

CHAPTER 1

INTRODUCTION

A. Background of Study

Human is a perfect creature created by Allah with has intelligence and natural appetite. Human is also social creature. Human can't live alone or solitary without aid from other people. A human is demanded to make interaction to other human, human must make many relationships together with other people and human needs to make communication to other people especially in his environment. Human has to use language do those things and the human's process to get the language is with study or learning. Human has to study about language that they need because learning is the way to get it.

Language is a tool of communication between one human to other human, between us to other people. Then, the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way is called language.

English is one of millions language from millions nation and tribe that created by Allah. Based on Holy Qur'an in Al – Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ [١٣: ٤٩]

This verse tells humans that our God, Allah created human in many nations and tribe to know each other, to make relationship each other, and to do communication each other. And language especially English is one of some ways to do those things. And English is an international language that everyone in every place, every town, every country, everywhere using English as tool of international communication to communicate each other besides their first language. People using English if they want to communicate to other people in other place especially in relationship between one country to other countries.

Mastery of English is very important because almost the source of global information in some aspects of daily life uses English. One of requirement to create the professional people is able to master English, especially to communicate in oral and written forms and Mastery of English can be gained through some programs, like school and course, but many people get English at the school. English is a first foreign language that be taught in primary education level, especially in junior high school.

The curriculum of English must be developed based on the standard competence to achieve the purpose of national education (Depdiknas, 2003:33), to answer the globalization era; mastery of English is one of the main requirements for each people. And in curriculum 2013 there is core competency that Core Competency is designed in three interrelated aspects, namely with regard to the knowledge aspect, skill aspect, and the new one is attitude aspect that include religious attitude and social attitude. The third aspect of it being a reference of basic competencies and should be developed in any event integrative learning.

Competence with respect to religious and social attitudes developed indirectly (indirect teaching) is when students learn about science or other subject (Knowledge aspect) and the application of knowledge (Skill aspect).

The writer is interested to do the research about two new attitudes in new aspect of curriculum 2013, the new aspect is attitude aspect (spiritual and social attitude), because of curriculum 2013 is also a new curriculum in Indonesia education from Indonesia government in Mr. Susilo Bambang Yudhoyono era so need more time in implementation this curriculum, then teachers need more practice, information and experiences for this new curriculum.

In the curriculum of 2013 there are 4 core competencies that must had by students i.e., Spiritual: core competency 1, social: core competency 2, knowledge: core competency 3, and the last is skills: core competency 4. In assessing of core competencies, core competency 1 and 2 are joined to be the social and spiritual values in attitude aspects of curriculum 2013. However, in practice, the teachers had some difficulties in evaluating the both of core competencies. This is due to several factors such as spiritual values or attitude, someone cannot judges it because the spiritual value is the relationship between man and God while the social values it takes quite a long time because it needs observation by the teacher and the limited time and space.

In other fact, based on the writer observation there are some teachers complains about the new curriculum and also there are some school that used curriculum 2013 but in process of assessing or evaluating students' score, they use curriculum KTSP because assessing students using assessment of curriculum

2013 to hard especially in Social attitude and Spiritual attitude as two new assessing aspects after that there are some teachers complain about the implementation of the new curriculum especially in assessing process of students' score. For that reason the writer interested to do research about those two aspects to know how the English teachers asses it, what are the problems faced by them, and how they solve those problems.

In Banjarmasin there are some the state Islamic Junior High Schools (MTsN) that still use curriculum 2013 for a few years ago, exactly from 2014 year. They are MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin, MTsN Banjar Selatan 2 Banjarmasin, and MTsN Mulawarman Banjarmasin. But for academic year 2015/2016, MTsN Mulawarman Banjarmasin doesn't use curriculum 2013 anymore and re implement the curriculum KTSP 2006. For that reason, the writer does the research only in three the State Islamic Junior High schools / MTsN (MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin and MTsN Banjar Selatan 2 Banjarmasin) and conducts a research under of the title:

“THE PROBLEMS FACED BY ENGLISH TEACHERS IN ASSESSING STUDENTS' SPIRITUAL AND SOCIAL ATTITUDE OF CURRICULUM 2013 AT THE STATE ISLAMIC JUNIOR HIGH SCHOOLS (MTsN) IN BANJARMASIN ACADEMIC YEAR 2015/2016”

B. Problem Statement

Based on the background above, the problems which are in the research will formulated, such as:

1. How is the process of English teachers assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016?
2. What problems are faced by English teachers in assessing the students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016?
3. What are the English Teachers' efforts to solve the problems in assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016?

C. Objective of Research

Based on the reasons above, the purpose of this research are:

1. To describe the process of English teachers assessing students' attitude aspect (spiritual and social attitude) of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.
2. To find out problems faced by English teachers in assessing students' attitude aspect (spiritual and social attitude) of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.

3. To know the English Teachers' efforts to solve the problems in assessing students' attitude aspect (spiritual and social attitude) of curriculum 2013 at the State Islamic Junior High Schools (MTsN) in Banjarmasin academic year 2015/2016.

D. Significance of Research

This research is expected to give some contribution to:

1. The students of English Department who are interested to be English teachers that have to know about curriculum especially in Junior High School level or Islamic Junior High School level.
2. The schools can get information about the curriculum in Indonesia especially the assessing process and the lack of curriculum 2013.
3. The teachers who implement the curriculum 2013 at the state Islamic Junior High School or Junior High School, so They may improve the skills and the methods in teaching the students successfully and to know how to solve the problems that they gets in assessing process spiritual and social attitude of curriculum 2013.
4. Other researchers who are interested in conducting further research relate to problem faced by English teacher in Curriculum 2013 in evaluating or assessing students' spiritual and social attitude and it can be used as one of the references work for study or other subject.

E. Definition of Key Term

Avoiding some incorrect interpretation of this research title, the writer wants to clarify and explain the term used.

1. Problem

Problem is thing that is difficult to deal with or understand (oxford dictionary, 2004: 341). In case of teacher problems, it are troubles that teacher get during process teaching and learning in the class, example like lack of tools / media, infrastructure, teacher's ability, experience, process evaluating students' score etc. and It will make the process teaching and learning will be hard than usual.

2. Assessing

The process of gathering information about students and the class for the goal of making instructional decisions.

3. Curriculum 2013

Curriculum 2013 (K-13) is a fixed curriculum implemented by the government to replace Curriculum Education Unit which has been in force for more than 6 years. Curriculum 2013 entry in testing period in 2013 by making some schools into schools experiment. In 2014, Curriculum 2013 has been applied in Class I, II, IV, and V, while for Class VII and VIII junior and senior classes X and XI. Hopefully, in 2015 has been implemented at all levels of education. Curriculum 2013 has three aspects of assessment, namely the aspect of knowledge, skills aspects, and aspects of attitudes.

4. Spiritual attitude

A new aspect in Curriculum 2013 that focus to make students more devout and pious. Spiritual attitude as a manifestation of the strengthening vertical interaction with God Almighty, while social attitudes as the embodiment of the existence of consciousness in efforts to achieve harmony.

5. Social attitude

Social attitude is an acquired tendency to evaluate social things in a specific way. It's characterized by positive or negative beliefs, feelings and behaviors toward.

So from the definition of key terms, the main purpose of this research is to know and get the information about teachers' problems in implementing the curriculum 2013 at the schools especially in assessing process students' spiritual and social attitude of the new curriculum in the class.

F. Limitation of Problems

Research limitation is needed to focus this research. In this research, the writer will analyze problems faced by English teachers in assessing students' attitude aspect (spiritual and social attitude) of curriculum 2013 at MTsN Kelayan Banjarmasin, MTsN Banjar Selatan 1 Banjarmasin, MTsN Banjar Selatan 2 Banjarmasin academic year 2015/2016.

G. Organization of the Research

To make this research systematic and easier to understand the contents of research, the writer divides this research into chapters below:

Chapter I is Introduction which consists of the background of study, the statement of the problems, the objective of the study, the significances of the study, the definition of key terms, the limitation of the problem, and organization of the research.

Chapter II is Theoretical review such as definition of curriculum, types of curriculum in Indonesia, the curriculum 2013 (background, definition, aspect, and assessment of curriculum 2013), and the last is the assessment (definition, type, purposes, and Problems in assessment).

Chapter III is Research Method or Method of The Research. It contains research design, research time and setting, subject and object of the research, the data, the data source, technique of data collection, design of measurement and the data analysis.

Chapter IV is Research Findings. It contains the general description of the research location, research findings, and discussion (the implementation of curriculum 2013 at The State Islamic Junior High Schools in Banjarmasin especially in process of English teachers in assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools / MTsN in Banjarmasin city, the problems are faced by English teachers in assessing the students' spiritual and social attitude of 2013 Curriculum at the State Islamic Junior High Schools / MTsN in Banjarmasin, and English

Teachers' efforts to solve the problems in assessing students' spiritual and social attitude of curriculum 2013 at the State Islamic Junior High Schools / MTsN in Banjarmasin academic year 2015/2016).

Chapter V is closure which contains conclusion and suggestion.