

Teachers' Perception Toward English Curriculum in KTSP and 2013 Curriculum at Sma Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa Gowa and SMK 1 Patalassang Gowa

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Abstract

The objective of the research is to find out the teachers' perception towards English Curriculum in KTSP and 2013 Curriculum at SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa Gowa and SMK Negeri 1 Patalassang Gowa.

The researcher used descriptive method. The researcher gives the instrument test then the data gained was analyzed by using percentage. The population of this research was the entire English teacher of SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa Gowa and SMK 1 Patalassang Gowa, Total number of population was 9 Teachers

the result of this research,

1. *Most of the teachers found that, 2013 Curriculum is easier to implemented and not too troublesome for teachers because many facilities available compared to the KTSP and the ultimate goal of the 2013 Curriculum was also very good, accordance with the demands of time.*
2. *There are some constraints in implementing the 2013 Curriculum namely: the lack of text book from the government, the absence of cross-interest training, and unequal school facilities and infrastructure .*
3. *The difficulties in teaching English based KTSP and 2013 Curriculum namely: in KTSP there is no provision guidebook for teachers and teks book for students and the teachers must create their own learning device. It is very burdensome for teachers and make them less focus.*

Keywords . Teachers' Perception Toward, KTSP

A. INTRODUCTION

Education in Indonesia still the primary target to be improved in term of all major knowledge, the success of a country is determine by the education of the country it's self, so that education in indonesia is a conscious and deliberate effort to realize the learning environment in case of the learners are actively developing their potential to have spiritual strength of religious, self control, personality, intelligence, noble character, and skills needed by himself, society, Nation, and the State (Article 1, Item 1 of Law No. 20 year 2003 on National Education System). Education cannot be separated from the educational Curriculum has been set by the government. In the world of education, one of the keys to determine the quality of graduate education is the Curriculum. The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used to guide the organization of learning activities specific to achieve educational goals (Article 1, Item 19 of Law No. 20 Year 2003 on National Education System).

The Curriculum also be interpreted as something that is alive and is valid for a certain period and need to be revised periodically in order to stay relevant with the time (Benchmark. 2010). Along with the claim of trend, the Curriculum change in the schools is a phenomenon that unavoidable. Changing the Curriculum often means also changing people, namely teachers, builders education, and those who nurture education. That's why the Curriculum changed are considered as social change. Curriculum change is also referred to as development (reform) or Curriculum innovation (Arifin. 2012).

In the course of history since 1945, the Indonesian national Curriculum had undergone change several times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and the latest Curriculum of 2013 Curriculum. The changes are a logical consequence of the change of political system, socio-cultural, economic, science, and technology in community life of nation and state.

The education system has been applied in Indonesia but can not improved the quality of Indonesian education significantly. One of the things that led to this

situation is the density of the mission by the Curriculum associated with the perfect Curriculum to be achieved, so it seems the Curriculum is the key of all the activities carried out, the implication of Curriculum continues undergoing changes ranging from Curriculum-based 'topic' up based 'competency'. But the key to successful saving the education not on the Curriculum changes, but on its implementation.

From the complexity of the problem, we can assume that the existing Curriculum never implemented wholeheartedly in order to achieve the ideal goal of education in the context of educational reform. This is caused by a lack of human resources is expected to be able to outline the Curriculum well. Many teachers do not understand KTSP (Kurikulum Tingkat Satuan Pendidikan) comprehensively, good concept, preparation and practice in the field. However, the government has ended the KTSP breath and replace with the 2013 Curriculum so that, the implementation can be confusing to teachers and education stakeholders. It could be a scientific approach introduced in 2013 Curriculum will suffer the same fate with the previous curriculum approach if the teachers do not understand and cannot apply it in the classroom learning.

The government should respond by doing the training of teachers who are able to improve the quality of teachers so that, the Curriculum applied can be implemented well conformed to the objectives of the Curriculum.

From the complexity of these problem, the researcher does the research toward the teachers of SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa and SMK 1 Patalassang Gowa, because the schools are part of some schools in South Sulawesi as initial target implementation of KTSP and 2013 Curriculum. These schools are considered more ready to implement 2013 Curriculum.

Based on the previous background, the writer formulates a research question as follows: What are the teachers' perception towards English Curriculum in KTSP and 2013 Curriculum at SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa Gowa and SMK Negeri 1 Patalassang Gowa?

B. METHOD OF THE RESEARCH

The researcher used descriptive method. The researcher gives the instrument test then the data gained was analyzed by using percentage. The population of this research was the entire English teacher of SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa Gowa and SMK 1 Patalassang Gowa, Total number of population was 9 Teachers. In this research used purposive sampling technique because based on the data, total of English teachers who have used the 2013 Curriculum at SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa and SMK 1 Patalassang Gowa, were 9 teachers, so in this study the researcher choose 8 of them. To collect the data, the researcher used questionnaire and interview. The procedure in collecting data was presented in chronological order as follows:

- a. Questionnaire: Researcher gave a set of questions to the respondents to be answered (Sugiono, 2011: 199). The questions were given in questionnaire about fact and opinion, while the questionnaire that used in this study was closed ended questionnaire, which respondents were asked to answer questionnaire by selecting from a number of alternative.
- b. Interview: Researcher asked questions to the informant regarding the English Curriculum in KTSP and 2013 Curriculum.

C. RESULT

This section deals with the finding based on the data that were collected through interview and questionnaire with teachers of SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa and SMK 1 Patalassang Gowa, which amounts 8 English teachers.

The result of this study is to determine teachers perception towards English Curriculum in KTSP and 2013 Curriculum. For the reason above, the researcher explore the finding in two sections in the order of research collecting data technique. The first section is interview and the second section is questionnaire.

Based on the results of interview researcher found that teachers felt greatly helped with 2013 Curriculum, because in 2013 Curriculum has provided a wide range of facilities that can ease the task of teachers as educators. Teachers can focus in implementing the 2013 Curriculum in the learning process so that the students can understand well.

However, there are still some constraints in implementing the 2013 Curriculum, teachers who have not attended the training of 2013 Curriculum felt difficult, especially in making assessment because in 2013 Curriculum uses authentic assessment which is a comprehensive assessment conducted to assess the start of the input, process and output learning, which includes the aspect of attitudes, knowledge and skill while, in the assessment of KTSP was dominant on knowledge aspect.

Teachers still need to adapt with 2013 Curriculum because it is still new so needed training and information regarding 2013 Curriculum so that, in application does not deviate of Curriculum objectives. The teachers think that either KTSP or 2013 Curriculum is not too difficult in implementing and can achieve the goals of that Curriculum if the facilities and infrastructure available.

Data analysis of questionnaire used Likert scale. In this part the writer explained and analyzed the data based on the answer given by English teachers. The result can be denoted as follows:

The implementation of KTSP in learning English more interesting than 2013 Curriculum.

Table 1.1

Answer	Answer scores	
	Frequency	Percentage
Strongly agree		
Agree		
Quite agree	2	25%
Disagree	5	62.5%
Strongly disagree	1	12.5%
Number	8	100%

Based on the table 1.1 shows that, 2 (25%) teachers quite agree, 5 (62.5%) teachers disagree, and 1 (12.5%) teacher strongly disagree, and no one choose strongly agree and agree.

From the classification above, the researcher concluded that most of the teachers disagree with the implementation of KTSP in learning English more interesting than 2013 Curriculum because the methods in KTSP did not make the students were challenged to find out more about the material.

1) The application of KTSP in teaching English is more suitable than 2013 Curriculum.

Table 1.2

Answer	Answer scores	
	Frequency	Percentage
Strongly agree		
Agree		
Quite agree	2	25%
Disagree	6	75%
Strongly disagree		
Number	8	100%

Based on the table 1.2 shows that 2 (25%) teachers quite agree and 6 (75%) teachers disagree, and no one choose strongly agree, agree and strongly disagree.

From the classification above, the researcher concluded that most of the teachers disagree with the application of KTSP in teaching English is more suitable than 2013 Curriculum because English material in 2013 Curriculum is more appropriate to the students need than in KTSP.

2) the implementation of 2013 Curriculum is more effective in building students' character than KTSP.

Table 1.3

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	3	37.5%
Agree	4	50%
Quite agree		
Disagree	1	12.5%
Strongly disagree		
Number	8	100%

Based on the table 4.3 shows that 3 (37.5) teachers strongly agree, 4 (50%) teachers agree, and 1 (12.5) teacher disagree, and no one choose quite agree, and strongly disagree.

From the classification above, the researcher concluded that most of the teachers agree with the implementation of 2013 Curriculum is more effective in building students' character than KTSP because in 2013 Curriculum is assess the cognitive, psychomotor and affective aspect.

3) In KTSP teachers found easier to prepare lesson plan than in 2013 Curriculum.

Table 1.4

Answer	Answer scores
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	Frequency	Percentage
Strongly agree	2	25%
Agree	3	37.5%
Quite agree	2	25%
Disagree	1	12.5%
Strongly disagree		
Number	8	100%

Based on the table 1.4 shows that 2 (25%) teachers strongly agree, 3 (37.5%) teachers agree, 2 (25%) teachers quite agree, and 1 (12.5%) teacher disagree, and no one choose strongly disagree.

From the classification above, the researcher concluded that most of the teachers agree that in KTSP teachers found easier to prepare lesson plan than in 2013 Curriculum because assessment aspect in KTSP is not too complicated than 2013 Curriculum.

- 4) The implementation of 2013 Curriculum is in accordance with the facilities and infrastructure, environmental circumstance, as well as the need of school.

Table 1.5

Answer	Answer scores	
	Frequency	Percentage
Strongly agree		
Agree	2	25%
Quite agree	2	25%
Disagree	4	50%
Strongly disagree		
Number	8	100%

Based on the table 1.5 shows that 2 (25%) teachers agree, 2 (25%) teachers quite agree, and 4 (50%) teachers disagree, and no one choose strongly agree, and strongly disagree.

From the classification above, the researcher concluded that most of the teachers disagree with the implementation of 2013 Curriculum is more suitable with the facilities and infrastructure, the situation and condition of environmental, and the needs of school because 2013 Curriculum is still new than KTSP so that needs adjustment.

- 5) In KTSP teachers found easier in desain learning than in 2013 Curriculum.

Table 1.6

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	1	12.5%

Agree	1	12.5%
Quite agree	4	50%
Disagree	2	25%
Strongly disagree		
Number	8	100%

Based on the table 1.6 shows that 1 (12.5%) teacher strongly agree, 1 (12.5%) teacher agree, 4 (50%) teachers quite agree, and 2 (25%) teachers disagree, and no one choose strongly disagree.

From the classification above, the researcher concluded that most of teachers quite agree that in KTSP found easier to design learning than in 2013 Curriculum because in KTSP teachers understood well so it is easier to design learning than in 2013 Curriculum that still need a lot of references.

6) In the 2013 Curriculum students are more active in learning process rather than in KTSP.

Table 1.7

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	2	25%
Agree	3	37.5%
Quite agree	3	37.5%
Disagree		
Strongly disagree		
Number	8	100%

Based on the table 1.7 shows that 2 (25%) teachers strongly agree, 3 (37.5%) teachers agree, and 3 (37.5%) teachers quite agree, and no one choose disagree, and strongly disagree.

From the classification above, the researcher concluded that most of the teachers strongly agree and agree that in the 2013 Curriculum students are more active in learning process rather than in KTSP because the learning models in 2013 curriculum requires that students are more active than teachers.

7) 2013 Curriculum is more relevant to the times than KTSP.

Table 1.8

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	2	25%
Agree	4	50%
Quite agree	1	12.5%
Disagree	1	12.5%
Strongly disagree		

Number	8	100%
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Based on the table 1.8 shows that 2 (25%) teachers strongly agree, 4 (50%) teachers agree, 1 (12.5%) teacher quite agree, and no one choose disagree and strongly disagree.

From the classification above, the researcher concluded that most of teachers agree that 2013 Curriculum is more relevant to the times than KTSP because the materials, methods and goals of the 2013 curriculum are accordance with the needs of the times.

8) Textbook are available in the 2013 Curriculum further enhance the effectiveness of learning process rather than in KTSP.

Table 1.9

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	2	25%
Agree	2	25%
Quite agree	3	37.5%
Disagree	1	12.5%
Strongly disagree		
Number	8	100%

Based on the table 1.9 shows that 2 (25%) teachers strongly agree, 2 (25%) teachers agree, 3 (37.5%) teachers quite agree, and 1 (12.5%) teacher disagree, and no one choose strongly disagree.

From the classification above, the researcher concluded that most of the teachers quite agree that textbook are available in the 2013 Curriculum further enhance the effectiveness of learning process rather than in KTSP because the material of 2013 Curriculum text book more suitable to the needs of students.

9) Learning models in KTSP more effectively applied than in 2013 Curriculum.

Table 1.10

Answer	Answer scores	
	Frequency	Percentage
Strongly agree		
Agree	2	25%
Quite agree	2	25%
Disagree	4	50%
Strongly disagree		
Number	8	100%

Based on the table 1.10 shows that 2 (25%) teachers agree, 2 (25 %) teachers quite agree, and 4 (50%) teachers disagree, and no one choose strongly agree, and strongly disagree.

From the classification above, the researcher concluded that most of the teachers disagree that learning models in KTSP more effectively applied than in the 2013 Curriculum because the learning model in KTSP is very monotone.

10) The system in 2013 Curriculum greatly easy the task of teachers as educators.

Table 1.11

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	1	12,5%
Agree	2	25%
Quite agree	3	37.5%
Disagree	2	25%

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	1	12,5%
Agree		
Quite agree	2	25%
Disagree	5	62.5%
Strongly disagree		

Number	8	100%
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Based on the table 1.11 shows that 1 (12.5%) teacher strongly agree, 2 (25%) teachers agree, 3 (37.5%) teachers quite agree, and 2 (25%) teachers disagree, and no one choose strongly disagree.

From the classification above, the researcher concluded that most of the teachers quiet agree that system in 2013 Curriculum greatly easy the task of teachers as educators because in 2013 curriculum, the syllabus and teachers guidebook has been provided directly by the government, and the teachers just apply it in learning process.

11) In KTSP teachers find more difficult to assess the students than in 2013 Curriculum.

Table 1.12

Based on the table 1.12 shows that 1 (12.5%) teacher strongly agree, 2 (25%) teachers quite agree, and 5 (62%) teachers disagree, and no one choose agree, and strongly disagree.

From the classification above, the researcher concluded that most of the teachers disagree that in KTSP teachers find more difficult to assess the

students than in 2013 Curriculum because the assessment of 2013 curriculum is more complicated. it using authentic assessment.

12) In 2013 Curriculum teachers feel difficulty in developing the core competency and based competency into lesson plan.

Table 1.13

Answer	Answer scores	
	Frequency	Percentage
Strongly agree		
Agree	2	25%
Quite agree	2	25%
Disagree	4	50%
Strongly disagree		
Number	8	100%

Based on the table 1.13 shows that 2 (25%) teachers agree, 2 (25%) teachers quite agree, and 4 (40%) teachers disagree, and no one choose strongly agree, and strongly disagree.

From the classification above, the researcher concluded that most of the teachers disagree that in 2013 Curriculum teachers feel difficulty in developing basic competency and core competency into the lesson plan because the core competences and basic competences in lesson plan of 2013 Curriculum has been supplied by the government.

13) By using the existing methods in 2013 Curriculum to deliver the material, students are more easily accept the material.

Table 1.14

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	2	25%
Agree	4	50%
Quite agree	1	12.5%
Disagree	1	12.5%
Strongly disagree		
Number	8	100%

Based on the table 1.14 shows that 2 (25%) teachers strongly agree, 4 (50%) teachers agree, 1 (12.5%) teacher quite agree, and 1 (12.5%) teacher disagree and no one choose strongly disagree.

From the classification above, the researcher concluded that most of the teachers agree that by using the methods in 2013 Curriculum to deliver the

material, students are more easily to accept the material because the methods in 2013 curriculum are very exciting for the students in the learning process.

14) The implementation of 2013 Curriculum is likely to advance the quality of education in indonesia than KTSP.

Table 1.15

Answer	Answer scores	
	Frequency	Percentage
Strongly agree	3	37.5%
Agree	2	25%
Quite agree	2	25%
Disagree	1	12.5%
Strongly disagree		
Number	8	100%

Based on the table 1.15 shows that 3 (37.5%) teachers strongly agree, 2 (25%) teachers agree, 2 (25%) teachers quite agree, and 1 (12.5%) teacher disagree, and no one choose strongly disagree.

From the classification above, the researcher concluded that most of teachers strongly agree that with the implementation of 2013 Curriculum is likely to advance the quality of Indonesia education than KTSP because the purpose of the 2013 curriculum is good and accordance to the challenges of the times.

D. DISCUSSION

The successful implementation of the new policy of the Curriculum depends on the readiness of all parties involved in learning process at operational level, especially the teachers. Moreover, Cruickshank, Jerkins, and Metcalf (2006:181) suggest several elements that could observe in observing the implementation of Curriculum that is: set induction; communication of objective(s); methodology; provision for diverse students; closure or summary; assessment and; practice.

Based on these clues, the researcher describes the implementation of the Education Unit Level Curriculum related to teaching and learning process SMA Negeri 1 Bontonompo Selatan Gowa, SMA Negeri 2 Sungguminasa Gowa and SMK 1 Patalassang Gowa, as follows:

1. 2013 Curriculum

Teacher 1 said that 2013 Curriculum is an improvement from previous Curriculum with the hope will facilitate teachers in teaching and improve achievement of competence and the vision and mision in 2013 Curriculum is very good for educating the nation.

Teacher 2 said that 2013 Curriculum is a complement of the previous Curriculum and in 2013 Curriculum use a scientific approach.

Teacher 3 said that 2013 Curriculum is good and very appropriate to the student needs. In this Curriculum applied scientific approach. Here are some aspects that should be covered that is: aspect of looking, researching, observing and analyzing. Many aspects here that could change the character of the students and very good for the development of Indonesia Education.

Teacher 4 said that 2013 Curriculum is embodiment of what is actually desired of students in learning.

Teacher 5 said that 2013 Curriculum is very good, because not only rely on the brain but also rely on attitude.

2. The different between KTSP and 2013 Curriculum

Teacher 1 said that the difference is the included of the core competencies in the 2013 Curriculum, cross-interest program, a reduction hours of mandatory subject of four hour every week to two hours every week and the application of scientific approach in the learning process.

Teacher 2 said that the difference is in the assessment system refers authentic assessment.

Based on the explanation above, the researcher conclude that there are some differences between KTSP and 2013 Curriculum which are reduction hour of lesson, the application of scientific approach and assessment system refers authentic assessment.

3. The constraints implementation of 2013 Curriculum

Teacher 1 said that the problem is the lack of text book from the government, and the absence of cross-interest training.

Teacher 2 said that the constraints is unequal school facilities and infrastructure so, the teacher uses the KTSP material in accordance with 2013 Curriculum to teach.

Based on the explanation above, the researcher concluded that there are still many constraints in implementing 2013 Curriculum so, teachers need more text book and also training so that, the 2013 Curriculum can implement well.

4. Guidebook for teachers

The first teacher said that the government has prepared a handbook of teachers with the steps of learning so, teachers are very helpful in implementing the learning process with following the steps in handbook, and that book has been analyzed and appropriate with syllabus of 2013 Curriculum so, it was very appropriate with students and teachers need .

The second teacher said that for learning English, teachers' handbook has been issued by the government was quite helpful. But the teachers still need guidance, how to make lesson plan, students assessment, and how to use the method of teaching.

Based on the explanation above, the researcher concluded that teachers guidebook has been issued by the government is very appropriate to the students and teachers need. It is not enough just to publish a guidebook for teachers, but direct approach and give training to teachers for bring the 2013 Curriculum successfully applied to students.

5. The difficulties in teaching English based KTSP and 2013 Curriculum
The first teacher said that In the KTSP was even burdensome teachers, because in the KTSP, teachers must create their own learning tool, and there is no provision of guidebook for teachers, and also no teks book for students. In KTSP, there are some materials are difficult to be taught.

The second teacher said that the assessment of 2013 Curriculum is complicated because the assessment of cognitive, psychomotor and affective were separate. Based on the explanation above, the researcher concluded that in KTSP and 2013 Curriculum teachers still find obstacles in applicate it. KTSP was very burdensome for teachers while in 2013 Curriculum teachers still difficult to apply because it is still new so, the teachers need additional information and training.

6. Formulation of succes indicators

All of teachers said that the formulation of success indicator in 2013 Curriculum was appropriate with the student's ability because in formulation the success indicators, the teachers always negotiate to formulate the success indicators.

Based on the explanation above, the researcher concluded that the indicators formulated in 2013 Curriculum is appropriate and very helpful to achieving students success in learning.

7. The implementation of the core competency and basic competency

The first teacher said that The achievement of core competencies and basic competencies adjusted to the application of the material taught in the learning process, when the teachers taught the material to be conformed to the core competency and based competency were scheduled in order to reach success indicators.

The second teachers said that the presence of scientific approach, it is very helpful for teachers and students in achieving the competencies because of these steps, the clear objectives to be achieved and clear the directions leading to the achievement of these competencies.

Based on the explanation above, the researcher conclude that the core competency and based competency was appropriate with the students need.

8. Comparison between KTSP and 2013 Curriculum

The first teacher said that there is no provision handbook for teachers and students in KTSP, while in 2013 Curriculum was complete with lesson plan, teachers only apply in the learning process.

The second teacher said that the ultimate goal of 2013 Curriculum is better than KTSP.

The third teacher said that there is nothing more difficult to apply, as long as the infrastructure is available.

Based on the explanation above the researcher concluded that 2013 Curriculum is easier to implement than KTSP because many facilities available in 2013 Curriculum.

E. CONCLUSIONS

Based on the findings and discussion in the previous chapter and looking at the result of this research, the researcher conclude that:

Most of the teachers found that, 2013 Curriculum is easier to implemented and not too troublesome for teachers because many facilities available compared to the KTSP and the ultimate goal of the 2013 Curriculum was also very good, accordance with the demands of time.

There are some constraints in implementing the 2013 Curriculum namely: the lack of text book from the government, the absence of cross-interest training, and unequal school facilities and infrastructure so, the teachers use the KTSP material in accordance with 2013 Curriculum to teach. Whereas, in 2013 Curriculum the teachers find difficult in making lesson plan especially in assessment because in 2013 Curriculum it was many assessment aspects.

The difficulties in teaching English based KTSP and 2013 Curriculum namely: in KTSP there is no provision guidebook for teachers and teks book for students and the teachers must create their own learning device. It is very burdensome for teachers and make them less focus.

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