

**A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF THE 2013
CURRICULUM IN TEACHING ENGLISH AT THE SEVENTH
GRADE OF SMP NEGERI 5 SRAGEN
IN 2014 / 2015 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

WAHYU PURBOSARI
A320110069

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015**



UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

A. Yani Tromol Pos 1, Pabelan, Kartasura Telp. (0271) 717417 Fax: 715448 Surakarta 57102

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Nama : Dr. Dwi Haryanti, M. Hum.

NIK : 477

Nama : Drs. Djoko Srijono, M. Hum.

NIP : 19590601 198503 1 003

Telah membaca dan mencermati artikel publikasi ilmiah, yang merupakan ringkasan skripsi dari mahasiswa:

Nama : Wahyu Purbosari

NIM : A320110069

Program Studi : Bahasa Inggris

Judul Skripsi : A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF THE
2013 CURRICULUM IN TEACHING ENGLISH AT THE
SEVENTH GRADE OF SMP NEGERI 5 SRAGEN IN 2014 / 2015
ACADEMIC YEAR

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Surakarta, Maret 2015

First Consultant

Dr. Dwi Haryanti, M. Hum.

NIK. 477

Second Consultant

Drs. Djoko Srijono, M. Hum.

NIP. 19590601 198503 1 003

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Wahyu Purbosari

Dwi Haryanti

Djoko Srijono

English Departement, Muhammadiyah University of Surakarta

Email: wahyupurbosari27@gmail.com

ABSTRACT

The objective of this study is to describe the procedure in teaching English and to describe the evaluation system in teaching English using the 2013 Curriculum at the seventh grade of SMP Negeri 5 Sragen in 2014 / 2015 academic year. This research is descriptive research. The method of collecting data is direct observation, interview, and document. The technique for analyzing data is reducing the data, displaying the data, and drawing conclusion and proposing suggestion. The result shows that: (1) there are three teaching objective in teaching English using the 2013 Curriculum; (2) the syllabus is designed by the government; (3) the teacher makes the lesson plan before teaching her students; (4) the teacher holds eleven roles; (5) the learners hold six roles; (6) the teacher also uses textbook, dialogue, realia, teacher's knowledge, dictionary, the learner's information, and internet as the learning resources.; (7) the classroom activities, the teacher adopts the scientific approach; (8) the method of teaching is inquiry-based learning (9) the classroom activities is suitable with the lesson plan; (10) the evaluation system, the teacher uses authentic assessment to evaluate the learners.

Keywords: implementation, the 2013 Curriculum, teaching English

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan prosedur pengajaran Bahasa Inggris dan sistem evaluasi dalam pengajaran Bahasa Inggris menggunakan kurikulum 2013 siswa kelas 7 di SMP Negeri 5 Sragen tahun ajaran 2014/ 2015. Penelitian ini merupakan penelitian deskriptif. Metode pengumpulan data adalah observasi langsung, wawancara, dokumen. Teknik analisis data meliputi reduksi data, penyajian data, penggambaran kesimpulan dan pengajuan saran. Hasil dari penelitian ini menunjukkan bahwa: (1) terdapat tiga tujuan dalam pengajaran bahasa inggris menggunakan kurikulum 2013; (2) silabus dibuat oleh pemerintah; (3) guru membuat rencana pelaksanaan pembelajaran sebelum mengajar; (4) guru mempunyai sebelas peranan; (5) siswa mempunyai enam peranan; (6) guru menggunakan buku pegangan, dialog, realia, pengetahuan guru, kamus, informasi murid, dan internet sebagai sumber belajar; (7) kegiatan dikelas, guru mengadaptasi pendekatan saintifik; (8) metode pengajaran adalah inquiry-based learning; (9) kegiatan kelas sesuai dengan rencana pembelajaran; (10) sistem evaluasi, guru menggunakan penilaian autentik.

Kata kunci: penerapan kurikulum 2013, pengajaran Bahasa Inggris

A. Introduction

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect. Learner is called competent in English if they can master the four English skills. Those four skills are listening, speaking, reading, and writing. The schools prepare the graduate to enter the global era that has challenged. For the sake of that, the government develops the curriculum in Indonesia. According to Allen (1992) in Nunan (1997: 6), Curriculum is general concept which involves consideration of the whole complex philosophical, social, and administrative factors which contribute to the planning of educational program.

Based on *Undang-Undang No. 20 tahun 2003* chapter 1 verses (19) about National Education System states Curriculum is the set of plan and arrangement which contains learning objective, content, learning material and method is used to the guidance of the implementation in the learning activity to achieve the aim of education. Therefore, curriculum is very important in education.

Indonesia has developed the newest curriculum namely the 2013 Curriculum. According to Kemendikbud (2014: 4) the development of the 2013 Curriculum is the next step of developing of curriculum based on the competency that is started since 2004 and KTSP 2006 that arrange the competency of attitude, knowledge, and skill integrally.

Based on *Permendikbud No. 58 tahun 2014* Chapter III, the 2013 Curriculum is the curriculum based on the competency that covers three aspects, namely: attitude aspect, knowledge aspect, and skill aspect. This curriculum is started with formulating the competency standard of graduate, namely the competency after finishing on one level education, elementary, Junior High School, and Senior High School. Competency standard of graduate is explored into core competency that is competency after finishing one class in one level.

The implementation of the 2013 Curriculum is independently expected the learner able to increase and use their knowledge, to assess the values of character and have noble morals, so they will exhibit positive attitudes in daily behavior (Mulyasa, 2013: 7).

Based on the *Permedikbud No. 58 tahun 2014* the aim of the 2013 Curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization.

Meanwhile, Based on the *Permedikbud No. 58 tahun 2014*, the aim of the English Subject at Junior High School is to develop the learner potency in order to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in oral and written English language, systematically using the element of language that is accurate and acceptable, about the kind of factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community.

To support the implementation of the 2013 Curriculum, Decree of the Ministry of Education and Culture produced the English book for teachers and students. The teacher's English book consists of guide how to teach their students in line with student's English book. The student's English book consists of materials in line with the 2013 Curriculum.

Based on the *Permendikbud No. 65 tahun 2013*, syllabus is the reference of arranging the frame of lesson for material of lesson. According to Widdowson (1984) in Nunan (1997: 6), a syllabus is simply a framework, which serves as reference for teaching. Meanwhile based on the *Permedikbud No. 65 tahun 2013*, Lesson Plan is a plan of action face-to-face learning for one or more meetings. Lesson plan is developed from the syllabus to direct learning activities learners in order to achieve the basic competencies or in Indonesian it is called *Kompetensi Dasar (KD)*.

In 2013 Curriculum, the teachers have some roles that can help to create learning culture at school, namely: cooperative leader, constructor of knowledge, transformative agent, development agent, innovator, opener the perception, actor, and evaluator. Meanwhile, the learners are the subject of the learning process and evaluator.

In the 2013 curriculum, the lesson approach adopts scientific approach that covers five steps, namely: observing, questioning, collecting information,

associating, and communicating. There are five methods of teaching, namely: inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning. The evaluation system, the teacher should give assessment that covers attitude (spiritual and social), knowledge, and skill. In the evaluation system, the teacher uses authentic assessment.

The objectives of this research are to describe the procedure in teaching English and to describe the evaluation system in teaching English using the 2013 Curriculum at the seventh grade of SMP Negeri 5 Sragen in 2014/ 2015 academic year. This study has theoretical significance and practical significance. Theoretically, to the readers will get much knowledge of how to teach English in the class at Junior High School, especially for seventh grade using the 2013 Curriculum and to the researcher, she can get much knowledge about how to teach English in the class at Junior High School, especially for seventh grade using the 2013 Curriculum. Practically, the finding of this study will help teacher and learner in teaching learning using the 2013 Curriculum more easily and the finding will help clear understanding in implementing the 2013 Curriculum in teaching English.

Related to research on the implementation of curriculum, first research paper as references for complementing her work is "*A Descriptive Study on the Implementation of School Level - based Curriculum (SLBC) in English Teaching Learning Process for the First Year Student of SMP N 2 Teras Boyolali in 2007/2008 Academic Year*" written by Indrawati (2008). The result of the study shows that the implementation of SLBC in SMP Gajah Mungkur 6 Ngadirojo runs well. The results of the study are (1) the teaching learning is suitable with the syllabus, (2) the indicators of competence can be achieved, (3) the problem faced by the teacher in teaching learning process is limited time in teaching learning process and the different student's ability to accept the material in teaching learning process, (4) the students are active and enthusiastic in teaching learning process.

Secondly is "*A Study on the Implementation of English School-based Curriculum in SMA Negeri 5 Denpasar*" written by Widiastuty, Padmadewi, and Artini (2013). The aims of this research are to analyze and describe the implementation of English School Based Curriculum (ESBC) in SMAN 5 Denpasar

in 2012/2013 academic year. The result of this study is the teachers under study need to improve their understanding of ESBC.

Thirdly is “*An Evaluation Study on the Implementation of School-based Curriculum (SBC) in the Teaching of English as a Foreign Language in SMP Negeri 3 Sakra Timur*” written by Majid, Seken, and Ratminingsih (2013). The aim of this research is to evaluate the implementation of English school-based curriculum (ESBC) in SMP Negeri 3 Sakra Timur. The result shows that: (1) context, input, and product variables were positive. It means good. (2) Process variable was negative. It means not good. It could be concluded that the English teachers in SMP Negeri 3 Sakra Timur in East Lombok regency were good enough in implementing School-based Curriculum in 2012/2013 academic year.

Based on the previous research above, the researcher wants to apply study in different object. The object of this research is the implementation the 2013 Curriculum. The researcher is interested in observing the activities of the teaching process in order to know the implementation of the 2013 Curriculum in teaching English to Junior High School student at SMP Negeri 5 Sragen. SMP Negeri 5 Sragen is located at Mawar 4 street, Sragen, 57275. The researcher chooses SMP N 5 Sragen because this school has implemented of the 2013 Curriculum since 2013. SMP Negeri 5 Sragen is one of schools as the model of implementation of the 2013 Curriculum in 2013.

B. Research Method

This research is descriptive research. The descriptive research is used to analyze the data because the aims of this research are to describe the procedure in teaching English and to describe the evaluation system in teaching English. This observation is taken at SMP N 5 Sragen. It is on Mawar, Sragen, Sragen 57275. The subjects of this research are the English teacher and students of seventh grade of class B and E of Junior High School at SMP N 5 Sragen.

The researcher focuses on the implementation of the 2013 Curriculum in teaching English at the seventh grade of SMP Negeri 5 Sragen. The researcher uses triangulation of data sources and method of collecting data. The form of data is information taken from the observation of teaching English using the 2013

Curriculum such as teacher's English book, student's English book, lesson plan, teaching process, and evaluation and also interview note accumulated in the field. The data sources are taken from the event, informants, and document of the teacher in SMP N 5 Sragen, especially English teacher of seventh grade in SMP N 5 Sragen. The method of collecting data is direct observation, interview, and document. The technique for analyzing data is reducing the data, displaying the data, drawing conclusion and proposing suggestion.

C. Research Finding and Discussion

1. Research Finding

From the direct observation, interview, and documentation that has been conducted, the implementation of the 2013 Curriculum in teaching English at the seventh grade of SMP Negeri 5 Sragen in 2014/ 2015 academic year, There are some aspects found in the field note that need to be presented. Those aspects are teaching objective, curriculum, syllabus, lesson plan, the teacher's role, the learner's role, the role instructional material, classroom activities, and evaluation system.

a. The Procedure in Teaching English Using the 2013 Curriculum

1) Teaching Objective

The researcher found three teaching objectives that related the 2013 Curriculum, namely: (1) the learners are able to use the English language orally and written in daily behavior; (2) the teacher introduces English lesson as a foreign language that is important in the future; (3) the learners can develop their competency in English language that covers attitude (spiritual attitude and social attitude), knowledge, and skill.

2) Curriculum

Based on the observation and interview with the headmaster, the researcher knew that SMP Negeri 5 Sragen implemented the latest curriculum (the 2013 Curriculum) in their teaching learning process since 2013. This research finding is appropriate to the *Permendikbud No. 58 tahun 2014 pasal 1* about the Curriculum 2013 at Junior High School. Based on the *Permendikbud No. 58 tahun 2014 pasal 1*, the curriculum at

Junior High School that is implemented since 2013 is called the 2013 Curriculum.

3) Syllabus

From the observation of the teacher's document and interview with the English teacher, the researcher knew that syllabus was designed by the government. The teacher used syllabus that made from the government as the reference in developing lesson plan.

4) Lesson Plan

Based on the observation and interview, the researcher also knew that the teacher made the lesson plan before teaching her students. The lesson plan is developed by the teacher based on the syllabus that made by the government. The teacher designs the lesson plan in order to be easy to teach the learner. Here, the teacher has an authority to make a lesson plan.

5) Teacher's Role

Based on the direct observation, the researcher found some roles of teacher and learners in the classroom activities. The roles of teacher are the teacher as teacher as the monitor, motivator, controller, instructor, director, transformative agent, and constructor of knowledge, actor, model, innovator, and evaluator. As the motivator, the teacher monitors the students in teaching-learning process. Before studying, the teacher asked the learner's condition and checked the attendance list. As motivator, the teacher gave motivation to the learners. As controller, the teacher controlled during English teaching-learning activities. As instructor and direction, the teacher gave interaction and direction about learning activities. As transformative agent, the teacher gave assignment that made the learner challenging. As constructor of knowledge, the teacher explained the material clearly in order to make the learner understand about the materials. As actor, the teacher the teacher should systematically present the learning activities. As model, the teacher gave examples to the learners how to pronounce a word correctly. As innovator, the teacher has strategies that make the learner interest with the lesson. As evaluator, the

teacher evaluated the learner through some exercises, homework, daily examination, and their attitude.

6) Learner's Role

Based on the observation, the learners as the subject and object of learning, the learners as planner, the learners as communicator, the learner as performer, the learner as resource of learning, and the learners as evaluator. It means that the learners can express their own ideas, opinion, feeling, and the way thinking, attended the teacher's explanation, and correct mistake, and they able to practice the exercise. The learner also can give information to their friends as resource of learning.

7) The Role of Instructional Material

Based on the observation and documents, the researcher found that the English teacher took the material from textbook, dialogue, realia, her knowledge, the learner's information, dictionary, and internet. There are some of learning resources are useful for the learner because the learners will get much knowledge and information relates the material.

8) Classroom Activities in Teaching English Language

Based on direct observation, the researcher found that the classroom activities that were done by the learners and teacher showed the teaching learning activities adopted scientific approach and used inquiry-based learning as method of teaching that covered five steps namely: observing, questioning, collecting information, associating, and communicating. The learners and teacher did those steps (observing, questioning, collecting information, associating, and communicating). In observing, the teacher asked the learner to observe the pictures, environment, etc. In questioning, the teacher asked the learners about the material. Besides, the learners also asked to the teacher if they did not understand with the materials. In collecting information, the learners collected information from their environment, book, internet, etc. In associating, the learners discussed the assignment that they got from the teacher. In communicating, the learners

presented their assignment or made summary about the material that they got. Through those steps are expected that the learners will have critical thinking toward the phenomena that they are faced. Besides, the teacher taught the learners based on the lesson plan.

b. Evaluation System

Based on the researcher's observation, the documents, and interview the teacher at SMP Negeri 5 Sragen, the researcher found some assessments that were used by the teacher to evaluate the learners. The teacher took the evaluation from observation the learner's attitude (spiritual attitude and social attitude), giving an assignment, project, daily test, and remedial. Observation the learner's attitude Observation the learner's attitude was taken during the classroom activities. The teacher observed the learner one by one about their attitude during they followed the English lesson. The teacher gave assignment, such as: finding the information from internet, homework, observing their environment. The teacher gave a project to the learner as the evaluation skill. The teacher gave a mini project to make mini dictionary. The teacher did the daily test after finishing the material in the basic competency 5 in order to know the understanding her students about count things, count animals, and count public places. The teacher did the remedial test because there are some of learners failed in their daily text. So, the teacher did the remedial test in order to improve the learner's score. Remedial test was done by the teacher in the makeup class.

2. Discussion

Based on the research finding, the researcher discusses the finding of the research. The discussion consists of the procedure in teaching English using the 2013 Curriculum that involves the teaching objective, curriculum, syllabus, lesson plan, teacher's role, learner's role, the role of instructional material, classroom activities, and evaluation system used in implementing the 2013 Curriculum in teaching English at the seventh grade of SMP Negeri 5 Sragen in 2014/2015 academic year.

a. The Procedure in Teaching English Using the 2013 Curriculum

1) Teaching Objective

Based on the research finding, the researcher found three teaching objectives in English teaching-learning process, namely: the learners are able to use the English language orally and written in daily behavior, the teacher introduces English lesson as a foreign language that is important in the future, and the learner can develop their competency in English language that covers attitude (spiritual attitude and social attitude), knowledge, and skill. Those three teaching objectives are appropriate to the aims of English Subject at Junior High School. Based on the *Permendikbud No. 58*, the aim of the English Subject at Junior High School is to develop the learner potency in order to have a communicative competence and have noble characters.

2) Curriculum

Based on the research finding, the curriculum that is implemented in SMP Negeri 5 Sragen is based on the 2013 Curriculum. It is appropriate to the *Permendikbud No. 58 tahun 2014 pasal 1* about the Curriculum 2013 at Junior High School.

3) Syllabus

Based on the research finding, the syllabus is used as reference in developing the lesson plan. The English teacher does not make the syllabus but the English teacher uses the syllabus from the government. In the 2013 Curriculum, the syllabus is developed by the government. The syllabus that is used at SMP Negeri 5 Srgaen is appropriate to the syllabus in the 2013 Curriculum.

4) Lesson Plan

Based on the research finding, the lesson plan is designed by the English teacher before teaching. The teacher designs the lesson plan in order to be easy to teach the learner. The lesson plan that is created by the teacher is appropriate to the lesson plan in the 2013 Curriculum.

5) Teacher's Role

Based on the research finding, there are eleven roles of the teacher in English teaching-learning process at SMP Negeri 5 Sragen. Those roles are the teacher as the monitor, motivator, controller, instructor, director, transformative agent, and constructor of knowledge, actor, model, innovator, and evaluator. It means that the teacher has important roles. The teacher is not a person who only gives materials, gives explanation, and gives some exercises. The teacher tries to push their learner. So, the teacher's roles are appropriate to the 2013 Curriculum.

6) Learner's Role

Based on the research finding, there are six roles of the learner at the seventh grade of SMP Negeri 5 Sragen. Those roles are the learners as the subject and object of learning, the learners as planner, the learners as communicator, the learner as performer, the learner as resource of learning, and the learners as evaluator. Those roles show that the learners are the learning center or subject of learning. So, the learner's roles are appropriate to the 2013 Curriculum.

7) The Role of Instructional Material

Based on the research finding, the teacher uses the textbook that is produced by the government. Besides, the teacher also uses dialogue, realia, teacher's knowledge, dictionary, the learner's information, and internet as the learning resources. The teacher uses dialogue as the media for teaching her students. The roles of instructional materials are appropriate to the materials in the 2013 Curriculum because the teacher uses the authentic sources using media that are easy to get.

8) Classroom Activities in Teaching English Language

Based on the research finding, the classroom activities, the teacher adopts the scientific approach and uses inquiry-based learning as method of teaching. The scientific approach and inquiry-based learning consists of five steps, namely: observing, questioning, collecting information,

associating, and communicating. Besides, the teacher teaches her students based on the lesson plan that is made before teaching her students. The classroom activities in English teaching-learning process at the seventh grade of SMP Negeri 5 Sragen are appropriate to the lesson plan and the lesson activities in the 2013 Curriculum.

b. Evaluation System

Based on the research finding, the teacher takes some assessments as the evaluation. Those assessments are attitude assessment, knowledge assessment, and skill assessment. In the attitude assessment, the teacher takes assessment, such as spiritual assessment and social assessment. The teacher takes the attitude assessment through the observation. The teacher observes the learner's attitude during English teaching-learning process. In the knowledge assessment, the teacher takes the assessment through giving an assignment and written test, such as: multiple choices, matching, filling the blank and short answer. Meanwhile the skill assessment, the teacher gives a project to make a mini dictionary.

The evaluation system that is used by the English teacher is appropriate to the 2013 Curriculum. Although, the English teacher does not use all of the techniques and instruments to evaluate but still appropriate to the 2013 Curriculum because the English teacher uses authentic assessment. Here, the teacher has authority to choose the technique and instrument that is used to evaluate the learner's achievement.

Based on the discussion about the teaching objective, curriculum, syllabus, lesson plan, teacher's role, learner's role, the role of instructional material, classroom activities, and evaluation system above, the researcher states that those aspects are appropriate to the 2013 Curriculum. But, the research findings are different the previous study because the previous study is about the implementation of School Level-based Curriculum and Competence-based Curriculum.

D. Conclusion

Based on the researcher finding and discussion, the researcher found that the English teaching learning process using the 2013 Curriculum in teaching English at the seventh grade of SMP Negeri 5 Sragen in 2013/ 2014 academic years is appropriate to the 2013 Curriculum. Those aspects are the teaching objective, curriculum, syllabus, lesson plan, teacher's role, learner's role, the role of instructional material, classroom activities, and evaluation system.

The researcher found three teaching objectives in teaching English. The syllabus that is used by the teacher as reference in making lesson plan is designed by the government. The teacher makes the lesson plan before she teaches her students. The teacher has an authority to develop lesson plan that is suitable with the material and the learner's characteristic. The teacher holds eleven roles. Meanwhile, the learners hold six roles.

The teacher uses the textbook that is produced by the government, dialogue, realia, teacher's knowledge, dictionary, the learner's information, and internet as the learning resources. The teacher uses dialogue as the media for teaching her students. In the classroom activities, the teacher adopts the scientific approach that consists of five steps, namely: observing, questioning, collecting information, associating, and communicating. Meanwhile, the method of teaching that is used by the teacher is inquiry-based learning. Besides, the classroom activities are suitable with the lesson plan.

In the evaluation system, the teacher uses authentic assessment to evaluate the learners. The teacher gives an evaluation in three aspects. Those aspects are attitude (spiritual and social), knowledge, and skill. The spiritual and social assessments are taken from the observation during teaching-learning English process. The knowledge assessment is taken by the teacher from written test and giving assignment. Meanwhile, the skill assessment is taken from making mini project.

All those aspects above are appropriate to the 2013 Curriculum, because it is suitable with the regulation of the government.

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