A THESIS

THE IMPLEMENTATION OF THE 2013 CURRICULUM IN AN ONLINE

ENGLISH LANGUAGE TEACHING PROCESS: A CASE STUDY

LUDOVIKUS

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ENGLISH EDUCATION DEPARTMENT
GRADUATE EDUCATION PROGRAM
UNIVERSITAS SARJANAWIYATA TAMANSISWA
YOGYAKARTA
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APPROVAL PAGE

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Approved and accepted by the consultants in July 2021

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RATIFICATION

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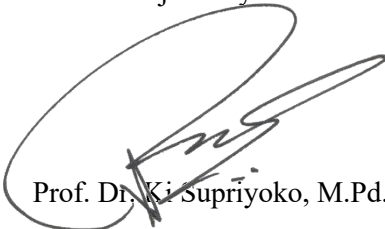|		
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have written a thesis entitled "The Implementation of the 2013 Curriculum in English In An Language Teaching Process: A Case Study". I hereby acknowledge that the thesis is completely my own work based on my personal research study. I am completely responsible for the content of the thesis. Other writer's opinions or findings included in this research are quoted or cited in accordance with the ethical standards.

Yogyakarta, April 2021

Ludovikus

2019083009

MOTTOS

"A good writing is a finished writing"

"Be where your feet are"

"If you want to fast, go alone. If you want to go far, go together"

"There is no elevator to succeed – you have to take the stairs"

DEDICATION

I dedicate this thesis to my beloved father, Cornelius Kabar, and my beloved mother,

Yosepha Rial, who has passed away as well as to all my big family in West

Kalimantan. Thank you for supporting, loving, and praying for me.

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ENGLISH LANGUAGE TEACHING PROCESS: A CASE STUDY

By:

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ABSTRACT

This study is aimed at (1) describing the 2013 Curriculum implementation in an online ELT process and (2) investigating strengths and weaknesses of the 2013 curriculum implementation in ELT process.

The researcher used case study. The case of this research was the teaching learning process and the students' problems at SMP Joannes Bosco Yogyakarta in learning English. The data used were recorded-observation (teaching and learning process), document (lesson plan, syllabus, and curriculum), interview (the senior English teacher about way of teaching) and questionnaires (for 7th grade students about their difficulties). The collected data in this research were analyzed descriptively.

Based on the data analysis, findings show that teacher did not apply the scientific approach (observing, questioning, experimenting, associating, communicating) effectively or optimally during online learning. Teacher did not apply the observation and questioning step. In the observation, teacher did not give the activity (such as watching or listenng to a video, reading books, text, etc) and he only tried to relate to the previous material, and in the questioning teacher only kept explaining and did not give opportunity for students to ask. The strengths and weaknesses about 2013 curriculum implementation in ELT process during online learning were various. The strengths of the implementation of curriculum 2013 in ELT of the school was the use of zoom media application and google classroom which enable the teacher deliver the material to the students. In the experimenting stage the teacher facilitated the students to learn the text by showing PowerPoint and provide the text to be read by the students. In the associating, students could analyse the language features and in the communicating, students could fill the missing part of the text and read the result of their work to be discussed together. However there were some weaknesses for the students who did not have good internet access, could not concentrate very well, nobody accompanied them at home which made them getting bored easily.

Keywords: *2013 Curriculum, Teaching and Learning Process, Strengths and Weaknesses*

CHAPTER I
INTRODUCTION

Chapter 1 presents the discussion of the background that motivates the writer to write the thesis. There are six major parts presented in this chapter. Those are the background of the study, identification of the problem, limitation of the problem, formulation of the problem, the objective of the study, and the significance of the study.

A. Background of the study

Language is a means of communication used to transfer information, ideas, and feelings. The use of English as an international language is very important for people in daily life, especially in the globalization era. It is essential for them to learn English. In Indonesia, English is stated as the first foreign language.

English is also a means of spoken and written communication. Communication is a process of exchanging information, expressing and understanding the information, developing thinking, feeling, exploring knowledge, increasing technology and culture. The ability to communicate involves the ability to express the language, understanding and producing spoken and written texts of four language skills. English lesson is taught to develop the

language skills to produce graduation that can attain the information, express thinking, feeling, knowledge, technology, and culture in certain English literacy.

In the COVID-19 era, the need for innovative solutions to optimize educational endeavors has accelerated. Many programs have sought to improvise with new technologies such as Zoom (Zoom, San Jose, California) and Slack (Slack Technologies, San Francisco, CA) (9). At the beginning of 2020, we were shocked by a new virus called Corona Virus, or termed Covid-19.

Then in Indonesia, the government issued and provided several policies regarding the Covid-19 outbreak. One of them was the prohibition of people gathering and doing activities outside the home, and advocating staying at home "Stay at home, worship at home, work from home, and learn from home." This was because this virus can infect people through physical contact, namely touch, air and, airborne, and must maintain social distance (physical distancing) of approximately 1.5 meters.

The Minister of Education and Culture of the Republic of Indonesia has instructed schools to carry out online learning since 17 March 2020 for COVID-19 affected areas (Mendikbud, 2020b). Soon after that, the Minister of Education and Culture of the Republic of Indonesia has ordered all education units to run online learning from 24 March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staff (Mendikbud, 2020a). These policies led students to learn from home and teachers to work from home, too. It fully face-to-face learning in classroom

setting into online learning which possibly till the end of the semester due to the COVID-19 pandemic. It became a new challenge for both students and teachers to run online learning. According to Cao et al. (2020), these actions certainly gave an impact on education, particularly students' growth.

Online learning goes on to spread internationally since students and teachers feel comfortable and see possibility in setting up and accessing opportunities to learn alternatively (White, 2008). Online learning means a set of learning activities in a subject delivered through a network giving access and exchange of knowledge. This terminology has appeared specially to point out an approach to teaching and learning which involves internet technology.

Online learning is defined as learning carried out from a distance assisted by electronic devices, for instance, tablets, smartphones, laptops, and computers which require an internet connection (Gonzalez & Louis, 2018). However, there are some problems that researcher found in the school during the English teaching and learning process in the class namely: students' lack of vocabulary mastery, students' low concentration, students' low motivation, students' lack of discipline, students' boredom, speaking problem. The students sometimes find it difficult to concentrate during the learning process, they find it difficult to join the zoom meeting due to internet access especially those who live in the remote areas, and the zoom meeting consumes too much data package that sometimes makes the student go out from the class suddenly.

The purpose of this study is to know the implementation of the 2013 Curriculum in the English language teaching process during online learning which takes place at SMP Joannes Bosco Yogyakarta and also to know the strengths and weaknesses of online teaching and learning. In this study, the researcher selected the English language teaching at SMP Joannes Bosco Yogyakarta as the research site especially for both a senior English teacher and seventh-grade students. In the English lesson, the teaching and learning process was done virtually. In this case, the teacher applied the scientific approach. The five steps of the scientific approach are observing, questioning, experimenting, associating, and communicating. Since pandemic Covid 19, the media commonly used by the teacher is zoom application and Google classroom.

B. Identification of the Problem

Based on the background of the study, some problems can be identified. The first is the factor that is related to English language teaching. The teacher cannot apply the scientific approach technique effectively and the teacher does not know exactly students have understood the materials or not, and so on.

The next factor is related to the students. The students find it hard to understand the material well due to lack of interaction, easy to get bored while studying, cannot concentrate very well, nobody that accompany them to study at home as well as lack of internet connection in their home.

In conclusion, all the aspects related to the teachers and the students at SMP Joannes Bosco Yogyakarta. A teacher cannot apply the scientific approach technique optimally and students find it hard to understand the material.

C. Limitation of the Problem

Based on the background of the study and identification of the problem, the researcher only focused on the English language teaching process at SMP Joannes Bosco Yogyakarta in particular on K.D 3,7 .that is about descriptive that had been done during the pandemic season.

D. Formulation of the Problem

From the background of the problem, identification of the problem, and limitation, two problems are formulated.

1. How is the implementation of 2013 Curriculum in an online English language teaching process at SMP Joannes Bosco Yogyakarta?

2. How are the strengths and weaknesses of the implementation of 2013 Curriculum in an online English language teaching process at SMP Joannes Bosco Yogyakarta?

E. Objective of the Study

Based on the formulation of the problem above, this study are as follow:

1. To describe the implementation of 2013 Curriculum in an online English Language Teaching Process at SMP Joannes Bosco Yogyakarta, and

2. To investigate the strength and weaknesses of the implementation of 2013 Curriculum in an online English language teaching process at SMP Joannes Bosco Yogyakarta.

F. Significance of the Study

The theoretical benefit of this study is that the researcher hopes that this study will provide scientific information in education in general. The result of this study especially is expected to be valuable information for the teachers to make use of the ELT media in the classroom activity.

The practical benefit is that the result of this study can be a reflection of English teachers. This study provides opportunities for the teachers to have a better understanding of the ELT process. By having a better understanding, the teachers will have better teaching skills about ELT media in teaching. The result of this study is also expected to be a medium of sharing various ways in implementing ELT media in the teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, the researcher will discuss some related topics to build a comprehension frame of thinking of this research. The related topics to be discussed are English language teaching, English language teaching in Indonesia, online learning, teaching media, students' difficulties in online learning, review of related studies, and conceptual framework.

A. English Language Teaching (ELT)

The term teaching can be defined generally as a process of knowledge transferring from one to another. Teaching is defined as the showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 2000). In the case of English, the English language teaching has been running for a very long time, started at the end of Middle Age up to the present day. Different times and places are the main factors that a different roles all around the world. Indeed, people who live in a particular time and place use English for particular needs which may be different from those people who live in the other time and place.

Four skills should be developed by the students in learning English from primary level up to high school level, they are listening, speaking, reading, and writing. Those basic skills then can be classified into two main

skills; receptive skill which covers listening and reading and productive skill which covers speaking and writing. Each of them will be developed based on the syllabus at every level of education. Through English, the students are intended to develop four skills so they can communicate in English for a certain literacy level. The literacy level includes performative, functional, informational, and epistemic. At the performative level, the students are expected to be able to read, write, listen and speak by using symbols. At the functional level, the students are expected to be able to use languages for their daily life like reading newspapers, manuals, or directions. At the informational level, the students are expected to be able to access knowledge. However, at the level of epistemic, the students are expected to be able to express their knowledge by using the target language (Wells, 1987).

1. **Teacher's Role**

A teacher has many different roles in teaching; it depends on what situation he/she is in. A teacher has roles as a controller, prompter, participant, resources as well as a tutor.

Differently, from what controller is defined in previous education view, here, a teacher has a role as controller mainly at the beginning of teaching and learning process. It includes giving explanations, organizing questions and answer work, lecturing, making an announcement, or bringing a class to order. For the second role as prompter, rather than solving the students' facing problem, the teacher

better plays role in encouraging them to solve their problem by only giving direction on how to solve their problem.

The third role which is participant may sound odd, but, sometimes this kind of role shifting enables the teacher to understand more about what the students experience and what kind of difficulties that they face during the activity. It probably works when the class has certain activities like group discussion or role play as long as the teacher does not monopolize the activities. Similarly, with a controller, there is also shifting duty toward the role of a teacher as a resource. For although the students are now expected to be more independent, they still need some detailed information or suggestion from the teacher, in writing for instance. But it will be better if the teacher only is as a resource of reference that will be the one who can answer their needs.

Moreover, as a tutor which is a combination of prompter and source, the teacher existence is needed when the activity is dealing with a very small group that perhaps is preparing debate material or writing project.

2. **Curriculum**

According to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities to achieve some specific educational purposes. The recent curriculum applied in school is curriculum 2013. It points out that the

education aims to develop three aspects of student's competences which are attitude, knowledge, and skill. Those competences are formulated in the core (KI) which is one or more basic competences (KD). The first and second core competences (KI-1 and KI-2) are applied to develop the religious and social competences and the third and fourth core competences (KI-3 and KI-4) are applied to develop the knowledge and skill competences of the students.

3. Curriculum Implementation

Implementation is an attempt to integrate the new concept or idea into practice (Zaim, 2013). Fullan (1991) mentions that implementation is a process of putting into practice an idea, program, or set of activities new to the people attempting or expected to change. Implementation of any new program or policy involves changes in materials, teaching approaches, and beliefs. Related to curriculum implementation, Print (1993) states that implementation is a short-term phenomenon that attempts to integrate the new curriculum into existing practice. Implementation in this study is the process of putting into practice the new curriculum, the 2013 curriculum using a scientific approach in the teaching-learning process, into classroom practice.

The 2013 Curriculum for secondary schools in Indonesia has been through the stage of trial implementation in contributory schools assigned by the government. However, teacher readiness to implement the

curriculum refers to some aspects of their comprehension, attitudes, and motivation in implementing curriculum change (Sundayana, 2015). Weiner (2009) mentions that the readiness of the school in implementing the curriculum changes is influenced by attitude, motivation, knowledge of the program, and ability to implement. In addition, Bandura (2012) and Sundayana (2015) state that one's belief and competence to do something may determine the effectiveness of the implementation of a curriculum. Therefore, the implementation of the 2013 curriculum will be determined by the readiness of the teachers in implementing the curriculum in the teaching and learning process. Only the teachers who have been trained to use the new curriculum can implement it well.

The aims of teaching English at senior high school are to achieve the functional and informational level of literacy. At the functional level, students can use the language to fulfill their daily communication such as reading newspapers, and manuals or instruction. In the informational level of literacy, students can access knowledge with their language ability (BSNP, 2006). The ability to communicate in English is the ability to deliver the message orally and in writing, the productive skills, the ability of speaking and writing. The ability to access knowledge is the ability to read the written text and to listen to the oral text, the receptive skills, the ability of reading and listening (Zaim, 2013).

4. The 2013 Curriculum

The 2013 Curriculum was administered nationally in the first two grades in each level of high school and elementary school. The purpose of the 2013 Curriculum, as stated in Permendikbud (Regulation of Indonesia Ministry of Education and Culture) No 68/1/2013, is to prepare Indonesian people to have life skill competence as an individual and citizen who are faithful, productive, creative, and able to contribute to society, nation, and mankind life. As stated in Permendikbud No. 68/2/2013, theoretically, the 2013 Curriculum is the learner-centered curriculum that is standardized by the government to aim for life skill competences.

To assist the demand of learning process in this curriculum, Abidin (2014) states that "there are five steps of learning activity that must be conducted in the learning process: (1) observing scientifically, (2) developing intellectual curiosity through questioning, (3) constructing critical thinking, (4) experimenting, and (5) communicating" (p.122). Since "the 2013 Curriculum stresses on the modern pedagogic dimension of learning using scientific approach" (Kemendikbud, 2013b), therefore the scientific approach is emphasized as one of the main learning approaches in the 2013 Curriculum.

5. **Scientific Approach**

The scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that the scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge. Tang et al. (2009) say that the scientific approach has the characteristics of "doing science". This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. These two ideas became the basis of using the scientific approach to be the basis for implementing the 2013 curriculum.

By the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching-learning process in the scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing a

network for all subjects. Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying the scientific approach in teaching-learning process, they are observing, questioning, experimenting, associating, and communicating.

a. Observing

The first stage is observing. Observing is "a deliberate and systematic activity to study a social phenomenon or real object through the utilization of the five senses" (Hosnan, 2014, p.40) and involving descriptive skill (Halonen, et al., 2003, cited in Mutaqqin, 2015). In this stage, the teacher contextualizes learning activities for students in the classroom.

In language learning-teaching, the materials in form of the fact that can be observed, as described by Kemendikbud (2013b) for instance are interpersonal or transactional text, specific text, functional text, and linguistic features of a text, video, or recording. Teaching materials in form of concepts are for instance social function of a text, while the material in form of procedural can be the structure of the text observed.

The activities can be watching or listening to a video of the conversation, watching a short movie or video, reading storybook, text, magazine, brochure, or posters. Besides, "repeating/copying/imitating guided examples", in which the students do not only receiving

information but also they can repeat and practice the activities provided by the teacher (Muttaqin, 2015), are also covered in activities of the observing stage. Therefore, the observing stage becomes a vital role in leading students to the next stage, so that by doing the activities students' curiosity is also built here.

b. Questioning

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in a particular material, procedure of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014). Based on the regulation of the Ministry of Education and Culture (Permendikbud No 81a, 2013) in this stage, students pose questions from what has been observed in the previous stage for gaining more information and comprehension about the material.

The question expected in this stage also the criteria of a good question: (1) compact and clear, (2) inspiring, (3) focus on a particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction. Thus, in this stage, students pursue their knowledge to construct a concept, principle, procedure, theory, or law of the material learned. It can be obtained through classroom discussion, or group discussion (Abidin, 2014, p.137; Hosnan, 2014, p.40; Kemendikbud, 2013b).

c. **Experimenting**

The third stage is experimenting. In this stage, students get authentic learning, for example, they have to do experiments. As stated in the Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in experimenting, the students have to read other sources or collect extra information in several ways such as, doing the experiment, observation, and interview, reading texts or books, or other sources or functional texts. In addition, experimenting might be started by visiting new places, try new things, seek information through various sources (Dyer et al., 2011) It is intended to develop the ability to communicate and collect information through various sources. The teacher provides learning sources, worksheets, media, or experiment tools.

Therefore, the roles of the teacher in this stage are as director and as the controller who plans and manages the activity of collecting data and its process (Brown, 2001, as cited in Nugraha, 2015). The teacher may give feedback during the process of the activity.

d. **Associating**

Associating is the ability to analyze and associate the information that occurred within the group. Associating is the process of analyzing the information to find the relationship between one

information to other information and to find the patterns of the interrelationship of the information so that one can make a conclusion from the patterns found.

The fourth stage is associating. In this stage, students and teacher are engaged in learning activities, such as text analyzing, and categorizing.

The information or data that have been collected from the previous activity, experimenting, must be analyzed to conclude. Students then will process the information from the teachers and conclude out of that information. As stated in the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating process must through: (1) processing information that has been collected from the result of experimenting and observing activity and, (2) processing the information collected to find solutions from a variety of sources that have different opinions to the contrary. Thus, students are expected to be able to relate the result of learning or experimenting to the reality they find.

e. **Communicating**

Communicating is the ability to conclude the facts that have been observed and experimented with. There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and

provide additional input concerning the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

The last stage is networking. In this stage, students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes. In collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively to create social interaction to gain meaningful learning (Wahyudin, 2015). The teacher gives feedback, suggestions, or more information related to students' work. There are interactions between teacher and students and among the students.

In this stage, the teacher holds a role that provides correct information and reciprocal scaffolding (Brown, 2001, cited at Nugraha, 2015). This can be done through dialogue and discussion between teachers with the students. Thus communicating stage is in which students report or deliver the results of the observing, experimenting, and concluding based on the result of the analysis orally or written or in other forms to let others know what learners have learned (Abidin, 2014; Arauz, 2013; Hosnan, 2014, p.77; Mulyasa, 2014).

B. English Language Teaching in Indonesia

Unlike in its neighboring countries—such as Singapore, Hong Kong, and Malaysia, where English is widely spoken as a second language—English in Indonesia is more likely to be taught and learned only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearin (1994), a foreign language in this context is a language learned only during formal education. As such, English language teaching and learning in Indonesia presents particular challenges that are not encountered in countries such as Hong Kong, where English is more commonly used on a daily basis.

Berns (1990) defined foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language (English, in this case) is not used as the main device of communication among people. When a target language is seldom used outside the classroom, input and language use in the classroom are essential (Suryati, 2013).

According to Sulistiyo (2009), there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes, often with more than 50 students. Although the definition of a 'large' class in language learning varies (Wright, 2005), this number is not ideal for a language classroom. Second, not all students who attend English classes are motivated. English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs only for approximately two hours per week. Students' low motivation and minimal English learning hours are obstacles not only for teachers but also for students as learners.

In short, three factors that may influence the success of EFL teaching in Indonesia. According to Sulistiyo (2009), these are class size, student motivation, and teaching focus. These three factors align with Bradford's (2007) view that less effective English learning and teaching in Indonesia is often due to classroom size and student motivation, although Bradford also includes the factor of teacher qualifications as contributing to the limited effectiveness of EFL teaching in Indonesia.

Since English in Indonesia is taught as a foreign language and learned mainly in classrooms, the role of teachers is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching–learning process as

interesting as possible to engage students in learning (Kassing, 2011). In an EFL context, students' exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, teachers' instructions and explanations may be the only language exposure during which students learn to use language for communication (Suryati, 2013).

C. E-Learning / Online Learning

E-learning, or electronic learning, has been defined in several different ways in the literature. In general, E-learning is the expression broadly used to describe "instructional content or learning experience delivered or enabled by electronic technologies (Wagner, Hassanein & Head 2008). According to Steeples and others (2002), e-learning covers a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite.

1 The Advantages of E-Learning in English Teaching

a. The Abundant Teaching Resources

The internet provides us with a tremendous wealth of teaching resources. We can easily find the text information, pictures, and audio data on almost any topic we like.

Powerful tools, such as Google, Baidu, and other search engines, can find a huge amount of information in any subject for us. It is very convenient and most of this information can be obtained free of charge. Part of the content has been turned into multimedia courseware. Learning becomes very convenient and interesting.

b. Easy Access to Information

We could not get our textbooks until the bookstores began to sell. Nowadays, we can immediately get from the internet the teaching resources we need at a low cost. It is unimaginable in the traditional agricultural society and industrial society.

When we hear the news of a person or event, we can find relative information from the internet. We can use the information as the teaching materials by appropriate pedagogical strategies. For example, Amy L. Chua, Professor of Law at Yale Law School, published her new work " Battle Hymn of the Tiger Mother " which caused lively discussion on children's education both in China and the USA. If students are interested in this topic, they can immediately find the relevant information for learning and discussion.

A large number of high school and college students have cell phones now. Texts, images, sounds can be stored on their mobile phones. Students can read English articles and hear the voice. Such easy access to information creates a small environment for them to

learn English. E-learning makes students learn English anywhere, anytime.

c. Direct Interest

In psychology, the so-called "direct interest", is caused by the need of discovering the thing itself. Playing the role of direct interest in learning English is very important because it makes learning interesting and results in better performance owing to a high degree of concentration.

d. Teaching Students in accordance with their Aptitude

Everyone's level of learning, interest, and comprehension are different, e-learning suits student's abilities. E-learning assures that students can expand their horizons. In noawadays, students know how to use the internet such as browsing, playing youtube, online games, etc and most of the parents already give the mobile phone to their children since they are very young. It also improves the quality and performance of teachers by developing better learning models and learning materials that are easy for students to understand and learn.

2 The Corresponding Changes of Pedagogical Strategies in English Teaching

The so-called pedagogical strategies are those effective teaching programs, based on the teaching tasks and the characteristics of the students, choosing the relevant teaching content, teaching methods,

and techniques. When e-learning is applied to English teaching, the pedagogical strategies will be fundamentally changed.

E-learning can turn the pedagogical strategies to student-centered, focusing on fostering linguistic sensitivity and improving listening comprehension and ability of expression to enable students to master English as soon as possible. Language acquisition does not depend on grammar and invalid exercises but on student's constant practice. That is the E-learning Pedagogical Strategy.

a. Listening

Language acquisition should start from the auditory sense. So, what materials should be listened to? In the classroom teacher determines everything. But e-learning offers students opportunities to choose learning materials by themselves. Psychological research indicates that each person is more concerned about their own decisions.

Students usually choose these materials in which they are interested. Interest in the material itself is "direct interest". Direct interest results in better learning.

For the students from Grade 6 to 9, the teacher guides them, at the very beginning, to find the materials of appropriate difficulty and in which they are interested. Usually, they will learn quickly, and soon they will find very appropriate learning materials without the

teacher's help. Similarly, for the students from Grade 10 to 12, part of the materials for group discussion can be recommended by teachers and other materials can be found by students themselves.

For college students, e-learning is indispensable. They have strong self-learning abilities with good judgment. E-learning provides a richer treasure than textbooks for them to improve their language skills. Students from Grade 6-12 can find substantial materials on http://www.cri.cn and http://www.shanghaidaily.com. The undergraduates can take advantage of rich learning materials on relative websites in the United States, UK, Australia, and other countries.

b. **Reading**

E-learning allows students to read their interested materials. For example, when the book "Battle Hymn of the Tiger Mother" was published, it produced an immediate reaction from the press. "The Wall 844 Huiwei Cai/IERI Procedia 2 (2012) 841 – 846 Street Journal" website had more than 4,000 pieces of comments. On the website of "Facebook" also appeared about 100,000 pieces of comments. The author also received thousands of letters. Some readers support the author, but someone said she was close to "abuse" her two daughters. Students can learn the freshest English through reading these materials.

c. Translating

Sometimes students cannot understand the materials they find. Therefore, it is necessary to translate some parts or all of them. If they do not understand, they can ask their teacher. Translating enables students to better understand the materials and enlarge their vocabulary, understand grammar and Western cultures.

d. Speaking

Based on the learning materials that students have listened to, read, and translated, the teacher can ask students to elaborate an event, including who, when, where, what, why, so that students can develop oral skills.

For high school students, a seminar can also be arranged. For example, we still choose the topic "Tiger Mother". The question could be: Do you agree to what Tiger Mother did? Why do some people in the United States not support her?

e. Writing

After listening to, reading, translating, and speaking the material, students are required to write it down to describe the event itself, and their feelings, comments, etc. Write a summary for each material. In this way, students can develop their ability to output information in English.

D. Teaching Media

Teaching is a process of transferring knowledge from the teacher to the students. In order to make the student comprehend the material better, there is a tool which is needed to support it. The tools that help the teacher in teaching is called teaching media. Teaching media means all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. Based on Arsyad (2009:4), teaching media is a media that bring instructional purpose of massages or information of learning. Commonly the teachers use many kinds of teaching media. It is depending on the situation and many aspects that influence class activity. Teaching can be divided into technology teaching media and hand making teaching media.

1   Zoom Meeting

In the Wikipedia, Zoom Meeting refers to a video conferencing meeting using Zoom. You can join these meetings via a webcam or phone. Meanwhile, a Zoom Room is the physical hardware setup that lets companies schedule and launches Zoom Meetings from their conference rooms.

Computer-mediated communication (CMC) serves as a venue for social interaction, which provides students with opportunities to use language in an authentic context to express their views convey information, obtain instantaneous feedback and assess their learning of

the target language. According to Hashemi and Azizinezhad (2011), "CMC offers superior chances for interaction and improvement to students in an EFL setting where native speakers are few and far between" (p. 51).

Thus, video conferencing can be of assistance to students outside the classroom setting as it facilitates online interaction and leads to the development and enhancement of speaking skills. An additional advantage is that in video conferencing both oral and body language can be used together with a range of different media, for instance, pictures, which allows learners to change the way they create meaning (Hampel & Stickler, 2012).

The pedagogical implications concerning the implementation of video conferencing in language learning have been explored in several studies (Jauregui & Bañados, 2008; Lee, 2007; Wang, 2004 & 2006), and consideration has been given to how to best devise activities for such classes (Wang, 2007). In research conducted via desktop video conferencing on a group of Korean students at a university in the US and their peers at a college in South Korea, Lim and Pyun (2016) highlighted that video conferencing session had contributed to the development of their listening and speaking skills, apart from broadening their cultural horizons through exposure to the views of the target language speakers.

Furthermore, in a tandem exchange, Coutinho (2016)

examined whether a group of ESL adults in the The Middle East could improve their linguistic skills through performing collaborative tasks with Brazilian students. The Skype interviews aided the students in gaining confidence and enhancing their communicative skills, whilst broadening their knowledge and becoming more aware of the foreign culture.

Other studies have exploited the benefits of using videoconferencing in the classroom to develop and enhance intercultural competence (Giralt & Jeanneau, 2016; Jung, 2013; Vurdien & Puranen, 2018; Yang & Chen 2014), motivate and build self-confidence (Jauregi, et al., 2012; Kissau, 2012; Wu, Marek & Yen 2012), and assist in language learning (Ko, 2012; Lu, Goodale, & Guo, 2014; Satar, 2013; Yanguas, 2010).

2 Google Classroom

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

Google Classroom integrates Docs, Sheets, Slides, Gmail, and Calendar into a cohesive platform to manage student and teacher communication. Students can be invited to join a class through a private code, or automatically imported from a school domain.

Teachers can create, distribute and mark assignments all within the Google ecosystem. Each class creates a separate folder in the respective user's Drive, where the student can submit work to be graded by a teacher. Assignments and due dates are added to Google calendar, each assignment can belong to a category (or topic). Teachers can monitor the progress of each student by reviewing the revision history of a document, and after being graded, teachers can return work along with comments.

E. Students' Difficulties in Learning Online

According to the Indonesian Dictionary, "Difficulty is a difficult situation, in difficulty and distress". In this case, it means difficulty contains the meaning that it is difficult to do something which means a condition that shows the characteristics of obstacles in activities to achieve an activity. Meanwhile, "learning is trying to gain intelligence or knowledge", This intelligence can be from the aspects of knowledge (cognitive), skills (psychomotor), and attitude (affective). So learning difficulties are conditions that show the factors that become obstacles to making an effort to gain knowledge or intelligence. Meanwhile, according to Dulyono, learning difficulties are a condition that causes students to not be able to learn properly due to the factors of learning difficulties.

Studies concerning FL learning have pointed out that the difficulties students have in foreign language learning may result from many different aspects of the learning situation as well as the student's characteristics. It has also been argued (Brumen, Bračko, and Krajnc, 2014) that there is a gap between theory and practice in this field; the information of studies are scattered and needs to be made more available to the teachers who are faced with these problems and have the power to make changes in the classroom. Therefore there seemed to be a need for a study that would encourage reflective teaching and improve the situation in the FL classroom.

Several studies have been carried out on upper-secondary school (Viskari, 2005) and college/university-level students (Ganschow, Sparks, & Javorsky, 1998) who have learning difficulties in foreign language learning. However, foreign language learning and teaching with young learners who have learning difficulties at the primary and lower secondary level is, nevertheless, outside their scope. Various studies (Curtain & Dahlberg, 2004; Edelenbos, Johnstone, & Kubanek, 2006) suggest that children who learn languages before adolescence perform better academically, and cognitively. They also obtain personal and social benefits, a native-like pronunciation, and develop an innate ability to acquire the rules of any language. Therefore, the aims to present the current forms of teacher support for students with learning difficulties in a foreign

language. Our study focused on English as a foreign language in an inclusive-oriented elementary school (learners 9-15 years old).

When doing online learning, students may encounter many factors that contribute to the cause of students' difficulties in learning online. The phenomenon of learning difficulties has an impact on the learning achievement of students to be low, both those that come from themselves and the students' closest environment. The cause of learning difficulties experienced by students can be influenced by the learning motivation of students low. The main factor that affects learning difficulties in children comes from within the child (internal).

Online learning is a way to get around the challenges of putting face-to-face learning into practice. Even though the school is closed, it is a challenge for all elements to keep the class involved (Herlina & Suherman, n.d.). The pandemic of Covid-19 is a cause for concern. It is impossible to deny that online learning has several issues, both technological and non-technical.

1   From a technical standpoint, there are a few issues to consider:

a. Issues with Internet connectivity

A lot of schools have provided families with educational options during this time of uncertainty. Many parents have made decided enroll their children in a virtual program provided by their traditional school. Some have also opted to place their children in a hybrid program

also provided by their school to enable to them attend in-person classes at school some of the time and participate in an online program at home. For others enrolled in the schools that have extended their building closures, the only educational option for students is to participate in a virtual program until the facilities open.

Even though the overall intention of these temporary approaches to school is to keep students, school personnel, and their families safe, the seeds of dissatisfaction, resentment, and irritation have taken root and are rapidly growing because of connectivity problems.

b. Inadequate infrastructure and facilities

Buildings, classrooms, laboratories, and equipment- education infrastructure - are crucial elements of learning environments in schools and universities. There is strong evidence that high-quality infrastructure facilitates better instruction, improves student outcomes, and reduces dropout rates, among other benefits.

2 Non-technical issues include:

a. Students have a hard time checking homework.

The internet connection cannot be accessed fully by all the students. Not all of the students have an internet connection at their homes. This problem also becomes a major problem that becomes the complaint from the students' parents during the online learning.

b. Insufficient student attendance

Online learning made the students cannot concentrate effectively during the online class. This makes the students sometimes feel bored and lazy to join the online class which makes the attendance of the class become decreased.

c. The number of tasks to be accomplished.

The tasks or home works that have to be accomplished by the students has become the way for the teacher to teach. On the other hand, this way makes the students get very tired and stress due to many works to be accomplished.

d. The teaching and learning is boring

Thousands of teachers have found themselves in the deep end of the virtual-classroom pool and are learning by trial and error how to teach in this new environment. Many students complain of being bored. The process of teaching and learning during online learning should be creative and interesting for students. It is normal if the students can get bored easily if the teaching and learning material is not interesting or the teaching strategies do not follow the current situation.

e. Students cannot concentrate

During these unprecedented times, people are asked to remain at home due to the epidemic that has seized our world. Society is already beginning to adjust to this change, starting with teenagers in high school.

Students are now required to take upon a new challenge: online classes. This sudden and unpredicted change brings us to the question: how do online classes affect high school?

As of March of 2020, students began their online courses and were expected to commit to this change of pace. However, as a result of this, a new kind of obstacle arose. According to the New York Times, "the growth of online education is hurting a critical group: the less proficient students who are precisely those most in need of skilled classroom teachers". This new teaching method is harming students in need of a proper classroom setting and skilled teachers to understand what they are being taught. In addition, online learning does not provide any guarantee that students will pay attention or do any work at all.

Problems within a problem were also evident from the start: many students do not have computer or internet access at home. To combat this, schools provided students with laptops and free internet access. Although this did facilitate online learning slightly, it was not to an extent to which remote learning became efficient.

"Online learning is not efficient, due to the lack of interest students are giving to this matter, as well as the fact that the student's focus is compromised by other things as well." Thinh Nguyen, a student at Taft, said.

f. The students get bored

Online learning makes the students get bored easily because they cannot interact directly with their friends. Students' type of learning is also different and it affects them a lot during online learning because not all of the students can follow the material effectively during online learning.

For overachievers, it can be the pace of teaching. These students already know the material and can't wait to move ahead. Their need to be challenged is simply not being met.

For others, it could be a lack of interest in the subject, but just as likely, a lack of understanding of the topic. They can easily feel lost or helpless, not knowing where to even start on a project or writing assignment. For these students, solutions might range from creating curiosity about the topic to spending additional time on the lesson, creating that level of understanding which will breed success.

g. Students do not have good internet

Internet is the most important thing during online learning. Without a good internet connection, everything will be very difficult to do. As a new school year begins, and the coronavirus pandemic has forced most schools to teach at least partially online, students who lack internet access aren't just in danger of falling behind — they could be left out.

When the pandemic sent students home in March, many schools scrambled to set up online classes with unfamiliar software for students who often lacked computers. Now, five months later, the schools are prepared and students better equipped, but gaps remain.

F. Review of Related Studies

In this research, there were several previous studies that the researcher took, which are similar and different from this present research. The previous study investigated online learning using digital media.

The first previous study was conducted by (Ratnaningsih, 2017) "Scientific Approach of 2013 Curriculum: Teachers' Implementation in English Language Teaching". The research is aimed at investigating the teachers' implementation of a scientific approach in English Language Teaching in one state junior high school in Bandung Regency. In addition, this research discusses the conformation of the Scientific Approach implementation and the lesson plans based on the 2013 curriculum. The findings showed that the teachers implemented the scientific stages in English Language Teaching. They conducted observing, questioning, experimenting, associating, and communicating in the sequence activities. Besides, the teachers can demonstrate student-centered learning strengthened by collaborative, cooperative, active, and meaningful learning. However,

concerning the confirmation of the implementation with lesson plans, based on the indicators, learning objectives, learning materials, learning media, scientific stages, and Scientific Approach model (discovery learning, inquiry learning, problem-based learning, and project-based learning), the teachers still have to underline and mention the Scientific Approach model and state learning objectives. Furthermore, the other components have been presented well in both teaching and lesson plans.

The second previous study was conducted by (Ekawati, 2016) "The Implementation of Curriculum 2013: A Case Study of English Teachers' Experience at SMA LAB School in Indonesia". Her research investigates the implementation of the 2013 curriculum at SMA Lab School Pancasakti Tegal. The result shows that teachers do not implement the steps of the scientific approach and the basic concept of the 2013 curriculum (i.e. inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning) effectively since there arise students' problems, who are too passive in a class. The teachers also get problems in formulating achievement indicators and valuing students' attitudes (behavior) as it is quite abstract to measure.

The third previous study was conducted by (FAUZI, 2014) "The Implementation of the 2013 Curriculum in English Teaching Learning: A Case Study at Tenth Grade of SMAN 3 Kuningan". The implementation of 2013 curriculum in SMAN 3 Kuningan which already this curriculum said it

was good enough and give significant and influences towards the learning process and student abilities, and to implement in Indonesia generally they believe that 2013 curriculum can be implemented in Indonesia of course supported with teacher' creativity and readiness, government, facilitation and socialization implementation of the 2013 curriculum in all level school in Indonesia. We can look up the student's response to the implementation new curriculum 2013, there are so many problems toward this crucial subject, like teacher's preparation in the teaching and learning process, student's readiness toward the learning subject in the new method forced up to the students. Teachers and students have a central change of this problem, so both of them should be prepared well. Here some of the problems related to the implementations 2013 curriculum above are Teacher's Mindset, School Preparations, and Student's readiness. There are some problems; there would be the solutions for those problems above are Teacher's training, Preparation of Textbook, Learning device and Education governance. So, if the government wants to change the curriculum, they must prepare well the learning device such as Syllabus, Kinds of variety of Lesson Plan, etc. because the new curriculum still uses the School Based-Curriculum as the learning device.

These three research studies had certain things to take to support the researcher's research. These previous studies were done especially for online learning and it gave the enlightenment for the researcher to add and

deepen the understanding of the research which were already done by the previous researchers.

G. Conceptual Framework

Learning English is carried out to achieve the learning objectives set out in the curriculum. Therefore, the learning carried out must be following the existing learning model in the curriculum. One of the recommended learning models in the 2013 curriculum that is now being implemented is the scientific approach with the stages of observing, questioning, experimenting, associating, and communicating. These stages require adequate time and activities that require student involvement collaboratively.

This pandemic period is certainly an obstacle for the implementation of learning following the steps of the scientific approach because learning is carried out online and in a shorter time. It is necessary to pay attention to how the 2013 curriculum is implemented; the implementation of online English learning in Junior High Schools during this pandemic requires an effective strategy in the teaching and learning process. In online English learning, students have obstacles such as teaching and learning is boring, being unable to concentrate very well, having no good connections, and nobody accompanies them at home that makes them get bored easily. Those conditions contribute to the success of the achievement of the targeted competes. The diagram of the conceptual framework can be observed below.

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┌─────────────────────────────────────────────┐
│   The purpose of 2013 Curriculum            │
│   implementation in ELT                     │
└─────────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────────┐
│   Online English teaching and learning     │
│   during pandemic era                       │
└─────────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────────┐
│   Shorter time allotment                    │
└─────────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────────┐
│   Obstacles: Media, and students' physical  │
│   and physical and psychological            │
│   environment                               │
└─────────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────────┐
│   The 2013 curriculum implementation is not │
│   optimal: oserving, questioning,           │
│   associating,experimenting and             │
│   communicating                             │
└─────────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────────┐
│   The targeted competence is not reached    │
│   optimally                                 │
└─────────────────────────────────────────────┘
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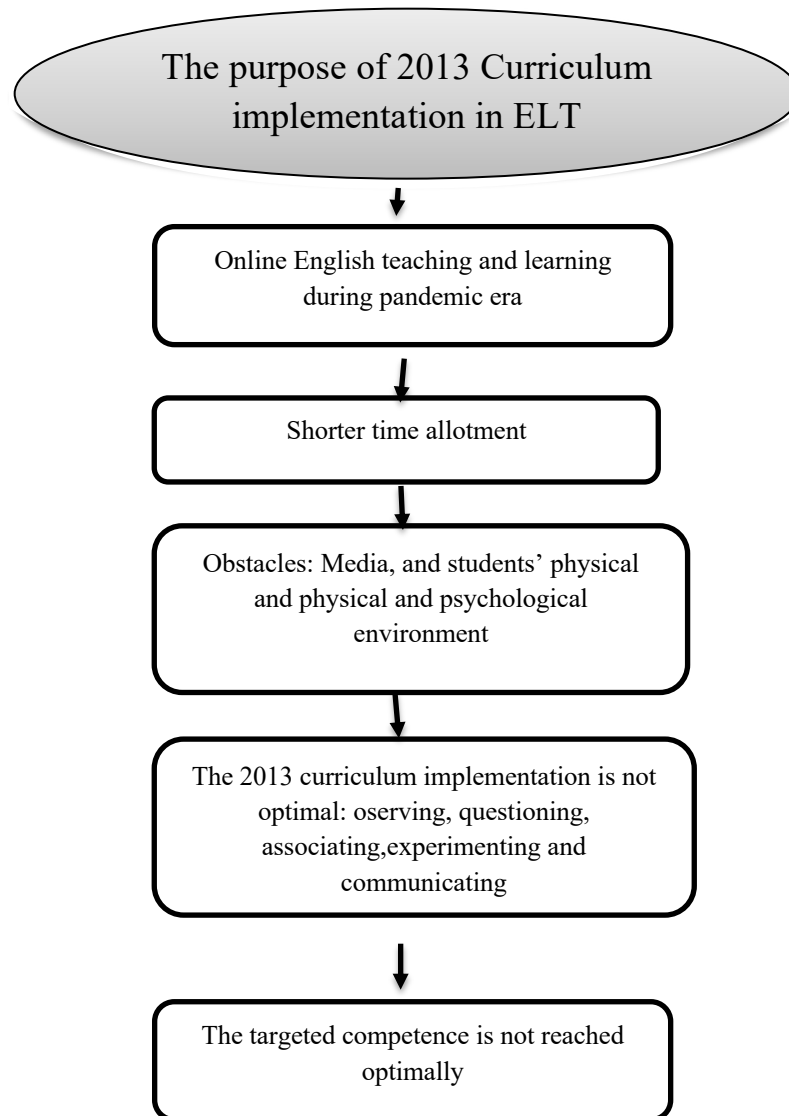
Figure 1: Conceptual Framework

CHAPTER III
RESEARCH METHOD

A. Research Design

Sheman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situations. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptively collected in the form of words or pictures rather than numbers.

This research includes the type of case study using quantitative and qualitative methods. The case study has the characteristics as stated by the experts as a study that is conducted intensively, detailed, and in-depth toward an organization, institution, or certain phenomenon. The case can be an individual, an institution, or a group considered as a unit in the research.

Correlating to the explanation, this research was a case study because of its characteristics. This study attempts to explore certain information about a phenomenon or case of a subject. The case of this research was students' problems in the teaching and learning process and also related to English language teaching at SMP Joannes Bosco Yogyakarta.

B. Research Setting

1 Place of Research

The setting of the study was at SMP Joannes Bosco Yogyakarta especially for 7th grade students. It was located at Jl. Melati Wetan No.53, Baciro, Kec. Gondokusuman, Kota Yogyakarta, Daerah Istimewa Yogyakarta 55225. The researcher selected this school because the researcher has been teaching in this school since 2019 until now. SMP Joannes Bosco Yogyakarta is a private school that has 3 main identities; those are UTUH, CERDAS and CINTA KEBENARAN. This school also has the achievement, which are the 1st Winner of the Free Fire & AOV Student Tournament "Youth National Esports Championship" from Fruti tea, 2019, the 2nd place in the Geguritan competition for the Yogyakarta City Level SMP/MTs category, 2019.

2 Time of the Research

The researcher researched the teaching and learning process in the class because the researcher is also an English teacher in this school. The researcher began to conduct the data collection on December 16th, 2020 in the school. The data analysis was done from January until February, as well as researcher, consulted the revision to the consultants from January until the end of June.

C. Research Subject

The research subjects were both a senior English teacher and 42 students of 7th grade of SMP Joannes Bosco Yogyakarta. The researcher selected the 7th grader students because they were in the first time studying at SMP Joannes Bosco during online learning. The senior English teacher was graduated from Sanata Dharma University and he has been teaching in this school for more than ten years. This teacher has many experiences in teaching and also joining lots of workshops and seminars.

D. Research Instrument

Data is a raw material that needs to be processed to produce the information, both qualitative and quantitative data that show the facts. On the other side, data is material information about the object of study. The data can be found by observation, interview, and documentation.

The researcher gained the data by using some instruments to achieve the objective of the research, there were:

1. Interview Guidelines

In this research, the researcher gave the questions related to the 2013 curriculum implementation in the ELT process. The researcher asked some questions to the English teacher at SMP Joannes Bosco Yogyakarta such as the development of the syllabus, lesson plan, and material. The researcher also asked about teaching strategies and the implementation of the

scientific approach in English learning process. The researcher recorded the audio of the interview when the interview went on.

2. **Zoom Camera**

In this research, the researcher used the zoom camera to screenshot the data needed during the process of English teaching and learning. The researcher also took the picture of the documents such as lesson plan, syllabus, and curriculum.

E. **Data Collecting Technique**

The researcher used several data collecting techniques to obtain the research data. The collecting technique is highlighted as follows:

1 **Observation**

In the observation, the researcher watched the recording of English language teaching in the SMP Joannes Bosco Yogyakarta. In observing the English language teaching, the researcher focused on basic competence, indicator, teaching activity (opening, while, and closing), and scientific approach.

The observation was made from December 2nd to 10th, 2020. Fortunately, the researcher was also a teacher who taught in this school so the observation could be done in flexible time.

2 Interview

In the interview, the researcher interviewed the senior English teacher at SMP Joannes Bosco Yogyakarta. An interview was done on December 11th, 2020. In interviewing the teacher, the researcher focused on the curriculum, teaching and learning procedure, teaching and learning strategies, the method, the media the assessment, and teacher qualification.

3 Documents

In the documents, the researcher found the written document such as syllabus and lesson plan to match what is planned and acted in teaching and learning. The researcher also found the curriculum in the school to know the basic competence and indicator.

4 Questionnaires

The researcher created the questionnaires which were appointed to the students to know their problems and difficulties in online learning. There were 12 items that they had to answer. The questionnaires were about the students' difficulties and problems that they encountered during online learning.

F. Data Analysis Technique

According to Miles and Hubberman (In Sugiyono, 2007: p.204), is collecting data, reduction of data, presentation of data and the last step is conclusion. The techniques are as follows.

1. **Reduction of Data**

   Reduction data are a simplification through selection and it is focusing raw validity data become meaningful information, so easy to make a conclusion.

2. **Presentation of Data**

   Data displays organize, compress, and assemble information. It makes the data compact and immediately accessible - so that the researcher can see a large amount of data at once, begin to understand what is happening, and start to draw justified conclusions. There are many different ways to displaying data – graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, etc.) - and any way that moves the analysis forward is appropriate. Displays are used at all stages, since it enables data to be organized and summarized, it shows what stage the analysis has reached and it is the basis for further analysis. Presentations of data contain collection of information that arranged systematically and easy to understand.

3. **Conclusion**

   Conclusion is a last step in data analysis, we must look the results of data reduction, keep refer to problem statement in the purpose to be achieved. Data has been arranged and compared between one to other, it is to make a conclusion as an answer of the problem.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and their discussion. The research findings summarize the observation and interview of an English teacher as well as the strengths and weaknesses of the implementation of the 2013 curriculum in the ELT process. The research discussion describes and explains the finding in detail.

A. RESEARCH FINDING

In conducting this research, the researcher collected the data through the observation by recording the whole activity in teaching and learning process, the document from the teacher such as lesson plan and syllabus of teaching, and interview a senior English teacher to know how the teaching and learning of English at SMP Joannes Bosco Yogyakarta. The researcher also gave questionnaires to the two classes that consist of 50 students but for almost a month it was about 42 students who returned the questionnaire.

1. The 2013 Curriculum in ELT Process

In getting the data for teaching and learning English, the researcher conducted the observation by recording the teaching and learning process from the opening until the closing of the class. The researcher also conducted interviews and documentation (syllabus and lesson plan).

In this school, there is a policy about the 2013 curriculum that the school can choose three or four of the steps in the scientific approach to be applied in one meeting. The example for one meeting teacher applies only observing and questioning. The rest of the steps can be applied in the next meeting in case there is no plenty of time to apply the five steps of the scientific approach. This statement has been stated by the teacher during the interview that he did not apply the scientific approach effectively or optimally during online learning.

The aim of the teaching and learning process was that students could know some new vocabulary from the text; students could show the structure of the descriptive text. In the teaching and learning process that has been done through zoom meeting, the researcher found out that teacher gave the tenses of simple past and past continuous tense so that students could understand the description of things, animals, as well as students could know how to describe a person, a thing and many more.

a. **Opening Activity**

In the opening activity, a teacher read the attendance list of the students, and then a teacher greeted the students before starting the teaching and learning process then he asked one of the students to lead a prayer first. The extract is as follows:

Teacher: reading attendance list….
Teacher: **Good morning everyone**, we will continue our material but before that, one of you lead a prayer, *berdoa. Saya minta Nares pimpin doa.*

The teacher created the teaching strategy by greeting the students and asking them to get ready to start the teaching and learning process. The English teacher spoke in mixed language between English and Bahasa Indonesia. In the lesson plan, it showed also that teacher wrote that there was a greeting to the students before beginning the teaching and learning process.

It is also found that in the teacher's lesson plan, a teacher wrote that he greeted the students and created the English atmosphere in the class, and also invited the students to have a short prayer before they start the teaching and learning process. A teacher also read the students' presence list to check the students that were absent in the English teaching and learning process. The evidence of the lesson plan can be seen as follows:

Table 1: Teacher's Lesson Plan (Introduction Activity)

Tahapan	Kegiatan
Pendahuluan	➢ *Guru menyapa siswa menggunakan bahasa Inggris untuk menciptakan lingkungan bahasa Inggris* ➢ *Guru dan siswa berdoa bersama* ➢ *Guru memeriksa kehadiran siswa* ➢ Brainstorming ➢ *Guru menanyakan keadaan siswa.*

The lesson plan in Table 1 showed that the teacher wrote that he asked the students' condition whether they were in good condition, good mood, healthy or opposite of them. On the other hand, it was proved that teacher did not ask the students' condition during the opening activity.

After the presence list, the teacher invited the students to pray and greet them by saying "good morning" and then directly asked them to continue to review the previous subject that has been given to the students one week before.

After the prayer.

Teacher: Nah *kita akan kembali membahas tentang* **simple present continouos tense** *atau* **present**

After the prayer finished, a teacher showed the previous material that has been discussed before to review the students' understanding and tried to ask few students about the previous material. A teacher showed the presentation in the slideshow about the students' homework to discuss together. The discussion was about simple present and continuous tense.

In conclusion, the teacher almost applied the activities in the opening of the class before they continued to begin the teaching-learning process. The teacher greeted the students and reminded the previous material but he did not ask about students' condition in the opening activity.

b. Main Activity

1) Observing

In this step, the teacher did not tell the students about the purpose of the teaching and learning process. The teacher directly told the students about what they have been discussed before.

> Teacher: **Okay, last week we have talked about present simple and present continuous tense**, *iya kan. Minggu lalu kita sudah melihat simple present dan present continuous tense.*

It is supported by the lesson plan which the teacher has done. Before going to the past continuous tense, a teacher tried to review the previous material that had been taught. The previous material had been uploaded into Google classroom and it is highlighted as follows:

Table 2: Material in Google Classroom
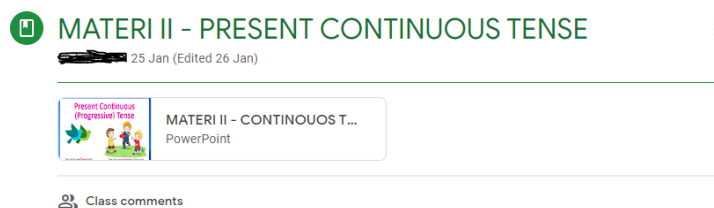
A teacher also stated that he tried to relate the previous material to the material that he was going to teach at that time. The teacher's lesson plan can be seen as follows:

Table 3: Teacher's Lesson Plan (While-Activity)

Tahapan	Kegiatan
Inti	*Mengamati* ➢ *Guru mengaitkan pelajaran yang akan dipelajari dengan pelajaran sebelumnya.*

As stated in the observing method that the activity can be watching or listening to a video of the conversation, reading a book, text, magazine, or posters. It showed that teacher did not apply the activity in the observing (such as watching or listening to a video, reading a book, text, and so on). He only tried to relate the previous material to the new material.

It can be concluded that the teacher directly told the students about what they had learned in the previous meeting and he also did not give the basic competence and apply the activity (such as watching or listening to a video, reading book, text, etc.) in the observation activity.

2) **Questioning**

The questioning step is the effort of students to construct knowledge about social functions, linguistic elements/language features, and text structure. In the explanation of the material, the teacher explained the past continuous tense. The PowerPoint can be seen as follows:

Table 4: PPT of teaching

During the process of teaching, students only asked a teacher about the use of TO BE to make sure that they were right. The student's question can be seen below as follows:

> Teacher: *....Ingat ada kata sedang tetapi kejadiannya dimasa lalu maka itu yang disebut sebagai* **past continuous tense**. *Penggabungan antara* **past tense dan continuous tense**. *Ciri-ciri past tense itu kan verb kedua, ciri-ciri* **continuous tense** *yaitu* **To Be verb ING**. *Jadi* **ING** *ini digabungkan dengan. Maka gabungannya adalah menjadi* **TO BE verb ING** *tetapi dalam bentuk* **past tense**. *Nah* **TO BE** *untuk past tense apa? Ada dua yaitu* **WAS dan WERE.....**
>
> Student: *Jadi yang berubah cuma* **TO BE** *nya doang*, sir?
>
> Teacher: *Iyaa yang berubah hanya* **TO BE** *nya saja….*

It is found from the explanation above that teacher did not give the opportunity to the students to ask the questions. He only kept explaining the material and if the students did not understand, they could ask directly to the teacher while he was explaining the material.

The evidence of teacher's statement can be seen from the interview as follows:

> *Karna situasi seperti sekarang ini jadi ya saya terus menjelaskan pada siswa tapi kalau mereka tidak paham, mereka bisa tanya langsung.*

On the other hand, a teacher wrote in the lesson plan that he gave the opportunity to the students to ask questions. During the teaching and learning process, the researcher did not find the activity that the teacher gave the students the opportunity to ask questions. The teacher's lesson plan is highlighted as follows:

Tabel 5: Teacher's Lesson Plan (While-Activity)

Tahapan	Kegiatan
Inti	*Mempertanyakan* ➤ *Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan siswa memberikan umpan balik tentang materi (materi tentang fungsi sosial, frasa yang terkait dengan materi, dan elemen linguistik).*

In conclusion, the teacher did not apply the questioning part. He only kept explaining the material and he would let the students ask directly if they did not understand. A teacher also did not give the opportunity for students to ask questions. In the lesson plan, actually, he wrote the statement that he would give the opportunity to the students to ask the questions.

3) Experimenting/Collecting Data

In the experimenting activity, students get authentic learning. In experimenting, students have to read other sources such as reading texts or books or other sources, etc. The teacher provided the texts to be read by all the students to develop the ability to communicate and collect information. The activity can be seen as follows:

Table 6: Picture of the text

Teacher: Di **continuous tense** *dalam bentuk lampau. Coba dibaca sekarang, Sekar.*

Student 1: **To my right, there was a young woman. She was eating a huge dish of ice cream. She was enjoying it.**

The explanation above proved that teacher applied the experiment activity in his class by providing the text to be read by the students to develop their ability and understanding of the material given. During the teaching and learning process, it was not found that the teacher would ask the students to read or browse from other

sources but in the interview, he stated that students could browse from other sources to develop their understanding. The statement is highlighted as follows:

> *Kalau di bagian experimentnya saya memberikan gambar berupa teks yang harus siswa baca dan pahami. Untuk sumber lain siswa arahkan untuk bisa lihat-lihat di internet atau youtube lah.*

It was revealed that the teacher gave the text to be read by students but he did not ask the students to browse or learn from other sources. Here also, the teacher explained the grammar of past tense to the students. Students were guided to use the grammar correctly by doing an activity that interested the students to be brave to speak and give the idea. It was also supported in the teacher's lesson plan that can be seen as follows:

Tabel 7: Teacher's Lesson Plan (While-Activity)

Tahapan	Kegiatan
Inti	**Mengamati** ➢ Siswa memperhatikan fungsi sosial, struktur teks, elemen linguistik, serta format pengiriman / prosedur entri teks.

In the lesson, a teacher wrote the experiment activity in his lesson plan and applied it in the teaching and learning process in the

online class. Students were asked to analyze and experiment with the text or the picture that has been shown by the teacher.

In conclusion, the teacher could apply the experiment activity and guided the students to experiment by giving them the texts to be read but the teacher did not ask the students to read or browse from other sources. He only stated the argument that he let the students browse from the internet, on the other hand, during the teaching and learning process, the teacher did not ask the student to do that.

4) **Associating**

In this stage, students and teacher was engaged in learning activities, such as text analyzing, and categorizing. The text that had to be analyzed is highlighted as follows:

Table 8: Text Analyzing
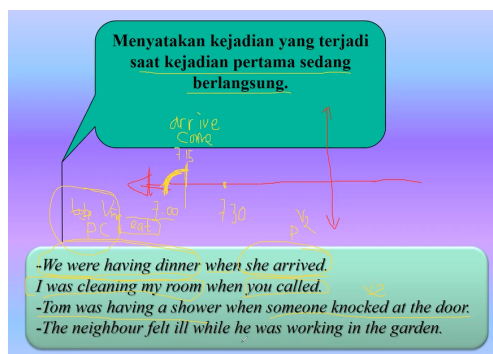
In the picture above, the teacher provided the text to be analyzed by the students. The teacher created the text that included past tense inside so that students could process the information from

the teacher and draw a conclusion out of that information. In the lesson, it can be seen that teacher provided the associating activity.

Tabel 9: Teacher's Lesson Plan (While-Activity)

Tahapan	Kegiatan
Inti	**Mengasosiasi** ➤ Peserta didik menganalisis pola kalimat past tense.

The lesson plan showed that the teacher provided the text to be analyzed by the students. A teacher also created the text about past tense.

In conclusion, in the teaching and learning process, the associating method was applied by teacher in online learning. A teacher also created the text included the past tense inside and students analyzed the text.

5) Communicating

Communicating is the ability to conclude the facts that have been observed and experimented with. One of the activities in communicating is that asking the students to read their work in the class. In this activity, a teacher asked the students to read their work correctly. Students and teacher activity can be seen as follows:

Student 1: **Ohh. Where is Mr. Johnson? He is driving**

Teacher: *Jangan lupa ada* **TO BE** *nya. Jangan lupa, itu yang paling penting dalam* **simple present continuous tense**. *Selain verb –ing harus ada TO BE nya*. **He is driving**. *Jangan lupa TO BE. D, Farel..*

Student 2: **My mother usually gets up at seven o'clock**

Teacher: **Gets up**. *Pake S ya usually my mother, satu*

In the activity above, students had to fill in the missing part and then showed the work that they did then they read them. The teacher only asked the students to read their work and they were guided to focus and improve their knowledge of grammar. Students are asked to do tasks focusing on grammar (sentence-based) as well. The evidence is as follows:

Table 10: Students' work
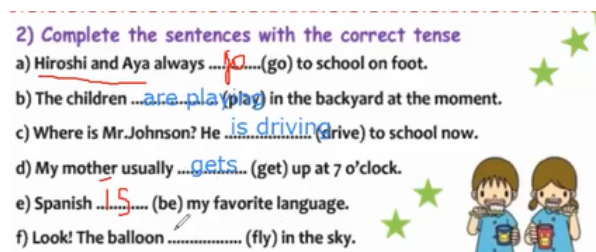
The screenshot above showed the work that had been done by the students was read loudly. In the interview, a teacher noted that in the communicating step, he asked the students to read the result of their work and in case the mistakes can be discussed together. The statement can be seen as follows:

Di tahap communicating, saya meminta siswa untuk membacakan **hasil kerjaan** *mereka saja, nanti kalau ada yang salah ya kita benerin sama-sama begitu.*

In the lesson plan, a teacher also wrote that students showed the result of their work. The lesson plan can be seen as follows:

Tabel 11: Teacher's Lesson Plan (While-Activity)

Tahapan	Kegiatan
Inti	**Mengkomunikasi** ➢ Peserta didik menyajikan hasil analisis unsur kebahasaan berupa pola kalimat simple presesent dan continuous tense.

In conclusion, the teacher applied the lesson plan that he had designed for the teaching material in his online class. A teacher also asked the students to read the result of their work after they had finished filling the missing part. In the interview, a teacher also stated that if there were mistakes, students and teacher would fix the students' work and discuss it together.

c. **Closing Activity**

In the closing activity, a teacher asked the students if there were any questions before ending the class. Then, a teacher asked the students to do the homework and it had to be submitted soon. A teacher

asked one of the students to lead a prayer before they ended the teaching and learning. It can be seen below as follows:

> Teacher: *Itu aja. masih berhubungan dengan* **past continuous tense** *dan* **past tense**, *oke yaa itu untuk luring nya nanti. Saya minta benar benar dikerjakan, okee? Ada yang mau disampaikan? Tidak ada? Oke kalau tidak ada kita tutup pertemuan pada hari ini. silahkan dipimpin, tadi siapa ya? Nares ya, oke Nares?*

In the lesson plan, a teacher wrote that there was a conclusion about the teaching and learning process, students reflected about what they had done during the teaching and learning process as well as they answered the teacher's questions. The lesson plan can be seen as follows:

Table 12: Teacher's Lesson Plan (Closing-Activity)

Tahapan	*Kegiatan*
Penutup	➢ *Guru menyimpulkan pembelajaran.* ➢ *Siswa merenungkan kegiatan yang telah dilakukan* ➢ *Siswa menjawab pertanyaan yang diberikan oleh guru.*

It can be proved that the teacher reviewed the material that he has given to his students. On the other hand, the researcher did not find the reflection of the students at the end of the teaching and learning process. It also could be seen from the teacher's explanation in the recording above.

In the interview, the teacher answered that he applied the scientific approach in his teaching and learning process but he could not

one hundred percent apply the scientific approach due to the pandemic situation. The teacher's statement is presented as follows:

> *Untuk* **scientific approach** *mungkin ya tapi tidak mutlak, tidak 100 persen saya menggunakan scientific approach karena situasinya berbeda dengan situasi di classroom ya tetapi saya tetap membuat anak anak untuk mencari ilmunya istilahnya* **mediator ya, perantara**. *Memang agak susah di saat ini tetapi kita tetap berusaha untuk anak anak mendapatkan sendiri lewat media media seperti zoom, google atau website website yang kita pilihkan*

In conclusion, a teacher only asked the students if there were any questions before ending the class. Then, a teacher asked the students to do the homework and it had to be submitted soon. A teacher asked one of the students to lead a prayer before they ended the teaching and learning. The teacher applied the scientific approach in his teaching and learning process but he could not one hundred percent apply the scientific approach due to the pandemic situation.

2. **Strengths and Weaknesses of 2013 Curriculum in ELT Process**

   a. **The Strengths of the 2013 Curriculum in ELT Process**

      1) **The process of ELT**

         In the process of English teaching-learning, students had the facility to study from their homes during online learning. The statement of the teacher in the interview showed that the school had provided the facility such as zoom media for teachers to be able to

teach the students effectively. The statement of the teacher could be seen as follows:

> *Untuk media pembelajaran yang jelas saya memakai powerpoint kemudian untuk interaksinya saya memakai zoom, kemudian untuk tugas tugas ataupun proyek saya menggunakan* **Google classroom.**

From the statement above, a teacher used zoom to explain the materials to the students. He also used Google classroom to give the homework and material to the students. The material in Google classroom can be seen below:

Table 15: Google Classroom

In conclusion, almost all of the students had the media or device to support their learning at home during online learning. There are only several students who had the device but could not be used very well. The teacher used the Zoom media application to explain the material and gave the assignment through Google Classroom.

2) Media Use in ELT

The use of media in English language teaching helped the teacher a lot, especially during the pandemic situation. The teacher's statement can be seen from the interview as follows:

*Untuk saat ini iyaa, sangat membantu sekali karena ya memang tidak ada kesempatan untuk bertemu dengan anak anak maka ya kita lewat **Zoom** ya itu sangat membantu sekali walaupun secara pembelajaran mungkin efektifitasnya kurang tetapi ya sangat membantu sekali di masa pandemic ini.*

A teacher used a zoom meeting application to teach the students during the online learning. The use of zoom media helped the teacher in teaching the students. The process of teaching and learning through zoom meeting application can be seen as follows:

Table 16: English language teaching via Zoom
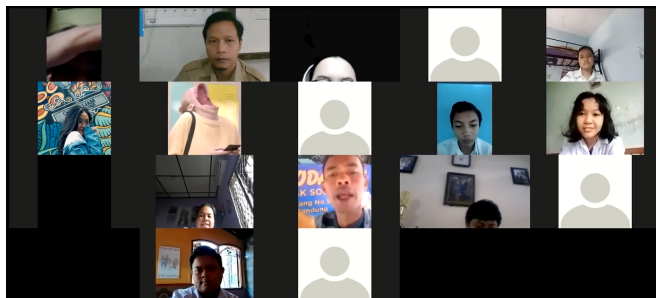
It is also supported by the teacher's statement from his interview about the difficulties during an online learning situation. A teacher stated in the interview that he did not have any difficulties from school during online learning but it might happen to students.

The majority of the students were living in the city, so the network had no problem. The teacher statement can be seen below:

> *Kalau **kendala** dari **sekolah itu sendiri tidak ada**, kendala mungkin banyak yang ada di **siswa** jadi banyak ada siswa yang mungkin kesulitan dalam internet mungkin kesulitan dalam alat alat,dalam arti misalnya computer, laptop maupun smartphone mereka tapi secara umum kendala di kota Jogja kebetulan kita sekolahya di kota dan anak anak juga kebanyakan juga tinggal di sekitaran kota jadi untuk sinyal, untuk kuota internet saya rasa tidak menjadi kendala yang berarti mungkin gadget aja masing-masing siswa yang berbeda.*

3) Students' Task/Activity

In online learning, a teacher assessed the students by sending the assignment through Google classroom and could give the score. The teacher's statement is highlighted as follows:

> *Yaa saya **mengirimkan tugas lewat** **Google Classroom** kemudian kita koreksi bersama ketika pertemuan selanjutnya ataupun koreksi secara mandiri saya sendiri, penilaian tugasnya mungkin bisa seperti itu di masa pandemi ini.*

A teacher gave the material to the students through Google classroom and students could hand in or submitted it if they had already finished their assignment. A teacher also could give the assessment from Google classroom.

Table 17: Task from Google Classroom

4) **Students do not have the problems during online learning**

Chart 1: Students' Trouble

There were so many problems encountered by the students when they were doing online learning from home whether it was due to the network, media, nor their own will and motivation to do the online learning from home. Another reason was because of the teaching strategy that was not fun during the teaching and learning process. There were 30% of students who agreed and 7% of students were strongly agree if they had any obstacles during online learning. On the other hand, there were 40% of students disagreeing and 21% of

students strongly disagreeing and stated that they did not have many problems and obstacles when doing the online learning.

In conclusion, students did not have any problems since they had the network, media, or device at home to join the online teaching and learning process. This was also could be the strength in the online learning process.

b. **The Weaknesses of the 2013 Curriculum in ELT Process**

1) **The teaching and learning is boring**

<div align="center">

Chart 2: Students' Boredom

</div>
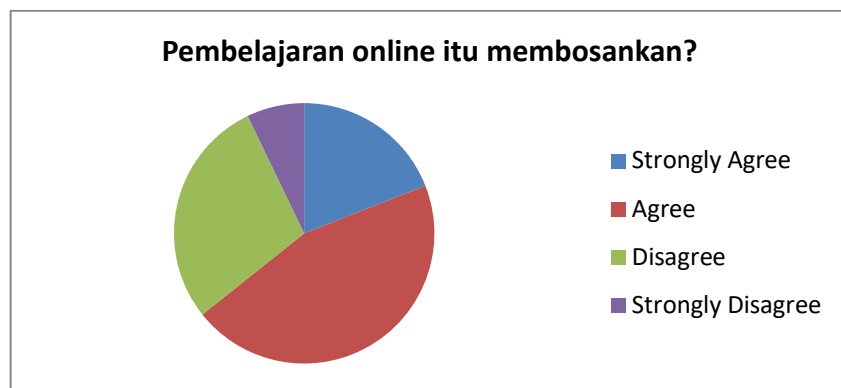
The students' perspective about the online teaching and learning process was various. On this occasion almost 45% of students responded that the teaching and learning process was boring due to online learning, 19% of students strongly agree if the teaching and learning was boring. There were only 28% disagree and 7% strongly disagree if the teaching and learning process was boring.

It can be seen from the result above that almost 64% of students believed and stated that the teaching and learning was boring for them.

2) **Students' difficulties in English Online Learning**

Chart 3: Students' difficulties

Saya merasa kesulitan dalam Bahasa Inggris dimasa pembelajaran online ini?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
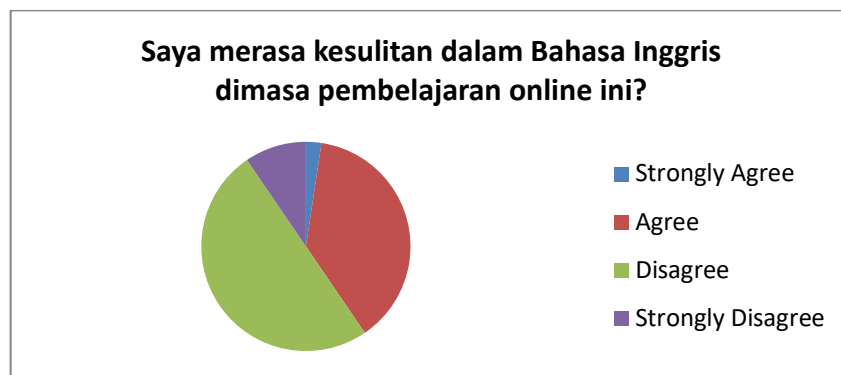
The perspective from the students was about their difficulty during online learning. In the chart above, almost 50% of students stated that they disagree and 9% of students strongly disagree that they found difficulty during online learning. They could follow the teaching and learning process very well and also approximately 38% percent of students stated that they agree and 2% strongly agree that they find it difficult.

It can be concluded that around 42 students returned the questionnaires to the researcher in the Google form, 25 students could follow the online learning very well and 17 students could not follow the online teaching effectively due to some reasons and problems. It

means that during online learning, students could follow the material and they did not have difficulty to join the online teaching and learning process.

3) **Students do not have a good internet**

Chart 4: Students' Internet Connection
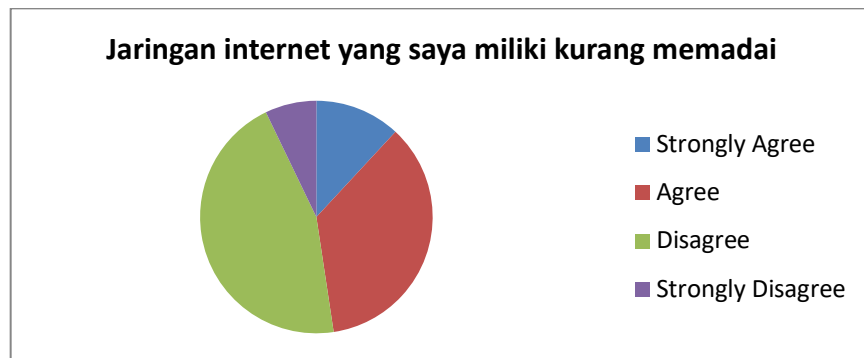
The internet or network affected students' performance when doing online learning from their homes. From the survey, there were 35% of students agree and 11% of students strongly agree that they did not have a good internet connection at their home. On the contrary, there were 45% of students disagreeing and 7% of them were strongly disagreeing about this statement. It meant that they had a good internet connection at their home, and they could follow the teaching and material very well and effectively.

It can be concluded that the teaching and learning process done by the school could be followed by almost all of the students during online learning. The rest of the students who did not have a

good internet connection at their home actually could follow the teaching and learning process even though sometimes the network was suddenly bad.

4) Students cannot concentrate during online learning

Chart 5: Students' Concentration

Saya kurang konsentrasi saat pembelajaran online

- Strongly Agree
- Agree
- Disagree

Online learning could not make the students concentrate very well due to any reasons. It can be seen from the response of the students, there were 71% of students wrote that they could not concentrate during online learning. It was also supported by the other students, there were 7% of students strongly agree that they could not concentrate very well. There were only 19% of students stated that they disagree that they could not concentrate very well during online learning.

The conclusion from the result above was that there were only a few students who could not concentrate very well during online learning due to different problems.

5) **Nobody accompanies the students when learning at home**

Chart 6: Students Situation at home

Tidak ada yang mendampingi saya ketika belajar dari rumah

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

When being asked that nobody accompany the students during studying at home, 42% of students disagree and 21% of students strongly disagree about this. It meant that almost most of the students were accompanied by their parents or other people during studying from home. On the other hand, there were only 28% of students agree and 7% of students strongly agree that nobody accompanied them during online learning.

The conclusion was that almost most of the students were helped by their parents when they needed some help. Their parents helped the students when they were doing the online learning at home.

6) Students are easily to get bored when the teaching and learning process

<p align="center">**Chart 7: Students' Boredom**</p>

Saya mudah merasa bosan saat pelajaran

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

During the online teaching and learning process, it can be known that most of the students found it hard to follow the material effectively due to some reasons. From the students' perspective, it was found that there were 50% of students agree and 9% of students strongly agree that they got easily feel bored when doing online learning done by the school. The rest of the students stated that they did not feel bored easily.

From the result, it can be concluded that the students in the school got easily feel bored when they were doing online learning at home.

B. DISCUSSION

The following paragraphs are discussions based on research findings. Two research questions are focused on; the 1st regarding the implementation of teaching and learning English process and the 2nd is about students' difficulties based on students' response. This Chapter is connected to previous research done by previous researchers regarding teaching English in a foreign language context.

1. The 2013 Curriculum Implementation in ELT Process

The teaching and learning process during online learning was different from face-to-face learning. The data which are taken through recording and interviews showed that during online learning, a teacher could not implement the scientific approach optimally to the students. The implementation of the scientific approach in teaching and learning English virtually had problems, for example, in the observing activity; the activity was different from the lesson plan. In the questioning activity; students should make or ask the questions but the teacher did not give the opportunity for students to ask. In the experimenting activity; students collected the data or could read from another source and it was supported from the teacher's interview but on the other hand, the teacher did not give a few words to students to browse from another source such as the internet, etc. In the associating and communicating activity, there were no

problems because the teacher applied it according to the lesson that he made.

The result of the research that was conducted by (Zaim, 2017) about "The implementing scientific approach to teach English at senior high school in Indonesia" concluded that the five steps of the scientific approach, could not be implemented optimally, in particular in observing and questioning steps optimally yet. Meanwhile, in experimenting and associating the teachers had applied them well, and in communicating the teachers had applied them optimally. In the observing activity, a teacher gave students a wide opportunity to recognize and be acquainted with the things to be learned. In teaching and learning English, observation can be done through the activities of seeing the object, reading, or listening but the problems faced by the students in observing were they have limited vocabulary to express the idea related to the things that they observed so that some students just keep silent. In the questioning activity, some students still have limited vocabularies only some students were eager to ask questions. It was seen that some students felt afraid of making mistakes. In the experimenting activity, the problem faced by the teachers was about the time. The time was too short for the students to comprehend the reading text and to follow the experiment procedures. In the associating activity, some students got difficulties in comparing information given with other information since they have limited

vocabulary to understand the text and to express their idea related to the information that would be associated. In the communicating activity, the problems of implementing this stage were related to the limited time available so that only a limited number of students can communicate what they have done in front of the class. Besides, the students who had low competence in English were not confident to perform in front of the classroom.

2. **The Strengths and Weaknesses of 2013 Curriculum Implementation in ELT Process**

The strengths and weaknesses of online learning were various such as the teaching and learning was boring, students could not concentrate very well, nobody accompanied them at home, students got bored easily, students did not have a good internet connection, and so on. Most of the students participated in online learning. Few students acknowledged that the teaching and learning was boring for them though they could concentrate well during the teaching and learning process with their parents' companion. In the online teaching and learning process, most of the students had good internet connections in their home but the problem was that they got bored easily during the online class.

In brief, few students of SMP Joannes Bosco Yogyakarta did not have a really serious problem during the online learning. The problems

encountered by the students when they were doing online learning from home were due to the network, media, and boredom. Another reason was because of the teaching strategy that was not fun during the teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented a conclusion and suggestion for the research. The conclusion consists of a summary of the research findings. The suggestion proposed some crucial suggestions to school institutions, teachers, students, and other researchers.

A. CONCLUSION

This research is qualitative and quantitative. The research was focused on the English teaching and learning process and about students' difficulties during online learning at SMP Joannes Bosco Yogyakarta.

1. The 2013 Curriculum Implementation in English Teaching and Learning Process

In this school, there is a policy about the 2013 curriculum that the school can choose three or four of the steps in the scientific approach to be applied in one meeting. The example for one meeting teacher applies only observing and questioning. The rest of the steps can be applied in the next meeting in case there is no plenty of time to apply the five steps of the scientific approach. This statement has been stated by the teacher during the interview that he did not apply the scientific approach effectively during online learning.

The aims of the teaching and learning process are that students can know some new vocabulary from the text; students can show the structure of the descriptive text. In the teaching and learning process that has been done through zoom meeting, the researcher found that teacher did not apply the scientific approach (observing, questioning, experimenting, associating, communicating) effectively or optimally during online learning. The teacher did not apply the observation and questioning step. In the observation, the teacher did not give the activity (such as watching or listening to a video, reading books, text, etc) and he tried to relate to the previous material, in the questioning teacher only kept explaining and did not give opportunity for students to ask.

2. **The Strengths and Weaknesses of 2013 Curriculum Implementation in ELT Process**

The strengths and weaknesses of the 2013 curriculum implementation in the ELT process during online learning were various. The strengths were such as the process of ELT can be done effectively because students had the facility to study from home and they lived in the city area, the media use such as zoom was used by the teacher and it helped the teacher in ELT process during online learning, and students' task or activity was given through google classroom. The weaknesses were such as the teaching and learning was boring, students had no good

internet connection, students could not concentrate very well, nobody accompanied them at home which made them getting bored easily. In brief, in the communicating step, not all of the students could participate optimally.

B. SUGGESTION

1. For School Institution

The researcher hopes that the school institution can improve their quality in preparing the teaching and learning to be much better either online or offline. The researcher also expects to improve the quality of the school institution; the school needs to develop their service to be much better.

2. For Teachers

For teachers, hopefully, they can create creative learning and make the class as interesting as possible during the online learning so that the students do not get bored easily. During online learning, it is a bit hard to make the students pay attention one hundred percent but on the other hand, the teacher can do many things to interest the students to study.

3. For Students

For students, hopefully, the students do not get bored easily during online learning due to the pandemic situation. Students have to think that many teachers feel the same feeling. Students need to learn seriously even in

the pandemic situation because this is also the time for people to adapt to the technology. Soon or later during the pandemic situation or after the pandemic is done, the use of IT will be easy for us.

4. **For Other Researchers**

The researcher does hope that the other researchers can improve their research about the difficulty during online learning and also can use this research as guidance to improve your research.

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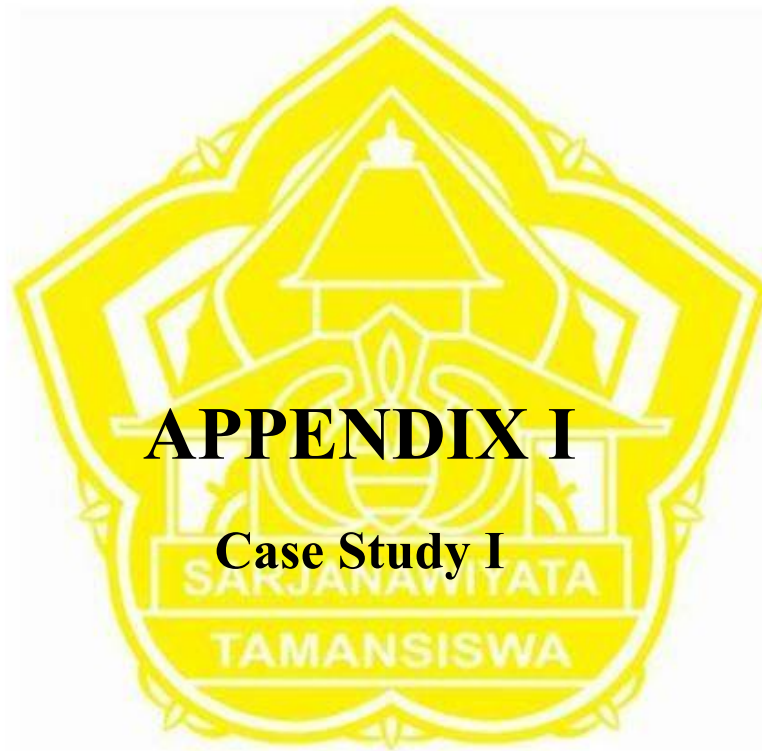
APPENDIX I

Case Study I

INTERVIEW

Interviewer : **Apa qualifikasi (latar belakang Pendidikan) Bapak/Ibu?**

Teacher : Untuk kualifikasi pendidikan saya pendidikan bahasa inggris Sanata

Dharma

Interviewer : **Apakah Bapak/Ibu pernah mengikuti seminar, workshop atau**

konferensi dalam dua tahun ini? Topik atau tema apa dari seminar/workshop/konferensi tersebut? Kompetensi (*pedagogic*, *professional*, *social* dan *personal*) apa yang ingin dikembangkan dari seminar/workshop/konferensi tersebut?

Teacher : Yaa ikut yang isinya macam-macam sih ada tentang metode

pembelajaran, ada tentang penilaian ya macam macam, cukup banyak worshop yang saya ikuti trus dari MGMP. Yang jelas untuk menambah wawasan kemudain untuk menggali kembali atau mengingat ingat kembali hal hal yang mungkin sudah terlupa ya. Untuk syllabus dan lesson plan itu kita ada panduannya ya selain dari kementrian kemudian dari MGMP kemudian untuk pengembangannya kita kembangkan bersama sama dari MGMP sekolah juga.

Interviewer : **Bagaimana Bapak/Ibu mengembangkan syllabus dan lesson**

plan? Apakah dilaksanakan sendiri atau kelompok (MGMP)?

Teacher : Untuk materi ajar tergantung dari kelas dan tergantung juga dari

jenjang pendidikan anak-anak. Untuk pengembangannya kita buat sendiri sendiri sesuai dengan kriteria kelas tersebut

Interviewer : **Metode mengajar Bahasa Inggris apa saja yang Bapak/Ibu**

gunakan untuk proses belajar mengajar khususnya selama masa online ini?

Teacher : Kalau dimasa online ini kita menggunakan metode blended learning

ya, perpaduan antara apa namanya online dan offline.

Interviewer : **Langkah pembelajaran (learning procedures/strategi seperti apa**

yang ibu/bapak gunakan dalam pembelajaran Bahasa Inggris?

Teacher : Langkah pembelajaran ya kalau dari blended learning itu kita

memberi materi atau pembelajaran lewat online, disana kita memberi materi kemudian ada tanya jawab dan sebagainya kemudian sesudah online selesai kita memberikan penugasan penugasan atau soal soal yang berkaitan dengan pembelajaran yang kita berikan lagi lewat sarana google classroom, offline seperti gitu.

Interviewer : **Apakah bapak/ibu mengimplementasikan** *scientific approach*

pada pembelajaran Bahasa Inggris? Mengapa iya/tidak?

Teacher : Untuk scientific approach mungkin ya tapi tidak mutlak, tidak 100

persen saya menggunakan scientific approach karena situasinya berbeda dengan situasi di classroom ya tetapi saya tetap membuat anak anak untuk mencari ilmunya istilahnya mediator ya, perantara. Memang agak susah di saat ini tetapi kita tetap berusaha untuk anak anak mendapatkan sendiri lewat media media seperti zoom, google atau website website yang kita pilihkan.

Interviewer : **Didalam kegiatan questioning, apakah Bapak juga memerikan**

kesempatan pada siswa untuk bertanya?

Teacher : Karna situasi seperti sekarang ini jadi ya saya terus menjelaskan pada

siswa tapi kalau mereka tidak paham, mereka bisa tanya langsung.

Interviewer : **Didalam kegiatan experimenting, apa saja yang Bapak lakukan?**

Teacher : Kalau di bagian experimentnya saya memberikan gambar berupa teks

yang harus siswa baca dan pahami. Untuk sumber lain siswa arahkan untuk bisa lihat-lihat di internet atau youtube lah.

Interviewer : **Didalam kegiatan Communicating, apa saja kegiatan yang**

dilakukan?

Teacher : Di tahap communicating, saya meminta siswa untuk membacakan

hasil kerjaan mereka saja, nanti kalau ada yang salah ya kita benerin sama-sama begitu.

Interviewer : Moda (*teaching mode*) apa saja yang Bapak/Ibu gunakan untuk

proses belajar mengajar khususnya selama masa online ini?

Teacher : Metodenya ya mungkin hampir sama seperti tadi itu pendekatannya

metodenya kita online dan offline kemudian ada penugasan proyek bersama

Interviewer : Media apa saja yang Bapak/Ibu gunakan untuk proses belajar

mengajar khususnya selama masa online ini? Berikan contoh? Seberapa sering Bapak/Ibu mengimplementasikan media tersebut dalam pembelajaran?

Teacher : Untuk media pembelajaran yang jelas saya memakai powerpoint

kemudian untuk interaksinya saya memakai zoom, kemudain untuk tugas tugas ataupun proyek saya menggunakan google classroom.

Interviewer : Apakah penggunaan media (mengajar atau pembelajaran???)

Yang Bapak/Ibu gunakan itu sangat membantu proses belajar mengajar? Mengapa? Berikan contoh.

Teacher : Untuk saat ini iyaa, sangat membantu sekali karena ya memang

tidak ada kesempatan untuk bertemu dengan anak anak maka ya kita lewat zoom ya itu sangat membantu sekali walaupun secara pembelajaran mungkin efektifitasnya kurang tetapi ya sangat membantu sekali di masa pandemic ini.

Interviewer : Bagaimana cara penilaian yang Bapak/Ibu berikan kepada

siswa dimasa pembelajaran online ini?

Teacher : Penilaiannya ada ya yang pertama melalui tugas dan ulangan harian

yang kedua melalui initeraksi saya dengan siswa lewat zoom, bagaimana keaktifan mereka saat pembelajaran dan bagaimana mereka dalam zoom itu misalnya selain aktif dalam menjawab pertanyaan ataupun soal mereka juga aktif ikut dalam kelas itu juga saya nilai juga

Interviewer : Bagaimana penilaian tugas/hasil pembelajaran?

Teacher : Yaa saya mengirimkan tugas lewat Google Classroom kemudian

kita koreksi bersama ketika pertemuan selanjutnya ataupun koreksi secara mandiri saya sendiri, penilaian tugasnya mungkin bisa seperti itu di masa pandemi ini.

Interviewer : Bagaimana Bapak/Ibu merencanakan kegiatan yang

Mendukung siswa dalam memahami materi pembelajaran (dirumah?) Adakah tugas terstruktur atau mandiri yang harus dikerjakan siswa?

Teacher : Iyaa ada tugas terstruktur dan mandiri, kita berikan di google

classroom. Harus diberikan contoh? Tetapi tetap ada tugas terstruktur dan tugas mandiri dan terstruktur dua dua nya lewat google classroom atau google form dan ada waktu untuk pengumpulannya.

Interviewer : Bagaimana motivasi siswa dalam pembelajaran Bahasa Inggris?

Teacher : Untuk motivasi siswa saya hanya bisa melihat keaktifan mereka

lewat zoom, rata rata ya mungkin 70 sampai 80 siswa aktif ya dalam pembelajaran tetapi kita tidak bisa memaksa anak ketika zoom itu apakah mereka benar benar focus dalam pembelajaran atau mereka ikut zoom tetapi disisi lain dia misalnya sambil nonton tv atau mendengarkan youtube atau apapun kita tidak bisa melihat itu jadi saya hanya bisa melihat keaktifan mereka saat tanya jawab.

Interviewer : Bagaimana Bapak/Ibu merefleksikan diri dalam rangka

meningkatkan kualitas belajar siswa?

Teacher   : Reflesi saya lakukan setiap selesai materi kemudian dengan melihat

juga hasil pembelajaran siswa, kalau rata rata itu diatas kkm hampir semuanya berarti saya anggap pembelajran itu berhasil tapi kalau rata rata dibawah kkm itu saya anggap pembelajarannya belum berhasil ya saya mencoba untuk mencari metode yang pas untuk pembelajaran itu dengan remedy atau apapun yang sesuai untuk meningkatkan rata rata tadi itu yang masih kurang jadi setiap selesai materi itu refleksi.

Interviewer   : Kendala apa saja yang ditemukan selama proses belajar

mengajar online (sinyal, media, fasilitas atau dalam proses belajar mengajar)?

Teacher   : Kalau kendala dari sekolah itu sendiri tidak ada, kendala mungkin

banyak yang ada di siswa jadi banyak ada siswa yang mungkin kesulitan dalam internet mungkin kesulitan dalam alat alat,dalam arti misalnya computer, laptop maupun smartphone mereka tapi secara umum kendala di kota jogja kebetulan kita sekolahya di kota dan anak anak juga kebanyakan juga tinggal di sekitaran kota jadi untuk sinyal, untuk kuota internet saya rasa tidak menjadi kendala yang berarti mungkin gadget aja masing-masing siswa yang berbeda.

Interviewer   : Jika waktu pembelajaran online dari sekolah tidak cukup atau

masih ada yang merasa kesulitan untuk memahami, apa yang Bapak/Ibu lakukan?

Teacher   : Ya ini berlaku untuk semua juga matapelajaran kita berkomitmen

untuk melayani siswa dan kita melayani kalau masa pandemic ini istilahnya twenty four seven yaitu 24 jam selama seminggu jadi kalau ada kesulitan kesulitan siswa diperbolehkan untuk menanyakan langsung pada kami, pada saya diluar pembelajaran, jadi kalau misalnya selama pembelajaran mereka tidak kurang mengerti mereka bisa bertanya langsung lewat media WA ataupun misalnya google classroom yang ada dikelas masing masing.

Interviewer   : Apakah penggunaan teknologi pada pembelajaran online

sebagai media itu effektif?

Teacher   : Untuk saat ini iya dan pemanfaatan teknologi mau tidak mau

memang mutlak dalam pembelajaran jadi efektif iyaa sangat efektif untuk teknologi.

APPENDIX II

Case Study II
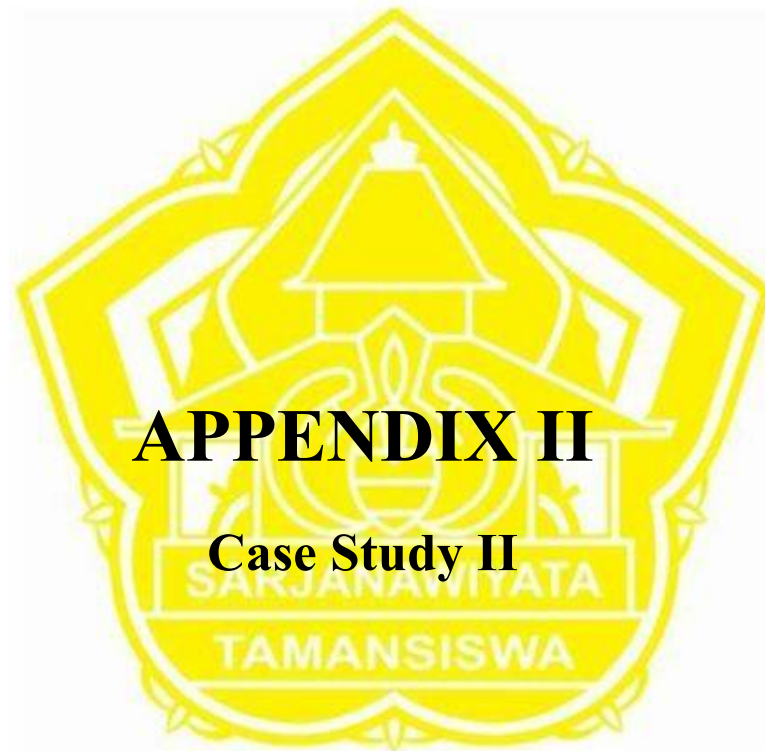
UST

LIST OF QUESTIONNAIRES

Nama (*inisial) :

Kelas :

Sekolah :

Petunjuk: Mohon diisi dengan tanda check list (✓) pada alternative jawaban yang paling sesuai menurut anda.

Keterangan:

SS : Sangat setuju

S : Setuju

TS : Tidak setuju

STS : Sangat tidak setuju

No	Pertanyaan	SS	S	TS	STS
1	Saya merasa kesulitan dalam Bahasa Inggris dimasa pembelajaran online ini?				
2	Media (HP/computer/tablet, dsb) yang digunakan untuk pembelajaran online sangat membantu saya memahami materi yang diberikan?				
3	Materi Bahasa Inggris yang diberikan dapat saya pahami dengan baik?				
5	Pembelajaran online itu membosankan?				
9	Saya kurang konsentrasi saat pembelajaran online				
10	Saya kurang memahami pelajaran dengan baik				

11	Tidak ada yang mendampingi saya ketika belajar dari rumah				
12	Saya mudah merasa bosan saat pelajaran				
13	Jaringan internet yang saya miliki kurang memadai				
14	Saya tidak memiliki hambatan sama sekali dimasa pembelajaran online saat ini				

15. Bagaimana pembelajaran dirumah?

Pertanyaan	Tersedia dan bisa digunakan	Tersedia dan kurang bisa digunakan dengan baik	Tidak tersedia
- Internet			
- Komputer/laptop/tablet			
- Telepon pintar (smartphone)			

APPENDIX III

TEACHER'S LESSON PLAN

UST

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Joannes Bosco
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : IX / 1
KD ke : 3.7, 4.7, 4.7.1, 4.7.2
Materi Pokok : Descriptive Text
Alokasi Waktu : 1 pertemuan (2 JP)

A. TUJUAN PEMBELAJARAN

1. Siswa dapat menyebutkan informasi seperti nama dan sifat binatang yang didapat dari teks
2. Siswa dapat menemukan beberapa kosa kata baru di dalam teks
3. Siswa dapat memerkirakan arti dari kosa kata baru yang didapat dari teks
4. Siswa dapat menunjukkan struktur teks deskriptif di teks
5. Siswa dapat menghubungkan informasi yang ada di dalam teks kedalam kegiatan permainan

B. Alat dan Sumber Belajar

1. Alat : Laptop
2. Sumber : Buku Teks Pelajaran Bahasa Inggris, Powerpoint dan Internet

C. KEGIATAN PEMBELAJARAN

Learning

Tahapan	Kegiatan
Pendahuluan	➢ Guru menyapa siswa menggunakan bahasa Inggris untuk menciptakan lingkungan bahasa Inggris ➢ Guru dan siswa berdoa bersama ➢ Guru memeriksa kehadiran siswa ➢ Brainstorming ➢ Guru menanyakan keadaan siswa.
Inti	➢ **Mengamati** ➢ Guru mengaitkan pelajaran yang akan dipelajari dengan pelajaran sebelumnya. ➢ Siswa mendengarkan penjelasan guru tentang descriptive text. ➢ Siswa memperhatikan fungsi sosial, struktur teks, elemen linguistik, serta format pengiriman / prosedur entri teks. ➢ **Mempertanyakan** ➢ Guru menampilkan share screen berbentuk PPT kepada siswa tentang struktur descriptive text dan meminta

	mereka untuk membacanya. ➢ Guru memberikan teks contoh bagaimana mendeskripsikan sesuatu (Tempat, barang, manusia, binatang) ➢ Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan siswa memberikan umpan balik tentang materi (materi tentang fungsi sosial, frasa yang terkait dengan materi, dan elemen linguistik).
Penutup	➢ Guru menyimpulkan pembelajaran. ➢ Siswa merenungkan kegiatan yang telah dilakukan ➢ Siswa menjawab pertanyaan yang diberikan oleh guru.

.

D. PENILAIAN
1. **Penilaian Sikap :** Observasi selama kegiatan berlangsung
2. **Penilaian Pengetahuan:** Tanya jawab (lisan) dan tertulis
3. **Penilaian Keterampilan** Produk hasil tulisan

Mengetahui   Yogyakarta, 13 Juli 2020
Kepala SMP Joannes Bosco   Guru Bidang studi

Asteriana Saptiyani, S.Pd   Haryo Tri Aji, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : SMP Joannes Bosco
Mata Pelajaran   : Bahasa Inggris
Kelas /Semester   : IX/ 1
KD ke   : 3.5, 4.5
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 1 pertemuan (2 JP)

E. TUJUAN PEMBELAJARAN

1. Siswa dapat menghargai kesempatan untuk belajar bahasa Inggris sebagai bahasa internasional secara konsisten.
2. Siswa mampu menunjukkan perilaku jujur, disiplin, percaya diri dan tanggung jawab dalam kehidupan sehari-hari.
3. Siswa dapat menyebutkan informasi seperti nama dan sifat binatang yang didapat dari teks
4. Siswa dapat menemukan beberapa kosa kata baru di dalam teks
5. Siswa dapat memerkirakan arti dari kosa kata baru yang didapat dari teks
6. Siswa dapat menunjukkan struktur teks deskriptif di teks

F. Alat dan Sumber Belajar

3. Alat   : Laptop
4. Sumber   : Buku Teks Pelajaran Bahasa Inggris, Powerpoint dan Internet

                            : https://www.youtube.com/watch?v=D__s9bRqDdg

G. KEGIATAN PEMBELAJARAN

Learning

Tahapan	Kegiatan
Pendahuluan	➤ Guru menyapa siswa menggunakan bahasa Inggris untuk menciptakan lingkungan bahasa Inggris ➤ Guru meminta siswa untuk memimpin doa ➤ Guru memeriksa kehadiran siswa ➤ Brainstorming ➤ Siswa menerima informasi kompetensi, materi, tujuan, manfaat dan pelajaran yang akan dilaksanakan
Inti	➤ **Mengamati** ➤ Guru meminta siswa untuk menonton video tentang descriptive text:

	https://www.youtube.com/watch?v=x0YQX7gGkQs
	➢ Siswa memperhatikan fungsi sosial, struktur teks, elemen linguistik, serta format pengiriman / prosedur entri teks.
	➢ **Mempertanyakan**
	➢ Guru menampilkan sharescreen tentang struktur teks descriptive dan meminta siswa untuk memahaminya.
	➢ Guru menjelaskan kepada siswa tentang struktur teks, fungsi sosial dan frasa yang terkait dengan materi.
	➢ Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan siswa memberikan umpan balik tentang materi (materi tentang fungsi sosial, frasa yang terkait dengan materi, dan elemen linguistik)
	➢ **Mengasosiasi**
	➢ Siswa menyampaikan teks descriptive yang ditetapkan dengan materi sebelumnya disajikan.
Penutup	➢ Guru menyimpulkan pembelajaran.
	➢ Siswa merenungkan kegiatan yang telah dilakukan
	➢ Siswa menjawab pertanyaan yang diberikan oleh guru.
	➢ Guru meminta salah satu siswa untuk memimpin doa

.

H. PENILAIAN
1. **Penilaian Sikap :** Observasi selama kegiatan berlangsung
2. **Penilaian Pengetahuan:** Tanya jawab (lisan) dan tertulis
3. **Penilaian Keterampilan** Produk hasil tulisan

Mengetahui
Kepala SMP Joannes Bosco

Yogyakarta, 13 Juli 2020
Guru Bidang studi

Asteriana Saptiyani, S.Pd

Haryo Tri Aji, S.Pd

APPENDIX IV

Research Permit

UNIVERSITAS SARJANAWIYATA TAMANSISWA
DIREKTORAT PASCASARJANA PENDIDIKAN
Jl. Kusumanegara 157 Telp. (0274) 564369, Fax. 564369 Yogyakarta
Website: www.mpd.ustjogja.ac.id E-mail: admisi_mpd@ustjogja.ac.id

Nomor : 240/UST/DPsP-DIR/XII/2020   Yogyakarta, 02 Desember 2020
Hal   : Ijin Penelitian.

Kepada Yth,
Kepala SMP Joannes Bosco Yogyakarta
Jl. Melati Wetan No.53, Baciro, Kec. Gondokusuman
Kota Yogyakarta, Daerah Istimewa Yogyakarta 55225

Salam dan bahagia,
Dalam rangka untuk memenuhi persyaratan akademik Program Pascasarjana (S2),
maka mahasiswa diwajibkan menyelesaikan Laporan Tugas Akhir Tesis sesuai
dengan ketentuan yang berlaku.

Adapun data mahasiswatersebut adalah sebagai berikut :
Nama   : **Ludovikus**
NomorMahasiswa   : 2019083009
Program Studi   : Pendidikan Bahasa Inggris
Program Pendidikan : Pascasarjana

Maka dengan ini kami mengajukan permohonan ijin penelitian bagi mahasiswa
kami dengan data sebagai berikut :

Tujuan   : Memperoleh data penelitian tugas akhir tesis
LokasiPenelitian   : SMP JOANNES BOSCO YOGYAKARTA
Obyek   : THE USE OF VIDEO CONFERENCE IN TEACHING
                               AND LEARNING ENGLISH
Waktu   : 02 Desember 2020– 02 Maret 2021
Judul Penelitian   :

THE USE OF VIDEO CONFERENCE IN TEACHING AND LEARNING ENGLISH AT
SMP JOANNES BOSCO YOGYAKARTA.

Demikian permohonan kami kemudian atas perhatiannya kami ucapkan terima
kasih.
Salam,

Direktur,

Prof. Dr. Supriyoko, M.Pd

Tembusan Yth, :
1. Ketua Program Studi PBI.
2. Arsip

APPENDIX V

Surat Keputusan Dosen Pembimbing

UST

UNIVERSITAS SARJANAWIYATA TAMANSISWA

Jl. Kusumanegara No. 157 Telp. (0274) 562265, 547042 Fax. 547042

YOGYAKARTA – 55165

Website: www.ustjogja.ac.id E-mail: info@ustjoga.ac.id

SURAT KEPUTUSAN

Nomor : 006/UST/DPsP/DIR/TA/XII/2020
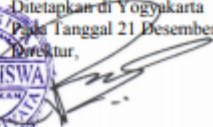
tentang

Penugasan Pembimbing Tugas Akhir

Dekan Fakultas Pascasarjana Universitas Sarjanawiyata Tamansiswa Yogyakarta

Menimbang	: Bahwa untuk menyelesaikan Pembimbingan Tugas Akhir Mahasiswa perlu pengangkatan Dosen Pembimbing yang dituangkan dalam Surat Keputusan Dekan
Mengingat	: 1. Undang-undang RI Nomor : 20 tahun 2003 tentang Sistem Pendidikan Nasional
	2. Undang-undang Nomor: 12/2012 tentang Pendidikan Tinggi
	3. Peraturan Pemerintah RI Nomor: 17 tahun 2010 tentang Pelaksanaan dan Penyelenggaraan Pendidikan Tinggi juncto Peraturan Pemerintah Nomor : 66 Tahun 2010 tentang Perubahan atas Peraturan Pemerintah Nomor 17 tahun 2010.
	4. Permenristek Dikti No. 44 Tahun 2015
	5. Statuta Universitas Sarjanawiyata Tamansiswa tahun 2018
	6. Peraturan Akademik Universitas Saranawiyata Tamansiswa Tahun 2016
	7. Surat Keputusan Rektor nomor : 100/UST/Kep/Rek/IX/2017 tanggal 1 Oktober 2017 tentang pemberhentian dan pengangkatan Dekan DPsP Universitas Sarjanawiyata Tamansiswa

Memperhatikan : Usulan Ketua Prodi di Fakultas Pascasarjana Universitas Sarjanawiyata Tamansiswa Yogyakarta

MEMUTUSKAN

Menetapkan,

Pertama	: Menugaskan Dosen-dosen berikut sebagai Pembimbing Tugas Akhir mahasiswa seperti daftar terlampir.
Kedua	: Mahasiswa yang dibimbing serta judul tugas akhir seperti daftar terlampir.
Ketiga	: Surat Keputusan ini berlaku mulai ditetapkan sampai dengan 6 (enam) bulan dan dapat diperpanjang apabila diperlukan.
Keempat	: Apabila di kemudian hari terdapat kekeliruan, Surat Keputusan ini akan ditinjau untuk diperbaiki.

Ditetapkan di Yogyakarta

Pada Tanggal 21 Desember 2020

Direktur,

Prof. Dr. H. Supriyoko, M.Pd.

Tembusan:

1. Wakil Dekan I DPsP
2. Pembimbing I, II
3. Ketua Prodi

Lampiran Surat Penugasan Pembimbing Tugas Akhir

Nomor   : 006/UST/DPsP/DIR/TA/XII/2020

Tanggal   : 21 Desember 2020

No.	Nama Pembimbing	Mahasiswa Dibimbing	Judul
1.	Pembimbing 1 **Dr. RR HASTI ROBIASIH, M.Pd.** Pembimbing 2 **HANANDYO DARJITO, M.Hum. Ph.D**	**HENI PURWANINGSIH** 2019083018	IMPROVING WRITING SKILLS OF EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS THROUGH YOUTUBE VIDEOS IN PANDEMIC ERA
2.	Pembimbing 1 **YUYUN YULIA, Ph.D** Pembimbing 2 **Dra. NANIK SUPRIANI, Ph.D**	**LUKMAN JAYADI** 2019083019	TEACHERS' STRATEGIES IN ONLINE TEACHING AT SECOND GRADE STUDENTS OF SMA TAMAN MADYA IBU PAWIYATAN YOGYAKARTA 2020/2021
3.	Pembimbing 1 **Dr. IMAM GHOZALI, M.Sc** Pembimbing 2 **Dr. RR HASTI ROBIASIH, M.Pd.**	**HESTI WIDYASARI** 2018083018	DEVELOPING ENGLISH LEARNING MATERIALS BASED ON GBA FOR FASHION DESIGN DEPARTMENT AT VOCATIONAL HIGH SCHOOL
4.	Pembimbing 1 **Dr. IMAM GHOZALI, M.Sc** Pembimbing 2 **Dr. RR HASTI ROBIASIH, M.Pd.**	**AFRI YUDI HASTUTI** 2019083015	DEVELOPING AN INTERACTIVE WRITING E-MODULE FOR X GRADERS OF VOCATIONAL HIGH SCHOOL USING FLIP BOOK MAKER
5.	Pembimbing 1 **Dra. NANIK SUPRIANI, Ph.D** Pembimbing 2 **HANANDYO DARJITO, M.Hum. Ph.D**	**FRANSISKA M. ENA TUKAN** 2019083006	AN EVALUATION OF P3BI (CENTER FOR ENGLISH LANGUAGE TRAINING AND SERVICE) AT SARJANAWIYATA TAMANSISWA UNIVERSITY USING CIPP MODEL
6.	Pembimbing 1 **YUYUN YULIA, Ph.D** Pembimbing 2 **Dr. RR HASTI ROBIASIH, M.Pd.**	**LUDOVIKUS** 2019083009	THE USE OF VIDEO CONFERENCE IN TEACHING AND LEARNING ENGLISH AT SMP JOANNES BOSCO YOGYAKARTA
7.	Pembimbing 1 **Dr. IMAM GHOZALI, M.Sc** Pembimbing 2 **Dr. RR HASTI ROBIASIH, M.Pd**	**YOSEP KURNIAWAN** 2019083016	THE IMPLEMENTATION OF SCAFFOLDING IN IELTS PREPARATION CLASSES TO INDONESIAN EFL LEARNERS AT JOGJA ENGLISH TRAINING CENTRE
8.	Pembimbing 1 **YUYUN YULIA, Ph.D** Pembimbing 2 **Dr. RR HASTI ROBIASIH, M.Pd.**	**SISWA SAPUTRA** 2019083003	THE ANALYSIS OF EFL TEACHERS' CLASSROOM MANAGEMENT IN FOREIGN LANGUAGE AT SMP N 4 ALALAK BANJARMASIN
9.	Pembimbing 1 **Dr. IMAM GHOZALI, M.Sc** Pembimbing 2 **Dr. RR HASTI ROBIASIH, M.Pd**	**MARIANUS SESFAO** 2019083013	IMPROVING STUDENT'S ENGLISH PRODUCTIVE SKILLS IN COMPOSING PRAYERS AT SAINT PETER PASTORAL COLLEGE IN KEFAMENANU