IMPLEMENTATION OF THE 2013 CURRICULUM IN THE
ENGLISH TEACHING AND LEARNING PROCESS OF
REPORT TEXT
(A Descriptive Study of Eleventh Grade Students of Lintas Minat
Classes of SMA Negeri 1 Ambarawa in the Academic Year
2016/2017)
A Graduating Paper
Submitted to the Board of Examiners as a partial fulfillment of the
requirements for the degree of SarjanaPendidikan (S.Pd)
English Education Department of Teacher Training and Education
Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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ENGLISH EDUCATION DEPARTMENT
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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2017
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Bismillahirrahmanirrahim

In the name of Allah, The Most Gracious and Most Merciful

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Salatiga, February 16th 2017

The researcher

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The Lecturer of English Education Department
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ATTENTIVE COUNSELOR’S NOTE
Case: Miftakhul Munawaroh’s graduating paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikumWr. Wb.

After reading and correcting Miftakhul Munawaroh’s graduating paper entitled IMPLEMENTATION OF THE 2013 CURRICULUM IN ENGLISH TEACHING AND LEARNING PROCESS OF REPORT TEXT (A Descriptive Study of the Eleventh Grade Students of Lintas Minat Classes of SMA Negeri 1 Ambarawa). I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikumWr. Wb.

Counselor

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A GRADUATING PAPER

IMPLEMENTATION OF THE 2013 CURRICULUM IN ENGLISH TEACHING AND LEARNING PROCESS OF REPORT TEXT

(A Descriptive Study of the Eleventh Grade Students of Lintas Minat Classes of SMA Negeri 1 Ambarawa in Academic Year 2016/2017)

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MOTTO

“SEMAKIN BANYAK PERSIAPANMU, SEMAKIN BANYAK KEBERHASILANMU”

( Anthony Robbins )
DEDICTION

I dedicate this graduating paper to;

1. Allah SWT always gives me strength, thanks for listens to me, takes care of me, and gives me the best thing ever in my life.

2. All of my family, especially for my mother (Mrs. Musnia) and my father (Mr. Jumiyo), thanks for guidance, motivation, prayer, supports and everything till I finished this graduating paper, thanks for love that give to me.

3. My someone special Afiek Parwiyanto thanks for your motivate, your prayer, thanks for your guidance for me.

4. My Sister Fiki, thanks for your prayers and attendance give me power to always move on.

5. My best friend Anis Maya Surya, Lutfi Maselah, Tria Puji Lestari, thanks for always be together to finish this paper.
ACKNOWLEDGMENT

Firstly, In the name of Allah, the most gracious and merciful, the Lord of universe. Because of Him, the researcher can finish this graduating paper as one of the requirements for Sarjana Pendidikan at English Department of Teacher Training and Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2017.

Secondly, peace and mercy may always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness. However, this success would not be achieved without their supports, guidance, advice, help, and encouragement from individual and institution, and the researcher somehow realizes that an appropriate moment for her to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M. Pd, the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd, as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliah, Ph.D, as the Head of English Education Department.
4. Rr Dewi Wahy Mustikasari, M.Pd, as the researcher’s counselor, who has reminded, advised, and guided the researcher from the beginning until the end.
5. All the lecturers at English Education Department.
6. All the staffs who have helped the researcher in processing of graduating paper administration.

Salatiga, February 16th 2017

The researcher

Miatakhul Munawaroh
NIM: 113-12-033

Keywords: Implementation, 2013 curriculum, Teaching and learning process

This research is about implementation of the 2013 curriculum in English teaching and learning process of report text. The researcher’s questions were: (1) how are the implementation of the 2013 curriculum in English teaching and learning process of report text? (2) how are the students’ responses in the implementation of the 2013 curriculum in English teaching and learning process of report text?. The researcher conducted the research of the eleventh grade students of Lintas Minat at SMA Negeri 1 Ambarawa, and the researcher collected the data from two English teachers. In addition, this research used descriptive qualitative approach. The methods of collecting data were observation, documentation and interview. The results of the research showed that (1) the teacher’s lesson plan suited to the example of Lampiran Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 and scientific approach was adopted in the teaching and learning process for the second teacher of X1.LM_2 (2) students’ responses resulted stated the students could understand well in the implementation of the 2013 of report text teaching and learning process.
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CHAPTER I

INTRODUCTION

A. Background of the Research

Education is not something strange for the students and education is very necessary to them. The students need education every time. According to Runtuwene (2016:1), education also could be a role play to create the students’ character and education also relates to individual development, group, society and country. Education is important as to establish the students’ character in their life that is to be needful in societies and countries.

Based on UU No, 20/2003 about Sistem Pendidikan Nasional as is cited in Suwarno (2006:22), education is a plan to create a learning process condition and it makes the students active to develop their potentials. Furthermore, it could make the students have spiritual strength, emotional control, good personality, character and skill that it could be very useful to them, their societies and countries. Therefore, education is activity done by the students to make them developing their potentials and they use it to something useful for their life.

Educational system also determines whether the country is successful or not in achieving the advancement as the other countries. The teachers and students are expected to give their contributions to help the government. Therefore, the government enables to build the system of national education. Susilo stated (2007:13), “education creates human to
have good qualities and it can make this country being glory, fair and wealthy”.

One of the important components in education which gets much attention from the government is the implementation of *Sistem Pendidikan Nasional* especially about curriculum. Sukmadinata stated (2004:3), “one of the main activities in the classroom is curriculum”. It means that curriculum is an important planning program for the teachers when they are teaching. Curriculum comes from Latin that it means distance that should be passed by runner. According to Hamalik (2011:3), curriculum is a subject matter that will be passed and learned by the students to acquire about any knowledge.

It could conclude that curriculum is an educational program which it contains about several lessons and experiences. In addition, it is organized, systematically planned and it is based on norms of country. Moreover, it becomes main thing in the learning process for the teacher and students to achieve the educational purposes.

The purpose is to increase the qualities of education in Indonesia. In addition, the government always tries to make some varieties formation in the educational sectors and it includes any reformations in curriculum policy (*Direktori Universitas Pendidikan Indonesia*, UPI : 2016). Based on Dakir (2004:2), transformational curriculums are caused by many factors which are from the teachers and students and infrastructures in the educational process.
Based on the explanations, Indonesia’s government makes some transformations relates to educational system. In addition, curriculum becomes one of transformational education in Indonesia to increase qualities of human resources. Furthermore, Indonesia always improve curriculums since 1945, curriculums of national education is changes started from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and now 2013. According to Wirianto (2014:134), concept of 2013rd curriculum is to balance between hard skills and soft skills and it is started from competency standard, pass standard, content standard, process standard and assessment standard.

Meanwhile, based on Kasim (2013:2), 2013 curriculum is hoped that it could produce the students’ characters such as: productive, creative, innovative, affective and it could create the students with good attitude, skill and knowledge integrated. It means that 2013 curriculum is focused to create the students’ characters building, and it makes them to have complete skills in the cognitive, emotional, social and spiritual that those could be very useful to them.

In addition, 2013 curriculum as an object of observation in education has problems in the implementation especially in English. Based on Association of Teaching English as a Foreign Language in Indonesia (TEFLIN) (2013:2), states that the government still conducts socializations of 2013 curriculum formally generally and formality, in addition the limited hour of training for the teachers caused they feel difficult to understand about of the 2013 curriculum concept and how to practice or implement it in
the English learning class. Therefore, it required the government should give big attention for the implementations of the 2013 curriculum especially in English subject. According to TEFLIN (2013:9), states that English skills does not clear and balance because based on the teacher experiences in the classroom, they feel difficult to implement it in the learning process. This is because they should reach the same goals for all of the skills in English (listening, speaking, reading and writing). It means that the teachers have same hour lessons for all of English skill, it is difficulties for the teachers and students.

It means, the researcher is interested on the research about influences of implementations of the 2013 curriculum in English subject and it is focused on reading ability. Because in the global era, English as subject at school is very important to the students because the developing of communication is very fast and it also relates with language skill. In addition, English is important language, and it gives big influence for many aspects. Furthermore, one of important aspects in language is reading skill. According to Crystal (2000) as is cited in UPI (2007:77), “English has been as an International language, since 1950”.

Meanwhile, according to Mikulecky and Jeffries (1986:1), there are some important reasons of reading in language learning, such as; reading helps the students to learn a new language, helps the students to build a better vocabulary, and make them more comfortable to writing English.
Furthermore, it means that reading skill is one of important aspects to get much information because English is an International language. In addition, it means much information from the world that could be the students get from reading skill and the students also get many vocabularies from reading activity. It is very useful to improve their speaking and writing skills. According to Brown (2004:185), reading is more than complicated of sounding out words or trying to remember them all. Meanwhile, Based on Banton and Robinson as is cited in Surjosuseno (2011:125), reading means the understanding, evaluating, and utilizing of information gained through an interaction between the reader and the author. Based on the explanations, reading skill is not only the ability of pronouncing words but also the abilities of comprehending the meaning, getting information the text, understanding the contents of the text. Furthermore, the students could be getting the message by reading a text.

According to the English Syllabus X1 Peminatan there are some genres that are taught in the first semester for eleventh grade the students of Lintas Minat (LM) in Senior High School. They are report, narrative and analytical exposition. In this research, the researcher chooses report text as a research object.

Based on Anderson (1998:17), report text is information as a factual text it which means that provides information about something. In addition, report text is used as a way to gain a better understanding about a living or non-living subject. Therefore, the researcher chose report text as a
genre of reading text to be the researched on the implementation of the 2013 curriculum for reading ability with titled: “IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH TEACHING AND LEARNING PROCESS OF REPORT TEXT (A Descriptive Study of the Eleventh Grade Students of Lintas Minat (LM) Classes of SMA Negeri 1 Ambarawa)"

B. Problems of the Research

The researcher decides some problems of the study as follows;

1. How are the implementation of the 2013 curriculum in English teaching and learning process of report text?

2. How are the students’ responses in the implementation of the 2013 curriculum in English teaching and learning process of report text?

C. Objectives of the Research

Some of the objectives of research as follow:

1. To describes how are the implementation of the 2013 curriculum in English teaching and learning process of report text

2. To know about how are the students' responses in the implementation of the 2013 curriculum in English teaching and learning process of report text

D. Limitation of the Problems

This research focuses to analyze about the implementation of the 2013 curriculum in English teaching and learning process of report text of the eleventh grade students of Lintas Minat (LM) classes of SMA Negeri 1 Ambarawa. Furthermore, it uses to know about how the implementation of
the 2013 curriculum in English teaching and learning process happens of report text and the students’ responses in the implementation of the 2013 curriculum in English teaching and learning process of report text.

E. Benefits of the Research

1. Theoretically

   Theoretically, the results of research are to give more understanding for readers about the implementation of the 2013 curriculum in English teaching and learning process of report text of the eleventh grade students of Lintas Minat (LM) classes of SMA Negeri 1 Ambarawa. The research relates many components such as; core competence, base competence, syllabus, lesson plan, implementations in the class, book report, the relevancy about the implementation of the 2013 curriculum in English teaching and learning process of report text.

3. Practically

   a. For the Teachers

   This research gives detail information for the teachers about the implementation of the 2013 curriculum in English subject matter especially of report text. Based on the research, the researcher hopes that it could give much information about how the implementation of the 2013 curriculum in English subject matter especially of report text. In addition, the teachers also could be used it as a reference to evaluate the English teaching and learning process in the implementation of the 2013 curriculum.
b. For the Students

The research gives detail information for the students about the implementation of the 2013 curriculum in English subject matter especially of report text. Based on the research, the students are hoped to understand more about the concept of curriculum and it makes them easy to deliver it in the learning class activity after they understand more about the purposes of the 2013 curriculum implementation.

c. For the Readers

The research’s results are to give information for the readers. The readers must know the implementation rules of the 2013 curriculum in English teaching and learning process and can talk it with other people. Then, the purpose is to makes them easier understanding about it. Then the readers enable to practice the implementations of the 2013 curriculum in English teaching and learning process.

d. For the Next Researchers

The research’s results are hoped that it could give many advantages for the next researcher’s as a reference. And the researcher also hopes that the research is easy to be understood for the readers.
F. Classification of the Key Terms

1. Curriculum

According to Lawrence Stenhouse (1976:4), curriculum contains of rules to guide the students’ learning activity and to predetermine learning outcome. Meanwhile, Based on Neagly as is cited in Lawrence (1976:4), curriculum is all of the planned experiences provided by the school to help the students to achieve their best potential.

Based on Saylor, Alexander and Lewis (1974), the curriculum is a set of plans and arrangement contains about the purpose, content, teaching materials and methods used as a direction for the implementation of learning activities to achieve specific educational goals. Based on the explanations, curriculum is a plan that contains about purposes, methods, materials and rules of the teaching in the class to gain the best goals of learning for the students and to reach the purpose of the learning based on the student’s potentials.

2. 2013 Curriculum

2013 curriculum is a new curriculum that starts applied on 2013/2014 year. This curriculum is an elaboration from the previous curriculum. In another hand, there is one of things from 2013 curriculum that it becomes impressions. It is about balance of cognitive, affective and psychomotor skill such as; attitude competence aspect, skill and knowledge. According to Kasim (2013), the 2013 curriculum
is hoped can produce best potential to the students especially in the spiritual, intellectual and emotional skill.

5. Report text

Linda states (1995:196), report text is a text which describes the way things, with reference to a range of natural, man-made, and social phenomenon in our environment, the subjects are about the phenomena of the world whether living things i.e. plants, animals i.e. phones, cars, volcanoes, and oceans. Based on Anderson (1997:6), defined that information report is a piece of text that tells information about a subject usually contains facts about the subject, a description and information on its parts, behavior and qualities.

Based on the explanations it means report text is a type of text that describes about something in the world for living and non-living things in the environment based on facts, information of parts about the subject, behavior and qualities.

G. Graduation Paper Organization

This graduating paper consists of five chapters. Each chapter is going to discuss such terms:

Chapter I: The introduction which explains of the background of the research, problems of the research, objectives of the research, limitation of the problems, benefits of the research, clarification of the key terms, and graduating paper organization.
Chapter II: Review of related literature which explains about the previous research, the theories of keyword based on the experts.

Chapter III: Research methodology which consists of type of the research, data sources, object of the research, method of data collection and technique of data analysis.

Chapter IV: Discussion and Findings which present the data analysis.

Chapter V: Closure which presents of the conclusions and suggestions.

References

Appendices

List of Appendices
CHAPTER II

REVIEW OF LITERATURE

A. Previous Researches

There are some related researches have been done previously. The information of the previous researches could be seen in the following paragraphs:

First research is from Sahirudin (2013) about the implementation of the 2013 curriculum related with English language instruction’s issue in Indonesia. The research was talked about the critique and evaluation of the 2013 curriculum in English language teaching in Indonesia. The course of Indonesian curriculum from the beginning up to the newest curriculum in English Language Teaching (ELT) was studied well in the research. Some common problems in Indonesian ELT were also studied. 2013 curriculum and English language teaching in Indonesia are the main similarity with my research. However, the complexity of the research which is about the implementation of the 2013 curriculum in the field that covers preparation of lesson plan design, instruction process, and assessment process are not included in this research.

Second research is about the 2013 curriculum understanding of English teaching through the teacher’s and policymakers’ perspectives which was written by Djuwairiah (2014). The research contains the analysis of the changes form School-Based Curriculum (SBC) into 2013 curriculum of ELT in Makassar. The teachers’ perspective in the
implementation of the 2013 curriculum in ELT was almost the same as 
first research above; the research was not completed by specific analysis to 
the process of designing lesson plan, instruction process, assessment 
process, and overcoming the challenges of the 2013 curriculum 
implementation.

The last research is from Albanna (2015) about English teachers’ 
perspectives of the 2013 curriculum implemented. This research aimed to 
observe and describe the implementation of the 2013 curriculum which 
was conducted by seventh class English teacher of SMPN 3 South 
Tangerang. The researcher adopted qualitative as the research method, and 
the design of the research was case study. The instruments of collecting 
data were interview, observation, documentation, and questionnaire. The 
data obtained showed that theoretically and administratively SMPN 3 
South Tangerang already implemented of the 2013 curriculum. From this 
research the researcher concluded that the implementation of the 2013 
curriculum in English lesson needs more improvement to gain its purpose.

From the researches reports above, the present research has the 
distinction because the researcher took the different subject of the research 
that is the students of eleventh grade LM class of SMA Negeri1 
Ambarawa. Besides, the research further highlight the implementation of 
the 2013 curriculum in English teaching and learning process of report 
text. Furthermore, the researcher investigated the classroom of English 
teaching and learning process at different classes.
B. Curriculum

According to Zais (1976), curriculum is a racecourse of subject matters to be mastered and based on Doll (1974), curriculum is content of course the study and list of subjects and course to all the experiences which are offered to the students under the auspices or direction of the school. Meanwhile, Beauchamp (1975) argues that a curriculum is a written document which may contains many ingredients, but basically it is a plan for the education of the students during their enrollments in given school (as is cited in Widyastono, 2015:1-7).

Based on some definitions of curriculum the researcher could be concluded that curriculum is a learning plan program in the class as a direction to the teachers that it contains about idea, implementation of the idea, the goals of the learning activity in the class, content and learning materials to reach certain educational purposed.

C. 2013 Curriculum

2013 curriculum is impressed toward knowledge competence development, skill, and attitude at proportionally. Knowledge competence, skill and attitude in the book report that it uses as a determinant students passed. Knowledge competence is to improve some factors such as; knowing, understanding, implementing, analyzing and evaluating, it makes students comprehend about science, technology, culture and character. In addition, skill competence is to improve about students abilities such as; observation, question, trying, process, associating and creating. In
addition, it makes the students comprehend of the thinking ability, effective and creative in the concrete and abstract things. The attitude competence is to improve such as; deliver, appreciate, comprehend and practice. It makes students became faithful person, have a good character, confidence, and responsibility in the interaction of the social environment, nature and the civilization (Kemendikbud:2013, in Widyastono, 2015:119).

D. Points of Scientific Approaches in the 2013 Curriculum Learning Process

According to Lampiran Menteri Pendidikan dan Kebudayaan No 103 Tahun 2014 there are some aspects of the scientific approaches in the 2013 curriculum in the teaching and learning process are:

1. Observing aims to make the instruction tightly relates to the daily real context. The process of observing the fact or phenomenon covers the discovering, seeing, listening and reading information. There are two steps that states in Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014
   a. Teacher facilitates the students to do observation process
   b. Students observe used the five senses (reading, monitoring, seeing, watching)

2. Questioning it means as one of developing students’ knowledge process in a form of concept, principal, procedure, law and theory. This activity aims to create the students have a critical thinking skill, logic and systematic. This process can be conducted through discussion, work in
group, and class discussion. There are two steps that states in *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014*

a. Teacher facilitates the students to do questioning process

b. Students create and question, ask and answer, discuss about unclear information, additional information, or as a clarification

3. **Associating** aims to construct the students thinking ability and scientific action. The activity could be designed by the teacher through specific manipulated situation. Furthermore, the students perform the activity such as analyzing data, categorizing, making category, concluding and predicting by using work paper, discussion or practice. There are two steps that states in *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014*

a. Teacher facilitates students to do associating process

b. Students process the information and analyze the data in the category form, associate the relates information to find the pattern and concluding

5. **Communicating** means to expressing the conceptualization result in oral, written, picture, diagram chart or manner. This activity purposely conducted to create the students to able to communicate knowledge, skill, and their implementation, and the students’ creation through presentation and report. There are two steps that states in *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014*

a. Teacher facilitates students to do communicating process
b. Students present the report text in chart form, diagram, graph, or presentation arrange the written project or task and present it from process, result and oral conclusion.

Based on the explanation, therefore it concluded that 2013 curriculum focuses in the scientific approach for the students in the learning process. It is focused to some aspects such as; attitude, knowledge and skill that it hoped the students more productive, creative, innovative and affective. Attitude approach contains some aspects they are; accept, performance, appreciate and practice. Knowledge approach could be defined from some activities such as; memorizing, understanding, analyzing, evaluating and creating. In addition, skill approach are defined such as; observation, questioning, associating, submitting information and communicating.

E. Characteristic of English Language Teaching in the 2013 Curriculum

As states in the Lampiran Menteri Pendidikan dan Kebudayaan No.68 Tahun 2013 about basic frame and curriculum structure of Senior High School, clearly present that characteristic of the 2013 curriculum are;

1. Developing the equilibrium between the development character, spiritual, and social, curiosity, creativity, and cooperating with intellectual and psychomotor competence.

2. School is part of society which it gives well planned educational experience where students can implement what they get from school into real society and utilize society as learning resource.
3. Developing character, knowledge and skill, then implement them.

4. The competence is presented in a form of core-competence in class and specified further into subject basic-competence

5. The core-competence of class becoming organizing elements of basic-competence and basic-competence is develops based on accumulative principal, reinforced, and enriched between subjects and educational level.

F. Some Features in the 2013 Curriculum that Become Essential Part

Based on 2006 curriculum design that become base of KTSP and Peraturan Menteri Pendidikan Nasional No. 22 Tahun 2005 about content standard, it is showed that those curriculum have some problems in the curriculum content they are; assessment, attitude and skill. Therefore the government develops of the 2013 curriculum which guides to juridical rules in the following below:

1. Undang-UndangDasar Negara Republik Indonesia

2. UU No. 81A Tahun 2013

3. UU No. 20 Tahun 2003

4. UU No. 17 Tahun 2005


Based those rules in the implementation of the 2013 curriculum. The researcher used the rule at states in Lampiran Menteri Pendidikan dan Kebudayaan No.103Tahun 2014 as the guide of the implementation of the
2013 curriculum in the teaching and learning process of report text. There are some features of the implementation of the 2013 curriculum that become essential parts in curriculum such as;

a. **Syllabus and Lesson Plan**

As states in *Lampiran Menteri Pendidikan dan Kebudayaan No.103Tahun 2014*(2014:26), in the previous curriculum which has based on school-based curriculum the design curriculum and syllabus was the authority of each school. School has the own design of syllabus which designed by teachers, while government was just as supervisor and developer of core-competence and base-competence. From this stipulation, the teachers’ burden is reduced compared with previous curriculum. The teachers had been not demanded to design syllabus and well serviced by government related to the syllabus, outline of lesson plan and textbook.

The design of syllabus and lesson plan is comprehensively states in the *Lampiran Menteri Pendidikan Nasional dan Kebudayaan Nomor 103 Tahun 2014*. Teaching and learning plan is designed in a form of syllabus and lesson plan which refers to the content standard. The design of syllabus and lesson plan refers to the approach adopted. Syllabus and lesson plan should be made before the instruction process runs.

According to this law, syllabus is the guideline for designing the lesson framework for each subjects. Syllabus at least consists of:
Syllabus is developed based on standard of passing competence and content standard for elementary and junior high school in specific academic year. Then syllabus is a guideline used to develop lesson plan.

According to the Lampiran Menteri Pendidikan No. 103 Tahun 2014 about the implementation of curriculum states that lesson plan is the teaching plan which is specifically designed from single main material or specific theme that refers to syllabus. It means that lesson plan is developed from syllabus for guiding the teaching and learning process for the students in which to achieve the basic competence. Lesson plan is designed based on basic competence and sub theme which is implemented in one meeting or
more. Here is the component of lesson plan design based on this law:

1) School identity
2) Subject identity or sub theme
3) Class/semester
4) Main material
5) Time allocation decided by considering the time to achieve basic competence
6) The objective of instruction designed on basic competence by using operational verb can be analyzed and measured that cover character, cognitive, and affective aspect.
7) Basic competence and competence indicator.
8) Material of subject
9) Instruction method
10) Instructional media
11) Material resource
12) Instruction step are conducted through introduction, content and closing process
13) The assessment of learning process
b. Teaching and Learning Process

Based on states in the Lampiran Menteri Penidikan Nasional dan Kebudayaan Nomor 103 Tahun 2014 the teaching and learning process consists in the three main activities they are:

1) Opening

In the opening activity there are seven parts they are:

a) Teacher creates a pleased learning atmosphere

b) Teacher discusses the learned competence and previously developed related to the competence that will be learned and developed

c) Teacher presents the competence which will be achieved and the benefit in the daily life

d) Teacher presents the outline of material coverage and activity which will be done

e) Teacher presents the range and assessment technique which will be employed

f) Teacher checks the students attendance

g) Teacher guides the students to pray together

2) Main Activity

Main activity is a teaching and learning process to achieve competence, that it done by interactive, inspiration, funny, challenging and motivating the students. It makes the students active, creative and independent as like their talents.
Main activity done by used scientific approach that it adapted with characteristics, subject matter and the students. The teachers facilitates the students to observing, questioning, associating and communicating. In every activity, the teacher should be pay attention toward the students’ development at base-competence, competence-1 and competence-2 such as say thanks to God, honest, accurate, teamwork, tolerance, discipline, obedient, appreciating that it state in the syllabus and lesson plan.

3) Closing

Closing activity contains some activities such as:

a) Teacher and students draw conclusion and summary

b) Teacher and students make a reflection toward the activity

c) Teacher and students give feedback to process and learning result

d) Teacher assessing the students learning

e) Teacher plans the next activity in every form such as remedial program, counseling service or give individual or group task which suit to student learning

f) Teacher presents the lesson plan for the next meeting

G. Report Text

In daily life, texts are often found. Text is words which are put together to communicate a meaning. It could be created by a writer or a
speaker. Thus, text has two forms, oral and written. Texts have some types. According to Lande and Astuti (2015:91), report text is kind of text that describes things with a reference of natural, and social phenomena around of us. It presents only the facts

Anderson and Anderson (1997) defined the steps of constructing information report the text structure or generic structure of information report and the language feature used in information report is as follow:

1. **Generic Structure**
   a. General Classification
      
      General opening statement that introduce the subject of the report, it can include a short description and definition
   
   b. Description
      
      A series of paragraph to describes the subject. Each new paragraph describes one features of the subject and begins with a topic sentence, followed by detail sentences.
   
   c. Conclusion
      
      Summarizes the information and signals the end of the report (optional). It just to make the text clearly in the end of the text and make the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.

2. **Language Features**
   
   a. Use timeless present tense
b. Use action verbs (climb, eat and erupt) linking verbs (is, has, belongs to)

c. Use language of defining (are called) classifying (belongs to), comparing and constructing (are similar to, are stronger than, like)

d. Use descriptive language (color, shape, size, function, habit, behavior)

e. Use technical terms
A. General Description of State SMA Negeri 1 Ambarawa

The research was conducted of SMA Negeri 1 Ambarawa. SMA Negeri 1 Ambarawa is located in Jl. Yos Sudarso No.46, Ambarawa district, Semarang regency 50612. SMA Negeri 1 Ambarawa is built above 18000 M². SMA Negeri 1 Ambarawa has a headmaster, sixteen teachers, and twenty staffs. The total students of SMA Negeri 1 Ambarawa are 989 per March 2016.

Actually, SMA Negeri 1 Ambarawa was first established in 1982. SMA Negeri 1 Ambarawa was accredited A in 2015. In addition, the researcher chooses SMA Negeri 1 Ambarawa as object of the research because SMA Negeri 1 Ambarawa is once of the school in the Ambarawa district which is became a role model of the 2013 curriculum for five years.

B. Methodology of Research

1. Research Design

The research used descriptive qualitative research since the objects of the research were lesson plans, learning and teaching process used by English teachers of the implementation of the 2013 curriculum in English teaching and learning process of report text of eleventh grade students of Lintas Minat (LM) classes of SMA Negeri 1 Ambarawa. The research focused on analyzing and observing the lesson plans, the teaching and learning process when English teacher
implemented of the 2013 curriculum in English teaching and learning process of report text. As the result of the research, it gave the understanding about the implemented of the 2013 curriculum in English teaching and learning process of report text to the students of Lintas Minat (LM) classes. According to Moleong (2009: 6)

Qualitative research is a research which is aimed to understand the phenomena which occurred and doing by the object of the study, for examples the behavior, perception, motivation, action, which studied holistically and descriptively on the written and the language, in the natural special context and using some natural methods.

It means qualitative research does not need a statistic and quantitative procedure. It just focused on analyzing the phenomena object of the research. Moreover, the research uses using words, description, holistic and complicated.

According to Danzin and Lincoln (1987), qualitative research is a research with natural setting with purpose to read into the phenomenon had been happened and held with involved all the method. Meanwhile, according to Kirk and Miller (1986:9), qualitative method is certain tradition in the sociology that in the fundamental manner depend from the students’ observation. It means that this method tried to understand the phenomena in relation to what the subjects are experience and did not need score or numbering as the data collection. Qualitative method naturally described analyzing of the object of the research.
2. Population and Sample

According to Arikunto (2013:173), population is all items of any field of research. In the research, the population is the students in eleventh grade of *Lintas Minat* (*LM*) classes of *SMA Negeri* 1 Ambarawa in the academic year 2016/2017. Sample is the selected respondents from all of population that had been researched (Arikunto, 2016:131). Moreover, Arikunto (2002:112) also states, “If the subject less than 100, it is better taken all so it is research constitutes population. Hereafter if total subject outgrow, therefore get among been taken 10-25% or 20-25% or more.” In this research, the population is the students in eleventh grade students of *Lintas Minat* classes of *SMA Negeri* 1 Ambarawa in the academic year 2016/2017 are 554 students. The researcher takes the sample of the research based on random sampling, because all classes have same level. The researcher takes two of classes groups, namely is XI.LM_1 and XI.LM_2 as a sample. The students of XI.LM_1 consist of 25 students; they are 14 females and 11 males. The students of XI.LM_2 consist of 21 students; they are 16 females and 5 males. The researcher chooses those class because as far as the researcher knows in IAIN Salatiga does not any researchers which conduct their research of *Lintas Minat*
class. Based on those reason the researcher chooses *Lintas Minat* to be researched.

3. Time Allocation of Research

The research was conducted from April 04th until November 1st, 2016. The detail time is provided in the following table:

Table.3.1

<table>
<thead>
<tr>
<th>Num.</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>April 04th, 2016</td>
<td>The researcher submitted the proposal</td>
</tr>
<tr>
<td>2.</td>
<td>April 17th, 2016</td>
<td>The researcher was giving the letter in relation to pre-observation activities to <em>SMA Negeri 1</em> Ambarawa and asking permission to conduct observations.</td>
</tr>
<tr>
<td>3.</td>
<td>May 22th, 2016</td>
<td>The researcher was giving the letter to conduct observations and to meet with the two teachers in relation to make observational schedules.</td>
</tr>
<tr>
<td>4.</td>
<td>October 22nd, 2016</td>
<td>The researcher was doing the first observation.</td>
</tr>
<tr>
<td>5.</td>
<td>October 22nd, 2016</td>
<td>The researcher was doing first observation test</td>
</tr>
<tr>
<td>6.</td>
<td>October 26th, 2016</td>
<td>The researcher was doing first interview</td>
</tr>
<tr>
<td>7.</td>
<td>October 26th, 2016</td>
<td>The researcher was doing second observation</td>
</tr>
</tbody>
</table>
4. **Object of the Research**

The object of the research is the implementation of the 2013 curriculum in English teaching and learning process of report text. The researcher conducted the research were at X1.LM_1 and X1.LM_2ofSMA Negeri 1 Ambarawa. The teacher and the students were having teaching and learning process as usual and the researcher was sitting or standing behind them to observe the teaching and learning process.

5. **Techniques of Data Collection**

a. **Observation**

In the research, the data had been collected by doing an observation in the classrooms. According to Arikunto (2013) observation is a technique of data collection which is done by conducting through research, as well as systematically recording. In observation activities, the researcher did not involve in teaching and learning process which is done by the English teacher and his students. The researcher only observes and monitors the teachers
and students’ teaching and learning process. The researcher entered the classroom during the learning and teaching process. Furthermore, the researcher followed the whole learning and teaching process. In which the researcher brought observational checklist to observe the learning and teaching process. Furthermore, the researcher took recording and video during the learning and teaching process. Recording is useful to help the researcher in re-observing by her before taking the conclusion. Research instrument used in the observation is a video recorder and observational guideline that it related to the teaching and learning process and evaluation process in accordance with 2013 curriculum. In addition, the researcher conducted an observation to the teacher in her teaching and learning process which the teacher taught XI.LM_2. It was because the teacher which she taught XI.LM_1 had not ready yet to be observed.

b. Test

Test is a task that must be done by the students (Joni, 1984:6). Test is a psychology research method to get information about behavioral aspect with used measurement. After make an observation toward the implementation of the 2013 curriculum in English teaching and learning process of report text. The teacher gave the students written test about report text to measure their ability of report text. Then, based on the written test’s score, the
researcher chooses 10 students from XI.LM_1 and 10 students from XI.LM_2 which consist of 4 students who get very good score, 3 students who get good score and 3 students who get medium score. Next, the students who had chosen should be make an interview session relate to their responses in the implementation of the 2013 curriculum in the teaching and learning process of report text. The students' written test result enclosed in appendices.

c. Interview

According to Creswell (2008:225), interview is very common form of collecting data in the study research. A qualitative interview occurs when the researcher asks one or more participants’ general, open-ended question and record the students answer. By doing an interview with the students, the researcher gets more explicit information of teaching and learning process in report text reading. It is useful to complete the data. The interview question is enclosed in appendices.

d. Documentation

In addition, according to Hancock (2006:51), using observations and interviews, case study researchers often review existing documents or create and administer new documents from which to gather information related to the research question. Based on what explained above, it could be concluded that using document as one of data resource is absolutely useful for a study
research. Moreover, much information was stated in document form, such as the profile school document, lesson plan, teachers’ private document, and students’ score sheet.

In this research, documentation research used to observe and analyze the English teaching and learning process in eleventh class of SMA Negeri 1 Ambarawa by take the example of lesson plan, syllabus and English teacher handbook. The researcher’s documents that it used to collected the data of implementation of the 2013 curriculum in English teaching and learning process of report text are:

1) Voice Recording

According to Bogdan Bigklen (1992:121) cited in Cresswel (2001:182), voice recording is a tool to divide or separate descriptive notes (portraits of the participants, reconstructions of dialogue, a description of physical settings, account of particular activities) from reflective notes (the researcher’s personal thought such as, speculation, feelings, opinions, problems, ideas, etc). This can be meant that voice recording is an activity to get data and it is used to support the researcher’s analysis. The researcher took voice recording during the learning and teaching process and interview session. The voice recording was done at the whole of the learning and teaching process and interview session.
2) Video Recording

According to Sutama (2010:93), video recording is part of contain analysis. It is used to analyze communication for answering two level questions, namely descriptive question which it focuses on contain of communication and interpretative question which it focuses on the meaning of communication. As the backup data, the researcher also conducted video recording at the teaching and learning process and interview session. The video used to support and help the recording data in case the recording data lost or did not clear.

3) Syllabus and Lesson Plan

Syllabus is a lesson plan on individual or group’s certain subject that it is include standard competence, main material, teaching activities, indicator of competency’s achievement for scoring, scoring, time allocation, and learning source (Trianto, 2009:201). This can be meant that syllabus is the main material of lessons, teaching activities, scoring design which this is from the curriculum development. Meanwhile, lesson plan is steps of learning that it will be used by the teachers in their teaching activities. In addition, lesson plan is used by the teachers to guide them in learning and teaching process (Trianto, 2009:214). This can be meant that lesson plan
is a planning before the teachers conduct teaching and learning process.

The researcher used lesson plans as the data analysis. The researcher used one lesson plan which those was taken from first meeting by the second teacher of XI.LM_2 class. It was because the first teacher of XI.LM_1 class had not ready to analyze

6. Data Analysis

Analysis is an effort to find what is important and to decide what is being explained to another by working with data, organizing data, selecting data, synthesizing data, finding its patterns (Moleong, 2009:248). This can be informed that data analysis is processing data to get the research’s finding. Analysis is the way of the researcher to find the meaning from the data. The steps of analysis as listed below (Moleong, 2009:288 & 289)

a. Identification

Identifying the smallest part find from the data that it has a meaning. Then, the researcher has to relate the finding to the focus of the research.

b. Coding

The researcher has to make codes. Making codes mean giving codes in every unit so that it will be easier to look for the
needed data. The researcher made some codes in relation to 
this research. The codes are explained as the following:

1) T1 was represented as the first English teacher.

2) T2 was represented as the second English teacher.

3) I was represented as the interviewer

4) Ss was represented as the students

5) S1 was represented as the first students

6) S2 was represented as the second students

7) S3 was represented as the third students

8) S4 was represented as the fourth students

9) S5 was represented as the fifth students

10) S6 was represented as the sixth students

11) S7 was represented as the seventh students

12) S8 was represented as the eighth students

13) S9 was represented as the ninth students

14) S10 was represented as the tenth students

15) S11 was represented as the eleventh students

16) S12 was represented as the twelfth students

17) S13 was represented as the thirteenth students

18) S14 was represented as the fourteenth students

19) S15 was represented as the fifteenth students

20) S16 was represented as the sixteenth students

21) S17 was represented as the seventeenth students
22) S18 was represented as the eighteenth students
23) S19 was represented as the nineteenth students
24) S20 was represented as the twentieth students
25) S21 was represented as twenty first students
26) S22 was represented as the twenty second students
27) S23 was represented as the twenty third students
28) S24 was represented as the twenty four students
29) X and XI were represented as the students’ grades
30) 1 and 2 were represented as parallel class.
31) LM was represented as the Lintas Minat students.

c. Constructing classification

Classification is process of selecting each unit which they have the similarities.
CHAPTER IV

FINDINGS AND DISCUSSIONS


The researcher collected data from English teacher at XI.LM_2. There was first meeting. In this chapter, the research triangulated the data obtained which came from observation. Here is the research finding and discussion about implementation of the 2013 curriculum in English teaching and learning process of report text of Lintas Minat (LM) of SMA Negeri 1 Ambarawa. The data of the implementation of the 2013 curriculum in English teaching and learning process of report text is discussed in the following below

a. Lesson Plan

According to Undang-Undang No. 81A about the implementation of the 2013 curriculum stated that lesson plan is the teaching and learning plan which is specifically designed from single main material or specific theme that refers to syllabus. In addition, stated in Lampiran Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 about elementary school and junior high school said that;

“setiap guru di setiap satuan pendidikan berkewajiban menyusun RPP untuk kelas di mana guru tersebut mengajar di SD/MI dan untuk guru mata pelajaran yang diampunya untuk guru SMP/MTS, SMA/MA
Every teachers in the teaching and learning process must be arrange *RPP* for class which where teachers teaching in *SD/MI* and for the subject matter that the teacher guides for *SMP/MTS*, *SMA/MA* and *SMK/MAK*

It meant that the first step to conduct the teaching and learning process is planning the teaching activity which is in form of lesson plan. The researcher analyze the lesson plan based on the *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Taun 2014*. The lesson plan analysis of the implementation of the 2013of report text in the teaching and learning process by the teacher at X1.LM_2 is discussed in the following table below.

**Table 4.1**

Teacher's Lesson Plan Implementation of the 2013 Curriculum in English

<table>
<thead>
<tr>
<th>Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014</th>
<th>Teacher's Lesson Plan Checklist</th>
<th>Application of Second Teacher's Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Identity</td>
<td>V</td>
<td>The identity of school was written in form of educational institution that was SMA <em>Negeri 1 Ambarawa</em></td>
</tr>
<tr>
<td>Subject</td>
<td>V</td>
<td>Teacher wrote English as a subject of teaching</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Class/Semester</td>
<td>V</td>
<td>This lesson plan was designed purposely for eleventh literature class in first semester</td>
</tr>
<tr>
<td>Theme</td>
<td>V</td>
<td>Report text was chosen as the theme of learning, report text is one of kinds of English subject matter that have to learn by the students at <em>Lintas Minat</em> class. It was suited to the syllabus of X1 <em>Peminatan</em> at eleventh grade class</td>
</tr>
<tr>
<td>Aspect/Skill</td>
<td>V</td>
<td>Reading was the skill to be developed in this theme</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>V</td>
<td>The time allocation was 1x45 minutes</td>
</tr>
<tr>
<td>Standard Competence</td>
<td>V</td>
<td>The formulation of standard competence in this lesson plan was actually based on 2013 curriculum, standard</td>
</tr>
</tbody>
</table>
competence is substituted by core competence and basic competence which is contented in syllabus and formulated into lesson plan based on the topic or theme chosen. The standard competence was written completely from competence-1, competence-2, competence-3 and competence-4.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skill is the basic competence developed in this lesson plan. This competence also actually still belonged to 2013 curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standard competence and basic competence in this lesson plan based on was written in the syllabus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, the objective of</td>
<td></td>
</tr>
<tr>
<td>Material Instruction</td>
<td>V</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td>Method/technique</td>
<td>V</td>
</tr>
<tr>
<td>Learning activities</td>
<td></td>
</tr>
<tr>
<td>Step of Teaching</td>
<td>V</td>
</tr>
<tr>
<td>Opening</td>
<td>V</td>
</tr>
</tbody>
</table>

Learning was developed based on indicator.
| Main Activity | V | asking students’ condition, checking the students’ presence, and explaining the topic which will be taught. |
| Closing | V | In closing activity, teacher concluding what had been learned, asking the difficulties faced by the students during learning, and asked the students to find another example of report text at home |
| Learning Resource | V | The teaching and learning resource was taken from |
presentation that the teacher explained in LCD and textbook “Kreatif Bahasa dan Sastra Inggris (Peminatan)”

<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technique</strong></td>
<td>V The technique used in this lesson plan was written test</td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td>V The question of written test</td>
</tr>
<tr>
<td><strong>Instrument</strong></td>
<td>V Contained list of question related to the report text</td>
</tr>
<tr>
<td><strong>Score Rubric</strong></td>
<td>V It talked about the guidance of scoring</td>
</tr>
<tr>
<td><strong>Assessment Rubric</strong></td>
<td>V It was about the standard of assessment which was also provided by score of each item assessed</td>
</tr>
</tbody>
</table>

The table above is analyzed on the implementation of the lesson plan from the teacher at XI.LM_2 class in the implementation of the 2013 curriculum in English teaching and learning process of report text.

In addition, based on the table above, it can be stated that Lampiran Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 provided there
were seventeen elements which was written by the teachers before they are start their teaching and learning process in the class. Based on those rule, the teacher who had implementation of the 2013 curriculum have to design the lesson plan which applied those elements. Meanwhile, from the table analysis above showed that the teacher’s lesson plan was obtained that the design suited to the rules in the Lampiran Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014. All of lesson plan components were included orderly. This fact was showed from the teacher’s lesson plan.

Here is the table of teacher’s lesson plan

Table 4.2


<table>
<thead>
<tr>
<th>Rencana Pelaksanaan Pembelajaran (RPP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sekolah : SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>Mata Pelajaran : Bahasa dan Sasta Inggris (Peminatan)</td>
</tr>
<tr>
<td>Kelas/Semester : X1/1</td>
</tr>
<tr>
<td>Mareti Pokok : Factual Report</td>
</tr>
<tr>
<td>Alokasi Waktu : 1 x 45 Menit</td>
</tr>
</tbody>
</table>

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama,
toleransi, damai), santun, responsive, dan proaktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efekti dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan dan menganalisis pegetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. 1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang
diwujudkan dalam semangat belajar

2. 2.1 Menunjukan perilaku santun dan peduli dengan melaksanakan komunikasi interpersonal dengan guru dan teman

2.2 Menunjukan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dengan melaksanakan komunikasi transaksional dengan guru dan teman

2.3 Menunjukan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional

3. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala, dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di pelajaran lain kelas X1

4. 4.7 Menangkap makna dalam teks ilmiah factual (factual report) lisan dan tulisan tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain kelas X1.

C. Indikator

1. 1.1 Memiliki rasa syukur dengan adanya kesempatan
mempelajari bahasa inggris

2. 2.1 Berperilaku santun dan peduli dalam berinteraksi dengan teman dan guru

2.2 Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam setiap kegiatan pembelajaran

2.3 Berperilaku tanggung jawab, peduli, kerja sama dan cinta damai dalam berkomunikasi

3. 3.6 Menjelaskan fungsi sosial dari teks factual report tentang orang, binatang, benda, gejala, dan peristiwa alam dan sosial

3.6 Mengidentifikasi struktur dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

3.6 Menyebutkan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

4. 4.7 Menjawab pertanyaan berdasarkan teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa mampu menjelaskan fungsi sosial dari teks factual
report tentang orang, binatang, benda, gejala, dan peristiwa alam dan sosial

2. Siswa mampu mengidentifikasi struktur dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

3. Siswa mampu menyebutkan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

4. Siswa mampu menjawab pertanyaan berdasarkan teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

E. Materi Pembelajaran

Fungsi Sosial :

1. Mengamati alam

2. Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam

Struktur Teks :

1. Klasifikasi umum tentang binatang/benda yang ditulis

2. Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur Kebahasaan
1. Simple present

2. Kata kerja yang menggambarkan binatang/benda/gejala alam

3. Kata sifat

4. Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati

5. Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi

6. Rujukan kata

Topik :
Benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di kelas X1

Report text is a text which present information about something, as it is. It is as a result of systematic observation and analyses

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>General classification</td>
<td>Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia</td>
</tr>
<tr>
<td>Description</td>
<td>Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus’ eyes and head are small. It has no ears but has ability to sense sound and light.</td>
</tr>
</tbody>
</table>
Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay

The purpose:

Presenting information about something. They generally describe an entire class of things, whether natural or made.

Language feature in report text

a. General nouns

b. Relating verbs/Linking verbs (To be : is, am, are) seem, look, etc.

c. Timeless present tense: Often, Usually, Always etc

d. Technical terms

F. Metode Pembelajaran

Pendekatan scientific

Strategi:

Observing, questioning, associating dan communicating

G. Kegiatan Pembelajaran

1. Pendahuluan
a. Guru mrembuka pelajaran dan memeriksa daftar kehadiran peserta didik

b. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

c. Guru memberi motivasi belajar tentang manfaat materi yang akan dipelajari, yaitu fungsi sosial, struktur teks, dan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

d. Guru menjelaskan tujuan pembelajaran dan kompetensi dasar ejaan yang akan dicapai

e. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan tugas tentang analisis fungsi sosial, strukut teks, dan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam sosial

2. Kegiatan Inti

a. Mengamati

Guru membuka secar luas dan bervarias kesempatan
peserta didik untuk melakukan pengamatan melalui kegiatan menyimak gambar tentang orang, binatang, benda gejala dan peristiwa alam dan sosial.

b. Menanya

1) Guru membuka kesempatan secara luas kepada peserta didik untuk mengajukan pertanyaan mengenai kalimat yang sudah diamatinya

2) Guru membimbing peserta didik untuk mengajukan pertanyaan secara mandiri.

c. Mengasosiasi

Peserta didik mendiskusikan fungsi sosial, struktur teks, dan unsure kebahasan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

d. Mengkomunikasikan

Peserta didik menyajikan hasil kegiatan diskusi kelompok

e. Penutup

1) Guru bersama peserta didik membuat kesimpulan kegiatan

2) Guru melakukan penilaian dan refleksi terhadap
kegiatan yang sudah dilaksanakan secara konsisten dan terpogram.

H. Media alat/bahan dan sumber belajar

1. Media/alat
   a. LCD
   b. Alat tulis

2. Bahan
   a. Teks dan gambar dalam buku Kreatif Bahasa dan Sastra Inggris (peminatan) Kelas XI Semester 1 terbitan CV VIVA PAKARINDO halaman 59 s.d. 71
   b. LCD

3. Sumber belajar
   a. Buku kreatif Bhasa dan Sstra Inggris (peminatan) Kelas XI semester 1 terbitan CV VIVA PAKARINDO halaman 59 s.d. 75
   b. Literature lain (media cetak, elektronik dan internet)

4. Penilaian
   a. Sikap spiritual
1) Teknik penilaian : observasi guru

2) Bentuk instrument : lembar observasi sikap spiritual

3) Kisi-kisi

   a) Rasa syukur kepada Tuhan

   b) Santun

b. Sikap sosial

1) Teknik penilaian : observasi guru

2) Bentuk instrument : lembar observasi sikap sosial

3) Kisi-kisi

   a) Jujur

   b) Kerja sama dan gotong royong

   c) Disiplin

   d) Percaya diri

   e) Tanggung jawab

   f) Peduli

   g) Cinta damai
h) Sopan

c. Pengetahuan

1) Teknik penilaian : tes tertulis

2) Bentuk instrument : pilihan ganda dan uraian

3) Kisi-kisi

a) Fungsi sosial dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

b) Struktur dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

c) Unsur kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan social

In addition, based on the teacher’s lesson plan designed above it can conclude that the time allocation of lesson plan did not based on the syllabus rule because the teaching and learning process just conducted for 45 minutes. Meanwhile, teaching and learning process in the class based
on syllabus should be conducted for 60 minutes. In this case, it meant that the students could not be effective to learn reading of report text generally.

The teacher had described the teaching and learning process in scientific approach. In describing the scientific approach, the teacher described four major steps and completed by clear activity for each step. Majorly, the teacher developed the scientific approach based on the text book. Actually, the rule stated that the design of teaching material and also the description of teaching activity are developed based on the students’ condition and the environment.

2. Teaching and Learning Process

In this session the finding and discussion was about the teaching and learning process which contained of the teaching activity at X1.LM_2 for the implementation of the 2013 curriculum in English teaching and Learning Process of report text. In addition, the teaching and learning process covers three main activities they were opening activity, main activity and the last is closing activity. Those activities were actually seen based on the characteristic of the 2013 curriculum which employs scientific approach as the model of teaching process. Actually the procedure in instruction implementation is stated in the Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014 about teaching and learning implementation. Based on the rule the data analysis of teaching and learning process by the teacher at X1.LM_2 for the implementation of
the 2013 curriculum in English teaching and learning process of report text is discussed in the following below:

1. Opening

The first step of teaching and learning process was opening activity. Based on the *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014* about teaching and learning process in the implementation of the 2013 curriculum in English teaching and learning process of report text already employed seven steps. The data analysis of opening activity in the implementation of the 2013 curriculum in English teaching and learning process of report text at X1.LM_2 by the teacher is discussed in the following table below.

Table. 4.3

<table>
<thead>
<tr>
<th>Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014</th>
<th>Teacher’s Lesson Plan</th>
<th>Teacher’s Application</th>
<th>Teacher’s Implementation</th>
<th>Students’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher creates</td>
<td>The</td>
<td>It was</td>
<td>003 T</td>
<td>004 Ss</td>
</tr>
<tr>
<td>a pleasant learning atmosphere</td>
<td>second teacher created a pleasant learning atmosphere</td>
<td>implemented: Good morning class! 005 T: &quot;How are you today?&quot;</td>
<td>006 Ss: I am fine, thank you and you?</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The teacher discusses the learning competence and previously develops relates to the competence that was learn and develops</td>
<td>The second teacher discussed the learning competence and previously developed related to the competence that was learned and developed</td>
<td>It was not implemented</td>
<td>Teacher did not tell students about what are the competence</td>
<td></td>
</tr>
</tbody>
</table>
The teacher presents the competence that was achieved in the daily life. The second teacher presented the competence that had been achieved and the benefit in the daily life. It was not implemented.

The teacher presents the outline of material coverage and activity which was done. The second teacher presented the outline of material. It was not implemented. Teacher did not presented about outline of material.
The teacher presents the range and assessment technique which was employed.

<table>
<thead>
<tr>
<th>The teacher checks the students attendance</th>
<th>The second teacher check-ed the</th>
<th>It was implemented</th>
<th>The teacher did not presented the range and assessment technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher directly explain to the students</td>
<td>the teacher directly explain to the students</td>
<td>It was implemented</td>
<td>Teacher did not presented the range and assessment technique</td>
</tr>
<tr>
<td>The teacher directly explain to the students</td>
<td>It was implemented</td>
<td>007 T : I am fine too, thank you. Who</td>
<td>008 Ss : No one miss.</td>
</tr>
</tbody>
</table>
The teacher guides the students to pray together.

The second teacher guided the students to pray together.

It was implemented.

Bismillah irrokhman irrokhim!

The table above explains that the teacher applied three activities in the opening activity in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2. First, the teacher makes a comfortable learning condition. Second, the teacher called the students one by one to know the students presence and the last the second teacher asked the students to pray together.

In addition, the teacher implementation of opening activity did not suite to the Lampiran Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 because the teacher did not perform those seven activities an completed such as the teacher did not tell the students about the benefit of report text in the daily life, therefore the students did not know the benefit...
of report text in their daily life directly. Actually, this activity is important for the beneficial of learning objective to the real students’ life. This activity actually as the point that bridges what the students’ learned in the class and the benefit in their life.

For the transparency of assessment technique did not present in detail such as scoring technique would be in group or individually. Theteacher also did not tell the students about the assessment technique and criteria of assessment. Actually, it can make the students did not understand about what are things that should be learned to prepare the assessment and how the way to get the best score with completed the criteria of assessment.

2. Main Activity

The next activity was about the main activity in the implementation of the 2013 curriculum in English teaching and learning process of report text. In the main activity, it was talked about scientific approach. Scientific approach consist the steps of conducted the teaching and learning process especially in main activity. Those steps are observing, questioning, associating and communicating. The data of main activity in the implementation of the 2013 curriculum in English teaching and learning process of report text is discussed in the following below.

a) Observing

The first step was observing activity. The observing activity in the scientific approach for the implementation of the 2013 curriculum
of report text was conducted by giving some pictures of animals, plants and some explanations about report text which was ordered by the second teacher. The data of observing activity in the implementation of the 2013 curriculum in English teaching and learning process of report text is discussed in the following table below.

Table 4.4


<table>
<thead>
<tr>
<th>Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014</th>
<th>Teacher’s Lesson Plan</th>
<th>Teacher’s Application</th>
<th>Teacher’s Implementation</th>
<th>Students’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher facilitates the students to do observation process</td>
<td>It was implemented</td>
<td>013 T</td>
<td>014 Ss</td>
<td>Yes!</td>
</tr>
<tr>
<td>The second teacher facilitated the students to observe the animal</td>
<td>Had you ever ... about this animal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The second teacher facilitated the students to observe the animal</td>
<td>Had you ever ... about this animal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do observation process</td>
<td>Or see animal see the animal?</td>
<td>015 T: Yes? What is name of Animal?</td>
<td>016 Ss: Kanguru!</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>019 T: What is it come from?</td>
<td>020 Ss: Australia!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>021 T: Iya, What can we discuss about the animal?</td>
<td>022 Ss: (Quite)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>023 T: Okay, the first one is what are</td>
<td>024 Ss: (Quite)</td>
<td></td>
</tr>
<tr>
<td>The specific characteristics from the animal?</td>
<td>The first one it have a…?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>025  T</td>
<td>031  T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>:</td>
<td>:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is the other animal, what is it?</td>
<td>It is the other animal, what is it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>035  T</td>
<td>035  T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>:</td>
<td>:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is it?</td>
<td>What is it?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>039  T</td>
<td>039  T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, it is Giraffe.</td>
<td>Yes, it is Giraffe.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 026  Ss                                   |
| :                                       |
| :                                       |
| A pocket!                               |

| 032  Ss                                   |
| :                                       |
| :                                       |
| Elephant!                               |

| 036  Ss                                   |
| :                                       |
| :                                       |
| Giraffe!                                |

<p>| 040  Ss                                   |
| :                                       |
| :                                       |
| Tiger!                                  |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Action/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>065</td>
<td><strong>T</strong>: What is it?</td>
</tr>
<tr>
<td>066</td>
<td><strong>Ss</strong>: Sunflower!</td>
</tr>
<tr>
<td>079</td>
<td><strong>T</strong>: What is it?</td>
</tr>
<tr>
<td>080</td>
<td><strong>Ss</strong>: Lily flower!</td>
</tr>
<tr>
<td>033</td>
<td>Yes, elephant.</td>
</tr>
</tbody>
</table>

The students observe used the five senses (reading, monitoring, sering, ...). It was implemented by using the five senses.

Teacher shows Tiger in the LCD. What is it? Yes, elephant. This is an elephant.
Whether using media or not (reading, listening, monitoring, seeing, watching, etc).

Whether using media or not

Yes okay, now let’s see the other picture! (the teacher showed giraffe from LCD)

037 T:
Yes, it is Giraffe, repeat to me please!
Giraffe!
(the teacher asked the students

038 Ss: Giraffe!

153 Ss: (read the text by
Now, please read for me the text (show the text from LCD) I have….of report text, could you please read the text first?

The table above explains that the teacher applied two activities in the observing activity in the implementation of the 2013 curriculum in English teaching and learning process of report text.
text of X1.LM_2. First, the teacher open opportunity to the students to do observation process by gathering the pictures about animals, plants and phenomenon. Second, the student observed the pictures by reading, listening, monitoring, seeing and watching activities. It was obtained that the implementation by the teacher suitable to the rules of the Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014. In addition in the class, In addition, observing activity conducted by asked the students to observe some pictures about animals and plants from the LCD which was prepared by the teacher. The observing process was conducted by looking at the pictures and the students must conclude the pictures and the teacher’s explanations. In this case, the teacher and students concluded what is the information about from the picture. The observing activity performed that the teacher and she always guide the students to ask about the habitat, behavior, physical characteristic and specific characteristic about animals and plants.

By this process above, the students look weren’t enthusiastic enough because the students only listened the teacher’s explanation and just answered when the teacher asked or gave them clue about the picture. Actually, this session should be more interested to the students. In other word, the teacher could use the real thing to be observed like the real animal that it was possible to
use, such as little animal or real plant. Therefore, it could make the students interested to observe the activity in the class and teacher could use short video.

b) Questioning

The second step was questioning activity in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2. Questioning activity could be conduct by creating and offering the question, asking and answering, discussing the unclear information, thus it was a clarification. The data analysis of questioning activity in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2 is discussed in the following table below.

Table 4.5
Teacher Questioning Activity in the Implementation of the 201 Curriculum in English Teaching and Learning Process of Report Text of X1.LM_2

<table>
<thead>
<tr>
<th>Lampiran Teacher’s lesson plan</th>
<th>Teacher’s Application</th>
<th>Teacher’s implementation</th>
<th>Students’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menteri Pendidikan dan Kebudayaan No.103</td>
<td>Teacher’s lesson plan</td>
<td>Teacher’s Application</td>
<td>Teacher’s implementation</td>
</tr>
</tbody>
</table>
## Tahun 2014

<table>
<thead>
<tr>
<th>The teacher facilitates the students to do question process</th>
<th>Second teacher facilitated the students to do question process</th>
<th>It was implemented</th>
<th>041 T : Yes, it is Tiger. When we tell about the animal, we can tell them about the first one, we can tell what is it? What it is? <em>Ini apa..? ya. Jadi yang pertama,</em> what</th>
<th>042 Ss : (Quite)</th>
</tr>
</thead>
</table>
animal is it? 

*Binatang ini binatang apa, we have mention dari yang pertama tadi, first one is about Kangaroo, the second one is about Elephant and the others ya.* 

Now we tell about what is it
we can we tell about what does belong to?"

And can we tell about animal, the first one we can tell about what is it or what it belongs to and another explanation about the animal we can tell about, the first one is about?

048 Ss: (Quite)

052 Ss: Ears!
Now, could you please mention the physical characteristics about Elephant 057 T Gadingny a. Ciri khusus or physical characteristics about the animal are have big ear and trunk, jadi cirri khusus secara fisiknya dari binatang ini adalah punya telinga

058 Ss: "Grass!"
What else we can tell about the animal? The other is about food. What is the elephant eat?

Could you mention about plant, tell me about plant.

Contohnya tanaman itu apa?

Specific characteristic, ya jadi
When we talk about animal, elephant.. which elephant will we describe? Bagian mana yang mau kita bicarakan? 

124 Iya, we will not discuss flower in General. We only talk about specific character dan different with other. 

125 Ss: (Quite)
about.. we
don't
discuss
about Sun
flower at
my
garden.

*Tidak
hanya
yang ada
di kebun
saya,* not
only
flower live
in our
school
garden.

*Tidak
hanya
yang ada
di sekolah
kita* but,
flower in
general,
iya, we
talk about
flower in
general,
we talk
about Lili
flower in
general, we talk about Sunflower in general so we talk about elephant in general it means that we talk about something in general, when we discuss something in general we can put in a text. What kind of text?"  

126 T

Ketika kita membicarakan sesuatu dalam apa... atau kita
The students create and question, ask
The students created
It was not implemente

membicar akan sesuatu secara umum, kita menggambarkan secara umum, so maka kita membicarakan sebuah text yang namanya apa?

130 T
: So anyone can conclude what is Report, raise your hand please!

131 Ss
: (Quite)
and answer, discuss about unclear information, additional information, or as a clarification and question, asked and answered, discussed about unclear information, additional information, or as a clarification.

<table>
<thead>
<tr>
<th>and answer, discuss about unclear information, additional information, or as a clarification</th>
<th>and question, asked and answered, discussed about unclear information, additional information, or as a clarification</th>
</tr>
</thead>
</table>

The table above explains that the teacher applied one activity in the questioning activity in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2. It was the teacher open opportunity to the students to ask question about report text. It was obtained that the implementation of questioning activity by the teacher did not suit
to the rules of *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014*. In fact, the students did not create question, the students did not discuss about unclear information of report text. It was not suit to the teacher’s lesson plan, because based on teacher’s lesson plan and the rules of *Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014* the students hoped should be active in the class and the students hoped can improve their thinking and skill logically in the questioning activity. In addition, in the questioning analysis process, the teacher had ready gave opportunity to the students to create or ask question. In this case, the teacher guided the students to ask or conclude something and train them to use their thinking by giving question to them.

c) Associating

The fourth step in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2 is associating. Associating process could be done by analyzing data. The students gathering information, associating or connecting the related information. The data of associating analysis in the implementation of the 2013 curriculum in English teaching and learning process of report text is discussed in the following table below
### Table 4.6

Teacher’s Associating Activity in the Implementation of 2013 Curriculum in English Teaching and Learning Process of Report

**Text of X1.LM_2**

<table>
<thead>
<tr>
<th>Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014</th>
<th>Teacher’s Lesson Plan</th>
<th>Teacher’s Application</th>
<th>Teacher’s Implementation</th>
<th>Students’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher facilitates students to do associating process</td>
<td>The second teacher facilitated students to do associate- ing process</td>
<td>It was implemented</td>
<td>067 T : It is Sun flower, we can tell about animal, we also will tell about plant. You know plant? 069 T : Could you mention about plant,</td>
<td>068 Ss : Yes!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>070 Ss : (Quite)</td>
</tr>
</tbody>
</table>
Iya, jadi not only flower, but now we would like to tell about flower, flower belong to plant. nah, we can describe about animal, we can also describe about plant or flower. Now we would to tell about flower. What flower is it?

075 T

076 Ss: Sunflower!
Lily flower
iya, We can tell about the animal, we can also describe about this flower (Lily flower). The first one is like the animal we mention before. What is the first one we can tell from Lily flower?

Okay, now let’s see the first paragraph. When you see this paragraph, this paragraph
answer the question about?
Paragraf 1 akan menjawab pertanyaan yang mana?

Tadi, yang diatas tadi coba dilihat, could you please see the question in paragraph one.

Iya, the first sentence can answer the question what is it, jadi pertanyaanya a apa itu?

Telah

173 Ss : “What is it!”

179 Ss : (Quite)
This paragraph is talk of General Classification.

Paragraph one in Report text is talk about General Classification. Now let’s see the second paragraph. What can you conclude from the second paragraph?
Iya, so what is the second paragraph about?

Kalau di paragraph satu tadi disebut General Classificatio n, di paragraph dua disebut?

iya, so what can we conclude about Report text? What is the Generic Structure of the Report text? It is how many
Iya, yang pertama penggunaan to be Is, to be Is belong to Present tense iya. To be Is itu adalah ciri sebuah tense yang disebut Present tense, trus lagi yang mana?

Which sentence? Kalimat yang mana lagi yang menunjukan bahwa itu adalah Present tense.

The students The It was not
process the information and analyze the data in the category form, associate the information to find pattern and concluding

students process the information and analyzed the data in the category form, associate related information in order to find pattern and concluding

| implement | ed |

The table above explains that the teacher applied one activity in the associating activity in the implementation of the
2013 curriculum in English teaching and learning process of report text. It was the teacher facilitated the students to do associating activity. It was obtained that implementation of associating activity by the teacher did not suit to the rules of Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014 and the teacher’s lesson plan because based on both of rule the students hoped can discuss and analyzing information about structur text, generic structure and language feature of report text in the group. In addition, in fact the teacher did not make a discussion in group, but the teacher used LCD to explain about report text to the students. The teacher also did not ask the students to use other book as other learning resource at teaching and learning process of report text. The only exposed many information from LCD related with the material.

The teacher guided the students to analyze the report text based on picture such as analyzed about tense and generic structure of report text. In this case, the students just listened about the teacher’s explanation and just waited about the teacher’s clue to make a conclusion about the report text. In addition, the students also did not have any resource to learn about the report text, so it makes them became passive in the class.
d) Communicating

The last step in the implementation of the 2013 curriculum in English teaching and learning process of the report text of X1.LM_2 is communicating. As stated in Directorate of Senior High School Development that communicating is a medium to present the result of conceptualization in many ways such as oral presentation, written presentation, and gesture. The data of questioning activity analysis in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2 is discussed in the following table below.

Table 4.7


<table>
<thead>
<tr>
<th>Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014</th>
<th>Teacher’s Lesson Plan</th>
<th>Teacher’s Application</th>
<th>Teacher’s Implementation</th>
<th>Students’ Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher facilitates</td>
<td>The second</td>
<td>It was not implement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students to do communicating process</td>
<td>teacher facilitated students to do communication</td>
<td>ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students presents the report text in chart form, diagram, graph, or presentation</td>
<td>It was not implemented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>arrange the written project or task and present it from process, result and oral conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table above explains that the teacher did not apply both of those activities in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2. In fact, the teacher was asked the students to make individual or group project about report. It was obtained that the implementation of communicating activity by the teacher did not suit to the rules of Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014 and the teacher’s lesson plan because based on both of the rule in the communicating activity the students should be active and communicative in the class by asked and answered activity like discussed to communicate report text to each other in the group. Other activity which represented was that the students were asked to present their project about report text in front of class orally. In addition, in fact the second teacher just gave the students task at home about report text, it was to find the example picture of animal and the students should be described it.
3. Closing

The last activity in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2 is closing. Based on Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014 closing activity at least contains five major activities. They were:

Firstly, concluding the subject learned

Secondly, making reflection toward the activity

Thirdly, giving feedback towards teaching and learning process

Fourthly, the teacher assessing the students learning

Five, the teacher plans the next activity in form of remedial program, counseling service or giving individual or group task which suited to the student learning

Six, the teacher presenting the lesson plan for next meeting. The data analyses of closing activity in the implementation of the 2013 curriculum in English teaching and learning process of report text at X1.LM_2 is discussed in the following below:

Table 4.8

<table>
<thead>
<tr>
<th>Lampiran Menteri</th>
<th>Teacher’s lesson</th>
<th>Teacher’s Application</th>
<th>Teacher’s implement</th>
<th>Students’ responses</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>The teacher and students draw conclusion and summary</th>
<th>plan</th>
<th>a-tion</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was implemented</td>
<td>258 T : Okay once more what can we conclude about Report text? Sekali lagi once more, apa yang bisa kita simpulkan tentang teks Report.</td>
<td>259 Ss : (Quite)</td>
</tr>
</tbody>
</table>
Raise your hand please, anyone.

Salah satu coba menyimpul kan apa yang kita ketahui tentang teks Report..Gita

“Report text is a text which have describe something in
| The teacher and students make a reflection toward the activity | The second teacher and students made a reflection toward the activity | It was not implemented |

---

**Iya, What tense is use in Report text?**

- **Present tense**
- **General**

---

- **T**: Present tense
- **S3**: Present tense

---

**Iya, What tense is use in Report text?**
and students give feedback toward teaching process and learning result

The teacher assessments the students learning result

The second teacher assessed the students learning result

The teacher plans the next activity in

<table>
<thead>
<tr>
<th>and students give feedback toward teaching process and learning result</th>
<th>second teacher and the students gave feedback toward teaching process and learning result</th>
<th>implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher assesses the students learning result</td>
<td>The second teacher assessed the students learning result</td>
<td>It was not implemented</td>
</tr>
<tr>
<td>The teacher plans the next activity in</td>
<td>The second teacher</td>
<td>It was implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>276 T: Oke, Later</td>
</tr>
<tr>
<td>The teacher presents the</td>
<td>The second</td>
<td>It was not implemented</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>every form such as remedial program, counseling Service or give individual or group task which suites to the students learning</td>
<td>planed the next activity in every form such as remedial program, counseling service or give individual or group task which suited to the students learning</td>
<td>I will give you some exercises about Report text. So that all about Report text I hope you can understand what is Report and you can do the exercise later. Thank you very much.</td>
</tr>
</tbody>
</table>
The table above explains that the teacher applied two activities in the implementation of the 2013 curriculum in English teaching and learning process of report text of X1.LM_2. First, the teacher and students made a conclusion about report text. Second, the teacher delivered the next activity it were remedial, counseling or gave individual or group task which suited to the student learning. It was obtained that the implementation of closing activity by the teacher did not suit to the rules of Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014 and the teacher’s lesson plan because based on both of rules the teacher and students should be gave estimation toward the teaching and learning process, then the teacher and students gave evaluative feedback to the learning result and the teacher should be appreciated the students learning, but those of three activities did not implemented by the second teacher.
In this case, the students had to draw the conclusion about the subject which has been learned. However, this activity was done only by corrected the students answer. Actually this fact did not suit to the purpose of the conclusion that covers whole instruction at that time, therefore the students could be gotten the main point of the lesson. The teacher missed was about reflection. There was not founded any reflection process at that time by the teacher and students. However, the second teacher asked the students about the lesson being learned. Hence over all, in closing activity, the teacher did not perform well closing activity because still lacked of some major activities.

A. Students' Responses in the Implementation of the 2013 Curriculum in English Teaching and Learning Process of Report Text

In this session, the research triangulated the data obtained which came from documentation and interview. The researcher was done an interview toward ten students of XI.LM_1 and ten students of X1.LM_2, the total of the students interviewed were 20 students. The researcher asked the students with the same question to each student. It was to analyze about their’ responses of the learning and teaching process that it implemented by 2013 curriculum. The data is discussed in the following below:
1. Students’ Responses of the Observing Activity

2013 curriculum focused in the scientific approach for the students in the teaching and learning process. One of aspects of the scientific approaches of the 2013 curriculum in the teaching and learning process is observing activity. Observing activity aims to make the instruction tightly related to the daily real context. The processed is observing the fact or phenomenon covers the discovering, seeing, listening and reading information. Therefore, the researcher asked the students about their’ perspective in the observing activity in the teaching and learning process. In this case, the teachers used pictures about animals, plants and some explanations of report text in LCD. In this case, the researcher could conclud that most of the students of X1.LM_1 and X1.LM_2 had been understood and could comprehension well about the report text and they said that the picture could help them to comprehend more about reading of report text.

This fact was obtained from the interview result as below:

a) Students’ Responses for Observing Activity of X1.LM_1

032 S1 :*Iya biasanya kan nanti kalau dapat soal apa nanti kan pasti ingatnya gambarnya dulu trus baru penjelasanya.*

030 S3 :*jadi misalnya ada penjelasan trus ada gambarnya kan nanti kalau ada text kayak itu langsung ingat oh kalau gambar ini itu text nya itu.*
028 S5 : Dengan gambar karena lebih mudah dipahami kalau tidak pakai gambarkan kita juga lihat gambar kan jadi kita mudheng.

b) Students' Responses for Observing Activity of X1.LM_2

022 S1 : Iya bu saya paham, soalnya kan yang di deskripsikan kan gambarnya terlihat gitu lho bu kan ditayangin.

022 S9 : Saya lebih paham pakai gambar bu, apalagi kalau gambarnya ada penjelasanya dengan kalimat yang mudah dipahami dan kosakata yang tidak sulit dan guru juga menjelaskan dengan detail.

018 S10 : Iya bu, soalnya kan gambar itu penjelasnya bu jadi aja penjelasanya dan diperjelas dengan gambar.

From the result of analysis above, it was described that in the observing activity the students more comprehend about the text or the material learning. In this case, report text as material learning in the teaching and learning process. The teachers gave them picture about animals, and plants. They were about kangaroo, elephant, tiger, sun flower and lily flower. In this activity the students said that they were more comprehend when they were used picture, because picture could be gave more information, it meant that picture can help them to get more information from the explanation that cannot be found from the text.
2 Students' Responses in the Questioning Activity

According to directorate of Senior High School development stated that questioning process aim to stimulate the students to have critical thinking skill, logic and systematic. Based on Lampiran Peraturan Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014 stated that questioning process was conducted by creating and offering the question, asking and answer, discussing the unclear information and clarification. Therefore, the researcher asked the students about their reading ability of report text which is implemented by questioning activity in the teaching and learning process. In this case the questioning activity in the class related to the material was not conduct in group. Even though the students were not guide in specific although the teacher always guide the students to ask question and to create question about their opinion, but in fact, the teachers and students were active to seek the answer together. In this case, the researcher could conclude that most of the students of X1.LM_1 and X1.LM_2 became passive in the class, they were not active to ask with their teachers. In other word the students did not motivate to ask in the class because they did not comfort to ask with their teacher. The students more comfort when they were asked with their friends. This fact was obtained from the interview result as below:

a) Students' Responses in the Questioning Activity of X1.LM_1
S1: Bertanya kepada teman karena guru tapi kalau bertanya kepada guru itu kadang tidak berani.

S3: Soalnya lebih, gimana iya... lebih nyaman aja kalau tanya sama teman tapi tanya tu sama teman yang lebih pintar gitu, jadi dia tahu trus kan kalau tanya sama guru tu takut.

S5: Gimana iya kadang takut tapi kadang kita tanya sama aja seperti yang diterangkan di depan gitu lho jadi lebih baik tanya sama temen.

b) Students' Responses in the Questioning Activity of X1.LM_2

S1: Iya bu, tapi saya kalau tidak paham akan bertanya dulu kepada teman kalau bertanya kepada teman sudah paham saya tidak bertanya di kelas kepada guru.

S3: Kalau pas lagi kepepet gak tahu. Coba dulu coba sendiri kalau misalnya gak tahu baru tanya temen, kalau temenya gak tahu baru tanya guru.

S5: Ya pas tidak paham atau kurang mastiin maksudnya kayak yang agak membingungkan gitu langsung ditanyakan.

From the result of analysis above, it was described that in the questioning activity of report text in teaching and learning process could conclude that the students' comprehension well about report text. Because the students said that they were asked to the teachers when they were not understand, if they were not ask it meant they were understood it. But, in the scientific approach of the 2013
curriculum the students hoped could be creative and active person in the class. The students hoped can create question and asked to make them became critical thinking person.

3 Students' Responses in the Associating Activity

In this process, based on the observational checklist in the teaching and learning process, the students were not let associate the information gathering and discussing it with their teammates to solve the task. The information which was being looked for was just merely to the explanation by the teacher. In this case, the teacher exposed many information to the students related to the report text. For instance, the teacher gave them many signs of pictures which followed by further explanation. The teacher asked the students about utterance, mention any kinds of the other example of report text, definition of report text. But in this case, the students were not use other various resources as their own information. The students just use (Lembar Kerja Siswa) LKS as their learning resource and from the teachers explanation in LCD in the class. Therefore, the researcher asked the students about associating activity in the teaching and learning class. In this case the associating activity was good enough because in doing this, the students associated and connected the information only from the teacher. The students had limited learning resources to rich their knowledge about report text and connected their resources with the teacher explanation in the class. In this case, the researcher could
conclude that actually, most of the students of X1.LM_1 and X1.LM_2 comprehend about report text in the associating activity, but they were less any resources to associate the information. This fact was obtained from the interview result as below:

a) Students' Responses in the Questioning Activity of X1.LM_2

043  S3 : Dari internet.

042  S4 : Yes, I open the book if I don’t understand about the book I search in internet.”

040  S5 : Internet sama tanya teman.

b) Students' Responses in the Questioning Activity of X1.LM_2

042  S3 : Dari buku sih jarang, paling dari paket kalau dari paket tidak ada ya dari LKS kalau dari LKS tidak ada ya dari google.

032  S6 : Kalau saya juga internet dan pengalaman, jadi kalau waktu pergi-pergi ada tulisan Bahasa Inggris kan bisa tahu sambil belajar.

028  S9 : Biasanya hanya internet.

From the result of analysis above, it was described that in the associating activity in teaching and learning process could conclude that the students’ comprehension well about report text. But, in the teaching and learning process the teacher did not give other resource to learn report text. In addition, the students used internet to search information when they did not get from the
book. It meant that students had not other resource to complete and to gather information about report text. Therefore, it could conclude that LKS that it already in the school to students did not enough because LKS did not contain complete information about report text. In addition, in the associating activity the students gathering and concluding the information about report text based on the teacher explanations. However, in the scientific approach of the 2013rd curriculum the students hoped could aim to construct thinking ability and scientific action. This activity can designed by the teacher through specific manipulated situation, therefore the students perform the activity such as analyzing data, categorizing, concluding and predicting by using work paper, discussion or practice.

4 The Students’ Reading Ability of Report Text in the Communicating Activity

In the scientific approach of the 2013 curriculum, communicating was the last process, based on the observational checklis in the teaching and lerning process, communicating is the students’ present the report text in chart, form, diagram, graph or presentation. In this case, based on interview result the students were presented the report text in presentation, arraged the written project or task and presented it in front of class in small group. But based on the teaching and learning process that had been observed to the students
of X1.LM_2, the second teacher missed the communicating activity, but she usually always done the presentation. Therefore, the researcher asked the students about communicating activity in the teaching and learning class. In this case, the researcher could conclude that most of the students of X1.LM_1 and X1.LM_2 had been understood and could comprehension well about the report text and they were said that the presentation in the class could be help them to comprehend more about reading of report text. This fact was obtained from the interview result as below:

a) Students’ Responses in the Communicating Activity of X1.LM_1

050  S2  :*Emmm gimana iya soalnya presentasi itu menjadi tambah lebih jelas karena dijelaskan karena ada gambar, ada penjelasanya dan kita bisa bertanya langsung apalagi dijelaskan dengan rinci itu akan lebih paham daripada belajar sendiri

042  S5  :Aku lebih mudheng soalnya kalau misalnya presentasi itu ka nada inti-intinya jadi kalau misal dari LKS kita tinggal garis bawahi

b) Students’ Responses in the Communicating Activity of X1.LM_2

046  S1  : Lumayan bu, soalnya kalau presentasi kan kita yang membuat, kita juga baca sebelumnya jadi lebih paham.

034  S5  : Soalnya kalau presentasi itu kan kayak, misalkan yang presentasi kan gak cuma kita
aja tapi dari berbagai sumber, jadi kan kita tahu kalau punya kita ada yang salah itu kita tahu benernya bagaimana gitu, jadi banyak referensi juga.

038 S8 : Iya paham, tapi kalau saya yang presentasi saya grogi tapi kalau njelasin ya paham

From the result of interview above, it was described that in the communicating activity for the students comprehension well about report text. In addition the communicating activity made the students could be got more information and absolutely it could be rich their knowledge, they could be ask their friend if they did not understand. Meanwhile, in the scientific approach 2013rd curriculum the students hoped could be express their conceptualization result in oral, written, picture, diagram, chart or manner. Communicating activity purposely conducted to create the students to be able to comminucate knowledge, skill and their implementation.
A. Conclusions

In this chapter, the researcher would like to present conclusions and suggestions from the research in order to summarize all of parts of research report.

1. Related to the teaching plan, the data revealed that the second teacher’s lesson plan suited to the example of Lampiran Menteri Pendidikan dan Kebudayaan No.103 Tahun 2014. It started with the absence of lesson plan from the second teacher of X1.LM_2 and followed by misappropriated design of lesson plan. However, the first teacher of X1.LM_1 was not design the lesson plan.

2. In the teaching and learning process, actually the scientific approach was adopted in the teaching and learning process for the second teacher of X1.LM_2. However in the practice, although scientific approach was adopted by the second teacher, but the implementation was not effective as its purpose. Some activities were not conducted in the teaching and learning process of report text. In addition, for opening and closing session, both sessions were conducted averagely not based on the characteristic of the 2013 curriculum. For scientific approach in main activity the second teacher missed experiment and communicating steps.
However, the first teacher of X1.LM_1 was not ready to be observed in the classroom.

3. In interview activities from 20 participants, they were 10 participants of X1.LM_1 and 10 participants of X1.LM_2. Based on the data result, it showed that almost of both students have understood about report text that it implemented by 2013 curriculum.

   Overall, from the result of those aspects, it could conclude that eleventh class at X1.LM_1 and X1.LM_2 were having good reading ability, it can be showed from their understanding of report text which is implemented by 2013 curriculum officially. However, the implementation was not maximum caused by several missed. Though in this case, the students can understood about the report text teaching and learning process.

B. Suggestions

   In the end of the research report, the researcher would like to give some suggestions as follow:

1. For the teachers

   The teachers should enrich their knowledge of 2013 curriculum through various trainings which focused on their challenges to implement it in the class because it was found that the implementation of 2013 curriculum is good enough but in the teaching and learning process still not effective. In addition, the students could not explore
their creativity to ask in the class. They were more passive at the teaching and learning process especially in questioning activity. Even though the government had already conducted much training and workshops facing the implementation of 2013 curriculum. In addition, the format of workshop and training perhaps should be conducted on the challenges faced by the teacher. Therefore, intensive training and followed by evaluation can be a solution for maximizing the implementation of the 2013 curriculum itself.

2. For the next researchers

This research focused on the students' reading ability of report text in the implementation of 2013 curriculum that it conducted in limited short time. However, it will become more comprehensive if involves all of the students in eleventh class at SMA Negeri 1 Ambarawa. The students are important aspect in education. Hence, their perceptions are reasonable to be observed to dig out the implementation of 2013 curriculum. Moreover, this research will give accurate and comprehensive result if it is conducted in long period such as one semester. Therefore, the addition of research subject and time research allotment will reveal more comprehensive data to these findings of research.
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Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68 Tahun 2013 Tentang: Kerangka Dasar dan Struktur Kurikulum Menengah Pertama/Tsanawiyah


APPENDIXES
Teaching and Learning Process Transcription at X1.LM_2

Teacher : Mrs. Eriwati
Class : X1.LM_2
Topic : Report text
Time : 07.00 – 08.30

Turn Speaker

001 T : Assalamu’alaikum Wr. Wb
002 Ss : Walaikumsalam Wr. Wb
003 T : Good morning class!
004 Ss : Morning!
005 T : How are you today?
006 Ss : I am fine, thank you and you?
007 T : I am fine too, thank you. Who is absent today?
008 Ss : No one miss.
009 T : O iya so, before we start our lesson. Let’s pray together.
010 Ss : Bismillahirrokhmanirrokhim!
011 T : So, All of you are…. Now I would like begin with discuss the picture, can you see the picture please! (Teacher give some pictures in the LCD)
012 Ss : (Quite and pay attention with the picture)
013  T  : Had you ever … about this animal? Or see animal… see the animal?
     (Teacher show Kangaroo animal from the LCD)
014  Ss  : Yes!
015  T  : Yes? What is name of Animal?
016  Ss  : Kanguru!
017  T  : What can we tell about the animal?
018  Ss  : (Quite)
019  T  : What is it come from?
020  Ss  : Australia!
021  T  : Iya, What can we discuss about the animal?
022  Ss  : (Quite)
023  T  : Okay, the first one is what are the specific characteristics from the animal?
024  Ss  : (Quite)
025  T  : The first one it have a…?
026  Ss  : A pocket!
027  T  : Yes, it have a pocket, this is one of characteristic. For the specific characteristics we can tell about, the first one is about another physical characteristic or another appearance about the animal. Now let’s see the other animal! (Teacher show Elephant in LCD)
028  Ss  : (Pay attention)
029  T  : What is it the animal?
030  Ss  : (Quite)
It is the other animal, what is it?

Elephant!

Yes, elephant. This is an elephant. Yes Okay, now let’s see the other picture! (Teacher show Giraffe in the LCD)

(Pay attention)

What is it?

Giraffe!

Yes, it is Giraffe. Repeat to me please! Giraffe! (Teacher ask student to spelling Giraffe after her)

Giraffe! (Students repeat spelling Giraffe after teacher)

Yes, it is Giraffe. And I can see the other. (Teacher shows Tiger in the LCD). What is it?

Tiger!

Yes, it is Tiger. When we tell about the animal, we can tell them about the first one, we can tell about what is it? What it is? Ini apa..? ya. Jadi yang pertama, what animal is it? Binatang ini binatang apa, we have mention dari yang pertama tadi, first one is about Kangaroo, the second one is about Elephant and the others ya. Now we tell about what is it we can tell about what does belong to?

(Quiet)

Jadi itu termasuk kelompok hewan apa.

Mamalia!

Iya, belongs to mammals
And can we tell about animal, the first one we can tell about what is it or what it belongs to and another explanation about the animal we can tell about, the first one is about?

Physical..?

Physical characteristics

Now, could you please mention the physical characteristics about Elephant

Ears!

Yes ears, elephant have big ears, what else?

(Quite)

Long… trunk, elephant have trunk. Apa trunk itu?

Belalai!

Gadingnya. Ciri khusus or physical characteristics about the animal are have big ear and trunk, jadi cirri khusus secara fisiknya dari binatang ini adalah punya telinga yang lebar dan gadingnya. What else we can tell about the animal? The other is about food. What is the elephant eat?

Grass!

Grass ya, Elephant is like grass. Where does elephant live?

(Quite)
We talk about it habitat, kalau misalkan membicarakan dimana elephant itu tinggal, kita membicarakan habitatnya, jadi dimana? Where it live?

Jungle!

On jungle, ya then we can tell about behavior, the other thing about the animal that can we tell is about behavior, kebiasaanya, ciri khususnya... dia itu misalnya is about this animal is very clever or it is clever animal iya.. jadi ciri khususnya atau sifat khususnya adalah binatang ini termasuk binatang yang pandai. So when we tell about animal we can tell the first one is about habitat, physical and special characteristic, food and behavior. Now let’s me see the other picture (Teacher show Sun flower in LCD)

(Pay attention)

What is it?

Sun flower!

It is Sun flower, we can tell about animal, we also will tell about plant. You know plant?

Yes

Could you mention about plant, tell me about plant. Contohnya tanaman itu apa?

(Quiet)

Tree. Pohon iya.

Grass!

Grass iya, what else?
Iya, jadi not only flower, but now we would like tell about flower, flower belong to plant nah, we can describe about animal, we can also describe about plant or flower. Now we would to tell about flower. What flower is it?

Ss: Sun flower!

Okay now, let's see the other picture (Teacher show Lili flower in LCD)

(Pay attention)

What is it?

Lili flower!

Lili flower iya, We can tell about the animal, we can also can describe about this flower (Lili flower). The first one is like the animal we mention before. What is the first one we can tell from Lili flower?

(Quiet)

What is it or what it does belongs to, dia termasuk golongan apa?

Plant!

Plant iya, now what else, what can we tell about this picture (Lili flower)

(Quiet)

Selain Physical characteristic apalagi yang bisa kita bicarakan?

Habitat!
101 T : Iya, habitatnya dimana?
103 Ss : Garden!
104 T : O iya, maybe it can life in your garden. What else?
105 Ss : (Quite)
106 T : Apalagi yang bisa kita bicarakan selain habitat, appearance, apa lagi?
107 Ss : (Quite)
108 T : Specific characteristic, ya jadi specific characteristic dan different with other, jadi yang berbeda dengan yang lainya ya. When we talk about animal, elephant.. which elephant will we describe? Bagian mana yang mau kita bicarakan?
109 Ss : (Quite)
110 T : Does the elephant live in at my house?
111 Ss : No!
112 T : Does the elephant live in Jogjakarta zoo?
113 Ss : Yes!
114 T : No! not only the elephant in Jogjakarta and not only the animal in at my house. But the elephant in every … so, we tell about the elephant in…?
115 Ss : The world!
116 T : Iya, secara apa?
117 Ss : Umum!
118 T : Umum, Jadi we talk about elephant in...?
119 Ss : General!

120 T : When we tell about flower, Lili flower, Sun flower, which flower we describe?

121 Ss : (Quite)

122 T : Flower in…?

123 Ss : General!

124 T : Iya, flower in General too. We not discuss about.. we don’t discuss about Sun flower at my garden. Tidak hanya yang ada di kebun saya, not only flower live in our school garden. Tidak hanya yang ada di sekolah kita but, flower in general, iya, we talk about flower in general, we talk about Lili flower in general, we talk about Sun flower in general so we talk about elephant in general it means that we talk about something in general, when we discuss something in general we can put in a text. What kind of text?

125 Ss : (Quite)

126 T : Ketika kita membicarakan sesuatu dalam apa… atau kita membicarakan sesuatu secara umum, kita menggambarkan secara umum, so maka kita membicarakan sebuah text yang namanya apa?

127 Ss : Report!

128 T : Report, now this time we would like talk about?

129 Ss : Report text

130 T : So anyone can conclude what is Report, raise your hand please!

131 Ss : (Quite)

132 T : What is Report?
Ss: (Quite)
T: Report is a text…? Raise your hand!
Ss: (Quite)
T: Anyone know?
Ss: (Quite)
T: Herninda
S1: Report text is text that describe about something general
T: Iya, Report, can you take a note!
Ss: (Take a note)
T: Report, is a text that tell an about something in general
Ss: (Take a note)
T: Okay this is (Show the LCD) the conclude about Report, so when we talk about something in general we talk about Report iya.
Ss: (Pay attention)
T: So, what is Report once more
Ss: (Quite)
T: Report is a text that tell something in..?
Ss: General!
T: And describe something in..?
Ss: General!
T: Now, please read for me the text (Show the text in LCD) I have … of Report text, could you please read the text first?
Ss: (Read the text by their self)

T: it is too small?

Ss: Yes!

T: Okay I will use ukuran yang lebih besar

Ss: (Still read)

T: Can you read now?

Ss: Yes!

T: Iya, what it is about?

Ss:

T2: What is …?

Ss: Cacing!

T: What is can we talk about cacing?

Ss: (Laugh)

T: What kind of cacing?

Ss: Cacing pita!

T: Cacing pita, iya.

Ss: Iya!

T: Okay, now let’s see the first paragraph. When you see this paragraph, this paragraph answer the question about? Paragraf 1 akan menjawab pertanyaan yang mana?

Ss: (Quite)
T: Tadi, yang diatas tadi coba dilihat, could you please see the question in paragraph one.

Ss: What is it

T: Iya, in paragraph one is answer the question about what is it and what does it belong to. Now could you see the text again. So when you answer about the question what is it? Which sentence can answer the question?

Ss: (Pay attention with the text in LCD)

T: Yang mana? Kalau what is it jadi jawabanya yang mana?

Ss: First sentence!

T: Iya, the first sentence can answer the question what is it, jadi pertanyaanya apa itu? Telah dijawab di paragraph 1. This paragraph is talk of General Classification. Paragraph one in Report text is talk about General Classification. Paragraph 1 di teks Report disebut General Classification. Now let’s see the second paragraph. What can you conclude from the second paragraph?

Ss: (Quite)

T: What is it about?

Ss: (Quite)

T: It is about physical?

Ss: Characteristic!

T: Characteristic, Cacing consict with the …… what does the word mean? …. Itu artinya apa?

Ss: (Quite)
Artinya banyak sekali, jadi Cacing itu berisi banyak sekali bagian-bagian. This is the physical characteristic about?

Cacing pita!

What else?

(Quite)

(Read some sentence from paragraph) so this paragraph also contains about the physical characteristic or the description about?

Cacing pita

Iya, so what is the second paragraph about? Kalau di paragraph satu tadi disebut General Classification, di paragraph dua disebut?

Description!

Description iya, so what can we conclude about Report text? What is the Generic Structure of the Report text? It is how many paragraph?

Two!

Iya, two paragraphs. The first one is about?

General Classification!

And the second one is about?

Description!

Jadi saya ulangi lagi dalam teks Report itu terdiri dari sekurang-kurangnya dua paragraph, paragraph peratama disebut General Classification paragraph kedua disebut Description. Now let’s see the sentence.(Teacher shoe the sentence in LCD)

(Pay attention)
The first sentence. Cacing is a parasite in … what is it about? What kind tense use in sentence?

Present tense!

Iya, Present tense. How do you know, How o you know that Report text is use Present tense

(Quite)

Use to be ?

Is!

Iya, yang pertama penggunaan to be Is, to be Is belong to Present tense iya. To be Is itu adalah ciri sebuah tense yang disebut Present tense, trus lagi yang mana? Which sentence? Kalimat yang mana lagi yang menunjukan bahwa itu adalah Present tense.

Cacing pita is a parasite that lives

Iya lives atau kata kerja pertama yang ditambah dengan s because the cacing is kenapa?

Tunggal!

Or singular, lives itu menunjukan bahwa tensesnya apa?

Present Tense!

Kalimat yang mana lagi?

(Quite)

Paragraph two, coba lihat paragraph dua. (In the LCD)

(Pay attention)

How about the word consists? Kata kerja berapa itu?
Ss : Dua!

T : Verb satu juga, verb satu karena?

Ss : Ada tambahan s

T : Kenapa ada tambahan s?

Ss : Karena singular

T : Karena Cacing pita adalah singular. Okay now, let’s see the other example. (Teacher show other example about the example phenomenon of Report text in LCD)

Ss : (Pay attention)

T : What is it?

Ss : Light!

T : Iya, we can tell about animal, we can tell about plant or flower. We also can tell about phenomena. What phenomena? Can you mention? Apa saja yang pertama?

Ss : Tunder …

T : Iya, apa lagi?

Ss : Tsunami

T : Okay, what is it? (Ask student about Lightening picture in LCD)

Ss : Lightening!

T : Iya, Lightening itu apa? What does belong to? Lightening itu termasuk apa?

Ss : Phenomena!
Iya, dia termasuk natural phenomena atau fenomena alam nanti di paragraph satu berarti apa yang kamu sebutkan?

: General Classification

Berarti setelah itu baru kamu menyebutkan apa? The second paragraph is about?

: Description

:Nanti kamu menyebutkan deskripsinya sebuah lightning itu seperti apa. Nah could you please find to arrange a sentence to describe about Lightening. Coba, susunlah sebuah kalimat yang menggambarkan tentang what is Lightening

: (Arrange sentence by their self)

: Anyone knows?

: Quite)

: Iya, how about this sentence (Show the sentence in LCD). Febri could you please read the text.

: (Read the text)

: Claude! (Correct the student spelling)

: Claude

: Iya, This is the definition about Lightening so it can answer the question, what is it. Iya, ini menjawab pertanyaan tadi What is it. Lightening is electric static discharge iya berarti aliran listrik electro static. Kalau begitu this can belong to… what can we say for first paragraph? Disebut apa?

: General Classification
Now let’s see another, iya what can we learn from the text? Yang ini disebut apa? (Show the paragraph two from Lightening in LCD)

Iya, mari kita lihat.. Could you please read by yourself! Baca sendiri-sendiri

(Read by their self)

 Ini juga menggambarkan tentang the description about Lightening. This is also the description about Lightening. Okay can you see the some pictures about Lightening. (Teacher show some pictures about Lightening in LCD)

(Pay attention in the LCD)

Okay once more what can we conclude about Report text? Sekali lagi once more, apa yang bisa kita simpulkan tentang teks Report. Raise your hand please, anyone.

Salah satu coba menyimpulkan apa yang kita ketahui tentang teks Report..Gita

(Quite)

Report text is a text?

Report text is a text which have describe something in General

Iya, What tense is use in Report text?

Present tense
iya oke kalau begitu. Oke now I would like to give you a task or assignment. Could you please at home try to find a picture of an animal. Please you write down in your book.

(Write the task in their book)

Write down! Find a picture of an animal and then describe about the animal. Okay any question about Report?

(Quiet)

Gak ada pertanyaan?

No!

Oke, Later I will give you some exercises about Report text. So that all about Report text I hope you can understand what is Report, What is Report is and you can do the exercise later. Thank you very much.
Student I : Ida Ayu Tika P

Class : X1.LM_1

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 7 minutes

Turn Speaker

001 In : Namanya siapa mbak?

002 S1 : Ida Ayu Tika P

003 In : Mbak Ida sebelumnya pernah mempelajari Report text tidak?

004 S1 : Pernah.

005 In : Dimana?

006 S1 : Di SMP

007 In : Kalau di SMA sekarang, di kelas sudah belum?

008 S1 : Sudah, minggu sebelumnya

009 In : Berarti Report text sudah dipelajari iya kemarin sebelumnya iya?

010 S1 : Iya

011 In : Trus menurut mbak Tika apa itu Report text kalau kemarin sudah belajar

012 S1 : Ya, Cuma isinya kayak crita gitu, apa namanya… laporan gitu

013 In : Apa?
S1: Crida laporan itu

In: Crida laporan…? hanya itu atau bagaimana sepemahaman mbak Tika yang dipelajari kemarin gimana Report text itu?

S1: Iya crita laporan, iya itu sih

In: Trus, Apakah mbak Tika suka Bahasa Inggris?

S1: Awalnya gak suka

In: Kenapa awalnya gak suka?

S1: Susah

In: Susahnya gimana?

S1: Kan kalau apa, kalau kosakatanya kurang kan bisa kurang memahami.

In: Mbak Tika punya kesulitan belajar Bahasa Inggris tidak?

S1: Iya

In: Apa kesulitanya mbak?

S1: Kalau kosakata yang belum pernah dengar itu gak tahu

In: Trus bagaimana mbak Tika belajar untuk membuat kemampuan kosakata mbak Tika lebih baik?

S1: Iya membaca trus diartikan, waktu SMP kan pernah suruh ngartiin terus gitu jadi semakin tahu kosakata semakin banyak, semakin banyak itu.

In: Kira-kira apa yang mbak Tika pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?
S1: Dengan gambar karena lebih mudah ingat

In: Kenapa kalau dengan gambar mbak Tika lebih mudah ingat?

S1: Iya biasanya kan nanti kalau dapat soal apa nanti kan pasti ingatnya gambarnya dulu trus baru penjelasanya

In: Oh berarti lebih paham dengan gambar iya mbak?

S1: Iya.

In: Kira-kira mbak Tika suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S1: Bertanya kepada teman karena guru tapi kalau bertanya kepada guru itu kadang tidak berani

In: Kenapa gak berani?

S1: Susah ngomongnya gitu lho

In: Trus kalau mbak tika tidak mudheng gimana? Kalau tidak berani tanya sama guru

S1: Iya, cari tahu sendiri

In: Tiidak tanya teman?

S1: Iya tanya teman, tapi kan kadang kalau tanya teman belum jelas tapi malah tambah mubeng-mubeng

In: Trus mbak tika biasanya kalau belajar referensinya darimana saja kalu belajar text Report? Apakah cuma dari sekolahana atau ada yang lain?

S1: Iya kadang dari buku lain

In: Kenapa?
S1: Iya kadang suka pengen tahu yang lain-lain

In: Bukunya apa saja?

S1: Iya kadang suka yang ditemuin suka dilihat-lihat

In: Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mbak Tika gimana dengan presentasi apakah mbak Tika paham?

S1: Kalau yang presentasi temannya itu kadang tidak paham, tapi kalau diri sendii kan nanti dipahami dulu jadi nanti mudheng

In: Kenapa kalau sama temanya kok tidak paham?

S1: Kadang itu kurang gimana iya… pastinya itu gimana gitu gak. Kalau guru kan dijelaskan initinya ini gitu tapi kalau sama teman kan malah susah karena semua dijelasin gitu

In: Pertanyaan terakhir mbak, kalau menurut mbak Tika itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Tika itu yang seperti apa?

S1: Ya njelasinya pokoknya yang jelas tidak bertele-tele
Student 2: Alfian Nur Artha

Class: X1.LM_1

Topic: Report text teaching and learning process which is implemented 2013 curriculum

Time: 8 minutes

Turn Speaker

001 In: What your name?

002 S2: My name is Alfian Nur Artha

003 In: Did you have learned about Report text before?

004 S2: Yes.

005 In: Yes? Where did you learned about Report?

006 S2: In elementary school

007 In: What about in this school, in SMA Negeri 1 Ambarawa. Did you have learned about Report text?

008 S2: Yes.

009 In: So, What is Report text according to you?


011 In: Do you like English?

012 S2: Yes I like
In: Why do you like English?
S2: Because I like English since I was child and my mother is a English teacher, so I like English

In: Did you have any difficulties to learn English?
S2: Emmmm Yes.

In: What is it?
S2: Emmmm like simple present tense

In: Grammar?
S2: Yes

In: So, how you improve your grammar to decrease your difficulties?
S2: I just read, and I search the grammar sentence.

In: Just read?
S2: Yes

In: How many times you learn about grammar?
S2: just an hour, if I want

In: What are you choose, learn with picture or without picture
S2: without picture

In: Why?
S2: I like learn music, so if I’m not understand that song I find in internet the lyric and I translate
In: But, if you are learn about something like Report text and teacher give you picture to learn, did you more understand about it?

S2: Lumayan

In: Kenapa kok lumayan?

S2: Gimana iya, tidak terbiasa dengan gambar.

In: Jadi apakah gambar itu tidak memberikan pengaruh sama sekali?

S2: Iya gimana iya, belajarna itu suka pakai yang di film ada percakapanya sama percakapan bahasa inggrisnya, jadi gimana ya ada visual dan audionya

In: Which one you are choose, ask your friend or your teacher?

S2: Two of all

In: Why?

S2: Kalau sama guru itu iya belum jelas sedikit, kalau sama teman bisa dijelasin

In: Lho kalau sama guru malah tidak jelas?

S2: Bahasanya susah itu lho bu, bahasanya sulit. Iya gimana iya lebih enak sama temenya daripada gurunya

In: Did you have any references to learn English?

S2: I’m like to watch movie and listen to music to learn English

In: What about Report text references?
046   S2  : Book
047   In  : Just book? Book from your school or yours
048   S2  : Yes book from school and article in internet
049   In  : What do you think about English presentation in the class?
050   S2  : Emmm gimana iya soalnya presentasi itu menjadi tambah lebih jelas karena dijelaskan karena ada gambar, ada penjelasanya dan kita bisa bertanya langsung apalagi dijelaskan dengan rinci itu akan lebih paham daripada belajar sendiri
051   In  : Did you have any advice to make teaching and learning process in the class easier to be understood to you?
052   S2  : Saya itu inginya gurunya itu lebih bersahabat dengan muridnya karena kalau tidak bersahabat mau berinteraksi dengan muridnya itu susah sama suasana kelasnya itu lebih nyaman lebih enjoy di kelas, trus gurunya itu tidak terlalu memenitingkan materi terus tapi ada selinganya biar lebih apa iya… biar tidak jenuh di kelas

Third Interview Transcription X1.LM_1

Student 3  : Fellatelia Wanda Oktaviani
Class : XI.LM_1

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 7 minutes

Turn Speaker

001 In : Namanya siapa mbak?

002 S3 : Fellatellia

003 In : Mbak Ida sebelumnya pernah mempelajari Report text tidak?

004 S3 : Pernah.

005 In : Dimana?

006 S3 : Di kelas literature

007 In : Kapan?

008 S3 : Pertemuan yang kemarin-kemarin itu sudah mempelajari satu bab tentang Report

009 In : Berarti Report text sudah dipelajari iya kemarin sebelumnya iya?

010 S3 : Iya

011 In : Trus menurut mbak Tika apa itu Report text kalau kemarin sudah belajar

012 S3 : Report text itu ya kayak laporan gitu menceritakan tentang binatang, benda dan manusia juga fenomena-fenomena gitu. Iya itu kan misalnya binatang trus ada klasifikasi juga trus ada diskriptif tentang binatang itu.
013  In  : Trus, Apakah mbak Fellatellia suka Bahasa Inggris?

014  S3  : Iya suka tapi yang nggak…

015  In  : Biasa aja?

016  S3  : Iya

017  In  : Mbak Fellatellia punya kesulitan belajar Bahasa Inggris tidak?

018  S3  : Iya

019  In  : Apa kesulitanya mbak?

020  S3  : Kalau belajar terus nemu kata yang belum pernah di dengar, trus maksudnya gimana iya itu, tidak tahu.

021  In  : Trus bagaimana mbak Fellatellia belajar untuk membuat kemampuan kosakata mbak Fellatellia lebih baik?

022  S3  : Bikin kayak catatan kecil gitu yang kayak kata-kata yang aku belum tahu itu ditulis trus nanti biar agar tahu baru dicari itu artinya apa gitu.

023  In  : Trus kalau test kalau gak tahu artinya gimana mengerjakanya?

024  S3  : Iya ngarang (laughter)

025  In  : Kalau grammar tidak ada kesulitan?

026  S3  : Tidak, lumayan bisa

027  In  : Kira-kira apa yang mbak Fellatellia pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?

028  S3  : Dengan gambar karena lebih mudah diingat,
In: Kenapa kalau dengan gambar mbak Fellatellia lebih mudah ingat?

S3: jadi misalnya ada penjelasan trus ada gambarnya kan nanti kalau ada text kayak gitu langsung ingat oh kalau gambar ini itu text nya itu

In: Oh berarti lebih paham dengan gambar iya mbak?

S3: Iya, jadi kan kalau ada gambarnya nanti kan aku sama buat ringkasan sendiri berdasarkan gambarnya itu lho jadi nanti kalau ulangan bisa belajar pakai ringkasan sendiri jadi lebih paham

In: Kira-kira mbak Fellatellia suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S3: Lebih suka bertanya sama teman

In: Kenapa?

S3: Soalnya lebih, gimana iya… lebih nyaman aja kalau tanya sama teman tapi tanya tu sama teman yang lebih pinter gitu, jadi dia tahu trus kan kalau tanya sama guru tu takut.

In: Kenapa takut?

S3: Iya, bingung mau tanyanya gimana gitu, jadi lebih enak tanya sama teman jadi njelasinya lebih enak gitu lho

In: Tapi kadang tanya sama guru?

S3: Jarang, malah hampir gak pernah tanya sama guru tapi tanya sama teman malah.
In: Trus mbak Fellatelia biasanya kalau belajar referensinya darimana saja kalu belajar text Report? Apakah cuma dari sekolahannya atau ada yang lain?

S3: Dari internet

In: Hanya itu saja?

S3: Iya

In: Kenapa?

S3: Iya sumber dari internet itu lebih banyak itu lho, jadi bisa dipaduin gitu trus nanti dijadiin satu trus dirangkum.

In: Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mbak Fellatelia gimana dengan presentasi apakah mbak Fellatelia paham?

S3: Kan yang di presentasiin itu kan biasanya kayak inti-intinya gitu tapi kalau misalnya teman yang mempresentasikan itu malah jadinya gak mudheng. Soalnya nanti materinya itu nanti jadi banyak yang disampein gitu malah jadi nggak mudheng. Jadi lebih suka kalau guru yang mempresentasikan

In: Pertanyaan terakhir mbak, kalau menurut mbak Fellatelia itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Fellatelia itu yang seperti apa?

S3: Iya gurunya itu yang menyenangkan dulu, kalau misalnya guru bikin takut kan ya susah kan untuk menerima pelajaran itu, trus gurunya itu yang ramah, gak terlalu serius terus gitu dalam pelajaran.
In: Why do you like English?
S4: Because I can talk to someone in other country international.

In: Did you have any difficulties to learn English?
S4: Emmm Yes.
In: What is it?
S4: Grammar
In: Grammar? Why?
S4: Because verb 1, verb 2. Verb 3 I can (Quite) tidak bisa membedakanya

In: So, how you improve your grammar to decrease your difficulties?
S4: Search in internet and I ask friend
In: Just read?
S4: Yes
In: What are you choose, learn with picture or without picture
S4: Both of them, it’s okay
In: Why? Can you give me the reason?
S4: Yes because it have plus and minus
029 In: So can you explain to me, what are the plus and minus about both of them?

030 S4: If it use picture I cannot remember all of them well.

031 In: But, if you are learn about something like Report text and teacher give you picture to learn, did you more understand about it?

032 S4: Lumayan

033 In: Kenapa kok lumayan?

034 S4: Because both of them it’s okay sometime picture help me to understand and sometime is not.

035 In: Which one you are choose, ask your friend or your teacher?

036 S4: I choose ask to friend

037 In: Why?

038 S4: Because, it close… I mean tempat duduknya dekat tidak usah triak-triak karena kalau sama guru malu sedikit

039 In: Why you are shame?

040 S4: Iya kalau ada teman yang sudah mudheng nanti disoraki temen-temene.

041 In: Did you have any references to learn English?

042 S4: Yes, I open the book if I don’t understand about the book I search in internet

043 In: Just internet

044 S4: Iya
045 In: What do you think about English presentation in the class?

046 S4: Ya presentasi itu ya kadang mudheng kadang nggak. Kalau temenya yang presentasi ya kadang gak mudheng karena temenya itu cuma njelaskan yang ada di power pointy saja tapi kalau terlalu detail ya juga gak mudheng.

047 In: Did you have any advice to make teaching and learning process in the class easier to be understood to you?

048 S4: (not answer)
**Student 5**: Salma Al_Zahra Ramadhani

**Class**: XI.LM_1

**Topic**: Report text teaching and learning process which is implemented 2013 curriculum

**Time**: 7 minutes

**Turn**

001 **In**: Namanya siapa mbak?

002 **S5**: Salma Az-Zahra

003 **In**: Mbak Salma sebelumnya pernah mempelajari Report text tidak?

004 **S5**: Pernah

005 **In**: Dimana?

006 **S5**: Di SMP

007 **In**: Kalau di SMA sekarang, di kelas sudah belum?

008 **S5**: Udah

009 **In**: Berarti Report text sudah dipelajari iya kemarin sebelumnya iya?

010 **S5**: Iya

011 **In**: Trus menurut mbak Salma apa itu Report text kalau kemarin sudah belajar

012 **S5**: Report text itu text kayak yang njelas-njelasin gitu, kayak misalnya hewan trus fenomene-fenomena ya gitu, njelas-
njelasin jenis-jenisnya sama diskusi tentang hal dibahas sisitu

013 In : Trus biasanya dalam Report text strukturnya apa saja?

014 S5 : Pertama biasanya diskusi tentang hal itu tu darimana, trus yang kedua itu biasanya itu jenis-jenis atau klasifikasi

015 In : Trus, Apakah mbak Salma suka Bahasa Inggris?

016 S5 : Gak begitu

017 In : Kenapa kok gak begitu suka

018 S5 : maksudnya ada sukanya tapi ada enggaknya

019 In ::Sukanya kenapa?

020 S5 : Sukanya karena kalau misal lagi tes itu gampang bahasa inggris daripada yang lainya, maksudnya kalau misalnya tes kan biasanya bahasa inggris kan pakainya pilihan ganda tok gak ada urainya.

021 In : Mbak Salma punya kesulitan belajar Bahasa Inggris tidak?

022 S5 : Iya

023 In : Apa kesulitanya mbak?

024 S5 :Kesulitanya itu kalau misalnya lagi ada test itu trus katanya itu ada yang hilang itu lho, jadinya itu kan kita harus tahu pilihan gandanya artinya apa trus sama nyambungnya dari depan itu lho bu

025 In : Trus dalam kosakatanya mengalami kesulitan tidak? Biasanya kan untuk mengisi teks rumpang kalau kita mengetahui kosakatanya itu nanti jadi mudah. Kosakata tidak ada kesulitan?
S5: Enggak sih bu.

In: Kira-kira apa yang mbak Tika pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?

S5: Dengan gambar karena lebih mudah dipahami kalau tidak pakai gambarkan kita juga lihat gambar kan jadi kita mudheng.

In: Oh berarti lebih paham dengan gambar iya mbak?

S5: Iya.

In: Kira-kira mbak Salma suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S5: Sama temen.

In: Kenapa?

S5: Lebih enak sama temen daripada sama guru.

In: Kenapa kok sama gurunya tidak bertanya?

S5: Gimana iya kadang takut tapi kadang kalau kita tanya sama aja seperti yang diterangkan di depan itu lho jadi lebih baik tanya sama temen.

In: Trus kalau teman tidak paham?

S5: Iya nyari referensi bareng-bareng.

In: Trus mbak Salma biasanya kalau belajar referensinya darimana saja kalau belajar text Report? Apakah cuma dari sekolah atau ada yang lain?

S5: Internet sama tanya teman.
In : Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mbak Salma gimana dengan presentasi apakah mbak Salma paham?

S5 : Aku lebih mudheng soalnya kalau misalnya presentasi itu ka nada inti-intinya jadi kalau misal dari LKS kita tinggal garis bawahi

In : Pertanyaan terakhir mbak, kalau menurut mbak ajeng itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Salma itu yang seperti apa?

Sixth Interview Transcription X1.LM_1

Student 6 : Majid Nur Fatihin

Class : XI.LM_1

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 8 minutes

Turn Speaker

001 In : What your name?
002 S6 : My name is Majid
003 In : Did you have learned about Report text before?
004 S6 : Yes.
005 In : Yes? Where did you learned about Report?
006 S6 : In Junior High school and in Kelas 10
007 In : In eleventh class, Did you have learned about Report text?
008 S6 : Yes.
009 In : So, What is Report text according to you?
010 S6 : Report text that present to give information about pokoknya menceritakan tentang sesuatu yang telah diobseravsi yang di dalamnya ada General classification dan description. General classification itu tentang yang umumnya kalau deskriptif itu karakteristiknya.
011 In : Do you like English?
012 S6 : Yes I like
In: Why do you like English?

S6: Because I like Game, music and one time I want to around the world itu kan butuh bahasa inggris kalau percakapan dengan orang luar negeri gitu.

In: Did you have any difficulties to learn English?

S6: Emmm Yes.

In: What is it?

S6: Emmm about speaking.

In: Why?

S6: Kan diajarinya Cuma text-text gitu tapi kan kalau misal kita bicara sehari-hari pakai bahasa inggris kan beda.

In: So, how you improve your grammar to decrease your difficulties?

S6: Learning by internet and other reference.

In: I think you do not need learning by internet but you should practice your speaking skill directly like you can do conversation with your friend in English or you can try to send message use English language or anything you can do by English. You should try it.

S6: Yes.

In: What are you choose, learn with picture or without picture.

S6: Learning with picture because, if learning with picture more easy to understand and more attractive.
029 In : Which one you are choose, ask your friend or your teacher?

030 S6 : Ask my friend

031 In : Why?

032 S6 : iya lebih enak ngomongnya gitu tapi kan kalau nggak bisa baru tanya guru

033 In : Tapi temanmu slalu bisa menjelaskan?

034 S6 : Iya belum tentu, tapi iya nunggu bisa kalau tidak bisa baru tanya sama guru

035 In : Did you have any references to learn English?

036 S6 : I’m like to watch movie and listen to music to learn English

037 In : What about Report text references?

038 S6 : Jarang

039 In : What do you think about English presentation in the class?

040 S6 : Gak suka, kalau dikelas kan biasanya kan kalau presentasi itu kan membaca terus gitu kan sama saja kita membaca, teman menjelaskan dengan membaca di LCD jadi sama seperti kita membaca sendiri. Sukanya kalau presentasi itu yang bahasanya mudah dimengerti

041 In : Did you have any advice to make teaching and learning process in the class easier to be understood to you?

042 S6 : Lebih menarik guru dan cara menjelaskan, ramah, diselingi game gitu. Iya intinya jangan terlalu spaneng dengan materi
Seventh Interview Transcription X1.LM_1

Student 7 : Aulia Nisanti

Class : X1.LM_1

Topic : Report text

Time : 7 minutes

Turn Speaker

001 In : Namanya siapa mbak?

002 S1 : Aulia Nisanti

003 In : Mbak Aulia sebelumnya pernah mempelajari Report text tidak?

004 S1 : Iya.

005 In : Dimana?

006 S1 : Di waktu SMP pernah belajar report text

007 In : Kalau di SMA sekarang, di kelas sudah belum?

008 S1 : Pernah

009 In : Berarti Report text sudah dipelajari iya kemarin sebelumnya iya?

010 S1 : Iya

011 In : Trus menurut mbak Aulia apa itu Report text kalau kemarin sudah belajar
S1: Iya texs yang memberikan informasi tentang suatu laporan

In: Laporan apa saja?

S1: Laporan tentang benda, hewan, tumbuhan iya tentang sesuatu gitu

In: Hanya itu?

S1: Iya hanya itu sih

In: Trus, Apakah mbak Aulia suka Bahasa Inggris?

S1: Lumayan

In: Kenapa lumayan?

S1: Soalnya paling males kalau disuruh translate bu

In: Kenapa males?

S1: Iya males carinya bu

In: Mbak Aulia punya kesulitan belajar Bahasa Inggris tidak?

S1: Iya

In: Apa kesulitanya mbak?

S1: Iya itu bu, kalau translate dan gak tahu artinya

In: Vocabulari berarti iya

S1: Iya bu

In: Kira-kira apa yang mbak Aulia pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?

S1: Saya suka kalau ada gambarnya
In: Kena kalau dengan gambar mbak Aulia lebih mudah ingat?

S1: Iya bu, enak aja kalau ada gambarnya bisa lebih paham

In: Oh berarti lebih paham dengan gambar iya mbak?

S1: Iya.

In: Kira-kira mbak Tika suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S1: Tergantung sih bu

In: Maksudnya?

S1: Iya kalau gurunya enak saya tanya sama guru tapi kalau gak iya tanya sama teman

In: Trus kalau mbak Aulia tidak mudheng gimana pas gurunya gak enak?

S1: Iya tanya teman

In: Kalau teman juga tidak paham?

S1: Iya sudah cari tahu sendiri

In: Trus mbak Aulia biasanya kalau belajar referensinya darimana saja kalu belajar text Report? Apakah cuma dari sekolah atau ada yang lain?

S1: Iya kadang dari internet

In: Kenapa?

S1: Lebih praktis aja bu

In: Kalau dari buku?
S1: Iya kadang juga suka tapi jarang

In: Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mbak Aulia gimana dengan presentasi apakah mbak Aulia paham?

S1: Paham sih bu soalnya kan kalau presentasi itu kan semuanya pasti menjelaskan hal yang sama jadi kan bisa hapal sendiri nanti

In: Pertanyaan terakhir mbak, kalau menurut mbak Aulia itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Tika itu yang seperti apa?

S1: Ya njelasinya pokoknya yang jelas tidak bertele-tele
Eighth Interview Transcription XI.LM_1

Student 8 : Putra Sira Ambara

Class : XI.LM_1

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 7 minutes

Turn Speaker

001 In : Namanya siapa mas?

002 S3 : Putra Sira Ambara

003 In : Mas Putra sebelumnya pernah mempelajari Report text tidak?

004 S3 : Pernah.

005 In : Dimana?

006 S3 : Di kelas literature

007 In : Kapan?

008 S3 : Baru aja pertemuan yang kemarin itu tapi baru sedikit aja bu

009 In : Berarti Report text sudah dipelajari iya kemarin sebelumnya iya?

010 S3 : Iya

011 In : Trus menurut mas Putra apa itu Report text kalau kemarin sudah belajar
Report text itu ya kayak laporan gitu yang menyediakan informasi tentang binatang, benda dan manusia juga fenomena-fenomena itu.

Trus, Apakah mas Putra suka Bahasa Inggris?
Suka sih
Kenapa?
Iya biar gak gaptek aja bu, jaman sekarang kan semuanya pake bahasa inggris bu
Mas Putra punya kesulitan belajar Bahasa Inggris tidak?
Punya
Apa kesulitanya mas?
Iya biasa bu, kalau gak tahu artinya itu pasti sulit kan bahasa asing
Trus bagaimana mas Putra belajar untuk membuat kemampuan kosakata mas Putra lebih baik?
Kalau aku sih yang penting banyak baca aja ya bu.
Trus kalau test kalau gak tahu artinya gimana mengerjakanya?
Iya nasib (laughter)
Kalau grammar tidak ada kesulitan?
Kadang-kadang bu
Kira-kira apa yang mas Putra pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?
S3: Pake gambar bu lebih asik

In: Memang kenapa kalau lebih asik?

S3: Iya kan nanti gak bosan jadinya lebih mudah paham bu

In: Oh berarti lebih paham dengan gambar iya mas?

S3: Iya seperti itu kira kira bu

In: Kira-kira mas Putra suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S3: Sebenarnya saya lebih suka tanya sama guru sih bu, tapi saya jarang tanya

In: Kenapa?

S3: Iya kalau bertanya kan yang penting2 aja bu kalau gak penting gan nanya

In: Kalau sama teman?

S3: Justru saya yang lebih sering ditanya sama teman bu (laughter)

In: Kira kira kenapa itu kok temenmu tanyanya sama kamu gak sama guru?

S3: Iya mungkin lebih enak ngomongnya bu.

In: Trus mas Putra biasanya kalau belajar referensinya darimana saja kalu belajar text Report? Apakah cuma dari sekolah atau ada yang lain?

S3: Dari internet

In: Hanya itu saja?
In: Kenapa?

S3: Iya lebih praktis dan gak repot sumbernya juga banyak bu

In: Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mas Putra gimana dengan presentasi apakah mas Putra paham?

S3: Paham bu, kebetulan saya suka presentasi bu asik gitu gak ngebosenin apalagi kalau sesi tanya jawab itu bu bisa sekalian ngerjain temen bu (laughter)

In: Pertanyaan terakhir mas, kalau menurut mas Putra itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Fellatelia itu yang seperti apa?

S3: Iya yang jelas proses belajar mengajarnya harus yang nyaman dan menyenangkan pasti bu, saya gak suka yang terlalu serius karena bikin saya males.
In this interview, Student 9, a student from Class XI.LM_1, discusses the topic of Report text. The interview takes place in a classroom setting and is conducted in Indonesian. The student, Novita Sari, explains that she has previously learned about Report text while doing her studies at SMP (Middle School) and SMA (Senior High School). She further clarifies that Report text is a type of text that explains something, for example, animal phenomena.

Mother: Hello, my name is Novi.

Student 9: Hello, mbak. You have previously learned about Report text, right?

Mother: Do you remember where you learned it for the first time?

Student 9: I learned it at SMP, and then also at SMA.

Mother: So, at SMA, have you already started learning about Report text?

Student 9: Yes, I just started learning about it yesterday.

Mother: Then, according to Novita, what is Report text if it has already been learned yesterday, right?

Student 9: Report text is a text that explains something, like animals and phenomena. It's like a book that tells you what you need to know about something in the world.
In: Trus biasanya dalam Report text strukturnya apa saja?

S5: Ada dua sih kalau gak salah classification sama description

In: Trus, Apakah mbak Novita suka Bahasa Inggris?

S5: Lumayan

In: Kenapa kok lumayan

S5: maksudnya ada suknnya tapi ada enggaknya

In: ::Sukanya kenapa?

S5: Sukanya iya karena saya itu pengen bisa jadi guru bahasa inggris bu

In: Mbak Novita punya kesulitan belajar Bahasa Inggris tidak?

S5: Pasti punya bu

In: Apa kesulitanya mbak?

S5: Kesulitan terbesar sih yang jelas kosakata itu bu

In: Hanya itu?

S5: Iya yang paling besar itu sih bu

In: Kira-kira apa yang mbak Novita pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?

S5: Dengan gambar sih bu karena gambar itu sangat menolong kalau ada penjelasan yang tidak dipahami

In: Oh berarti lebih paham dengan gambar iya mbak?

S5: Iya.
In: Kira-kira mbak Novita suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S5: Sama temen lebih seringnya

In: Kenapa?

S5: Lebih enak sama temen daripada sama guru

In: Kenapa kok sama gurunya tidak bertanya?

S5: Sama guru juga suka tanya sih bu cuma gak sering

In: Trus kalau teman tidak paham?

S5: Iya nyari referensi sendiri

In: Trus mbak Novita biasanya kalau belajar referensinya darimana saja kalu belajar text Report? Apakah cuma dari sekolah atau ada yang lain?

S5: Internet sih iya yang paling sering aku gunakan

In: Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mbak Novita gimana dengan presentasi apakah mbak Salma paham?

S5: Makin paham aja sih bu apalagi kalau presentasinya layoutnya menarik gambarnya menarik seneng aja merhatiin nya jadi malah focus bu

In: Pertanyaan terakhir mbak, kalau menurut mbak ajeng itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Novita itu yang seperti apa?

S5: Yang jelas harus dikemas dengan menarik bu
<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>In</td>
<td>7 minutes</td>
<td>Report text</td>
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<td>001</td>
<td>In</td>
<td>7 minutes</td>
<td>Report text</td>
</tr>
</tbody>
</table>

**Student I0**: Nizar Maulana Malik

**Class**: X1.LM_1

**Topic**: Report text

**Time**: 7 minutes

**Turn**  
**Speaker**

001  
In : Namanya siapa mas?

002  
S1 : Nizar

003  
In : Mas Nizar sebelumnya pernah mempelajari Report text tidak?

004  
S1 : pernah

005  
In : Dimana?

006  
S1 : sekolah pelajaran tentang bahasa inggris

007  
In : Kalau di SMA sekarang, di kelas sudah belum?

008  
S1 : sudah

009  
In : Berarti Report text sudah dipelajari iya kemarin sebelumnya iya?

010  
S1 : sudah dikenalkan sejak semester 1

011  
In : Trus menurut mas Nizar apa itu Report text kalau kemarin sudah belajar

012  
S1 : cerita laporan

013  
In : Apa?
cerita laporan

Crita laporan…? hanya itu atau bagaimana sepemahaman mas Nizar yang dipelajari kemarin gimana Report text itu?

hanya itu

Trus, Apakah mas Nizar suka Bahasa Inggris?

awalnya tidak suka

Kenapa awalnya gak suka?

karena sepertinya susah

Susahnya gimana?

susah mengartikan sebuah dari kalimat

Mas Nizar punya kesulitan belajar Bahasa Inggris tidak?

punya

Apa kesulitanya mas?

memahami arti dari sebuah kalimat

Trus bagaimana mas Nizar belajar untuk membuat kemampuan kosakata mbak Tika lebih baik?

dengan mencatat kosakata tersebut

Kira-kira apa yang mas Nizar pilih, belajar itu hanya membaca saja, menulis atau juga dengan diberikan gambar? Atau yang seperti apa?

dengan gambar

Kenapa kalau dengan gambar mas Nizar lebih mudah ingat?
S1: karena mudah dipahami

In: Oh berarti lebih paham dengan gambar iya mas?

S1: iya bu

In: Kira-kira mas Nizar suka yang mana? Bertanya kepada teman atau bertanya kepada guru.

S1: bertanya kepada teman karena kalau bertanya kepada guru tidak berani

In: Kenapa gak berani?

S1: takut

In: Trus kalau mas Nizar tidak mudheng gimana? Kalau tidak berani tanya sama guru

S1: yaa harus berani bertanya kepada guru

In: Tiidak tanya teman?

S1: :tidak

In: Trus mas Nizar biasanya kalau belajar referensinya darimana saja kalau belajar text Report? Apakah cuma dari sekolah atau ada yang lain?

S1: dari buku sekolah saja

In: : Kenapa?

S1: karena iya buku dari sekolah saja juga kadang tidak saya baca bu

In: Bukunya apa saja?

S1: buku paket
In: Kalau di dalam kurikulum 2013 itu kan pasti selalu ada presentasi, trus menurut mas Nizar gimana dengan presentasi apakah mas Nizar paham?

S1: paham jika yang menjelaskan dengan guru daripada dengan temen

In: Kenapa kalau sama temanya kok tidak paham?

S1: karena nanti omongannya temen muter’

In: Pertanyaan terakhir mas, kalau menurut mas Nizar itu belajar Bahasa Inggris biar mudah dipahami untuk mas Nizar itu yang seperti apa?

S1: gurunya harus menerjemahkan bahasa indonesianya

First Interview Transcription X1.LM_2

Student I : Ajeng Pratiwi Putri
Class: X1.LM_2
Topic: Report text teaching and learning process which is implemented 2013 curriculum
Time: 7 minutes

Turn  Speaker
001  In  : Namanya siapa mbak?
002  S1  : Nama saya
003  In  : Kira-kira mbak Ajeng masih ingat tidak, kemarin itu pelajaran tentang apa?
004  S1  : Teks Report.
005  In  : Menurut mbak Ajeng apa itu Report text?
006  S1  : Report text itu teks yang menyajikan suatu bacaan tentang informasi benda, hewan atau tumbuhan secara umum
007  In  : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang teks report apakah mbak Ajeng sudah paham?
008  S1  : Lebih paham.
009  In  : Mbak Ajeng tahu tidak, di Report text itu ada Generic Structure?
010  S1  : Tahu.
011  In  : Coba mbak Ajeng jelaskan apa itu Generic Structure di Report text.
012  S1  : (Quiet)
In : Apa mbak? Mbak Ajeng tahu tidak?

S1 : Lupa bu.

In : Mbak Ajeng memiliki kesulitan tidak dalam mempelajari Report text?

S1 : Kalau kesulitan itu sebenarnya tidak bu, tapi kalau tidak tahu artinya itu baru sulit.

In : Oh berarti mbak Ajeng mengalami kesulitan dalam kosakata Bahasa Inggrisnya?

S1 : Iya bu, karena saya tidak bisa Bahasa Inggris.

In : Biasanya mbak Ajeng kalau translate Bahasa Inggris pakai apa?

S1 : Kalau bisa saya translate sendiri kalau tidak bisa saya pakai google translate.

In : Kemarin saat pelajaran Report text Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Ajeng dapat memahaminya?

S1 : Iya bu saya paham, soalnya kan yang di deskripsikan kan gambarnya terlihat gitu lho bu kan ditayangin.

In : Jadi pakai gambar lebih paham iya mbak?

S1 : Iya bu lebih paham.

In : Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Ajeng kalau tidak paham dengan sesuatu, apakah mbak Ajeng suka bertanya?
Iya bu, tapi saya kalau tidak paham akan bertanya dulu kepada teman kalau bertanya kepada teman sudah paham saya tidak bertanya di kelas kepada guru

Kenapa Mbak Ajeng lebih suka bertanya kepada teman?

Soalnya begini bu, bahasanya saya dan teman saya itu sama jadi saya lebih paham.

Jadi lebih paham dengan bahasa teman begitu ya Mbak Ajeng?

Iya bu.

Trus Mbak Ajeng bertanya kepada guru di kelas pada saat yang seperti apa?

Kalau kepepet banget tidak mudheng bu.

Hanya kalau kepepet?

Iya bu.

Berarti kalau mbak Ajeng tidak bertanya saat pelajaran itu artinya mbak Ajeng benar-benar sudah paham?

98% paham bu.

Sebelum pelajaran di kelas tentang Report teks mbak Ajeng suka belajar dulu dirumah tidak?

Tidak bu, tidak pernah.

Apa mbak Ajeng belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

Tidak bu.
041 In: Jadi mbak Ajeng hanya belajar dari sumber buku di sekolah iya?

042 S1: Soalnya takutnya kalau belajar sendiri itu jadi sok keminter trus salah bu. Trus malah mumet bu kalau nyari buku lain itu, kan kadang kata-katanya beda kayak yang di buku sekolah jadi malah pusing.

043 In: Tapi dirumah mbak Ajeng belajar?

044 S1: Paling dirumah ngulang kalau waktunya ada.

045 In: Kemarin waktu pelajaran Report teks kan ada presentasi. Apakah saat presentasi itu mbak Ajeng semakin paham dengan materi tersebut?

046 S1: Lumayan bu, soalnya kalau presentasi kan kita yang membuat, kita juga baca sebelumnya jadi lebih paham.

047 In: Kalau presentasi dari teman menurut mbak Ajeng bagaimana?

048 S1: Tergantung temannya juga sih bu kalau temannya penjelasanya detail dan enak ya saya paham. Tapi iya ilmunya makin tambah bu.

049 In: Menurut Mbak Ajeng belajar dengan kurikulum 2013 itu bagaimana?

050 S1: Sebenarnya menurut saya sama saja bu, tapi kalau kurikulum 2013 itu jadi capek bu karena kan pulang sekolah selalu ada tugas sedangkan kita juga butuh istirahat. Trus kadang gurunya ada yang minta muridnya untuk melakukan presentasi sendiri, mahamin sendiri, kadang itu yang njelasin itu diri kita sendiri ke orang lain, kan belum tentu kita njelasin ke teman itu betul bu. Saya lebih paham.
itu kalau guru yang menjelasakan bu. Nak menurut saya begitu.

051 In : Pertanyaan terakhir mbak, kalau menurut mbak ajeng itu belajar Bahasa Inggris biar mudah dipahami untuk mbak ajeng itu yang seperti apa?

052 S1 : Santai bu, iya gurunya itu santai jangan yang terlalu serius dan spaneng gitu bu, jadi kita belajar tapi santai jadi lebih menyenangkan, trus kalau bisa itu gurunya juga kalau di kelas bersosialisasi dengan anak-anak bu, jadi kalau misal ingin bertanya jadi tidak takut. Pertama dijelaskan to bu, trus dikasih tugas kalau tidak paham dengan tugas iya dijelaskan trus suaranya juga yang keras bu gak alon-alon, jangan terlalu banyak kekangan gitu bu Bu Eri juga enak bu, santai gak terlalu spaneng. Enak bu kalau belajarnya gitu tu

053 In : Tapi itu nanti pelajaranya kira-kira benar-benar paham tidak kalau seperti itu?

054 S1 : Paham bu malahan soalnya kalau spaneng itu jadi pusing bu, dan kalau pusing jadi tidak bisa paham

055 In : Oh seperti itu, iya… iya sudah makasih iya Mbak

Second Interview Transcription X1.LM_2

Student 2 : Ridha Widyasari
Class : X1.LM_2

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 6 minutes

Turn Speaker

001 In : Namanya siapa mbak?

002 S2 : Ridha Widyasari

003 In : Kemarin inget tidak pelajaran Bahasa Inggris apa kemarin?

004 S2 : Report teks

005 In : Menurut mbak Ridha apa sih Report teks?

006 S2 : Report teks itu teks yang menjelaskan atau mendiskripsikan tentang benda, tumbuhan, hewan, atau fenomena secara umum.

007 In : Trus waktu Bu Eri menerangkan tentang pelajaran Report teks kemarin mbak Ridha mudheng nggak?

008 S2 : Lumayan.

009 In : Lumayan? Kenapa kok lumayan apa mungkin ada yang masih belum dipahami, kenapa?

010 S2 : Ya kadang paham kadang nggak gitu bu, suka lupa

011 In : Didalam Report teks ka nada Generic Structure, mbak Ridha tahu tidak apa itu Generic Structure

012 S2 : Tahu.

013 In : Coba jelaskan Generic Structure itu apa?
S2: General Classification sama Description

In: Mbak Ridha memiliki kesulitan tidak dalam mempelajari Report text kemarin?

S2: Gak terlalu.

In: Gak terlalu berarti ada sedikit kesulitan, apa kesulitanya

S2: Kosakata

In: Kosakatanya karena sulit menterjemahkan atau apa?

S2: Kadang males bukak kamus itu lho bu.

In: Kemarin saat pelajaran Report text Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Ridha dapat memahaminya?

S2: iya paham.

In: Kenapa kok paham?

S2: Iya kan gambar itu bisa lihat cirri-cirinya trus kan tahu kebiasaanya juga

In: Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Ridha kalau tidak paham dengan sesuatu, apakah mbak Ridha suka bertanya?

S2: Saya bertanya hanya kalau ada yang gak mudheng bu.

In: Berarti kalau di kelas mbak Ridha tidak bertanya itu artinya mbak Ridha sudah benar-benar paham? Atau mungkin merasa takut?

S2: Kadang grogi gitu bu.
In: Jadi kalau mbak Ridha gak mudheng trus grogi mbak Ridha gak bertanya?

S2: Iya bu. Tapi kadang kan saya tanya sama teman kalau teman sudah menjelaskan jadi saya gak tanya.

In: Apa mbak Ridha belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel atau internet mungkin

S2: Gak

In: Gak sama sekali?

S2: (geleng-geleng)

In: Berarti belajarnya hanya lewat buku di sekolah?


In: Yang lain tidak ada sama sekali?

S2: Gak.

In: Kemarin waktu pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Ridha semakin paham dengan materi tersebut?

S2: Ya kalau teman yang njelasin itu detail trus spesifik ya paham tapi kalau njelasinya biasa aja ya kurang paham

In: Trus dengan belajar report teks dengan gambar juga ada presentasi mbak Ridha itu paham sepenuhnya gak to tentang Report teks?

S2: Gak terlalu.
043 In : Kenapa gak terlalu?

044 S2 : Soalnya kadang saya kalau dijelaskan dengan bahasa inggris semua kadang suka gak paham bu.

045 In : Pertanyaan terakhir mbak, kalau menurut mbak ajeng itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Ridha itu yang seperti apa?

046 S2 : Iya kalau bisa kalau njelasin itu pakai Bahasa Indonesia dulu trus baru pakai Bahasa Inggris?

047 In : Trus apa lagi?

048 S2 : Njelasinya itu pelan-pelan detail gitu lho bu.

049 In : Sudah hanya itu?

050 S2 : Iya bu

051 In : Iya sudah makasih iya.
Third Interview Transcription X1.LM_2

Student 3  : Lauren Her Pratikta
Class      : XI.LM_2
Topic      : Report text teaching and learning process which is implemented 2013 curriculum
Time       : 7 minutes

Turn   Speaker
001    In  : Namanya siapa mbak?
002    S3  : Nama saya Lauren Her Pratikta
003    In  : Kira-kira mbak Lauren masih ingat tidak, kemarin itu pelajaran tentang apa?
004    S3  : Iya masih, pelajaran teks Report
005    In  : Menurut mbak Lauren apa sih Report text itu?
006    S3  : Report text itu teks yang menjelaskan tentang hewan, tumbuhan, benda atau fenomena alam secara umum atau general
007    In  : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang teks report apakah mbak Lauren sudah paham?
008    S3  : Sudah
009    In  : Semuanya sudah paham?
010    S3  : Iya masih kurang paham sih kalau misalnya dikasih pertanyaan yang menjawab tentang teks diatas atau apapun itu masih ada kurang paham, tapi kalau untuk
mengklarifikasi ini Report text atau ini teks apa gitu sudah mudheng.

011 In : Jadi belum paham kalau menjawab pertanyaan essay ya? Kenapa?

012 S3 : Susah kalau nyari jawabanya yang nyambung-nyambung

013 In : Mbak Lauren tahu tidak, di Teks Report itu ada Generic Structure?

014 S3 : Iya.

015 In : Paham tidak Generic Structure itu apa?

016 S3 : Generic Structure di Report teks itu adalah bagian-bagian yang ada di dalam teks report bagianya itu ada General Classification dan Description. Nah yang General Classification itu tentang objeknya itu secara umum kalau yang Description itu tentang pendesripsian dari objek itu.

017 In : Berarti sudah paham iya mbak?

018 S3 : Iya.

019 In : Trus mbak Lauren memiliki kesulitan tidak belajar Report text?

020 S3 : Gak sih gak ada kesulitan, Cuma iya itu menjawab soal essay itu. Bingung.

021 In : Oh Bingung? Bingung karena kosakatanya

022 S3 : Iya kosakatanya

023 In : Jadi vocabnya iya mbak Lauren?

024 S3 : Iya masih bingung
In: Trus kalau test gimana mbak Lauren, soalnya kalau test kan juga seperti itu?

S3: Kalau test Bahasa Inggris, soalnya dicari inti-inti dari pertanyaanya itu trus kan otomatis di teks nya itu kan pasti ada kata-kata itu nah berarti itu jawabanya.

In: Oh begitu, meskipun paham gak paham maksud dari soal itu?

S3: Iya.

In: Kemarin saat pelajaran Report text Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Lauren dapat memahaminya?

S3: Paham bu, soalnya kan kalau dikasih gambar gitu kan bearti kan sudah jelas sama objeknya sama penjelasanya jadinya sudah tambah paham.

In: Berarti kalau dikasih gambar lebih paham iya?

S3: Iya, soalnya kalau cuma diterangkan aja, teks aja itu kayak yang mana sih, yang mana sih gitu bu

In: Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Lauren kalau tidak paham dengan sesuatu, apakah mbak Lauren suka bertanya?

S3: Kalau pas lagi kepepet gak tahu. Coba dulu coba sendiri kalau misalnya gak tahu baru tanya temen, kalau temenya gak tahu baru tanya guru.
In: Jadi mbak Lauren bertanya hanya kalau tidak paham ya, tapi kalau misal mbak Lauren itu sudah tahu tapi mbak Lauren ingin tahu tentang informasi baru begitu gimana?

S3: Iya bertanya tapi ke temen dulu baru guru gitu.

In: Jadi lebih sering bertanya sama temen aja?

S3: Iya, soalnya iya otak kita kan sama, maksudnya kita kan seumuran pemikiranya pasti sama trus cara ngomongnya juga kita kan pasti nyambung.

In: Apa mbak Lauren belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

S3: Dari google sih kebanyakan

In: Dari google kalau dari buku lain ada tidak?

S3: Dari buku sih jarang, paling dari paket kalau dari paket tidak ada ya dari LKS kalau dari LKS tidak ada ya dari google.

In: Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Lauren semakin paham dengan materi tersebut?

S3: Iya bu lebih paham.

In: Trus bagi mbak Lauren presentasi itu menyenangkan tidak?

S3: Presentasi itu ya menyenangkan apalagi kalau ada tanya jawab gitu lho pas ada yang tanya trus kan nanti pasti jawabanya dikasih tahu, nah kalau pertanyaan itu kan pasti kita gak tahu trus jawabanya dikasih tahu jadi pasti tambah
tahu tapi kalau gak enaknya itu kalau pas kita yang presentasi trus kita ditanya tapi pertanyaanya itu susah dan kita gak tahu jawabanya jadi kayak skakmat di depan itu lho.

047 In : Menurut Mbak Ajeng belajar dengan kurikulum 2013 itu bagaimana?

048 S3 :Lebih paham sih bu menyenangkan juga tapi cumin capek bu, iya misalnya kalau pulang sekolah gitu kan, pulang sekolah pasti ada tugas buat besok nah kan kita kan pulang sekolah juga butuh istirahat, jadi kan kerjaan kita terpotong buat belajar buat ngerjain sekolah buat besok jadinya kan kayak capek badanya, cepet sakit juga.

049 In :Pertanyaan terakhir mbak, kalau menurut mbak ajeng itu belajar Bahasa Inggris biar mudah dipahami untuk mbak ajeng itu yang seperti apa?

050 S3 :Kalau di kelas itu pengenya sih gurunya itu yang enak diajak sharing juga, gak terlalu serius gak terlalu santai juga trus njelasinya itu juga enak gitu lho bu, trus gurunya itu juga friendly ke kita jadi kita itu enak bu jadi lebih nyaman buat tanya bu.

051 In :Oh seperti itu, makasih mbak Lauren

Fourth Interview Transcription X1.LM_2
Student 4 : Iis Ristikasari

Class : XI.LM_2

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 5 minutes

Turn Speaker

001 In : Namanya siapa mbak?

002 S4 : Namanya Iis Ristikasari

003 In : Mbak Iis masih ingat tidak, kemarin itu pelajaran tentang apa?

004 S4 : Report

005 In : Menurut mbak Iis apa itu Report teks?

006 S4 : Teks yang pokoknya mendeskripsikan atau menginformasikan suatu benda yang maksudnya itu kayak cirikhas sesuatu gitu lho, jadinya itu itu ya… gak cirri khas sih maksudnya ya pokoke gitu lah.

007 In : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang Report text apakah mbak Iis sudah paham?

008 S4 : Paham

009 In : Paham banget?

010 S4 : Iya paham aja sih, soalnya kalau di soal-soal kan, dulu soale juga kan pernah dibilangin kalau jawab soal itu kalau yang misalkan tujuan teks itu tu apa ada yang
langsung..langsung to about ata apa-apa gitu lho tapi kan waktu kelas di SMA ini kok enggak dikasih tahu caranya jadinya agak bingung sama menyesuaikan sama yang dulu dan yang sekarang

011 In : Mbak Iis tahu tidak, di Teks Report itu ada Generic Structure?

012 S4 : (Mengangguk)


014 S4 : Kayak structure nya gitu kan, kalau misalnya paragraph pertama itu cuma pengenalan, trus yang kedua itu kayak emmm… yang ngurek-urek banget itu tu menjelaskan tentang apa

015 In : Mbak Iis memiliki kesulitan tidak dalam mempelajari Report rext?

016 S4 : Enggak sih, kan pasti kalau ada soal itu pasti jawabanya ada di bacaanya

017 In : Sama sekali tidak ada kesulitan iya, tentang kosakatanya?

018 S4 : Emmm.. enggak, cumin bingung kalau pertanyaan ada yang menanyakan itu tujuanya itu buat apa itu, kan kadang ada to describe atau apa itu kan jadinya itu bingung mau milih yang mana itu

019 In : Oh itu masih bingung iya, trus Kemarin saat pelajaran Report text Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Iis dapat memahaminya?
020  S4  : Iya paham.
021  In  : Lebih paham pakai gambar atau lebih paham membaca?
022  S4  : Lebih paham membaca…. Eh lebih paham pakai gambar, iya..iya lebih paham pakai gambar.
023  In  : Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Iis kalau tidak paham dengan sesuatu, apakah mbak Iis suka bertanya?
024  S4  : Saya itu bertanya hanya kalau nggak mudheng gitu, tapi kan biasanya kan dirumah kan diulang lagi, dipelajari lagi lha kalau benar-benar gak mudheng baru tanya
025  In  : Lebih sering bertanya gak?
026  S4  : Iya pelajaran tertentu
027  In  : Oh di pelajaran tertentu, apa yang membuat mbak Iis suka bertanya dengan tidak, maksudnya kenapa mbak Iis hanya suka bertanya di pelajaran tertentu saja
028  S4  : Karena gurunya bu.
029  In  : Oh faktornya gurunya
030  S4  : Iya bu.
031  In  : Apa mbak Iis belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin
032  S4  : Gak, kan biasanya ada guru yang kalau diterangin itu ya udah yang keluar tes atau ulangan itu ya itu kalau cari diluar malah bingung lagi gitu lho
In: Jadi hanya belajar dari buku sekolah iya.

S4: Iya bu.

In: Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Iis semakin paham dengan materi tersebut?

S4: Sebenarnya tidak senang ada presentasi soalnya lebih enak kalau dijelasin sama gurunya.

In: Berarti kalau presentasi tidak suka?

S4: Ga, gini kalau presentasi itu kan udah kayak kerja double gitu lho, kita harus memahami, kita buat trus kita juga nerangin ke temen kita sendiri gitu lho belum lagi kalau temen kita tanya-tanya yang diluar kemampuan kita kan itu juga susah banget to.

In: Tapi kalau ada presentasi itu sebenarnya menambah kepahaman atau tidak untuk mbak Iis?

S4: Iya nambah, tapi kan kita jadi susah ngatur waktu kita kedepan gitu lho, wah kok jatahe ngene jadi gini gitu lho.

In: Pertanyaan terakhir mbak, kalau menurut mbak Iis itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Iis itu yang seperti apa?

S4: Gini, guru kan macem-macem to nah aku senenge gurunya itu yang iya ngajar materi tapi gak kesusu tapi piye ya, tapi santai gitu lho. Pokoknya suaranya juga keras, kalau jelasin itu juga yang detail tapi itu gak ngributin atau ngoyak materi gitu lho.

In: Iya sudah, makasih iya mbak.
# Fifth Interview Transcription X1.LM_2

**Student 5**: Herninda Rindi Widyanigrum  
**Class**: XI.LM_2  
**Topic**: Report text teaching and learning process which is implemented 2013 curriculum  
**Time**: 7 minutes

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<td>S5</td>
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</table>
In : Sudah paham banget?

S5: Banget.

In : Berarti tidak ada yang tidak paham iya?

S5: In Shaa Allah.

In : Mbak Rindi tahu tidak, di Teks Report itu ada Generic Structure?

S5: Tahu

In : Coba mbak Rindi jelaskan apa itu Generic Structure di Teks Report.

S5: Itu tu structure kan yang umum, jadinya maksudnya contohnya itu itu tu termasuk apa, trus… jadi bukan kayak yang misalkan general structure itu kan yang kayak itu penjelasan apa? Misalkan hewan.. itu termasuk hewan apa, ditemukan dimana. Kalau misalkan yang kedua itu yang spesifik itu baru yang kayak habitatnya, tingkah laku dan lain-lain.

In : Trus itu ka nada dua jenis mbak, apa itu mbak?

S5: Generic Structure sama Description eh General Classification sama description.

In : Mbak Rindi memiliki kesulitan tidak dalam mempelajari Report teks?

S5: Kalau saya sih belum.

In : Berarti dari vocab semuanya it’s okay ya?

S5: (smile)
In: Kemarin saat pelajaran Teks Report Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Rindi dapat memahaminya?

S5: Paham, tapi yang lebih paham itu pakai gambar sama penjelasan tapi kalau gambar aja itu iya bisa paham kadang tapi bingung buat Reportnya.

In: Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Rindi kalau tidak paham dengan sesuatu, apakah mbak Rindi suka bertanya?

S5: Ya pas tidak paham atau kurang mastiin maksudnya kayak yang agak membingungkan gitu langsung ditanyakan.


S5: E.. kalau aku biasanya internet, kalau nggak tanya yang lebih tahu kadang buku-bukunya kakak yang dulu kebanyakan udah sampai belakang jadi sudah thu materinya sebelum dijelasin guru.

In: Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Rindi semakin paham dengan materi tersebut?

S5: Paham bu.

In: Kenapa?

S5: Soalnya kalau presentasi itu kan kayak, misalkan yang presentasi kan gak cuma kita aja tapi dari berbagai sumber,
jadi kan kita tahu kalau punya kita ada yang salah itu kita tahu benernya bagaimana gitu, jadi banyak referensi juga.

035 In : Menurut Mbak Rindi belajar dengan kurikulum 2013 itu bagaimana?

036 S5 : Kalau saya pribadi lebih paham dengan kurikulum 2013 ini.

037 In : Kalau sama yan?

038 S5 : Lebih paham yang sekarang.

039 In : Kalau belajar biasanya berapa kali sehari?

040 S5 : Kalau saya belajarnya tergantung mood, jadi kalau mood nya baik baru belajar kalau enggak kan sama aja misalkan kita moodnya jelek belajar nanti malah gak masuk semua.

041 In : Pertanyaan terakhir mbak, kalau menurut mbak Rindi itu belajar Bahasa Inggris biar mudah dipahami untuk mbak ajeng itu yang seperti apa?

042 S5 : Kalau menurut saya itu dibuat yang asik, maksudnya gak terlalu spaneng sama pelajaran kan kalau anak sekarang kan lebih suka yang santai tapi serius daripada serius terus nanti malah anak-anak itu bosen juga trus kan guru yang kayak gitu kan biasanya kan malah gak disukai sama anak-anak. Jadi kalau misalkan anak-anak kelihatan capek atau kelihatan bosen diajak main jadinya moodnya kan naik lagi jadi nanti malah belajare kan lebih nyantel gitu

043 In : Oh begitu, iya maksih iya mbak.

Fifth Interview Transcription X1.LM_2

Student 5 : Herninda Rindi Widyanigrum
Nama siapa mbak?

Pakai Bahasa Indonesia apa Bahasa Inggris?

Pakai Bahasa Indonesia saja, tapi kalau mbaknya mau pakai Bahasa Inggris juga gak papa, namanya siapa mbak?

My name is Herninda Rindi Widyaningrum, you can call me Nindi

Masih ingat tidak kemarin pelajaran apa mbak Rindi?

Report.

Menurut mbak Rindi itu Report teks


Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang Report teks apakah mbak Rindi sudah paham?

Paham.

Sudah paham banget?

Banget.

Berarti tidak ada yang tidak paham iya?
In Shaa Allah.

Mbak Rindi tahu tidak, di Teks Report itu ada Generic Structure?

Tahu

Coba mbak Rindi jelaskan apa itu Generic Structure di Teks Report.

Itu tu structure kan yang umum, jadinya maksudnya contohnya itu itu tu termasuk apa, trus... jadi bukan kayak yang misalkan general structure itu kan yang kayak itu penjelasan apa? Misalkan hewan.. itu termasuk hewan apa, ditemukan dimana. Kalau misalkan yang kedua itu yang spesifik itu baru yang kayak habitatnya, tingkah laku dan lain-lain.

Trus itu ka nada dua jenis mbak, apa itu mbak?

Generic Structure sama Description eh General Classification sama description.

Mbak Rindi memiliki kesulitan tidak dalam mempelajari Report teks?

Kalau saya sih belum.

Berarti dari vocab semuanya it’s okay ya?

(smile)

Kemarin saat pelajaran Teks Report Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Rindi dapat memahaminya?
:Paham, tapi yang lebih paham itu pakai gambar sama penjelasan tapi kalau gambar aja itu iya bisa paham kadang tapi bingung buat Reportnya.

:Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Rindi kalau tidak paham dengan sesuatu, apakah mbak Rindi suka bertanya?

:Ya pas tidak paham atau kurang mastiin maksudnya kayak yang agak membingungkan gitu langsung ditanyakan.

:Apa mbak Rindi belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin?

:E.. kalau aku biasanya internet, kalau nggak tanya yang lebih tahu kadang buku-bukunya kakak yang dulu kebanyakan udah sampai belakang jadi sudah thu materinya sebelum dijelasin guru.

:Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Rindi semakin paham dengan materi tersebut?

:Paham bu.

:Kenapa?

:Soalnya kalau presentasi itu kan kayak, misalkan yang presentasi kan gak cuma kita aja tapi dari berbagai sumber, jadi kan kita tahu kalau punya kita ada yang salah itu kita tahu benernya bagaimana gitu, jadi banyak referensi juga.

:Menurut Mbak Rindi belajar dengan kurikulum 2013 itu bagaimana?
S5: Kalau saya pribadi lebih paham dengan kurikulum 2013 ini.

In: Kalau sama yang dulu?

S5: Lebih paham yang sekarang.

In: Kalau belajar biasanya berapa kali sehari?

S5: Kalau saya belajarnya tergantung mood, jadi kalau mood nya baik baru belajar kalau enggak kan sama aja misalkan kita moodnya jelek belajar nanti malah gak masuk semua.

In: Pertanyaan terakhir mbak, kalau menurut mbak Rindi itu belajar Bahasa Inggris biar mudah dipahami untuk mbak ajeng itu yang seperti apa?

S5: Kalau menurut saya itu dibuat yang asik, maksudnya gak terlalu spaneng sama pelajaran kan kalau anak sekarang kan lebih suka yang santai tapi serius daripada serius terus nanti malah anak-anak itu bosen juga trus kan guru yang kayak gitu kan biasanya kan malah gak disukai sama anak-anak. Jadi kalau misalkan anak-anak kelihatan capek atau kelihatan bosen diajak main jadinya moodnya kan naik lagi jadi nanti malah belajare kan lebih nyantel gitu

In: Oh begitu, iya maksih iya mbak.
Sixth Interview Transcription XI.LM_2

Student 6 : Yanuar Ramadhan Budhimulya

Class : XI.LM_2

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 7 minutes

Turn Speaker

001 In : Namanya siapa mas?

002 S6 : My name is Yanuar Ramadhan Budhimulya, you can call me Ramadhan.

003 In : Kira-kira mas Yanuar masih ingat tidak, kemarin itu pelajaran tentang apa?

004 S6 : Report teks

005 In : Menurut mas Yanuar apa itu Report teks?

006 S6 : Report teks adalah teks yang mendiskripsikan sesuatu secara umum

007 In : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang Report teks apakah mas Yanuar sudah paham?

008 S6 : Paham aja bu.

009 In : Berarti ada sesuatu mungkin yang belum dipahami?

010 S6 : Kalau otaknya lagi gak pengen mikir ya gak bisa mikir
In: Mas Yanuar tahu tidak, di Teks Report itu ada Generic Structure?

S6: Tahu.

In: Coba mas Yanuar jelaskan apa itu Generic Structure di Teks Report.

S6: Structure umum, (Quite)

In: Hanya itu saja?

S6: Iya.

In: Mas Yanuar memiliki kesulitan tidak dalam mempelajari Report teks?

S6: Kalau saya kesulitan kosakata

In: Vocabnya berarti iya?

S6: Iya.

In: Trus kalau pas mengerjakan soal kalau tes UTS atau UAS itu gimana? Kalau misal mas Yanuar gak tahu artinya.

S6: Ya dikira-kira tapi pasti.

In: Kemarin saat pelajaran Teks Report Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mas Yanuar dapat memahaminya?

S6: Saya lebih paham kalau ada gambar sama penjelasan, nanti kalau di penjelasan vocab gak nemuin kan bisa lihat gambar.

In: Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mas
Yanuar kalau tidak paham dengan sesuatu, apakah mas Yanuar suka bertanya?

026 S6 : Kalau saya waktu dijelasin ada yang tidak tahu ya langsung tanya, gak nunggu penjelasanya selesai.

027 In : Tanyanya sama teman apa sama guru?

028 S6 : Dua-duanya kalau temanya tidak meyakinkan ya tanya guru.

029 In : Jadi lebih paham dengan bahasa teman begitu ya Mbak Ajeng?

030 S6 : Iya bu.

031 In : Apa mas Yanuar belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

032 S6 : Kalau saya juga internet dan pengalaman, jadi kalau waktu pergi-pergi ada tulisan Bahasa Inggris kan bisa tahu sambil belajar

033 In : Kalau dari internet biasanya apa yang dicari mas?

034 S6 : Power point.

035 In : Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mas Yanuar semakin paham dengan materi tersebut?

036 S6 : Paham bu.

037 In : Kenapa?
Soalnya lebih menarik, kalau menarik kan berarti mudah diingat, trus tergantung penjelasanya juga kalau penjelasanya gak susah ya paham.

Menurut Mas Yanuar belajar dengan kurikulum 2013 itu bagaimana?

Kalau saya sebenarnya lebih paham yang dulu.

Kenapa?


Oh jadi paham yang KTSP iya?

iya.

Kalau belajar biasanya berapa kali sehari?

Saya belajar itu biasanya kalau disuruh belajar ya belajar, kalau ada PR kadang-kadang trus kalau mau ulangan itu baru belajar sama kalau disuruh kalau nggak ya lupa bu.

Pertanyaan terakhir mas, kalau menurut mas Yanuar itu belajar Bahasa Inggris biar mudah dipahami untuk mas Yanuar itu yang seperti apa?

Saya kalau belajar itu ya serius tapi ada bermain-bermainya, menarik trus gurunya itu menarik jadi kalau gurunya menarik itu kan pelajaranya juga enak di pahami.

Guru yang menarik itu yang seperti apa?

Guru yang bisa bersosialisasi dengan muridnya, bisa ngomong-ngomong sama muridnya. Gurunya itu bisa
mudheng itu lho sama murid-muridnya, gak langsung ngasih materi.

051 In: Kalau kurikulum 2013 ini guru lebih sering sosialisasi atau tidak?

052 S6: Gak, eh… kebanyakan iya tapi ada yang enggak.
Student 7 : Vebri Ulfiana Rahmat Supro

Class : XI.LM_2

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 7 minutes

Turn Speaker

001 In : Namanya siapa mbak?

002 S7: My name is Vebri Ulfiana Rahmat Supro, you can call me Vebri

003 In : Kira-kira mbak Vebri masih ingat tidak, kemarin itu pelajaran tentang apa?

004 S7 : Report teks

005 In : Menurut mbak Vebri apa itu Report teks?

006 S7: Report teks adalah teks yang menjelaskan sesuatu secara umum atau general.

007 In : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang Report teks apakah mbak Vebri sudah paham?

008 S7 : Kalau saya paham.

009 In : Mbak Vebri tahu tidak, di Teks Report itu ada Generic Structure?

010 S7 : Tahu.

Menurut saya Generic Structure itu menjelaskan secara umumnya

Ada apa aja mbak?

Kan ada dua tu, General Classification sama description.

Mbak Vebri memiliki kesulitan tidak dalam mempelajari Teks Report?

Kadang aku vocabnya, kan kadang kan e… gimana iya e.. yag kata-kata asing gitu lho yang belum pernah dipelajari

Kemarin saat pelajaran Teks Report Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Vebri dapat memahaminya?

Iya, soalnya gambar itu kan mendukung teksnya, jadi bisa lebih paham teksnya itu.

Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Vebri kalau tidak paham dengan sesuatu, apakah mbak Vebri suka bertanya?

Jarang tanya sih, soalnya kadang kan kalau tidak paham kan bisa translate.

Kenapa kok jarang tanya?

Ya kadang tanya, cuman tidak keseringan gitu lho

Kenapa? Malu mbak?

Iya gak malu juga, cumin kan kadang temen kan gak meyakinkan jawbanya jadi kadang juga tanya guru.
In: Apa mbak Vebri belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

S7: Sumber belajar lainnya hanya internet

In: Tidak ada yang dari buku?

S7: E... gak.

In: Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Vebri semakin paham dengan materi tersebut?

S7: Iya paham, apalagi kan habis presentasi kan diterangkan lagi kadang sama gurunya jadi tambah paham.

In: Menurut Mbak Vebri belajar dengan kurikulum 2013 itu bagaimana?

S7: Kalau saya sih lebih suka kurikulum 2013 soalnya kan dengan tugas kan kita jadi terlatih terus jadi lebih banyak bentuk soal yang kita pelajari jadi kalau misalnya ada bentuk soal lagi kita tidak bingung.

In: Tidak capek?

S7: Tidak.

In: Belajar biasanya berapa kali sehari?

S7: Belajar saya cukup satu kali sehari

In: Kapan?

S7: Waktu malam hari.
In: Pertanyaan terakhir mbak, kalau menurut mbak Vebri itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Vebri itu yang seperti apa?

S7: Kalau saya, yak an kalau pelajaran itu kan kita itu capek, trus tapi kita moodnya itu dituntut untuk tetap naik terus gitu lho, jadi kalau pelajaran itu jangan yang spaneng sama pelajaran jadinya ada sesi refreshingna gitu.
**Student 8** : Mentari Wahyu Lestari

**Class** : XI.LM_2

**Topic** : Report text teaching and learning process which is implemented 2013 curriculum

**Time** : 7 minutes

**Turn** Speaker

001 In : Namanya siapa mbak?

002 S8 : Namanya Mentari Wahyu Lestari

003 In : Kira-kira mbak Mentari masih ingat tidak, kemarin itu pelajaran tentang apa?

004 S8 : Emm.. Report teks

005 In : Menurut mbak Mentari apa Report teks itu apa?

006 S8 : E.. teks yang menjelaskan tentang benda, hewan, atau tumbuhan secara umum.

007 In : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang teks report apakah mbak Mentari sudah paham?

008 S8 : Sudah

009 In : Sudah paham semuanya?

010 S8 : Iya

011 In : Mbak Mentari tahu tidak, di Report teks itu ada Generic Structure?

012 S8 : Tahu
In: Menurut mbak Mentari Generic Structure itu apa?
S8: E… Struktur yang menyusun report teks itu.

In: Ada apa aja strukturnya?
S8: Ada General Classification sama Description

In: Mbak Saras memiliki kesulitan tidak dalam mempelajari Report teks?
S8: E… kalau saya sih.. apa iya bu, lupa bu, kemarin ada yang kesulitan. Berapa iya? 3 atau nggak 4 nomer soal yang terakhir-terakhir itu tapi saya lupa tentang apa itu.

In: Kesulitanya kenapa?
S8: Karena tidak mudheng artinya

In: Karena vocabnya iya?
S8: Iya

In: Trus biasanya kalau test gimana kalau tidak paham artinya
S8: Berdoa bu, pakai doa itu lho bu yang memudahkan saat ulangan.

In: Kemarin saat pelajaran Report teks Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Mentari dapat memahaminya?
S8: Iya, kan lebih jelas gitu lho bu, tapi sebenarnya tergantung sih bu kadang paham ada gambarnya tapi kadang juga tidak paham, soalnya kalau saya tergantung kalimatnya, kalau kalimatnya mudah dipahami saya bisa.
In: Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Mentari kalau tidak paham dengan sesuatu, apakah mbak Mentari suka bertanya?

S8: Saya bertanya hanya kalau sedang kesulitan banget bu, pertamanya kalau tidak bisa itu tanya teman dulu kalau teman tidak tahu baru tanya guru

In: Tapi lebih sering bertanya atau tidak?

S8: Jarang bertanya

In: Apa karena sudah tahu?

S8: Iya mudheng sih mudheng bu, iya kalau tanya paling hanya kalau pas sulit banget baru tanya.

In: Apa mbak Mentari belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

S8: Paling internet bu.

In: Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Mentari semakin paham dengan materi tersebut?

S8: Kalau saya kalau presentasi Bahasa Inggris itu gimana iya, saya itu groginan gitu lho bu orangnya kalau suruh ngomong di depan apalagi kalau pakai Bahasa Inggris, tapi kalau presentasi yang lain biasa aja.

In: O begitu, tapi sebenarnya itu membuat mbak Mentari semakin paham tidak?
038 S8 : Iya paham, tapi kalau saya yang presentasi saya grogi tapi kalau njelasin ya paham

039 In : Pertanyaan terakhir mbak, kalau menurut mbak Mentari itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Mentari itu yang seperti apa?

040 S8 : Iya mayoritas murid-murid disini itu lebih suka yang santai tapi kita itu paham jadi gak, gimana iya kayak menekan terus belajar gitu. Tapi itu mending jelasinya itu apa iya... gak pelajaran terus tapi ada gamenya atau apa biar kita itu gak bosen gitu dikelas

041 In : Oh begitu, padahal kalau kurikulum 2013 itu dikekang terus lho

042 S8 : Iya, tapi tidak semua guru seperti itu.

Ninth Interview Transcription X1.LM_2

Student 9 : Saras Ramadhani
Class : XI.LM_2

Topic : Report text teaching and learning process which is implemented 2013 curriculum

Time : 7 minutes

Turn  Speaker

001  In  : Namanya siapa mbak?

002  S9  : Nama saya Saras Ramadhani

003  In  : Kira-kira mbak Saras masih ingat tidak, kemarin itu pelajaran tentang apa?

004  S9  : Report teks

005  In  : Menurut mbak Saras Report teks itu apa?

006  S9  : Teks yang menjelaskan atau mendeskripsikan benda, hewan, atau tumbuhan secara umum atau general.

007  In  : Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang teks report apakah mbak Saras sudah paham?

008  S9  : Sudah

009  In  : Sudah paham semuanya?

010  S9  : Tapi kalau saya iya bu, saya itu belum bisa kalau misanya menyusun kalimat atau kalau nggak yang pakai kosakata yang agak sulit itu

011  In  : Oh kosakata iya, vocab masalahnya?

012  S9  : He.em
Mbak Saras tahu tidak, di Report teks itu ada Generic Structure?

Tahu.

Menurut mbak Saras apa itu General Classification.

Generic Structure kan strukturnya dari Report teks to nah, Report teks itu strukturnya ada General Classification sama Description

Mbak Saras memiliki kesulitan tidak dalam mempelajari Report teks?

Iya lumayan ada bu sedikit, iya itu tadi vocabnya itu. kalau misal test gak tahu artinya ya jawab menurut hati kita saja

Biasanya kalau dirumah belajar tidak? Biar tidak ada kesulitan tentang vocab

Iya paling belajare verbal sama adjective-adjective gitu to bu sama artinya

Kemarin saat pelajaran Report teks Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Saras dapat memahaminya?

Saya lebih paham pakai gambar bu, apalagi kalau gambarnya ada penjelasanya dengan kalimat yang mudah dipahami dan kosakata yang tidak sulit dan guru juga menjelaskan dengan detail.

Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak
Mentari kalau tidak paham dengan sesuatu, apakah mbak Mentari suka bertanya?

024 S9 : Saya biasanya tanya temen dulu, dan kalau misalnya gak tahu baru tanya guru. Tapi jarang banget tanya sama guru.

025 In : Kenapa jarang tanya guru?

026 S9 : Iya gak tahu bu, kadang-kadang itu malu sama teman kalau nggak ya malah di skak sama temanya sendiri.

027 In : Apa mbak Saras belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

028 S9 : Biasanya hanya internet.

029 In : Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Saras semakin paham dengan materi tersebut?

030 S9 : Sebenarnya sih bu, kalau dulu kan pakai KTSP kalau KTSP kan dijelaskan sama guru nya, jadi menurut saya itu lebih mudheng daripada presentasi soalnya kalau presentasi itu kadang-kadang ada guru yang tidak menjelaskan hanya teman kita saja yang menjelaskan, kalau misal di kelas berisik itu kan tidak kedengeran to jadi itu tidak mudheng kecuali kalau ditambah penjelasan sama guru itu lebih mudheng.

031 In : Pertanyaan terakhir mbak, kalau menurut mbak Saras itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Saras itu yang seperti apa?

032 S9 : Kalau saya itu kadang-kadang itu tergantung guru nya iya bu, kalau guru nya pertamanya itu masuk sudah asyik
maksudnya pertamanya sudah ngajak crita atau kasih motivasi itu kan jadi enak, trus suaranya keras trus tidak basa-basi dan jelas itu enak dan paham bu. Tapi kalau suaranya gurunya pelan terus pelit nilai. Trus gimana iya, kalau ditanya itu suka tidak jelas gitu bu.

033 In : Memang ada guru yang seperti itu disini?

034 S9 : Iya gimana iya bu, yang asyik sih ada tapi yang kayak gitu juga ada

035 In : Lebih banyak yang mana?

036 S9 : Yang asyik.
Student I0: Rahayu Katon Mustiko Pudyasari

Class: XI.LM_2

Topic: Report text teaching and learning process which is implemented 2013 curriculum

Time: 7 minutes

Turn Speaker

001 In: Namanya siapa mbak?

002 S10: Nama saya Rahayu Katon Mustiko Pudyasari

003 In: Kira-kira mbak Katon masih ingat tidak, kemarin itu pelajaran tentang apa?

004 S10: Pelajaran Report teks

005 In: Menurut mbak Katon Report teks itu apa?

006 S10: Teks yang menjelaskan suatu misalnya tempat, atau barang secara umum

007 In: Trus kemarin saat pelajaran di kelas saat guru memberikan penjelasan tentang teks report apakah mbak Katon sudah paham?

008 S10: Sudah.

009 In: Mbak Katon tahu tidak, di Report teks itu ada Generic Structure?

010 S10: Tahu.

General Classification, kalau General Classification itu biasanya dibagian pertama yang menjelaskan tentang barang atau tempat itu awalnya gimana pengertianya. Kalau Description lebih luas lagi.

Mbak Katon memiliki kesulitan tidak dalam mempelajari Report teks?

Masalah vocab

Hanya itu saja?

Iya

Kemarin saat pelajaran Report teks Bu Eri menjelaskan dengan memberikan gambar di power point, apakah mbak Katon dapat memahaminya?

Iya bu, soalnya kan gambar itu penjelasnya bu jadi aja penjelasanya dan diperjelas dengan gambar

Kemarin saat di kelas Bu Eri kan memberi kesempatan kepada siapa saja untuk bertanya tentang hal apapun. Mbak Katon kalau tidak paham dengan sesuatu, apakah mbak Katon suka bertanya?

Kalau saya tanya hanya kalau tidak mudheng.

Apa mbak Katon belajar Report teks dari sumber lain selain buku dan penjelasan di sekolah? Misalnya buku-buku dan artikel mungkin

Internet

Kemarin waktu Pelajaran report teks kan ada presentasi. Apakah saat presentasi itu mbak Katon semakin paham dengan materi tersebut?
Sebenarnya kalau presentasi itu saya bingung sama susunan kalimatnya, kalau pas susunan kalimatnya mudah saya mudheng tapi kalau susunan kalimatnya sulit saya tidak mudheng

Pertanyaan terakhir mbak, kalau menurut mbak Katon itu belajar Bahasa Inggris biar mudah dipahami untuk mbak Katon itu yang seperti apa?

Gurunya yang menyenangkan bu.

Trus kalau misalnya gurunya itu menyenangkan, tapi waktu menjelaskan bahasa yang digunakan itu kosakatanya sulit itu trus gimana, padahal gurunya menyenangkan

Iya kan kalau gurunya itu menyenangkan kan kita kalau tanya juga nyaman dan gak takut bu, jadi kalau gurunya menyenangkan kita kalau tanya juga mudah
<table>
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  b. Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/dilihat. | Manfaat 
  Dengan bimbingan dan arahan guru, siswa menanamkan dan mempertahankan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial tersebut. | - www.dailyenglish.com 
  - https://www.google.com/ |
| 4.9. Menyusun teks ilmiah faktual (factual report), lisan dan tulis, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | Unsya kebahasaan 
  (1) Kosa kata tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang diamati: banyak peristiwa ilmiah. 
  (2) Kata kerja keadaan be, have, look, need, breed, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi. 
  (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, utama dan informasi rinci) dari teks ilmiah faktual (factual report) tersebut. | - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, caien, tanda baca, kerapitan tulisan tangan. 
  - Skrip tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. | |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pemahaman</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| those, my, their, deb secara topat dalam frasa nominal | binatang, benda, gejala dan peristiwa alam dan sosial yang melalui penulisan. Kita bisa mengetahui dan mengevaluasi:
- fungsi sosial sesuai dengan frasa nominals
- jenis atau golongan benda yang dipaparkan
- nama, bagian-bagian, situs, dan perilaku yang digunakan dalam frasa nominals 
- kosakata, tata bahasa, ukuran, teksan, tanpa baca, pelajaran lain di Kelas XI | baikkan secara lebih cepat |
| Ucapan, tekanan kata, intonasi | Mengasosiasi |
| Ejaan dan tanda baca | • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks ilmiah fakultas (factual report) yang telah dikumpulkan dari berbagai sumber tersebut di atas. |
| Tulisan tangan | • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks ilmiah fakultas (factual report) yang mereka baca. |
| Topik | • Siswa menyampaikan beberapa teks ilmiah fakultas (factual report) |
| orang, binatang, benda, gejala dan peristiwa alam dan sosial yang terkait dengan mata pelajaran lain di Kelas XI |

Penilaian diri:
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia atau bahasa Inggris jika mungkin tentang pengalaman belajar mengenai analisis teks ilmiah fakultas (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, terutama kemudahan dan

SILABUS BAHASA INGGRIS KELAS XI PEMINATAN 12 Mei 2013
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pemecahan</th>
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<th>Alat Akta</th>
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</tr>
</thead>
</table>
Koala

Koala (*Phascolartus cinerus*) is one of the Australia unique animals that have pockets (*marsupials*) like kangaroo. The name of Koala comes from the aboriginal language which means “not drinking”. *It* is because Koala very rarely to drink water. They rely on water contained in eucalyptus leaves. They can be found along the eastern coast of Australia from Adelaide to Cape York Peninsula. They also can be found far inside the jungle. They live in areas which has enough rainfall.

They have a distinctive body shape. They have thick and fur and have wide ears. They also have large claws for climbing trees. The body weight is different one another. For example, the males can reach 14 kg, while the females in northern part weight only 5 kg.

They spend all the time the top of tree. They are quiet animals and do not like a *fuss*. **They spend 20 hours each day by silence and just to sleep.** However, during the mating season, they become more active. Even the males can emit a loud sound and can be heard up to a radius of 1 km.

In the wild, they only eat eucalyptus leaves. It contains low protein *phenolic* and *terpene* compounds. These compounds can be toxic to other animals. However, they can neutralize those toxins in their heart. They usually eat at night because during the day, they always fall asleep. They generally spend about 500 grams of eucalyptus leaves per day. They will chew it till smooth before swallowing it.

**Answer the questions below carefully!**

1. What is the communicative purpose of the text?
   a. To give entertainment or amusement to the readers
   b. To describe the way things are, with reference to a range of natur
   c. To persuade the readers with its argument
   d. To present (at least) many different aspects of an issue

2. The text describes about?
   a. Species of Koala in the world
   b. Characteristics of Koala
   c. Area where are Koala live
   d. Koala as a Australia unique animal
3. What type of text is used by the writer?
   a. Report text
   b. Narrative text
   c. Descriptive text
   d. News Item

4. Which one of the following sentences is NOT TRUE according to the text?
   a. Males of Koala can reach 14 kg, while the females in northern part weight more than 5 kg
   b. Eucalyptus leaves consist about toxic.
   c. Koala never eats during the day.
   d. Koala can neutralize 500 gram toxin with their heart.

5. What is the general classification of the text?
   a. Koala have a distinctive body shape that it thick and fur, wide ears and also have large for climbing trees.
   b. Koala is quiet animals and do not like a fuss, so they usually spend 20 hours each day by silence and just to sleep
   c. Koala (Phascolartus cinerus) is one of the Australia unique animals that have pockets (marsupials) like kangaroo
   d. Koala generally spend about 500 grams of eucalyptus leaves per day.

6. The paragraph 2 is tells about .....
   a. Classification
   b. Species
   c. Definition
   d. Description

7. To tell the factual information, based on the text the writer mostly used?
   a. Simple past tense
   b. Simple present tense
   c. Present perfect tense
   d. Present continuous tense

8. Based on the text above, what is main idea of paragraph 1?
   a. Koala is one of the Australia unique animals that have pockets like kangaroo.
   b. Koala is one of the Australia unique animals that it comes from the aboriginal language which means “not drinking”.
   c. Koala is one of the Australia unique animals.
   d. Koala is one of the Australia unique animals that can be found far inside the jungle and live in areas which have enough rainfall.

9. Why does Koala mean “not drink” in the aboriginal language?
a. Because they rely on water contained in eucalyptus leaves.
b. Because the name of Koala comes from the aboriginal language
c. Because Koala very rarely to drink water
d. Because Koala be found along the eastern coast of Australia from Adelaide to Cape York Peninsula

10. Where can Koala can be found?
a. Australia
b. Eastern coast of Australia from Adelaide to Cape York Peninsula
c. Aborigine
d. Areas which has enough rainfall

11. What are the body characteristics of Koala?
a. They are quiet animals and do not like a fuss
b. They climbing trees
c. They have thick and fur and have wide ears
d. They more active in mating season

12. How long does Koala spend sleep?
a. At night
b. During the day
c. All the time
d. 20 hours each day

13. When does Koala become more active?
a. At night
b. During the day
c. At sleep
d. At mating season

14."…. They are quiet animals and do not like a fuss. The antonym of the italic word is
a. quarrel
b. noisy
c. bicker
d. peace

15. What is the main idea of paragraph 4?
a. Koala usually eats at night because during the day, they always fall asleep.
b. Koala only eats eucalyptus leaves.
c. Generally Koala spends about 500 grams of eucalyptus leaves per day.
d. Eucalyptus contains low protein phenolic and terpene compounds, it is toxic to other animals and Koala can neutralize those toxins in their heart.
16. …..It is because Koala very rarely to drink water. The word it in the sentence in paragraph 1 refers to?
   a. “not drinking”
   b. Koala
   c. Aboriginal language
   d. The name of Koala

17. Identify the word below that is included of action verb.
   a. Phenolic
   b. Neutralize
   c. Toxin
   d. Eucalyptus

18. Which one below is habitual action or adverb of frequency?
   a. Spend 20 hours
   b. Spend
   c. 20 hours
   d. 20 hours each day

19. They also have large claws for climbing trees. Based on the bold sentence determined word that it included of relating verb?
   a. Have
   b. For
   c. Also
   d. They

20. The words below are technical term from the text, except?
   a. Low protein phenolic and terpene
   b. Leaves
   c. Eucalyptus
   d. Toxi

B. Key Answer

<table>
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<tr>
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<th>A</th>
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<td>Sekolah : SMA Negeri 1 Ambarawa</td>
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<td>Mata Pelajaran : Bahasa dan Sasta Inggris (Peminatan)</td>
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<td>Kelas/Semester : X1/1</td>
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<td>Mareti Pokok  : Factual Report</td>
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<td>Alokasi Waktu  : 1 x 45 Menit</td>
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</tbody>
</table>

D. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya

6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsive, dan proaktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efekti dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

7. Memahami, menerapkan dan menganalisis pegetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
8. Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara reflektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

E. Kompetensi Dasar

5. 1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

6. 2.1 Menunjukan perilaku santun dan peduli dengan melaksanakan komunikasi interpersonal dengan guru dan teman

6.2 Menunjukan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dengan melaksanakan komunikasi transaksional dengan guru dan teman

6.3 Menunjukan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional

7. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala, dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di pelajaran lain kelas X1

8. 4.7 Menangkap makna dalam teks ilmiah factual (factual report) lisan dan tulisan tentang orang, binatang, benda, gejala dan
peristiwa alam dan sosial, terkait dengan mata pelajaran lain kelas X1.

F. Indikator

4. 1.1 Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa inggris

5. 2.1 Berperilaku santun dan peduli dalam berinteraksi dengan teman dan guru
   5.2 Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam setiap kegiatan pembelajaran
   5.3 Berperilaku tanggung jawab, peduli, kerja sama dan cinta damai dalam berkomunikasi

6. 3.6 Menjelaskan fungsi sosial dari teks factual report tentang orang, binatang, benda, gejala, dan peristiwa alam dan sosial
   3.6 Mengidentifikasi struktur dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial
   3.6 Menyebutkan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

4. 4.7 Menjawab pertanyaan berdasarkan teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik
dapat:

5. Siswa mampu menjelaskan fungsi sosial dari teks factual report tentang orang, binatang, benda, gejala, dan peristiwa alam dan sosial

6. Siswa mampu mengidentifikasi struktur dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

7. Siswa mampu menyebutkan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

8. Siswa mampu menjawab pertanyaan berdasarkan teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

I. Materi Pembelajaran

Fungsi Sosial:

3. Mengamati alam

4. Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam

Struktur Teks:

3. Klasifikasi umum tentang binatang/benda yang ditulis

4. Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur Kebahasaan

7. Simple present
8. Kata kerja yang menggambarkan binatang/benda/gejala alam
9. Kata sifat
10. Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
11. Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi
12. Rujukan kata

Topik:
Benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di kelas X1

Report text is a text which present information about something, as it is. It is as a result of systematic observation and analyses

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>General classification</td>
<td>Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia</td>
</tr>
<tr>
<td>Description</td>
<td>Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus’ eyes and head are small. It has no ears but has ability to sense sound and light. Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any</td>
</tr>
</tbody>
</table>
The purpose:

Presenting information about something. They generally describe an entire class of things, whether natural or made.

Language feature in report text

e. General nouns
f. Relating verbs/Linking verbs (To be: is, am, are) seem, look, etc.
g. Timeless present tense: Often, Usually, Always etc
h. Technical terms

J. Metode Pembelajaran

Pendekatan scientific

Strategi:
Observing, questioning, associating dan communicating

K. Kegiatan Pembelajaran

3. Pendahuluan

f. Guru mrembuka pelajaran dan memeriksa daftar kehadiran peserta didik
g. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
h. Guru memberi motivasi belajar tentang manfaat materi yang akan dipelajari, yaitu fungsi sosial, struktur teks, dan unsure
kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

i. Guru menjelaskan tujuan pembelajaran dan kompetensi dasar ejaan yang akan dicapai

j. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang dilakukan peserta didik untuk menyelesaikan tugas tentang analisis funsi sosial, strukut teks, dan unsure kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam sosial

4. Kegiatan Inti

f. Mengamati

Guru membuka secara luas dan bervariasi kesempatan peserta didik untuk melakukan pengamatan melalui kegiatan menyimak gambar tentang orang, binatang, benda gejala dan peristiwa alam dan sosial.

g. Menanya

3) Guru membuka kesempatan secara luas kepada peserta didik untuk mengajukan pertanyaan mengenai kalimat yang sudah diamatinya

4) Guru membimbing peserta didik untuk mengajukan pertanyan secara mandiri.

h. Mengasosiasi
Peserta didik mendiskusikan fungsi sosial, struktur teks, dan unsure kebahasan dari teks factual report tentang orang, binatang, benda, gejla dan peristiwa alam dan sosial

i. Mengkomunikasikan

Peserta didik menyajikan hasil kegiatan diskusi kelompok

j. Penutup

3) Guru bersama peserta idik membuat kesimpulan kegiatan

4) Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terpogram.

L. Media alat/bahan dan sumber belajar

5. Media/alat

c. LCD
d. Alat tulis

6. Bahan

c. Teks dan gambar dalam buku Kreatif Bahasa dan Sastra Inggris (peminatan) Kelas XI Semester 1 terbitan CV VIVA PAKARINDO halaman 59 s.d. 71
d. LCD

7. Sumber belajar

c. Buku kreatif Bhasa dan Sstra Inggris (peminatan) Kelas XI semester 1 terbitan CV VIVA PAKARINDO halaman 59
d. Literature lain (media cetak, elektronik dan internet)

8. Penilaian

d. Sikap spiritual

4) Teknik penilaian: observasi guru

5) Bentuk instrument: lembar observasi sikap spiritual

6) Kisi-kisi

c) Rasa syukur kepada Tuhan

d) Santun

e. Sikap sosial

4) Teknik penilaian: observasi guru

5) Bentuk instrument: lembar observasi sikap sosial

6) Kisi-kisi

i) Jujur

j) Kerja sama dan gotong royong

k) Disiplin

l) Percaya diri

m) Tanggung jawab

n) Peduli

o) Cinta damai

p) Sopan

f. Pengetahuan

4) Teknik penilaian: tes tertulis
5) Bentuk instrument : pilihan ganda dan uraian

6) Kisi-kisi

d) Fungsi sosial dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

e) Struktur dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial

f) Unsur kebahasaan dari teks factual report tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial
The interview documentation guideline for implication 2013 curriculum in the Report text reading

<table>
<thead>
<tr>
<th>Interview List</th>
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<tbody>
<tr>
<td>1. What you’re learning about report text?</td>
</tr>
<tr>
<td>2. Please, tell me what is report text we your comprehend?</td>
</tr>
<tr>
<td>3. Can you give me example of report text, we your comprehend?</td>
</tr>
<tr>
<td>4. When the English teaching explain about report text, are you understand it? If yes please explain and if no please give your excuse?</td>
</tr>
<tr>
<td>5. Do you have any difficulties about report text? If yes please tell me the reasons.</td>
</tr>
<tr>
<td>6. If you should be written the example of report text, are you can do it?</td>
</tr>
<tr>
<td>7. Based on teacher explanation, are you understand about the generic structure of the report text?</td>
</tr>
<tr>
<td>8. What are you comprehended in the Observing activity? Explain, please.</td>
</tr>
<tr>
<td>9. What are you comprehended in the Questioning activity? Explain, please.</td>
</tr>
<tr>
<td>10. What are you comprehended in the Associating activity? Explain, please.</td>
</tr>
<tr>
<td>11. What are you comprehended in the Communicating activity? Explain, please.</td>
</tr>
</tbody>
</table>

(For the questions of number 8-11 are based activities in the class)

12. How the teaching-learning process make you comprehend well about report text? And why?

NOTE: Before interviewing the students, I will ask students whether they want to do interview use English or Indonesia. Students can choose language which used in interview activity.
PEMERINTAH KABUPATEN SEMARANG
KANTOR KESATUAN BANGSA DAN POLITIK
Jl. Ki Sarimo Mangun Pranoto No.1 Telp / Fax (024) 6921250
UNGARAN

REKOMENDASI PENELITIAN
Nomor: 070 / 879 / V / 2016

Dasar
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian

Menimbang
Surat Dekakan Fak.TIK IAIN Salatiga Nomor : B.644/I/12/2013/903/04/2016 perihal isu penelitian

Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Semarang, memberikan rekomendasi kepada:
1. Nama : MIFTAHUL MUNAWAROH
2. NIK/NIM : 332214611920001
3. Alamat : Dusun Karanggoho Samban Bawen Kab Semarang

Untuk
Judul proposal : AN ANALYSIS YHE IMPLICATION OF THE CURRICULUM 2013 TOWARD STUDENT ABLITY IN READING COMPREHENSION FOR SECOND GRADE SMAN 1 AMBARAWA

a. Tempat / Lokasi : SMAN 1 Ambarawa
b. Bidang penelitian : Pendidikan
c. Waktu penelitian : 9 Mei hingga 25 Mei 2016
d. Anggota Peneliti : Suwardi, m.pd

Demikian rekomendasi ini dibuat untuk dipergunakan sepihalkan.

Upabag, 9 Mei 2016

A.D. KEPALA KANTOR KESATUAN BANGSA DAN POLITIK
KABUPATEN SEMARANG

PENGDAHAKU ARKAT, SH
Penjabat Tingkat I
NIP. 19560223 198031 005

Terbuka: Kepala Yth.
PERMINTAAN KABUPATEN SEMARANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl. Gatot Subroto No. 11 Komplek Perkantoran Sewakul 6921134-6922535-
6921129 Fax. (024) 6921134 Jl. Gatot Subroto Ungaran 5550501

SUKAT PSAJAP

No.: 070/71/ZZ/2016

SUKAT

Dinas Pendidikan dan Kebudayaan Kabupaten Semarang

Datu: Surat dari Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Semarang.
Nomor: 070/879/2016
Tanggal: 9 Mei 2016
Perihal: Permohonan Ijin Penelitian

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Semarang menyatakan tidak keberatan memberikan ijin melaksanakan penelitian kepada:

1. Nama: MIFTAKHUL MUNAWAROH
2. NIK / NIM: 332214611920001
3. Alamat: Dusun Karangjoko Samban Bawen Kabupaten Semarang
4. Status: Mahasiswa IAIN Salatiga
5. Kebangsaan: Indonesia
6. Maksud dan Tujuan: Permohonan ijin penelitian dengan judul: AN ANALYSIS YHE IMPLEMENTATION OF THE CURRICULUM 2013 TOWARD STUDENT ABILITY IN READING COMPREHENSION FOR SECOND GRADE SMAN 1 AMBARAWA
7. Lokasi: SMA Negeri 1 Ambarawa
9. Jumlah Peserta: -
10. Penanggung Jawab: Suwardi MPd

Dengan keterangan sebagai berikut:

a. Tidak mengganggu proses kegiatan belajar mengajar.
b. Pelaksanaan kegiatan tersebut tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu keamanan dan ketertiban di masyarakat khususnya pendidikan.
c. Sedapat mungkin memberikan kontribusi positif bagi kemajuan pendidikan.
d. Mentaii segala ketentuan dan petunjuk dari pejabat wilayah setempat.
e. Setelah selesai dilaksanakan, supaya memberikan laporan ke Dinas Pendidikan Kabupaten Semarang.
f. Apabila masa berlaku surat ijin / rekomendasi ini sudah berakhir sedangkan pelaksanaan kegiatan belum selesai dapat diajukan permohonan perpanjangan.
g. Surat ijin / rekomendasi akan dicabut dan dinyatakan tidak berlaku apabila dalam pelaksanaannya menyimpang dari ketentuan ketentuan diatas.

Demikian Surat Ijin / Rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ungaran, 9 Mei 2016

Kepala Dinas Pendidikan Dan
Kebudayaan
Kabupaten Semarang

Dra. DEWI PRAMUNINGSIH. MPd
Pembina Utama Muda
NIP. 1963/220/198803 2 011

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar 02 Telp. (0298) 325766 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : administrazione@iainsalatiga.ac.id

Nomor : B.644/Hn.21/D1/PN.03.00.04/2016
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. SMAN 1 Ambarawa
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : MIFTAKHUL MUNAWAROH
NIM : 113-12-033
Manasala : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

AN ANALYSIS THE IMPLICATION OF THE CURRICULUM 2013 TOWARD STUDENTS’ ABILITY IN READING COMPREHENSION FOR SECOND GRADE SMAN 1 AMBARAWA

Dengan Pembimbing : Rg. Dewi Wahyu Mustikasari, S.Si., M.Pd.
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 14 Februari 2016 s.d selesai.
Semoga atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 11 April 2016
Deken.
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

Kuwardi, M.Pd.
NIP. 19670121199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan