

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background**

English is an international language that has special function in worldwide today for communication. People can access many things such as internet, machine guideline, books, and literature from all over the world. In the other word, this study believed that English has important roles in many countries including Indonesia. Nowadays, English becomes one of subject that examined in the Final Examination of secondary school. It means Indonesian Government has a high awareness to the needs of English for students in this country. Indonesian government believes that students should be able to speak English so that they would be ready to compete globally.

The development of English for students in Indonesia was influenced by some aspects such as the curriculum and teachers awareness toward the implementation of the curriculum. Curriculum is a very important part in education while made by the government that will be implemented in the school. The one who would have implemented it is the teacher. The teachers' reference to make a materials to be thought is the curriculum. The curriculum is an interactive process developed among learners, teachers, materials, and the environment (Chen, 2007). Teachers are required to teach the students fit with their needs. Based on the basic competence or core competence and analyzed concept and content of the curriculum, teacher would know the needs of the students learning. According to Law No. 20 of 2003 on the system, national education and the Indonesian Government Regulation No. 19 of 2005 on National Education Standards explained that the curriculum is a set of plans and arrangements regarding the objectives, content and teaching materials and methods used as a guideline organization of learning activities to achieve educational goals specific.

The school curriculum in Indonesia has changed several times. Since gaining independence in 1945, the Indonesian National Curriculum has changed several times. Nowadays, Indonesia have applied the 2013 curriculum which is intended for the better future of Indonesian education in facing the tighter competition in global era (Saroso, 2014). It is expected to encourage the

students' competence on behavior, knowledge, and skills. Relating to the implementation of 2013 curriculum, the government is responsible for socializing to parliament members, training the teachers and headmasters, providing students' books, teachers' books, and other related instructional materials, and conducting evaluation.

In the 2013 curriculum, the teacher has a role as a facilitator for the students. Besides, the students have to be active in learning process. As a facilitator, the teacher have to know the students needs by understanding the curriculum especially the 2013 curriculum. Even though the 2013 curriculum has been implemented in several years, the teachers' still got difficulties. Lianawati said on her thesis that the English teachers still have problems in implementing the 2013 curriculum, such as they still got confused how to teach effectively by using a scientific approach, the books that appropriate with the 2013 curriculum and student still got difficult to find. The teachers also got they difficulty in assessment process, the limitation of time in teaching, and the differences in the abilities of student to understand the materials that are provided by the teacher (Lianawati, 2017).

Furthermore, by looking for the data from the paper of EFL International Conference 2014 conducted at Ahmad Dahlan University written by Saroso, there are some teachers still got difficulties of implementing the 2013 curriculum in their teaching-learning process. Besides, the teacher's existing knowledge of the 2013 curriculum. The teachers did not really know about howthe practice used of 2013 Curriculum is insufficient for them to teach English as foreign language in classroom. They are still grasping, thinking, and learning how to teach English in 2013 Curriculum. English teachers should be creative and imaginative in conducting teaching-learning process in classroom. It will be as an evaluation for the government, headmasters, and teachers. Therefore, they have to solve the problems in implementing the 2013 Curriculum. Then the 2013 Curriculum will be implemented without any obstacles.

This researchconducted to find out the English teachers' problems in implementing the 2013 Curriculum of SMP school inKasih districts of Bantul. This study used descriptive qualitative research exactly in this case study which

was used to describe the problems which were faced by the English teachers in implementing the 2013 Curriculum of SMP schools in Kasihan district of Bantul in academic year 2017/2018.

## **1.2 Research Questions**

The formulation of the problem can be arranged as follows:

- 1.2.1 How is the implementation of The 2013 Curriculum of Junior High School on English course in SMP schools of Kasihan district?
- 1.2.2 What is the English teachers' problem in implementing The 2013 Curriculum of Junior high school in SMP Schoolsof Kasihan district?

## **1.3 Research Objectives**

The objective of this study can be formulated as follows:

- 1.4.1 To describe the implementation of the 2013 curriculum of Junior High School on English course in SMP Schools of Kasihan district;
- 1.4.2 To present the English teachers' problem in implementing the 2013 curriculum of Junior high school in SMP Schools of Kasihan district ;

## **1.4 Scope of the Research**

The research focused on the implementation of the 2013 curriculum in teaching English programat7<sup>th</sup> and 8<sup>th</sup> grades of Junior High School. The researcher took place in SMP Schools at kasihan district, as follows: SMP Mataram Kasihan, SMPN 1 Kasihan, SMPN 3 Kasihan, SMP Muhamdiyah Kasihan, and SMP PGRI Kasihan.

The implementation of 2013 curriculum by English teachers which is discussed in this research was classified into three points, as follows; teaching planning, teaching learning process, and evaluation. In this research, teaching planning means the stage of the teachers in providing anything that stated in the lesson plan such as the materials and the media. Teaching process here is about the approach, model, method, etcetera that run during the teaching learning process although it has been stated in the lesson plan. Then, evaluation means the

types or domain of evaluation used by the teacher. Besides, this research also displays the problems. Those dimensions are as the result of the research.

### **1.5 Research Benefits**

There are two benefits of this research, they are:

#### 1.5.1 Practically

It is for the policy maker or stakeholder and headmaster in defining relevant policies in implementating the 2013 curriculum, and to solve the teachers' difficulty in implementating the 2013 curriculum.

#### 1.5.2 Theoretically

It is for next relevant researches as the alternative reference for their work. And expected to give contribution for further relevant research studies on analysis of Junior High School English teachers' problem in implementing the 2013 curriculum.

### **1.6 Definition of Terms**

In order to clarify the key terms used in this research, some definition are put forward.

#### 1.6.1 The 2013 Curriculum

The 2013 curriculum is the newest curriculum that implement in Indonesia. Based on Ministry of Education and Culture, No. 58 tahun 2014 Chapter III, the 2013 Curriculum is the curriculum based on the competency that covers three aspects, namely: attitude aspect, knowledge aspect, and skill aspect.

#### 1.6.2 Implementation of 2013 Curriculum

Since 2016 ago, all secondary schools have been recommended to implement the 2013 curriculum. In fact, there is no principally significant difference between the 2013 curriculum and the 2006 curriculum. The differences were the 2006 curriculum focuses on the more scientific discourse development, while the 2013 curriculum addresses more to cultivate integrated skills and discourse containing moral values, such as: honesty, discipline, independence,

collaboration, caring, responsibility, self-confidence, critical, creative and respect, with same available of time allocation that is 3-4 hours per-week for Junior and Senior High Schools ( Hermayawati, 2017).