

**STUDENTS' ATTITUDE ASSESSMENT BASED ON 2013  
CURRICULUM IN TEACHING ENGLISH AT SMP NEGERI  
17 PALEMBANG**

**A THESIS**

**By**

**Yogi Novario Nandes**

**06011181924005**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**2022**

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**Approved by:**

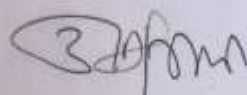


**Dra. Zuraida, M.Pd**

**NIP. 196205051988032004**

**Certified by:**

**Coordinator of English Education Study Program**



**Eryansyah, S.Pd., M.A., Ph.D.**

**NIP. 196907181995121001**



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Yogi Novario Nandes

06011181924005

This thesis defended by the researcher in the final program examination and  
was approved the examination committee on:

Day: Wednesday

Date: January 4, 2023

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Dra. Zuraida, M.Pd.

(  )

2. Member : Prof. Sofendi, M.A., Ph.D.

(  )

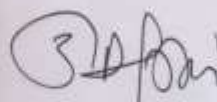
Palembang, January 2023

Certified by:

Coordinator of English Education

Study Program,





Eryansyah, S.Pd., M.A., Ph.D.

NIP. 196907181995121001

## DECLARATION

I, the undersigned,

Name : Yogi Novario Nandes

Student's Number : 06011181924005

Study Program : English Education

Certified that thesis entitled "Students' Attitude Assessment Based on 2013 Curriculum in Teaching English at SMP Negeri 17 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Inderalaya, December 2022

The undersigned



Yogi Novario Nandes

NIM. 06011181924005

## **DEDICATION**

I dedicate this thesis to my parents, Edi Safrianto, and Yuliani. I want to elevate their degree. My sister Lulu Amanda Nicola and My dearest brother M. Febri Al-Baaqi. I will love you guys forever!. To myself who continue and finish this thesis, to stay believe and overcome up and down situations.

## **MOTTO:**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

إِنَّ مَعَ الْعُسْرِ يُسْرًا

**For indeed, with hardship [will be] ease, indeed, with hardship [will be] ease.**

**(Qur'an Surah Ash-Sharh {94}, verses 5-6)**

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Indralaya, January 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Yogi Novario Nandes', written in a cursive style.

Yogi Novario Nandes

NIM. 06011181924005



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# **STUDENTS' ATTITUDE ASSESSMENT BASED ON 2013 CURRICULUM IN TEACHING ENGLISH AT SMP NEGERI 17 PALEMBANG**

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## **ABSTRACT**

This study aims to investigate the attitude assessment by teachers based on the 2013 curriculum in learning English, how the difficulties experienced by teachers at SMP Negeri 17 Palembang, and how teachers overcome difficulties in assessing student attitudes. This study was conducted at SMP Negeri 17 Palembang. There were two teachers and 46 participants of grade eight students. To answer the formulation of the problems of this study, the researcher used a qualitative research method, and the instruments used are Documentation, Focus Groups Discussion, and Interviews. The data of this study were obtained from a Journal and rubric made by the teachers, 39 items of an open-ended Focus Group Discussion, and ten open-ended questions from the interview. The results of this study indicated that the journal and the rubric grids are very good and follow ministry and culture regulations for the 2013 curriculum. From the Focus Group Discussions attended by students, the researcher obtained each of the results from the scope of attitude assessment as follows (1) Spiritual Attitudes 69.5% (2) Honest Attitudes 100% (3) Discipline Attitudes 100% (4) Attitudes of Responsibility 86,9% (5) Attitudes of Tolerance 93,4% (6) Attitudes of Mutual Cooperation 69,5% (7) Attitudes of Politeness 91,3% and (8) Attitudes of Confidence 34,7%. Finally, the interviews found that the teachers easily assessed students' attitudes. Even though there were difficulties, the teachers continued to innovate for a fair and equitable assessment. The teachers also assessed students' attitudes in and outside the learning process, such as students interacting with friends, students in the canteen, or self-assessments with peers.

*Keywords : Attitudes, Attitudes Assesment, 2013 Curriculum*

# **CHAPTER 1**

## **INTRODUCTION**

This chapter introduces (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### **1.1 Background of the Study**

Assessment is one of the final processes of a teaching and learning process. According to Zuhera (2017), assessment is a systematic process of collecting data and information about an attribute, person, or object, either in the form of qualitative or quantitative data about the number, condition, ability or progress of an attribute, object or person/individual who assessed, without reference to value decisions.

The teachers conduct an assessment to assess students. According to Win (2012) there are three general ability domain in intellectual behaviors, there are Knowledge Assessment (Cognitive), Skills Assessment (Psychomotor), and Attitude Assessment (Affective). Among the three intellectual behaviours, the researcher feels that attitude assessment is the most challenging thing for a teacher because the teacher only focuses on assessing Skills and Knowledge.

Student attitudes become one of the crucial aspects of teachers assessment. Zuhera (2017) stated that one of the tasks of implementing the curriculum is to conduct an assessment (evaluation) of student learning outcomes. The assessment is functional and aims to get feedback for teachers about the extent to which the objectives of the teaching and learning process have been achieved.

Attitude assessment is part of the 2013 Curriculum. According to Zuhera (2017), the implementation of the 2013 curriculum has the aim of producing productive, creative, innovative, influential Indonesian people through strengthening attitudes, including religion, honesty, discipline, cleanliness, courage, responsibility, helpfulness, respect for others, courtesy, independence, and

cooperation as well as having integrated skills and knowledge as well as having noble character.

The 2013 curriculum also has embodiments in graduate competencies, content, processes, and assessments. Efforts made by the government to improve the quality of education are to continue to make efforts in improvement measures such as improving the quality of teachers and changing as well as improving the curriculum. The 2013 curriculum emphasizes activities and materials field, the teachers is required to have high skills in assessment attitude of students so that teachers face various obstacles in its implementation. To find out the obstacles teachers face, in-depth research is needed. This research is needed to be reference material regarding the benchmarks for assessing students carried out by the teacher in an objective and targeted manner. As is known, the task of the teachers when they are at school is in the classroom, not only teaching but also directing students doing assignments, supervising students, and conducting evaluations. So, teachers experience limited time in assessing student attitudes.

In this era, learning English is very important. In learning English, of course, the teachers use aspects of assessment. Teachers must realize that the results of the assessment of students are one indicator of success in learning. In English subject, in addition to skills assessment and knowledge assessment, teachers must also be able to assess students attitudes, how students dress, how students behave towards teachers, how students behave towards assignments given by the teachers, how students behave towards other students in the class when learning English, and how the behaviour of students in the classroom makes the researcher think that this is a very important thing to study.

In this study, the researcher is interested in conducting research on attitude assessment based on the 2013 curriculum located at SMP Negeri 17 Palembang. The researcher thinks that the students at this school, of course, have a good attitude and good English skills because it is a superior school in Palembang. The researcher chose SMP Negeri 17 Palembang because, based on the initial survey that the researcher conducted at the school, grades 8 and 9 still used the 2013 curriculum, while grade 7 had implemented the Merdeka curriculum. According to Jojor &



Sihotang (2022), the Merdeka Curriculum is expected to recover in the learning process after the Covid-19 pandemic hit the Indonesian state. The 2013 curriculum has many demands in essential competencies. It has not clearly defined the character achievements that students must possess. Indeed this statement concludes that students in SMP Negeri 17 Palembang need to explore their attitude assessments, in this case, in English Subject.

This study aims to investigate the attitude assessment by teachers based on the 2013 curriculum in learning English, how the obstacles and difficulties experienced by teachers at SMP Negeri 17 Palembang and how teachers overcome difficulties in assessing student attitudes. Based on these objectives, this research is entitled "Students' Attitude Assessment Based on 2013 Curriculum in Teaching English at SMP Negeri 17 Palembang".

## **1.2 The Problems of Study**

In relation to the background, the problems of the study are formulated into the following questions.

- 1) How is students' attitude assessment carried out in English teaching and learning process based on the 2013 curriculum at SMP Negeri 17 Palembang?
- 2) What difficulties teachers encounter in assessing students' attitudes in English teaching and learning process based on the 2013 curriculum at SMP Negeri 17 Palembang?
- 3) How do teachers overcome the difficulties in assessing students' attitudes in the English teaching and learning process based on the 2013 curriculum at SMP Negeri 17 Palembang?

## **1.3 The Objectives of the Study**

Based on the problems above, the objectives of the study are to find out:

- 1) To know students' attitude assessment is carried out in English teaching and learning process based on the 2013 at SMP Negeri 17 Palembang.

2) To know difficulties teachers encounter in assessing students' attitudes in English teaching and learning process based on the 2013 curriculum at SMP Negeri 17 Palembang.

3) To know teachers overcome the difficulties in assessing students' attitudes in the English teaching and learning process based on the 2013 curriculum at SMP Negeri 17 Palembang.

#### **1.4 The Significance of the Study**

The researcher hopes that the results of this study can provide information to students, teachers, lecturers, and other researchers about the problem of attitude assessment. The researcher hopes that this research can help students know about the mechanisms and methods of attitude assessment carried out by teachers in school. For teachers, the researcher hopes that teachers can get motivated to be better at assessing student attitudes in the future. Besides that, teachers are expected to be more thorough in providing assessments to students, both in terms of knowledge, skills, and attitudes. For lecturers, the researcher hopes that this research can provide direction to lecturers in teaching their students later, especially in giving assessments from teachers to students, so that lecturers can also be sensitive to this attitude assessment problem. Finally, for other researchers, the researcher hopes that this research can be a helpful reference for further research related to attitude assessment in students.

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