

CHAPTER I

INTRODUCTION

A. Background of Study

Curriculum is one of the most important things for the success of education. Therefore, curriculum must be designed appropriately to reach the desired goals. In the history of education in Indonesia, there have been various kinds of curriculum developed, but it seems that there hasn't been an appropriate curriculum that meets the students' need.

Curriculum is a tool to achieve the education, through the curriculum the program of school is better especially in the subjects' implementation, curriculum as the foundation in the teaching and learning implementation . The curriculum usually faces the purpose life about how the form of education nowadays and in the future. Curriculums currently used for course of study which in course content involve of information or knowledge that student learn.

According to (Daniel & Laurel 1992, p 7) state that

“Curriculum as that reconstruction of knowledge and experience systematically developed under the auspices of the school (or university), to enable the learner to increase his or her control of knowledge and experience”.

The curriculum is planned program developed by teachers and other professional. The implementation of curriculum by the teacher is so influenced by the achievement of students in every subject. If teacher can apply the good curriculum in the class, it will appear the different between the previous curriculum and the new curriculum because in each curriculum has many different especially in method or technique when teacher applies it in the class. it say that curriculum has dynamic characteristics, so the change curriculum always follows the

globalization era. It is a term that circulate of the both popular media as well as formal academic disciplines which make curriculum always do the improvisation based on the public's need and nation. (William & Pinar, 2013, P. 35)

The curriculum has many function, it can say that curriculum as learning outcomes, which the curriculum has instructions and ways in evaluation of the student's result of proses and product in learning. The curriculum as subject matter, it designs to plan the every subject and material for students of all level class. Curriculum as learning experience, it can be flash back from the previous and now curriculum so, the next curriculum can be better than other curriculum. The specifics function of curriculum is to increase the education in Indonesia like the other country. It's mean that the people especially the students started from kindergarten to college students have to be diligently, seriously, and continually in learning which it useful for their own self and social.

The people have to learn every subject seriously and continually with the good planning. It found in Hadits from Peace and salutation always be upon Prophet Muhammad .

اَوْبُلْ طَا مَلْعَا نِم دَهَمَلَا يَلَا دَحَلَلَا

This verse Koran proofs us the need of continuity in learning every subject. people have to learn more and constantly to reach the target that they dream to reach. This is Hadits teach us that we must continually and seriously in learning cause the striven of science as obligation for all people in the world, the science as foundation in life without it, the people cannot be good people in their family and their environment. The obligation to strive the science start from the people born in this world which the first time that the baby gets the science from their parents, and then after

they grow to be a child until they to be adults. It is time that they have to follow the internal education which known as school start from the kindergarten until the high level school, it all have the purpose so that the people can to be a good and success people and to make the better life through the education which the specific purpose about that to get the more science and can applied for the next generations till they can do improvisations for the education. If they relate with the change curriculum exactly in Indonesia which in previous statement that the purpose of curriculum is to make the education in Indonesia is better than before, it can say that the change curriculum could be happen base on the students need.

Indonesia has changed its curriculum ten times from 1947 to 2013. Those are curriculum 1947 called Planning of Teaching (Rencana Pengajaran), 1964 curriculum was Basic Education Planning (Rencana Pendidikan Dasar), 1968 curriculum was Elementary School Curriculum (Kurikulum Sekolah Dasar), 1974 PPSP (Proyek Perintis Sekolah Pembangunan) Curriculum, in 1975 was Elementary School Curriculum, in 1984, it was called 1984 Designed Curriculum , in 1994: 1984 Designed Curriculum, in 1997 : 1994 Revised Curriculum, 2004 : Curriculum Based Competence (Kurikulum Berbasis Kempetense), 2006 : KTSP (Kurikulum Tingkat Satuan Pendidikan).(Nuryani & Diana, 2013, p.4) Ministry of education and culture of Indonesia has already published the new curriculum for Indonesia's education. It is called the 2013 curriculum. The 2013 curriculum will change the last curriculum KTSP. By variety of reasons, the 2013 curriculum is expected to be able to increase Indonesia's education in this globalization era. Then now the 2013 curriculum is still being discussed as a pro-contra issue. (Abdul Muth'min, 2014, P. 6)

The change of curriculum, according to the ministry of education and culture at 2014 because some problem such as in government administrative and mostly some schools are not

ready to apply the curriculum of 2013 such as problem error in books of 2013 curriculum, the evaluation system, the upgrading of teachers, the observation of teachers and the trainings of head master. The ministry says that not the evaluation at some schools are truly acquired use the 2013 curriculum, the curriculum apply on July 2014 meanwhile the evaluation just at 14 October it was so late, there are not harmony between the idea, design, and document in 2013 curriculum, not only all of those reasons, the assessment for students also takes are much time so that it will decrease the attention or focus of students, many teachers are not ready to apply it and some books which are not on time in writing, printing, and distributing finally the quality of books and syllabus still low not ready to use.

Basically, the objective of KTSP is the appropriated proses about how the students get the knowledge, skill, and attitude in learning and the interaction between students and teacher in teaching and learning process. (Putu Sudira, 2006, p.9) . The students should be able to participate more in most activities, and the teacher should be able to develop the students' creativity so that there will be two way communication. One of the good sides of KTSP is it gives more time for students to explore themselves, so they are involved in the real learning experience, instead of theories. By the implementation of KTSP, it is hoped that all teachers will be able to develop the materials, but still based on the standard of the content (Standard Isi/SI) and the competency standard (Standar Kompetensi Lulusan/SKL). Teachers is given an authority to describe and develop the curriculum, includes the students as the subject in the teaching and learning process. It is also expected that KTSP can fulfill the standard of evaluation for the success of students' learning.

KTSP is an operational curriculum designed and carried out by each school in Indonesia. It is a new paradigm of curriculum development which gives an authority for the schools and the

teachers, and the involvement of the community for the effectiveness of the teaching and learning process. KTSP includes the aims of the education, structure, academic schedule, and syllabus, a lesson planning which include the competency standard, basic competency, materials, activities, indicators, assessment, time, and the sources. Generally, KTSP has an aim to make the education independent by giving an authority to all institutions and motivate them to develop curriculum. Specifically, KTSP is aimed to improve the quality of education, and to increase the coordination between the school and the community in curriculum development.

Meanwhile the Curriculum of 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. This curriculum applies the scientific approach include of observing which the learning activities student given for seeing, reading, listening, observing, watching multimedia which it can be the opening in learning . The second ask the students to ask the question, give the feed-back and express the idea. The third is experimenting/exploring, students have to do have critical thinking, discussing and experiment. Next, students will do the associating such as linking with other material, and making a statement. And the last student will do the communicating; it is meant that students do the presenting, dialoguing, inferring or concluding.

The Authentic assessment of 2013 curriculum is an assessment of learning referring to the situation or context of the "real world", which requires a variety of approaches to solve a problem which gives the possibility that the problem may have more than one solution. In a process of learning, authentic assessment measure, monitor and evaluate all aspects of the learning outcomes (which is included in the cognitive domain, affective, and psychomotor), both of which appear to be the end result of a process of learning, as well as the form of change and

development activities, and the acquisition of learning during the learning process in the classroom and outside the classroom. (Ahmad, 2014, p. 8)

The English Subject in 2013 curriculum is explained materials learned, that are stressed on language competence as a means for communicating ideas and knowledge, learned are trained to read and comprehend the text presented, summarize, and present it with their own words. This curriculum, learners are also introduced the suitable rules of texts to avoid confusion in the process of arranging text (based on situation, condition: who, what and where). Besides that, learners are made accustomed to express themselves and their knowledge using spontaneous good language. Added that the essentials of curriculum 2013 are every subject supports all competencies (attitude, skill and knowledge) where the subject is designed tied one and another and it has basic competence which is tied by the core competence of each class. But in 2013 curriculum the English subject for elementary school is removed as a subject. Students will just know fewer vocabularies that might be important to learn and it probably connect to another subject. As a result, they might have difficulties in saying English words in the future because when they were still in elementary school, they were not accustomed to say any English words.

Therefore between KTSP and the 2013 curriculum have some differences, especially about teaching and learning proses especially in English subject such as the method or technique. In the school teacher might know the purpose of teaching and learning. But sometimes get big problem in teaching learning.

According to (Robert,2008, p. 56) state that :

The big problem of English teaching in Indonesia is the output or result of the study is not optimum, that problem often appear in teaching learning process the method that use by the teacher not stimulate the student to active in teaching and learning process. The

teacher as a transmitting (giving knowledge) and students as just receiver, so the student did not have active learning but just passive leaning.

In this case based on the previous observation when PPL 2 in the SMPN exactly in Banjarmasin for two months when teachers teach in the class and some interview indirectly could be found some problem in English teaching there are students seldom active in the class the students are passive when teaching and learning in the class. The 2013 curriculum is new curriculum in Indonesia which has applied for one semester in all school and nowadays back again with use KTSP. Exactly the moving of curriculum caused some problem especially in the implementation faced by teacher or students. The 2013 curriculum is hot issues weather by the public or school

Based on the problem above, English has different characteristics with other subject especially the subject applies with 2013 curriculum and SBC curriculum. Therefore, the English teacher who uses SBC and 2013 curriculum should be ready when he or she teaches the students. Besides the teacher has to be able to make a good strategy in teaching and learning process. The government has a teaching – learning SBC and 2013 curriculum program as a guide to improve the implementation of education.

Based on pre observation not all the teacher ready, when he or she prepare teach the students, so he or she didn't get the best result he or she taught the students. For that reason, the writer interested in describing the evaluation of curriculum of 2006 and 2013 curriculum in English subject by the teachers at two SMP. The title of this study is : **THE EVALUATION OF ENGLISH SUBJECT CURRICULUM OF 2013 (A DESCRIPTIVE STUDY ON THE PROBLEM FACED BY TEACHERS) at SMPN 1 SIMPANG EMPAT PENGARON AND SMPN 2 SIMPANG EMPAT PAKU**

B. Problem Statement

1. How do the English teachers implement 2013 curriculum at SMPN 1 SIMPANG EMPAT PENGARON and SMPN 2 SIMPANG PAKU in term of evaluation?
2. What problems do the English teachers have in implementing 2013 curriculum compare with SBC curriculum in English class at SMPN 1 SIMPANG EMPAT PENGARON and SMPN 2 SIMPANG EMPAT PAKU ?

C. Objective of Study

1. To explain the implementation of school curriculum 2013 nowadays in junior high school.
2. To get the problems in implementing SBC and 2013 curriculum

D. Significance of research

1. Theoretically, it is an information to people about the evaluation of SBC curriculum and 2013 curriculum by English teachers
2. Practically, it is a material that can be used in teaching learning process, not only in the school but also at other place, for the people who are teaching and learning English.

E. Definition key term.

1. The 2013 curriculum (thematic – integrative) is a new curriculum in Indonesia, which is simpler from the previous curriculum, but this curriculum short time just for one semester applied in Indonesia education which for nowadays back to SBC
2. A descriptive study is seeking to observe something, in this research a descriptive study for observe the teacher in implementing curriculum of 2013.
3. The evaluation is of a [judgment](#) about the [amount](#), number, or [value](#) of something; [assessment](#). the study will [assist](#) in evaluating the [impact](#) of [recent changes](#) between 2013 curriculum to 2006 curriculum.
4. The implementation is the process of [putting](#) a [decision](#) or [plan](#) into effect; [execution](#). The study will observe the implementation of the KTSP curriculum and the previous curriculum (2013 curriculum) in term of the evaluation
5. The problem is a matter or situation regarded as [unwelcome](#) or [harmful](#) and [needing](#) to be [dealt](#) with and [overcome](#). The study will describe the problem in implementing 2013 curriculum and 2006 curriculum.