This research aims to assess the Curriculum 2006 (School Based Curriculum) and Curriculum 2013 and learning evaluation in SMP N 4 Salatiga. This research used the descriptive qualitative approach: the data gathered through documentation study and interview. The data analyzed qualitatively using flow analysis model. The basic differences of Curriculum 2006 and Curriculum 2013 is follows: (1) terms of standard competency in Curriculum 2006 and core competency in Curriculum 2013, (2) English skills distribution in competency formulation, (3) form of text that being studied, (4) the genre of the text, (5) instructional verb used in standard competency and core competency, (6) the materials. The basic similarity of Curriculum 2006 and Curriculum 2013 is follows: (1) this is based basic competency, (2) The developing skills is (listening, speaking, reading and writing), (3) The scope of subject study genre is descriptive text, (4) The value is three aspects (cognitive, affective and psychomotor). The implementations of English subject competency based on Curriculum 2006 and Curriculum 2013 for the seventh grades of SMP N 4 Salatiga, is follows: (1) evaluation system; in Curriculum 2006 is general and the Curriculum 2013 is spesifics, (2) skills; Curriculum 2006 more emphesaiize cognitive skills and the Curriculum 2013 more emphsize the affective and psycmotors skills (3) media; in Curriculum 2006 teachers used the available media, but in Curriculum 2013 teachers used the interested media (4) method; in Curriculum 2006 is saparated, while in Curriculum 2013 is integrated method.

Keywords: Curriculum, Implementation, Curriculum 2006, Curriculum 2013.

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