

be conduct in every session of the learning process namely: opening, core activity, and closing. The opening activity includes greeting, apperception, introduction to the material and motivation, this is important to getting the curiosity of the student and give early motivation before going to core activity. The next steps is the core activity in this section the teacher could be observe and questioning the student to get the information about the ability of each student, and in this section the scientific approach is conducted. The last is closing, it includes conclusion about the material, give motivation to the student and give some stimulated for next material.

CHAPTER III

RESEARCH METHOD

3.1 Type of Research

This research uses case study design because the study focuses on a case that involves in bounded context happened at Darul Ulum Islamic Junior High School Purwogondo. Case study is one of the most frequently used qualitative research methodologies (Yazan, 2015) Case study is used in many situations, to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena (Yin, 2009) The sample of data collection are English teachers' at Darul Ulum Islamic Junior High School Purwogondo that implement 2013 curriculum.

3.2 Research Setting

This research was take a place at Darul Ulum Islamic Junior High School Purwogondo. This school is one of the schools in Jepara which has implemented the 2013 curriculum. The school had implementing this curriculum since last year. The implementations of 2013 curriculum were at seventh grade and eighth grade, while the ninth grade use KTSP curriculum. There are three English teachers' who implement 2013 curriculum. But they do not evaluated yet about this curriculum. That is why the writer was interested to find out the difficulties in implementing 2013 curriculum especially in English. The time of the research are following the schedule of Darul Ulum Islamic Junior High School Purwogondo.

3.3 Source of the Research

The data sources from English teachers' that implement 2013 curriculum at Darul Ulum Islamic Junior High School Purwogondo. There were three English teachers who implement 2013 curriculum. They are two teachers from seventh grade class and one from eighth grade class. The data were based on interview and give questionnaire to the English teachers' of Darul Ulum Islamic Junior High School Purwogondo. The writer also does observation to find out how the steps of 2013 curriculum in teaching English.

3.4 Technique of Data Collection

Qualitative data is a non numerical data. The data could be form of texts, picture, document, photo or another object that the writer found in research (Sarwono, 2006). In this research the data were collected by interview, questionnaire and observation to English teachers' at Darul Ulum Islamic Junior High School that implement 2013 curriculum. Interview is the process of interaction and communication includes questions and answers between researcher and informant (Mubarok, 2015). The subject of this research were interviewed and given some questionnaire, the subject of the research are English teachers' that implement 2013 curriculum.

a. Interview

The interview is to find out the English teachers difficulties in implementing 2013 curriculum. There are three kinds of interview; they are structured interview, semi structured interview, and unstructured interview. In this research the writer were conducted a semi structured interview. This interview is combination between structured and

unstructured interview. The writer gives questions as blueprint but the question could be more as state in the blueprint to get the data in-depth. In this research the writer focus on the difficulties and how to overcome the 2013 curriculum especially in planning, teaching and learning process, and evaluation. To answer the questions of the research the writer conducted an interview, the indicator of interview are about the English teachers' difficulties and how they effort to overcome the implementation of 2013 curriculum especially in preparing lesson plan, teaching and learning process, and making evaluation.

b. Questionnaire

Questionnaire is collecting data technique where the participant or correspondent fills a questions or statement (Sugiyono, 2011). The writer used questionnaire to find out the difficulties of English teachers' in implementing 2013 curriculum. The writer were use close questioner. According to (Mubarok, 2015), in close questioner the form could be questions or statements that have a limeted answer. It means the correspondent have no free answer in close questionnaire. The indicators of the questionnaire are includes about their problems in preparing lesson plan, the implementation of 2013 curriculum during teaching, and the difficulties in making evaluation. The form of questionnaire could be seen in appendix in table 02. Points 1 to 3 are categorized in the aspect of preparing lesson plan. Point 4 to 11 are included in implement the steps of teaching and learning process. The last, points 12 to 13 are included for aspects of evaluation.

c. Observation

In addition the writer was used observation to find out the English teachers' difficulties during teaching and learning process in 2013 curriculum. Observation basically an activity by using sense; sight, smell, and hearing, to get the information needed to answer the research problems. By observation the writer will know the context or the real situation from the subject of the research (Mubarok, 2015). The observation is to know how the teachers' implement the 2013 curriculum in real teaching. The indicator was based on teachers' activity specific in opening, core and closing activity.

3.5 Technique of Data Analysis

In this research, the process of data analyzing were begins with the writer collecting the data. Then when the data have been collected the writer begin the data analysis. The forms of the data were as descriptive report. According to (Flick, 2013) Qualitative data analysis is the classification and interpretation of visual material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. The steps of data collection are based on (Miles & Huberman, 1994) they are:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data in written transcription. All of the data from the field would be selected and reduce. The writer would be selecting the important data that will answer the research question. The data will focus on the answer of the teachers' difficulties in implementing 2013 curriculum.

2. Data Display

Data display is an organized compressed assembly of information that permits conclusion drawing and action. Looking to display helps us to understand what is happening and to do something or analyze and take action in further. The data would be displayed in narrative text. It would make the organized information into simple data that could be read by analyst.

3. Conclusion Drawing and Verifying

Conclusion Drawing and Verifying is an action that showed the result of the research. The answer is based on data analysis result. The conclusion and decision will be verified as analyst process by considering every aspect that has been found in the field. The verification may be a flash thought by the writer during the research by looking at the previous data that was found in the field, or reviewing another data set like documentation or observation data. After the data have been verified, the conclusion is presented as a descriptive form based on the research.