CHAPTER I
INTRODUCTION

1.1 Background

English teaching in Indonesia is based on the curriculum designed by central government and has been changed for several times. One of the educational substances which has the important role to determine the graduation quality is curriculum. So, the good quality of the graduation depends on the curriculum as the guidance in education.

Curriculum is a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum. It is the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. That is why every teacher has to understand and follow the current curriculum before planning and developing a kind of teaching-learning process and the materials for the teaching-learning process.

But, the curriculum is often changed after an evaluation of the curriculum. The curriculum change is done to make better future of national education. A change to be better will not come true if there is no attempt to change it.

The curriculum in Indonesia has been changing and developing in many times. Nowadays, The National Education Department has changed the previous curriculum – School Based Curriculum (SBC) 2006 – with the new one called 2013 Curriculum. Mulyasa (2013) the existence of 2013 curriculum becomes a
great attention and leads to controversy for most people, because some people regard 2013 curriculum is not ready to implement. However, the curriculum change especially 2013 curriculum is purposed to reach better education system. The implementation of 2013 curriculum will run well with the support of teachers’ staff. The values of 2013 curriculum will be conveyed through them.

In the implementation of 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials that will be taught, the media will be chosen, and the methods will be used in teaching learning process.

As one of schools in Jambi which implements 2013 curriculum, SMA N 3 Jambi obviously supports the English teachers to implement the curriculum. The supports given by the school are from many aspects. Moreover, in 2013 curriculum, English subject in senior high school is dividing into two different subject groups. The groups are compulsory subject and the specialization subject (lintas minat).

In 2013 Curriculum, teaching learning process is use the new approach that is scientific approach. This change is expected to be able to improve the teaching quality and the students’ competencies including knowledge, skill and attitude. This curriculum focuses more on the students than the teachers, it is called
students center. The curriculum designers hope the students more active to improve their knowledge. This curriculum can make students more active and critical. By teaching English, the students can learn more about oral and written language to communicate. Teaching and learning process in 2013 Curriculum is including competency in knowledge, skill and attitude. Teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

In fact, in teaching and learning process sometimes the students feel confuse and do not understand when the teacher explain the material because English teachers sometime use English language. Consequently, the students do not pay attention to the lesson because they feel English is difficult to understand. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention when teachers explain. Teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

I took school as research site at the SMAN 3 Jambi. SMAN 3 Jambi started using 2013 curriculum in 2013/2014 academic year and the school has 4 teachers. But I only interviewed 1 teacher because at that time the school was conducting an exam and only one teacher was available to interviewed. I also interviewed the vice principal of curriculum to add information. SMAN 3 Jambi is my replacement school because at the seminar proposal, I took school as a research
site at the SMP Muhammadiyah in Jambi City but I found it hard to get access to research there. In SMAN 3 Jambi I easily got access to research there. So I changed the school to SMA N 3 Jambi as a research site.

Based on the background provoked previously. This thesis is intended to convey how the implementation of 2013 curriculum by the English teachers of XI grade at SMA N 3 Jambi. I want to know from how they plan and do the English teaching learning process, until how they evaluate the students based on 2013 curriculum objectives.

1.2 Research question

There is research question in this study:

“How is the implementation of 2013 curriculum by the English teacher on three dimension (Planning, Process, and Evaluation) of teaching English at SMA N 3 Jambi?”

1.3 Purpose of the study

Based on the research questions above, the main purpose of this research is:

“To know the implementation of 2013 curriculum by the English teacher on the three dimensions (Planning, Process, and Evaluation) of teaching English at SMA N 3 Jambi”.
1.4 The limitation of the study

As many qualitative studies, this research has the limitation. This research focuses on the implementation of 2013 Curriculum by English teachers at SMA N 3 Jambi. The implementation of 2013 curriculum by English teachers which is discussed in this research is divided into three dimensions, are planning, process, and evaluation.

In this research, planning means the stage of the research in providing anything stated in the lesson plan such as materials and media. Process is about the approach, method, model, etc that run during the teaching learning process although it has stated in the lesson plan. Then, evaluation here means the types or domain of evaluation used by the teacher. Besides, this research also displays the barriers of those three dimensions of the implementation as the result of the research.

1.5 Significance of the study

This research is expected to be useful for teachers and next researcher. The findings of this research will give new knowledge about the implement 2013 curriculum by English teachers in SMA N 3 Jambi. Practically, this research will give further information for teachers and next researcher.

For teachers, through this study, the English teachers will be more able to apply the suitable methods in their teaching learning process depending on the materials in 2013 curriculum., and also for the next researcher, this research can be references for the next researcher who wants to do the research about teaching English by using 2013 curriculum at SMA N 3 Jambi.