

CHAPTER I

INTRODUCTION

A. Background of study

The process of education at school cannot be apart from the output of education itself. 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.

The role of teacher is very important in education. the teacher is someone who not only transfers his/her knowledge but also attitude 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 lesson could be benefit for them in the future (Derachshan, 2015). Hence language teaching requires teachers to teachers to teach students to develop both academic and personal abilities.

According to Skillbeck (1984: 6) a curriculum is frame work for the enhancement and organization of the varied and numerous experiences of students in a school setting and beyond the school. It means curriculum as guide in teaching learning education. Like statemen of Rogers and Taylor (1996) said curriculum as all the learning that is planned and guide by training of teaching organization. The training could be carried out in groups, or individuall, inside or putside a classroom in an institutional setting, or in the fiel. In book that wrote by Geoffrey H. Wilson (1993) states that curriculum development revolves around three major curriculum elements: decision on what to teach which are learner, decision on how to teach and decision concerning the extent to which educational ends are being attained through the strategies.

According to Murdiono (2012: 4-5) the learning process is not a vehicle for teaching but is more directed as a vehicle for learning. Learning is not only the delivery of learning material with the demands to memorize and master material as much as possible, but learning must be fun, exciting and educating students. Reality in the field, students only memorize concepts and are less able to use the concept. This indicates that learning does not have meaning in students' lives.

One of the learning processes that needs to be refined is a learning strategy (Murdiono, 2012: 3). Therefore, a teacher must have experience and various delivery strategies. There is no method, strategy, material, media and assessment that is best to be applied to all subject matter. However, the teacher must plan and design the learning process well. Like war, learning also requires. The right strategy so that student learning outcomes get good performance. Learning strategies can improve students' understanding and will ultimately affect student learning outcomes. It stated in holy Qur'an Surah As- Sadjadah: 4

اللَّهُ الَّذِي خَلَقَ السَّمَوَاتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا فِي سِتَّةِ أَيَّامٍ ثُمَّ اسْتَوَىٰ عَلَى الْعَرْشِ ۚ

مَا لَكُمْ مِّنْ دُونِهِ ۚ مِن وَلِيٍّ وَلَا شَفِيعٍ ۚ أَفَلَا تَتَذَكَّرُونَ ﴿٤﴾

“Allah it is who created the heavens and the earth, and that which is between them, in six days. Then He mounted the throne. Ye have not, beside Him, a protecting friends or moderator. Will ye not remember?”

The development of teaching materials is a system. As a system for developing teaching materials, it is certainly a combination of various components of learning. The development of teaching materials for language teaching is a system, namely, a combination of elements (component parts) that are interconnected by a process or structure and

function as an organizational unit in an effort to achieve the ultimate goal or produce something (Djunaidi, 1987: 66). Here it can be observed that the development of teaching materials as a system that is connected by a process that functions as an organizational unit with the ultimate goal of learning on target.

The development of teaching materials is used as a way to identify, develop, and evaluate learning content and strategies. Development of teaching materials as an understanding of learning design. In addition, the development of teaching materials takes into account the nature of teaching materials, the number of students, and the availability of materials. Development of teaching materials using flexible principles. The flexible principle means that it can accept new things that have not been included in the content of the subjects at the time of implementation (Mbulu 2004: 8). The flexible principle of students is able to accept new things in the content of subjects that have not been included in the teaching material delivered by the teacher.

The development of fun teaching materials and instilling moral values for students is very necessary. This is to improve the quality of students in the realm of knowledge, skills, and attitudes that are at the core of the 2013 curriculum. based on text, is used as an educator to develop quality, varied teaching and maintain basic aspects in the 2013 curriculum. Text students are required to actively observe, ask, reason, try, and communicate matters relating to the material to be studied. The text is

used by educators to develop quality teaching materials and is able to instill good moral values.

Based on the description above, MAN 2 Model Banjarmasin is one of the islamic school in Banjarmasin and one of favorite school, this school has many achivements in academic and non academic. The writer wants to do the research in MAN 2 Model Banjarmasin because some reasons. The first is that the want to know the teacher's strategies in developing teaching material of 2013 curriculum in MAN 2 Model Banjarmasin. The English teachers in MAN 2 Model Banjarmasin have a lot of experiences and also good ability in teaching English. And also the school has good reputation, accreditation " A" it makes the school get great credibility and then credible school in gaining educational goals. this is result of the cooperative and hard work of all teachers, employees, student, to parent or committe. The last is that MAN 2 Model Banjaramasin has good English Teachers. The writer think if the teacher have strategy in developing teaching material, certainly it's an attractive teaching learning process. So the writer interested in knowing more about teacher strategies in developing teaching material of 2013 curriculum.

The writer wants also to learn more about this research need to know as a new knowledge and experience for doing research entitled: "Teacher's Strategies in Developing Teaching Materials of 2013 Curriculum"

B. Statement of problem

We know that the teacher's is very important person in teaching learning process. Without the teacher who has an important role in the word of education, curriculum will be very important to be applied.

The teacher's role is very necessary in developing teaching material of 2013 curriculum, besides that the teacher also plays a role in determining what strategies. if the teacher's has strategies in teaching learning process and the applied it well, the student will be created as the object of 2013 curriculum.

The reason of the writer in choosing this topic because of in 2013 curriculum 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 especially in material development. So, the writer want to conduct the research about that.

Based on the description above the writer want to know more about the teacher's strategies in developing teaching materials of 2013 curriculum So the writer would like to make question as follow:

1. What are teacher's strategies in developing Teaching materials of 2013 curriculum ?
2. What are supportive factors in developing teaching materials of 2013 curriculum?

C. Objectives of Study

The purposes of this research are expected:

1. To know what are the teacher's strategies in developing teaching materials of 2013 curriculum at MAN 2 Model Banjarmasin .
2. To analyze supportive factors in developing teaching materials.

D. Significances of Study

The result of this research is expected to have benefits, such as

- a. For the writer, this research adds the writer's knowledge and experience in developing Teaching materials of 2013 curriculum.
- b. For the teacher English at MAN 2 Model Banjarmasin, as references in developing teaching materials of 2013 curriculum.
- c. For the reader, it inspires those who would like to do similar research. So this study becomes a helpful information and useful reference for the next study.

E. Definition of Key Terms

By a knowing the key terms, it makes this research is easier to be understood by other research and readers. there are many key terms that are related to this research such as:

1. Teacher's Strategies : Teacher's ways or action intended to provide good teaching materials for students learning.
2. Developing teaching materials : is the Planning process by which a teacher creates units and lessons within those unit to carry out the goals and objectives of the course.

3. 2013 curriculum : The newest curriculum in Indonesia that use scientific approach in learning activity, which is simplifications from the previous curriculum, 2013 curriculum have some differences in teaching process, and evaluation from previous curriculum.