Curriculum 2013

2013 curriculum aims to prepare the Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state, and world civilization.¹²

d. Structure of curriculum 2013

1. Core Competence

Core Competence Junior High School / MTs (SMP / MTs) is the level of capability to achieve Graduates Competency Standards (SKL) to be owned by a learner SMP / MTs at each grade level.

2. Subjects

Curriculum Structure SMP / MTs consists of general subjects in group A and group B. The general subjects Especially for MTs, can be

¹¹ Lampiran Permendikbud Nomor 68 Tahun 2013 tentang *Kurikulum SMP-MTs*.

¹² Peraturan Menteri Pendidikan Dan Kebudayaan, *Op, Cit.*, p. 3

coupled with religious subjects are regulated by the Ministry of Religion.

3. Learning task

Learn a whole load of activities that must be followed learners in one week, one semester, and one year of learning.

4. Basic Competence

Basic Competence formulated to achieve a core competency. The formulation of the Basic Competence developed by taking into account the characteristics and abilities of learners, and the uniqueness of each subject.¹³

B. Review of Related Findings

To make sure the originality of the idea in this study, the writer will present several previous studies that have relevance with this kind of study the writer conducted. The first one comes from Refanita in 2011 from state university of Malang with the title of her study “An Analysis of Speaking Materials in Developing English Competencies for SMA/MA Grade XI based on CTL” the idea of her study is to evaluate several inclusions with CLT in the

¹³ *Ibid.*, p. 5-8

Speaking materials developed in textbook and the result of the study that the Speaking materials in textbook is qualified to be used.¹⁴

The second relevance study comes from Muarifah in 2011 with the title of her study “The Relevance of Speaking Materials in English Textbook Look Ahead for Grade XI to the English Curriculum”. The idea of her study is to analyze and identify the English textbook in developing the speaking materials whether it is relevance or not with the English Curriculum used. With the results of this analysis, the textbook have fulfilled the criteria of a good English textbook.¹⁵

The other relevance study comes from Mailani in 2012 with the title of her study “Textbook Analysis on Speaking Materials Written on English in Focus”. This study is a content analysis study of an E-Book or (Electronic Book) with rubric assessment that is conducted to help in analyzing and identifying the English Ebook compatibility with curriculum 2006 or KTSP. From the findings of her study, stated that the E-Book was not quite successful in developing the speaking materials, and even some of the basic competence is missed. This ends up in a result that the E-Book has not successfully fulfilled the criteria of a good textbook.¹⁶

¹⁴ Refanita, “An Analysis of Speaking Materials in Developing English Competencies for SMA/MA Grade XI based on CTL”, *Thesis* (Malang: UIN Malang , 2011).

¹⁵ Muarifah, “The Relevance of Speaking Materials in English Textbook Look Ahead for Grade XI to the English Curriculum”, *thesis* (2011).

¹⁶ Mailani, “Textbook Analysis on Speaking Materials Written on English in Focus”, *thesis* (2012)

With the description of those previous studies above, it can be seen that the study conducted by the writer uses the combination of the methods from the three previous studies to have more detailed study of content analysis of a textbook in wider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest curriculum KTSP and curriculum 2013.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applies library research. Library research is a research that analyse a document, books and soon. The purpose of the research is to collect the data and information by the material helping.¹

In this research, the researcher used comparative study. According to Suharsemi a comparative study has been be able to find common similarities and differences about things, about people, about the work procedures, about ideas. Critics of the person, group against an idea or a work procedure. Can also compare the similarity of outlook and changes in people's views, group or country, the case against the person, event or against ideas”.² Comparative study that is to compare two or three events with a view causes.³

B. The Sources of the Data

States official documents data include from: memos, minutes for meeting, newsletters, police documents, books, proposals, codes of ethice,

¹Mardalis, *Metode Penelitian, Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2007) ,P.28.

²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta, RinekaCipta, 2013)p.310

³*Ibid*, p.311.

student's records, statement of philosophy, news releases and the like⁴. The research involve books as the subject .

In this research, all of the data were taken from, police document and books which relation with School Base Curriculum and Curriculum 2013.

C. The Technique of the Collecting Data

The technique data collecting is step which is most important in research, because the purpose from this research is to get data. Unknowingly the technique of data collecting, the researcher has been not get data which fulfilling specified data standard. The method used to get of data in the writing of this research, the researcher used a documentation method.

Documentation of a set of data that form of writing such as documents, books, magazines, regulations, diaries and so on. This method used to collecting the data about the comparing between School Base Curriculum and curriculum 2013 for English at junior high school.

The researcher did data collecting technique which suggested by Syukur kholid as follow:

1. Reading, in this case the researcher read early to the last, so that the researcher can comprehend and easier in analyze data.
2. Noting, in this case after read by the researcher, all date related to purpose of research noted to facilitated in analyze data.
3. Grouping, data have been read and noted, and then grouped to be easier to analyze and getting its result.⁵

⁴Bogdan and Biklen, *Qualitative Research In Education , an Introduction to Theory and Method* (Bostom: Ailyn & Bacon, 1982), p. 304.

D. The Technique of Data Analysis

Description data to be utilized analysis non statistic that is content analysis. According to Lexy J. Moleong, data analysis is process to managing data, organizing it in order a pattern, category and unit breakdown of basic, so in the end gathered of data.

The researcher did data analysis technique which suggested by Lexi J. Moleong as follow:

1. Data Reduction

Reduction of data means summarizing, selecting subject matter, focusing on things that are important, look for themes, patterns and discard unnecessary. Then, the reduced data will provide a clearer picture and facilitate researchers to conduct further data collection.

2. Data Display (Presentation of data).

Presentation of data is the data that has been organized, arranged in a pattern of relationships, so it will be easily understood. In presenting qualitative data can be done in the form of brief descriptions, charts, connections between categories and the like because it is most often used for the presentation of data in this study is a narrative text.

⁵ SyukurKholil, *Metode Penelitian Komunikasi* (Bandung: Citapustaka Media, 2006), p.127.

3. Conclusion Drawing

Drawing conclusions or verification is the conclusions that can answer the formulation of the problem which formulated from the beginning. Conclusions in this research expected to get a new finding that had not been there.

6

⁶ Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya Offset, 1999), p. 131.

CHAPTER IV

RESULT OF RESEARCH

A. Base Competence of School Base Curriculum

Base competence is knowledge, skill, and attitude minimal be must achieved by student for indicate that student have mastered base competence wich have specified, because it so base competence form explaied from standart compaetence.

Standards of competence and basic competences direction and foundation for developing subject matter, learning activities, and indicators of achievement of competencies for assessment. In designing learning activities and assessments need to pay attention Processing Standards and Assessment Standards.¹ as which enclosed in tables 1 about standart competence and bace competence.

In School Base Curriculum, Depdiknas have prepare standart competence and base competence (SKKD) various the subject, for made reference by implementer (teacher) in evolving school base curriculum to every education.

Thereby, principal assignment of the teacher in school base curriculum are formulated, analysis, evolving of indicator, and adjust standart competence and base competence (SKKD) with characteristic and educative participant growth, situation and condition of school. and also the condition and requirement of area. And then tidy result of analysis about standart competence and base competence (SKKD) to School base curriculum (KTSP) in content included syllabus and lesson plan (RPP).

¹ *Ibid.*,p.109

B. Evaluation of school base curriculum

curriculum evaluation basically is as a process collect various information in order to making a decision about education program. its meaning, passing evaluation do an education program require to be enhanced, to be lessened or possible changed.

Assessment standard represent one part of the Standard National Education about education system in all Unity State territory of jurisdiction Republic Of Indonesia. That Cause, each every educator have to comprehend the basis for yuridis and also philosophic which is assessment standard appearance background, mechanism, and evaluation procedure. Included in the mentioned, how educator specifying indicator efficacy of study and design experience learn student.

In article 1 sentence (17) Law number 20 year 2003 about System Education of National Yungto Section 1 Sentence (1) PP No. 19 Year 2005 said standard Assessment of education is education national standard which relate to mechanism, procedure, and assessment instrument result of learning educative participant.

Teach of school base curriculum can interpreted with a prosses application of idea, concept, and principle of school base curriculun in an teaching actifity, so that student mastering a set competece certain, as result of interaction with environment. Instruction is thus the implementation of curriculum plan, usually, but not necessarily, involving theaching in the sense of student, teacher interection in an educational setting.

According explanation above, can telling is that taching and evaluation is concept operationalisation school base curriculum which still potencial character (writing) become actual in form taching activity.

Evaluation result of learning in school base curriculum can be conducted with assessment class, elementary ability tes, final assessment set of education and sertifikasi, benchmarking, and program assessment.

1. Class assessment

assessment base on class represent integral part in course of conducted study as gathering process and information exploiting which totally about result learn which obtained by student to specify attainment storey evel and domination of]competence such as those which determined in curriculum and as feed back for the repair of learning process².Class assessment conducted with daily test, general test, and final test.³

daily test conducted every finishing study process in base competence certain. this daily test consist of a set problem which must be answered by all students, and structure assignments related to concept which is studying.

General test conducted every final semester, with tested materials as follows :

- a. general examination first semester its problem taking away from first semester items.
- b. general examination second semester its problem constitute composite from items first semester and second semester, with emphasis at items second semester.

Final test conducted at final education program. materials tested comprise all base competence which have been given, with emphasis at base competence which studied at high classes.the result of this final test evaluation especially used to

² Wina Sanjaya. *Kurikulum dan Pembelajaran* (jakarta: kencana, 2008),p.350

³ Mulyasa E. *Kurikulum Tingkat Satuan Pendidikan* (Bandung: Remaja Rosdakarya, 2006),p.258

determine pass for every educative participant, and proper or not to continue education at level above him.

2. Test ability foundation

test ability foundation conducted to know ability read, writing and calculating which needed in order to improve study program (remedial program). test ability foundation conducted in every final year of class III.

3. Final assessment set of education and certification

in each final semester and lesson year made activity of assessment for to get picture intactly and totally about complete learn student in set of certain time for serifikasi, performance, and result of learn which mentioned in sign letter fhinised learn not only to the result of assessment by the end of school ladder

4. Benchmarking

benchmarking represent a standard to measure performance which is walking, result and process to reach a satisfying excellence. excellence measure can be determined in school level, area, or national. assessment executed chronically so that student can reach set of phase to exeeding study matching with ability of effort and persevereance him.

to be able to get information and data about attainment of certain benchmaking can be performed an assessment nationally which executed by the end of set of education. result of the assessment can wear to see efficacy of education and curriculum as a whole, and can be used to give class level, but not to assign value finally student. this matter is meant as one of the basis for construction learn and school performance.

5. Assessment of program

assessment of program conducted by education departement National and official education with continual. assessment of program conducted to know conformityschool base curriculum with basic, function, and target of education national, and also its with society growth demand, and progress of era.

C. Base competence of curriculum 2013

The basic curriculum framework is a conceptual curriculum design developed on the basis of Nasional Education Standart. In the Curriculum 2013 the grouping as in School Base Curriculum is no longer valid. All subject are tied to one another by supporting core competencies. Core competence is the level of ability to achieve the standart competence graduate a student must possess at any level of class or program on which basic competence development is developed.

The core competencies are designed along with the increasing age of learners in a particular class. Through core competence, the vertical integration of the various basic competencies in different classes can be maintained. The core competency formula use the follow notation:

- a. Core competence (KI-1) for the core competencies of spiritual attitude
- b. Core competence (KI-2) for the competence of social attitudes
- c. Core kompetence (KI-3) for core competencies of knowledge
- d. Core competence (KI-4) for core competence skill

In support of core competencies,the achievements of subject learning are described as basic competencies-basic competencies are grouped into four

corresponding to the Core Competency formula⁴. as which enclosed in tables 2 about core competence and basic competence.

Basic Competence in a group of core competencies for learners' attitude not because competence is not taught, not memorized, not tested, but as a guideline for educators, that in teaching these subjects there is a message-social and spiritual message contained in the material.

D. Evaluation of curriculum 2013

Curriculum 2013 implementing authentic assessment to assess the progress of learners that includes attitudes, knowledge, and skills. Authentic assessment is the approach and the assessment instrument that provides ample opportunity for learners to apply knowledge, skills and attitude he has with him in the form of a task such as speaking, listening, reading and writing in the real world, in school and outside of school. Such as socializing, presentations, observe, *survey*, *project*, create multimedia, reports, class discussions, and solve problems.

a. Form Assessment attitudes

Attitude begin from feeling which related to tendency of someone in response something/object. Attitude also as expression from life view or values had by someone. Attitude can be formed, so that happened wanted action or behavior. such Attitude competence in this guidance is expression from life view or values had by someone which realized in behavior.

assessment of attitude competence in study represent to with refer to activity designed to measure life view or values obtained by educative participant as result of

⁴ Herry Wdyastono, Curriculum Development In Regional Autonomy Era Of Curriculum 2004.2006, To Curriculum 2013

a study program. assessment of Attitude also represent application a decision making system or standard to attitude. Especial usefulness of assessment attitude as part of study refleksi (image) understanding and progress of educative participant attitude individually.

Curriculum 2013 dividing attitude interest become two, that is spiritual attitude which related to forming student godly and religious, and social attitude which related to forming of student which have august behavior, self-supporting, democratic, and hold responsible. Spiritual attitude as materialization from reinforcement of vertical interaction with God Which is Single The most, while social attitude as materialization of awareness eksistensi in the effort realizing life harmony.

At SMP/MTS ladder, spiritual attitude interest relate to KI-1: Esteeming and involving embraced religion teaching, while social attitude interest relate to KI-2: Esteeming and involving downright behavior, discipline, responsibility, care (tolerance, mutual assistance), decent, self confidence, in have interaction [to] effectively with natural and social environment, within range of association and his existence

Pursuant to KI-1 formula and KI-2 above, assessment of attitude at SMP ladder / mts include;cover things which there are in tables of following

Tabel 1. Assessment of attitude

Assessment of spiritual attitude	Esteeming and involving embraced religion teaching.
Assessment of social attitude	<ol style="list-style-type: none"> 1. Honest 2. discipline 3. responsibility. 4. tolerance 5. mutual assistance. 6. Good manners 7. self confidence.

b. Knowledge assessment

1) Written test / oral

Assessment in writing made by a written test. Written Test is a test in which the questions and answers given to learners in writing. However, in answering the question learners do not always respond in the form of written answers but also in other forms such as answering verbally, marking, coloring, drawing, doing something, and so forth.

Written test questions that become authentic assessments are questions that require learners construct their own answer, such questions description. Problems description requires learners express or express his ideas in the form of a written description by using his own words. This tool can assess different types of competence, for example, express opinions, to think logically, and concluded.

2) Observation Discussion and Conversation

Assessment of the knowledge that learners can be done through observation of the discussion, questions and answers, and conversation. This technique is a reflection of authentic assessment. When there is a discussion, teachers can get to know the ability of learners within the competence of knowledge (facts, concepts, procedures) through correct use elements of the

language used at the time express their opinions, ask questions, or answer questions.

3) Assignment

Instruments such as homework assignments and / or projects done individually or in groups according to the characteristics of the task.

c. Skills Competency Assessment

1) Work method

Assessment of performance or practice done by assessment of performance, ie by observing the activities of learners in doing something. This assessment is suitable for assessing achievement of competencies that requires learners perform specific tasks such as:

- Ask and answer
- playing Role
- simulations
- monologue
- Presentation

Observation of performance needs to be done in a variety of contexts to determine the level of achievement of certain abilities. To assess the ability of speaking learners, such as observation or observation talking diverse, such as: discussion in small groups, speeches, storytelling, and conduct interviews. Thus, the picture of the ability of learners to be more intact.

To observe the performance of learners can use a tool or instrument as follows:

a. check list

By using the check list, learners scored when certain criteria mastery of competencies can be observed by the assessor. If it can not be observed, learners do not gain value.

b. Assessment Scale (Rating Scale)

Assessment of performance using a rating scale allows the appraiser to give the midpoint of the mastery of specific competencies, since scoring in continuum in which the selection value category more than two. Grading scale stretching from minus competent / limited to very competent / proficient. For example: 1 = less competent / limited, 2 = competent / satisfactory, 3 = very competent / proficient.

Rate the performance of the need to consider the following matters

1. Measures of expected performance do learners to demonstrate the performance of a competency.
 2. Completeness and accuracy aspects that will be assessed in the performance.
 3. Special abilities needed to complete the task.
 4. The ability to be assessed sorted by the order to be observed
 5. Promoting the ability to be assessed is not too much, so that all can be observ
- 2) portfolio

Portfolio assessment is a continuous assessment that is based on a collection of information that shows the development of the ability of learners within a specific period. Such information may include the work of students from the learning process is considered best by learners, test answer sheets that show

about the able and unable to answer learners (not value) or other form of information associated with a specific competence in a subject.

Portfolio assessment is basically assessing student works individually on the period for a subject. The end of the period the works were collected and assessed by the teacher and the learners themselves. Based on the development of information, teachers and students themselves can assess the development of the ability of learners and continuously make improvements. Thus, the portfolio can show the development of the learning progress of students through his work, among others: the copied text, the text of which is summarized, created text itself, poems, letters, book reviews / literature / films, reports, synopses, greeting cards, presentations, monologue, etc.

For completeness of information the following things need to be included in the portfolio of learners, such as text that has been read, a collection of test / exercise along with commentary / analysis educator, notes or recordings self-evaluation and peer evaluations, in the form of comments, *checklists* , and or assessments.

Here are the things that need to be considered in carrying out the assessment portfolio

- Students find own portfolios
- Decide together what the work would be collected
- Collect and store the student's work in one folder or folders
- Give the date of manufacture
- Define the criteria for assessing student work
- Ask the students to assess the results of their work on an ongoing basis
- For those students who have not been successful, given a chance to improve his work, specify the time period.

3) Written

In addition to assessing the competence of knowledge, a written assessment is also used to assess the competence of skills, such as essay writing, report writing, and writing letters.

In the assessment of skill aspect, there are two main groups of skills that can be assessed directly, *productive skills* which consisted of writing skills (*writing skills*) and speaking skills (*speaking skills*) . The following table details the aspects that can be assessed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

First, a fundamental difference between the School Base Curriculum and Curriculum 2013 is located on the principles and characteristics. SBC is based on seven principles: Based on the needs of development, needs and interests of learners and the environment, diverse and integrated, responsive to the development of science, technology and art, relevant to the needs, comprehensive and sustainable, learn lifelong, balanced between the interests of national and regional interests.

While on Curriculum 2013 the principles guiding the development of this curriculum consists of: Improvement of faith, piety and noble character, competency needs of the future, an increase in potential, intelligence, and interests in accordance with the level of development and abilities of learners, the diversity of the potential and characteristics of the area and the environment, the demands of national and regional development, the demands of the working world, the development of science, technology and art, religion, the dynamics of global development, national unity and national values, social conditions of local communities, gender equality, characteristics unit Education.

Second, the School Base Curriculum Curriculum and Curriculum 2013 is a development of the previous curriculum is competency based curriculum that was pioneered in 2004. Both are equally curriculum emphasizes the development competence of learners that includes aspects of knowledge, attitudes, and skills in a balanced and run in an integrative way.

Then in SBC Standards of competence and basic competences direction and foundation for developing subject matter, learning activities, and indicators of achievement of competencies for assessment. While on Curriculum 2013 groupings such as the School Base Curriculum is no longer valid. All subjects are bound to one another by supporting core competencies. The core competence is the ability to achieve the level of Competency Standards Graduates must a Students at each grade level or program on which the Basic Competence Development. Its core competencies are designed with increasing age of students in a particular class. Through its core competencies, the vertical integration of various basic competence in different classes can be maintained.

B. Suggestions

In connection with the results of research by the author, would be able to advise as follows:

1. Teachers need to better understand and master the new curriculum. Because one of the key success of the curriculum is the teacher. The teacher is a big factor influence, even very mementukan success of learners in learning.
2. The challenge for teachers of English is how to develop methods and delivery of content to learners in order to quickly understand and develop the competence of attitudes, knowledge, and skills.
3. In education, teachers of English must be prepared for changes in the curriculum so that the delivery of material is not hampered, because students are also required to adjust the implementation of the curriculum in schools.

4. Being practical, of the research results expected to be useful for all education in particular and society in general. And can make a useful contribution to the world of education.

C. Cover

There are no words that deserve to end the writing of these words, other than *thank God*. Praise Allah SAW, on Grace, Taufiq and his Hidayah so that researchers can finish writing this essay. Barriers and obstacles that confront not able to deter researchers to remain steadfast and patient in his Ridha expects, at the end of this thesis the researcher can accomplish.

Researchers is aware that this simple script, although with all the power and effort has been lavished author, but the results are still a lot of flaws and is far from perfection. Cause the limited ability of the researchers have. The researchers are expecting criticism and suggestions from readers.

As a final word, the authors hope that this paper can be useful especially for writers generally for the reader and hopefully we are still constantly in his Ridha. Amin Ya Rabbal Alamin.

REFERENCES

- E.Mulyasa . *Kurikulum Tingkat Satuan Pendidikan*, Bandung: Remaja Rosdakarya, 2006.
- Isjoni, *KTSP Sebagai Pembelajaran Visioner* ,Bandung: Alfabeta, 2010
- Muslich Masnur, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: Bumi Aksara,2007
- Mutiara O Panjaitan. *Analisis standar isi bahasa inggris smp dan sma(analysis of content standards for english in junior secondary school and senior secondary school)*
Jakarta:Pusat Kurikulum dan Perbukuan Jl. Gunung Sahari Raya No 4A, 2012
- Undang Undang RI no 20 Tahun 2003 Tentang BSPN*
- Peraturan Menteri Pendidikan dan Kebudayaan Nomor 58 Tahun 2014 Tentang Kurikulum*
- Puskurbuk, *Pengantar Instrumen 1 Bahasa Inggris*, 2014 (www.Puskurbuk.edu)
013 Smp/Mts
- Kasihani K.E suyanto, *English for Young Learners* , Jakarta; Bumi Aksara,2007
- Refanita, “An Analysis of Speaking Materials in Developing English Competencies for SMA/MA Grade XI based on CTL”, *Thesis* ,Malang: UIN Malang , 2011
- Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, Bandung, Remaja Rosdakarya, 2006
- E.Mulyasa, *Implementasi KTSP Kemampuan Guru dan Kepala Sekolah* ,Jakarta: Bumi Aksara 2008
- Hamalik Oemar, *Kurikulum dan Pembelajaran*, Jakarta :Bumi Aksara,2001
- Mardalis, *Metode Penelitian, Suatu Pendekatan Proposal*, Jakarta: Bumi Aksara, 2007
- Bogdan and Biklen, *Qualitative research In Education, an Introduction To Theory and Method*, Bostom: Ailyn & Bacon, 1982
- Syukur Kholil, *Metode Penelitian Komunikasi*, Bandung: Citapustaka Media, 2006
- Tim Masmedia Buana Pustaka, *Experiencing English*, Sidoarjo: Masmedia, 2014
- Mukarto and Sujatmiko, *English On Sky 1*, Jakarta: Erlangga, 2006

Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris When English Rings A Bell*, Jakarta: Kementerian Pendidikan Dan Kebudayaan, 2014

Lampiran Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 Tanggal 23 Mei 2006 tentang *Standar Isi*

Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 81A tahun 2013 tentang *Implementasi Kurikulum 2013*.

Abdullah Idi, *Pengembangan Kurikulum, Teori & Praktik*, Jakarta: Rajawali Pers. Cet. 1, 2014

Lampiran permendikbud Nomor 68 Tahun 2013 tentang *Struktur Kurikulum SMP-MTs*.

Wina Sanjaya, *Kurikulum dan Pembelajaran: Teori dan Praktek Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, Jakarta: Prenada Media Group, 2013

Lampiran Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 Tanggal 23 Mei 2006 tentang *Standar Isi*.

E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, Bandung: PT. Remaja Rosdakarya, 2013

CURRICULUM VITAE



A. Identity

Name : ZELFITA YANTI
Registration Number : 11 340 0136
Sex : Female
Address : Batahan
Religion : Islamic
Place/Date of Birth : Batahan, 24 Desember 1992

B. Parents

Father's Name : M. Zanir
Mother's Name : Zahriyah

C. My Husband

Husband's Name : Iman Afkhiri

Educational background

1. Elementary School : SD Negeri 142710 Batahan (1999 – 2005)
2. Junior high school : MTs NU Batahan (2005 - 2008)
3. Senior high school : MAS NU (2008 – 2011)
4. Institute : (IAIN) Padangsidimpuan (2011 – 2018)

TABLE 1

STANDAR COMPETENCE AND BASIC COMPETENCE SCHOOL BASE CURRICULUM

Kelas VII, Semester 1

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
<p>2. Memahami makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>2.1 Merespon makna tindak tutur yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>2.2 Merespon makna gagasan yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat</p>

Standar Kompetensi	Kompetensi Dasar
interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat	<p>sederhana secara akurat, lancar, dan berterima</p> <p>3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</p> <p>3.3 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</p>
4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat	<p>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p>
<p>Membaca</p> <p>5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat</p>	<p>5.1 Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat</p> <p>5.2 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk</p>	<p>6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan</p>

Standar Kompetensi	Kompetensi Dasar
berinteraksi dengan lingkungan terdekat	lingkungan terdekat 6.2 Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Kelas VII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal</p>
<p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk <i>descriptive</i> dan <i>procedure</i> untuk</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan</p>

<p>berinteraksi dengan lingkungan terdekat</p>	<p>terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal</p>
<p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat</p>	<p>10.1 Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</p> <p>10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i></p>
<p>Membaca</p> <p>11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> yang</p>	<p>11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat</p> <p>11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat</p>

berkaitan dengan lingkungan terdekat	sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i> 11.3 Membaca nyaring bermakna teks fungsional dan esei pendek dan sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima
<p>Menulis</p> 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk <i>descriptive</i> dan <i>procedure</i> untuk berinteraksi dengan lingkungan terdekat	12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>

TABEL 2.
KD STRUKTUR CURRICULUM 2013 FOR SMPCLASS VII

KELAS: VII

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghargai dan menghayati ajaran agama yang dianutnya	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya. 3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. 3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari. 3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya. 3.7 Memahami fungsi sosial, struktur teks, dan unsur

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>	<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana.</p> <p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.14 Menangkap makna lagu.</p>