

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the purpose of the study, the significance of the study, and the definition of the key terms. All sections which have been mentioned above will be discussed as follows:

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

The teaching of English in Indonesia was started many years ago; in education, formal English subject start from the Junior High School and then start from the early age but now days it is start from Junior High School again. They are to make the students able to develop three factors: the first is language skills, the second is language components, and the third is literature aspects. Language skills consist of reading, speaking, listening and writing. Language components consist of structure, vocabulary, spelling, and pronunciation. And literature aspects consist of history literature, literacy theory and literacy critic.

Concerning to the teaching and learning, Indonesia has changed the curriculum many times; they are 1955 curriculum, 1968 curriculum, 1974 curriculum, 1984 curriculum, 1994 curriculum, CBC curriculum, the 2006 curriculum (SBC) and the 2013 curriculum is applied 2013/2014, in some schools that choose of the government. Beside that BSNP published

guidance arrange of the 2013 curriculum. It is based on (Permendikbud, no. 70/2013) this curriculum aims to prepare the Indonesian people to be faithful, productive, creative, innovative and affective in order to contribute to the life of society, nation and global civilization.<sup>1</sup>

The global information, Indonesia's government have significant effort to implement curriculum reform. Often these are well-redesigned and have valuable aims. In many cases, their implementation has resulted in less than desirable outcomes, and intentioned curricular reforms were never translated into classroom reality. Much literature has focused on why curriculum reform initiatives have rarely been effectively implemented and have often failed to achieve their objectives.

The curriculum has a significant role in education. This is because through curriculum educators can translate their ideas, concepts, theories into practice. Curriculum as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. As a consequence, a curriculum should be well-designed and having a clear vision of what it is trying to achieve.<sup>2</sup>

In order to acquire a good curriculum, an institution or a government often re-designs an existing curriculum or even designs a new curriculum. For example, in the Indonesian context, the school curriculum

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<sup>1</sup> Badan Standar Nasional Pendidikan, 2013. *Permendikbud Nomor 70 Tahun 2013*. Retrieved on 20 September 2013 from <http://bsnp-indonesia.org/id/?p=1239>.

<sup>2</sup> *Character Building in English Language Teaching*. Yogyakarta: Naila Pustaka, 2013. 56

has been changed for many times since its independence and the newly introduced curriculum is the 2013 curriculum. These changes likely occurred due to the fact that there have been alterations in various aspects of life in Indonesia, such as in social, cultural, economic, and political system. In this case, a curriculum as planned learning should be developed dynamically based on the changes and needs of a society. As a consequence, a new curriculum is often considered to be better than the previous one.

The 2013 curriculum was officially launched in July 2013. Based on the regulation of the ministry of education and culture, it is stated that there are factors. The factors is internal challenge which related to the growth of productive age in Indonesia. External challenge which is related to globalization and its issue. Then is improving the taught model. Then is reinforcement of curriculum management and the last is reinforcement of material taught. Whereas English is very important in life. And English is international language used whole on earth.

In the second language acquisition defined as ultimate achievement (where the learners who are introduced to the second language in childhood indeed do appear to have an edge). Beyond that, physiological changes cause the brain to lose its plasticity, or capacity to assume the new functions that learning language demands. It is the common belief that children are more successful L2 learners than adults, but the evidence for this is actually surprisingly equivocal. Others in terms of how closely a

learner approximates native grammatically judgement, and still other in terms of fluency or functional competence.<sup>3</sup>

In this thesis, I will review that the English teachers of senior high school has many problems to implementing the 2013 curriculum. The researcher will discuss the problems faced by the English teachers of senior high school when they teach used learning and method that different with the last curriculum and implementing the 2013 curriculum.

## **B. The Statement of the Problems**

Based on the background of the study above, the general problem of this study is formulated with the main question: “What are the problems faced by English teachers of senior high school in implementing the 2013 curriculum?”.

## **C. The Objective of the Study**

In carrying this research, the researcher formulates the objectives of the study as follows the problems are faced by English teachers of senior high school in implementing the 2013 curriculum.

## **D. The Significance of the Study**

### 1. For the English teachers

This research results can be used as evaluation, to be able to give information and ideas for the teachers of English language about

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<sup>3</sup> Muriel Savile-Troike, *Introducing Second Language Acquisition*, UK: Cambridge University Press, 2006. 82

the problems faced by English teachers of senior high school in implementing the 2013 curriculum. In general, the curriculum is designer by decision maker in education.

2. For the students

The results of this research will cover an advantage, give direction to students about the lesson of English language for senior high school in the 2013 curriculum.

3. For the researcher

This research can develop the researcher's knowledge about the problems faced by English teachers of senior high school in implementing the 2013 curriculum. As the researcher know that the lesson of English language in senior high school is newly with the 2013 curriculum and the newly learning and method, so its make the researcher want to know about it more.

4. For the other researchers

The results can be used for the other researchers which focus in how to faced the lesson of English language in senior high school in implementing the 2013 curriculum. And I hope will know well about the implementation of the 2013 curriculum.

### **E. The Scope of The Study**

The scope of the study is limited on the implementation of the 2013 curriculum in Kediri town. The school that had implementation of

the 2013 curriculum is SMAN 1 Kediri, SMAN 2 Kediri and SMA Ar-Risalah Kediri. In this research only discuss about the problems in teaching learning of English in Senior High school of Kediri that implementing the 2013 curriculum. The subject of this study is the English teachers on SMAN 1 Kediri, SMAN 2 Kediri and SMA Ar-Risalah Kediri.

#### **F. The Definition of the Key Terms**

The following definitions are intended to give more insights to the readers to avoid misunderstanding and ambiguity of the term used in this study.

##### **1. The problems**

The problems is something that newly of curriculum and faced by English teachers of senior high school in implementing the 2013 curriculum.

##### **2. Implementation**

Implementation is an application of something formulated before teaching learning done in the classroom.

##### **3. The 2013 Curriculum**

The latest curriculum that replaced the 2013 curriculum, According to (Permendikbud, no. 70/2013) this curriculum aims to prepare the Indonesian people to be faithful, productive, creative, innovative and affective in order to contribute to the life of society, nation and global

civilization. The 2013 curriculum is the newly curriculum that changed by the government of Indonesia for ten times since its independence. The first time, government just chose some school that applied this curriculum. It is applied in 2013/2014 academic year.