

CHAPTER I

INTRODUCTION

A. Background of Study.

Development is a must for a country in every sector of civilizations. One of them is education that must develop following the need of this era and is also appropriate with the development of technology in education also. The most important in education is curriculum that would be appropriate with the student, their bright future, and for searching a job appropriate with their skills and ability.

Curriculum in Indonesia itself has a long history since 1947 and the latest curriculum 13 that apparently in public at 2012 but still a form of discourse, recent at 2013 February but still phase in some school as for sequential . The reason why curriculum changes, is because the previous curriculum considered to activate the student that, they only listen to the teacher explanation without action.

Curriculum 13 used a scientific approach. It is a method that makes student active, scientific approach includes: (association, observe, collect information process, create, asking, information, create, forming.)

And the latest improvement is k13 HOTS (High Order of Thinking) update of curriculum that are .to integrated (PPK atau Penguatan Pendidikan Karakter) that appropriate of methods itself ,also it would help children in aspect Cognitive, Affective ,or their Psychomotor, literacy and 4C(Communication,

Collaboration, Critical Thinking, Problem solving, creativity and innovation). For the latest lesson plan be based on permendiknas number 24 years 2016 .mapping kd berdasarkan silabus (syllabus) dan buku guru (teacher guide book) revisi 2017 ,lesson plan integrated ppk ,literasi ,4c,dan hot .

Core competence at curriculum 2013 constitutes level ability to reach the standard graduate competence that should be owned by student at every level of class. Core competence is skills and learning materials minimal that should be reach for a subject at each one education that point on core competence.

For curriculum 13 still had pro and contra in it ,like not all school and teacher is ready to bring it to class like : the teacher were still confused about scoring and how to do in class ,one of the decision that burden like compulsory of student to do scout . Also because of era development used technology is a must but in reality still any teacher cannot used it. Although it also had many advantage like, like the learning process is student center which means that student must more active in class like make a group discussion or make a game like pop quiz so in curriculum 13 teacher is demand to more creative to make student interest and ability.

The reason I choose SMPN 4 Ponorogo to become my subject of research, because it is one junior high school that used curriculum, also the teacher there have already followed some workshops about curriculum 13.

For learning English in curriculum 13 itself demands creativity of teacher like out class activity real learning by used all sensory (vision, hear, touch, smell, taste)also can develop of student English skills (listening, reading,

speaking, writing, also grammar, vocabulary and spelling) that is important for them in future or next level of school . Example: teacher bring class in outdoor and tell them to find all things around school and write in a paper with their group and after that they do research together with friends and teacher.

In conclusion writer tells about k13 history start from only a plan until it has been applying for all school level. Also tells about the development of k13 that made it perfect and fit of this digital era also for development of teaching itself .Also tell how English learning that appropriate with curriculum 13.

A. Statement of Problems.

1. Is lesson plan of eight grade at SMPN 4 Ponorogo that made by teacher in accordance with K13 principle?
2. Is the classroom learning in accordance with the lesson plan that has been making?
3. What obstacle during the teacher faces during English learning class?

B. Purpose of Study.

Based on statement of study above, then purpose of this research:

1. To find out whether the lessons plan of 8th grade is appropriate with principle of curriculum k13.
2. To describe whether the classroom learning is appropriate to K13 lesson plan.
3. To find out the teacher problem when English learning class.

C. Significance of Study.

The benefit of this research as follows:

1. For writer, this research is useful for added knowledge about curriculum 13 and all important aspect that inside it, also the implementation in classroom teaching and learning process.
2. For school, this research is useful for giving reflection and evaluation to the implementation of k13.
3. For teacher, this research for giving reflection and evaluation to the implementation of k13.

D. Scope and Limitation.

This research concern about k13 lesson plan and how implementation in real situation in classroom .and the limited it's based on classroom lesson plan and in real classroom whether they are combined well.

E. Definition of Key Term.

Curriculum is a goal or set of value, which are activated through a development process culminating in classroom for student. The degree to which those experiences are a true representation of the envisioned goal or goals is the direct function of the effectiveness of the curriculum development effort.

Lesson plan is order of theme that particularly as a record for a teacher which describe what it happens step by step in during lesson. Also in the daily lesson that how student do in a lesson toward specific purpose.

Curriculum13 is developing of CBC at 2004 like attitude, knowledge ,skills in an manner ,as mandated by law 20 of 2003 on National Education System in the explanation of article 35 , in which be found competence of graduate are qualified graduate that have (attitude, knowledge ,skills)in accordance with the agreed of national standard .

