

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain about the background of study, purpose of study, significant of study, scope and limitation, and the definition of key terms.

1.1 Background of Study

English is a language that has been taught from elementary school up to university in Indonesia with the goal to prepare school graduate to have international language. By having its competence will bring the school graduate into new career path to compete in global market. Consequently, teacher should work hard to make student able to master English language by teaching. Schletchty (2004) as in (Ababio, 2013) defines teaching as an art of inducing students to behave in ways that are assumed to lead learning, including an attempt to induce students to so behave. It means that the teacher must create situations where learners to have interest in what is being transmitted to them. So that English teacher holds the important role in teaching and learning process in order to help the learners to master the material by transferring knowledge with attractive instruction and technique to do something for the result, the students able to understand the material and use it in daily life.

The presence of students' feelings often referred to as effect about how they learn and remember language items and bring influence for their learning potential maybe compromised (Arnold and Brown: 1999; Harmer: 2007).

Consequently, teacher should be able to deliver the materials well based on the student condition and using some attractive teaching techniques in order to attract the students' attention and built up the students' motivation to learn English. Furthermore, the ability to straighten up everything in the classroom and also manage the student itself before and during teaching and learning process is in order to create a good and comfortable learning condition and creates a good atmosphere in teaching and learning process.

According to Fauzi (2014), knowledge and good behavior are the most important things for everyone to reach a bright future. Without it, people will not get opportunity to reach a bright future. In words, teacher should plant knowledge and good behavior inside of student perfectly in order to make them to be useful in real life. On the other side, it would be a challenge for teacher to set up the activity during teaching and learning process. Activity that involves student to be active, having good behavior, and enthusiastic. Therefore, the government created curriculum in order to make a good teaching and learning process to achieve educational goal.

In education, curriculum is the core to determine how teaching process is. It is used to be basic concept and indicator of the success of education. Grayson as in Fauzi, (2014) states that curriculum is a plan to manage an outcome that is expected from learning process. The plan is arranged systematically and wholly. Consequently, it gives a picture to develop the strategies of teaching and learning. Furthermore, it is quite important to know about the development of curriculum in English lesson because it links to student in receiving knowledge. If they have

feeling of enjoy and comfort then they will catch the knowledge easily and if it's reversed, then they will get sleepy and sleep during learning process.

Purnomo (2018) argues that Indonesia has applied several curriculum that are the 1968, 1975, 1984, 1994, 2004, 2006, and 2013 curriculum. So 2013 curriculum is the latest curriculum and considered as renew curriculum because its perfection of all previous curriculum. Nasir (2013) states that 2013 curriculum also has similar basic with competency of the previous curriculum which have the purpose to create a competitive and competent student. Indonesia Government also said that 2013 curriculum is not something new but the development of the previous curriculum. In addition 2013 curriculum has something more in teaching material that does not exist in the previous curriculum, also sustain the relevant one and elimination unimportant point.

According to Kurniasih (2013) as in Purnomo (2018) there are several important things from the change and refinement of the curriculum such as students' activeness, holistic assessment, character education, appropriate competence, good evaluation system. Because of it, the education in Indonesia is necessary to provide a curriculum that emphasize in personal experience through the process of questioning, observing, reasoning, and trying to escalate the learner's creativity, innovation, and prior the knowledge, attitude, and skill aspect in order to make the improvement in educational field with the aim to achieve the maximum result. Today, 2013 curriculum is used by school with huge amount of number in Indonesia.

The present study aims AT investigating SMA 1 Muhammadiyah Ponorogo. In this study, the researcher focus on English subject. In fact, English is considered very important regards on preparing the generation to face globalization. Moreover, creativity of English teacher in implementing 2013 curriculum in English learning to make student more active was not easy. Additionally, the 2013 curriculum considered as a new curriculum. For that reason, teacher gets difficulties in applying this curriculum such as arranging the process of learning and time management. Besides, English is one of controversial subjects that has many issues relates to English subject such as reduction of learning time in English subjects elimination of English, and range of English material in syllabus. Particularly, these issues are absolutely contradictive with the demands of time, (Nasir, 2013).

The researcher feels necessary to do a research about the implementation of 2013 curriculum because of the reason the researcher has internship experience in this school to implement 2013 curriculum in English teaching process. Students cannot focus in the teaching and learning process. Besides, the 2013 curriculum considered as new curriculum and many researchers stated that there are some difficulties in implementing this curriculum. SMA Muhammadiyah ponorogo were the first private school institution that implemented 2013 curriculum in Ponorogo. Therefore, the researcher intends to find out the information about the sustainability of learning English based on 2013 curriculum at SMA Muhammadiyah 1 Ponorogo.

1.2 Statement of Problem

Referring of the background of the study previously presented, the researcher formulates the statement of problem as follows:

1. How does the teacher implement of 2013 curriculum in English teaching and learning?
2. What are the teachers' and students' roles in English teaching and learning?

3. What are the impact of 2013 curriculum implementation in English teaching and learning

1.3 Purpose of Study

According to the statement of problem above, the researcher states that the purpose of study is to describe about teachers' implementation of 2013 curriculum in English teaching process, the teachers' and students' role in English teaching and learning, and the impact of 2013 curriculum implementation.

1.4 Significant of Study

The researcher expected that findings of this study will be significant for:

1. Teacher

As source to understand the process of teaching and learning of 2013 curriculum In order to improve the quality of learning.

2. The researcher

As source to understand the basic and core of the implementation of 2013 curriculum.

1.5 Scope and Limitation of Study

The problem limitation of this study only focuses on investigating the English teaching process at SMA Muhammadiyah 1 Ponorogo. The researcher limited the focus of this study in investigating and find out the way of teacher implementing the 2013 curriculum in English subject.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation of the study, definition of some key terms are provided as follows:

English Teaching : The process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills, Nilsen et al (2002) as in Ababio (2013).

2013 Curriculum : 2013 curriculum is a curriculum of values that occupied by character building. It consists of spiritual competence, social competence, knowledge competence, and learning process through with 2013 curriculum, (Ahmad, 2014).

