

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

The curriculum, teachers and teaching and learning process are the three main variables in the strategy of implementing education in schools. The curriculum is intended for students, through teachers who can give influence directly to students during the teaching process. Therefore, the role of the teacher is very important and occupies a central position. The teaching and learning process is essentially the implementation of the curriculum by the teacher that more specific and limited scope (Sudjana, 2004).

Curriculum becomes one of the main things because the curriculum is one of the tools to achieve educational goals. It is also a guideline in the implementation of teaching at all types and levels of schools. The curriculum bases and reflects philosophy as a nation's view of life. The curriculum is always dynamic to be able to adapt to various developments and further strengthen the results as expected. Therefore, the curriculum always improvement from time to time (Rusyan, Arifin, Fathoni, & Sudirman, 1992)

The Indonesian government has made innovations and renewals in education, to improve the quality of education, including updates on the curriculum. The curriculum in Indonesia has several changes. The last

curriculum change was the 2013 curriculum. The 2013 curriculum was a refinement of the previous curriculum.

In the previous curriculum, the focus of learning is in the teacher (teacher-centered learning). However, in the 2013 curriculum, the focus of learning is in the student (student-centered learning). Student-centered learning is an educational approach that empowers students as the center of attention during the learning process. The learning process that was originally instruction from the educator is changed into learning which gives the opportunity for students to adjust their abilities and act directly in receiving learning (Westwood, 2008).

If learning is only focused on student-centered, the role of the teacher is shifting or even changing. Whereas the teacher plays an important role in the learning process, because the teacher is a public figure, becomes a role model for students to create students with character.

In accordance with the Quran surah Al Kahf verse 66:

قَالَ لَهُ مُوسَىٰ هَلْ أَتَّبِعُكَ عَلَىٰ أَنْ تُعَلِّمَنِي مِمَّا عُلِّمْتَ رُشْدًا

Based on that verse it is explained that a teacher should guide his students. This verse also explains that the teacher is a facilitator, tutor, assistant, and others. Even though learning technology is developing rapidly, the teacher's role cannot be replaced by technology. Through the role of the

teacher, the values contained in the curriculum can be elaborated and developed so that it can be conveyed to students.

According to Wrightman in Usman (2011) the role of teacher is the creation of behavior that interrelated that carried out in a particular situation and related to the changes of behavior and the students' development as the goal. Teacher's role is one of the most important aspects to be considered in the form of the teaching process, especially in teaching English. In Indonesia, the English subject taught to students is English as a Foreign Language

In mastery English language, students need a teacher to help them during the learning process. One of the important roles as a language teacher is to convey as much of the knowledge that the teacher has to share with students

In Qur'an surah An Nahl verse 43

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رَجَالًا نُوحِي إِلَيْهِمْ ۖ فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

This verse describes about the role as resource. When students have questions and do not understand about the material, they have to come and ask to their teacher. The teacher helps the students and tell them the knowledge that they have. According to Snow (2007) the role of a language teacher is helping students understand language learning, encouraging and motivating students, building accountability and discipline and the last is building learner autonomy.

The role of the teacher is very important in the success of the objectives of education because the teacher not only assesses the behavior and student achievement in the classroom but also assesses the implementation of the curriculum. If the teacher's ability is high, the teacher will quickly grasp and adapt to the existing curriculum so that the curriculum can be applied to the maximum.

In South Kalimantan, there are many schools used the 2013 curriculum as a guide of the educational system. By considering three aspects that focus on the teacher as the participants namely, the consistency of using the 2013 curriculum, the application of curriculum 2013 during the teaching process and the human resources (teachers) who mastery well or are only self-taught.

The researcher decided to conduct research at MAN Tanah Laut, based on pre-observation that did on February 2019. There are three teachers who taught English subject. All of the teachers who taught English looked consistent in used the 2013 curriculum, but in the application of teacher's role it was still be the centered of learning, so researcher wanted to find out more about the role of teachers at MAN Tanah Laut in the learning process based on the 2013 curriculum. In addition, researchers wanted to find out what roles that the English teachers used and how all of the English teachers applied the roles.

Based on the background above, the researcher decided to investigate the teachers' role in 2013 curriculum in English teaching and learning process at MAN Tanah Laut.

## **B. Research Questions**

What are the teachers' role in 2013 curriculum in English teaching and learning process at MAN Tanah Laut?

## **C. Objectives of Study**

The aim of this research is to know how the teachers' role in 2013 curriculum in English teaching and learning process at MAN Tanah Laut.

## **D. Significance of Study**

The result of this research are expected to have good benefit, contribution and can improve in teaching English, theoritically and practically as follows:

### **1. Theoritically:**

The result of this research was expected to give benefit, contribute, and give information for the teacher who teach English in senior high school.

### **2. Practically**

- a. For the students, students expects that can be enjoy and excited in learning english. Through role of the teacher that appropriate with the material, students are expected to mastery English easily. The lesson is more interesting and do not boring.

- b. For the teacher, this study can be a reference for teacher. It expects that can use all of the role of teacher that can enhance students interest in learning English.
- c. For the researcher, researcher expects this research can be useful for another researcher who wants to do future research of the role of teacher and improve the previous research.

#### **E. Definition of Key Terms**

In this research, the researcher needs to define specify some key terms related to the research as follow:

##### **1. Teacher Role**

The teacher role is teacher activity aimed to facilitate as purpose the students' progress of learning in someway (Harmer, 2007). The teacher role in this research is how the teacher acts during teaching and learning process by using the 2013 curriculum at MAN Tanah Laut.

##### **2. 2013 Curriculum**

The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem. (Kemdikbud, 2013).

In this research, the school used the 2013 curriculum as the curriculum in formal education that used at MAN Tanah Laut.