

CHAPTER I

INTRODUCTION

A. Background of Study

Suhartono, et al (2007: 3-4) in a book entitled “*Psikologi Pendidikan*” stated that education is very important for human life. Education is an effort made consciously and deliberately to change human behavior, either individually or collectively to adult human through the efforts of teaching and training. Therefore, education is the main thing in human life.

A human's life in the world needs education or science that should cover religious values as well. We can endure our life and get successful because of them. It stated in Holy Qur'an surah Al-Mujadalah 11:

لَكُمْ اللَّهُ يَفْسَحُ فَاَفْسَحُوا الْمَجَالِسِ فِي تَفْسَحُوا لَكُمْ قِيلَ إِذَاءَ امْنُوا الَّذِينَ يَتَأْتِيهَا
لِللَّهِ دَرَجَاتٍ الْعِلْمَ أَوْ تَوَاوَالَّذِينَ مِنْكُمْ ءَ امْنُوا الَّذِينَ اللَّهُ يَرَفَعُ فَاَنْشُرُوا وَاَنْشُرُوا قِيلَ وَإِذَا
خَيْرٌ تَعْمَلُونَ بِمَا وَا

“O you who believe! When you are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. and when you are told to rise up, rise up Allah will rise up, to

(suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge and Allah is well-acquainted with all you do.”

In the achievement of an education goal, several factors are needed such as teachers, students, facilities, programs or curriculum objectives, time allocation, and environment (Nana Sudjana, 1989: 19). He mentioned that, a teacher was a factor that was absolutely necessary. Teachers are a learning component that is crucial to the success of educational goals.

The role of teacher is very important in education. The teacher is someone who not only transfers his/her knowledge but also attitudes or behaviors towards students especially teacher who teaches a language that has many different features. A teacher does not only teach and pay attention to students' language skills, such as speaking, listening, reading and writing, but also helps, facilitates, and encourages students to have enthusiasm, good attitude, and motivation towards English. Furthermore, teachers have to understand what students learn, how and why such learning influences them, how lessons could be beneficial for them in the future (Derakhshan, 2015). Hence, language teaching requires teachers to teach students to develop both academic and personal abilities.

Oemar Hamalik (2004) in a book entitled “*Proses Belajar Mengajar*” stated that school as a formal educational institution, systematically had planned various environments, that is the educational environment, which provides a variety of opportunities for students to gain experience

of education in order to encourage the students' growth and development. The environment is organized into the curriculum and teaching methods.

Curriculum is a basis of teaching-learning process. According to Wikipedia, Curriculum may incorporate 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 really understand and follow the current curriculum before planning and developing teaching-learning process and the materials for teaching. However, curriculum often changes after an evaluation. Its change is done to make better future of national education. A change to be better will not come true if there is no any attempt to change it. Allah Swt. so said in Holy Qur'an surah al-Anfal 53:

وَأَنبَأْنَفْسِهِمْ مَا يُغَيِّرُوا حَتَّىٰ قَوْمٍ عَلَىٰ أُنْعَمَ هَا نَعْمَةٌ مُّغَيِّرًا يٰكُلَّمَا لَمْ يَأْتِ اللَّهُ بِأَنْبَأْ ذَٰلِكَ
 عَلِيمٌ سَمِيعٌ ۝٥٣

"Because Allah will never change the Grace which He hath bestowed on a people until they change what is In their (own) souls: and indeed Allah is hearing and knowing (all things)."

Hoyle (1969a: 1) in a book written by A.V. Kelly entitled "*The Curriculum*" stated that the education system is a social institution which should be expected to change along with other such institutions. It would be

more surprising, not to say disturbing, if the education system were to stand still while all else changed. And it is the need to ensure that it continues to develop, and that it responds appropriately not only to other changes in society but also to our increasing understanding of the educational process itself, which is, or should be, the central concern of educational studies and especially of Curriculum Studies. He also stated that one feature that has characterized the curriculum change of recent years is the increased incidence of planning and preparation in curriculum development. Most of the curriculum change that we saw in the past was of a kind best described as unplanned 'drift'.

Good and qualified teachers are essential for educational systems as well as for enhancing the quality of learning. It is relevant with what Wibowo (2014) said, a good teacher and action to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students. Teachers also have a fundamental role in their learners' academic achievement and their quality that can highly influence on student outcomes. However, based on my initial interview, I listened that there were problems faced by teacher in SMK Muhammadiyah 3 Banjarmasin in teaching English using 2013 Curriculum 2017 Revision. So, based on what has been proposed above, the writer intended to do the research about: "Teacher's Problems in Teaching English Using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin."

B. Problem Statement

The teacher is a very important person in teaching and learning process. Without a teacher who has an important role in the world of education, curriculum will be very impossible to be applied.

The teacher's role is very necessary in the success of 2013 Curriculum 2017 Revision implementation. If the teacher applies it well, the students with real good quality will be created as the objective of 2013 Curriculum 2017 Revision.

The reason of the writer in choosing the topic is that even though 2013 Curriculum implementation is still in a controversy, the objectives of 2013 Curriculum are for better education of Indonesia. The teacher's role is very necessary in the success of 2013 Curriculum 2017 Revision implementation. On the pre interview, the researcher listened that teacher had difficulties or problems in applying the latest curriculum that is the 2013 Curriculum 2017 Revision which is newly applied in academic year 2017/2018. So, the researcher wants to conduct the research about that.

C. Research Questions

Based on the description of the problem statement above, the researcher would like to make questions of the research. The problems which are discussed in this research can be stated as follows:

1. What problems does the English teacher have in using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin?

2. Why does the teacher have problems in teaching English using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin?
3. How are the solutions of the teacher's problems in teaching English using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin?

D. Objectives of Study

The objectives of this research are:

1. To identify teacher's problems in teaching English using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin.
2. To find out the reasons why the teacher has problems in teaching English using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin.
3. To find out the solutions for the teacher who has problems in teaching English using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin.

E. Benefits of Study

Since the researcher decided to carry out the research about teacher's problems in teaching English using 2013 Curriculum 2017 Revision, it is expected that:

1. Practical Benefits
 - a. For the school, the information will make a right follow up for applying curriculum which is going to be used to make teaching learning process successfully.

- b. For teachers who teach English course; they can use the result of this study as information so that they can evaluate to solve their problems.
- c. Further researchers who are interested in Descriptive Qualitative research, they can get basic information from this research. So, they can do their research deeper and better than this research.

2. Theoretical Benefit

- a. By reading this thesis, the readers will get more information about teacher's problems and solutions in teaching English using 2013 Curriculum 2017 Revision especially at SMK Muhammadiyah 3 Banjarmasin.

F. Limitation of The Research

As many qualitative studies, this research has the limitation. This research focuses on English teacher's problems, reasons and solutions in teaching English using 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin. Besides, this research also displays why the problems exist and how the solutions of the teacher's problem in teaching English using that curriculum.

G. Key-term Definition

1. Teacher's Problems: problems of the teacher who is teaching English using the 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin.

2013 Curriculum 2017 Revision: the curriculum which is newly applied in academic year 2017/2018. The curriculum that has been demanded by the government or Ministry of Education to implement it.