

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the research problem, objective of research, significant of research, scope of the research and the definition of key term.

A. Background of the Study

This study attempts to find out the implementation of 2013 and KTSP curriculum in learning process along with the problems that might hinder the teacher in presenting the materials. As a matter of fact, the teaching English in Indonesia was started many years ago: in education, formal English subject is started from Junior High School but nowadays, learning English is started in the earlier stage of. They are to make students able to develop three factors: the first is language skill, the second is language component, and the third is literature aspect. Language skill consist reading, speaking, listening, and writing. Language components consist of structure, vocabulary, spelling, and pronunciation. And literature aspect 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, and CBC, Kurikulum Tingkat Satuan Pendidikan is applied in 2008/2009, it is based on their school. 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.¹

Curriculum is from Latin; *currere*. And the meaning is yard. The purpose of National education is education which based on Pancasila. According to UU. No. 2, 1989, the purpose of education is creating the students to be religious, independent, responsible, possessing good morality, and more knowledge and skill.² In UU. System of National education, 1989, chapter 1, paragraph 1, curriculum is a set of program and arrangement about content and matter of lesson, and the method is used as directive for teaching learning³. The change of a curriculum is needed to appropriate with the purpose of education. The purpose of a curriculum is maximizing its implementation in education.

The curriculum has a significant role in education. This is because thought 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.⁴

In order to acquire a good curriculum, an institution or a government often re-designs an existing curriculum or even designs an existing

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

² Idi Abdullah, *Pengembangan Kurikulum Teori dan Praktik* (Jogjakarta: AR-RUZZ MEDIA, 2010), 55.

³ Dakir, *Perencanaan dan Pengembangan Kurikulum* (Jakarta: PT. RINEKA CIPTA, 2004), 1.

⁴ *Character Building in English Language Teaching*. Yogyakarta: Naila Pustaka, 2013, 56.

curriculum or even designs a new curriculum. One of the regulations for improving Indonesia education qualities is conducted to the curriculum. Indonesia used "Curriculum 2004" or we call it with Competence Based Curriculum (KBK). Then in 2006 the curriculum changed (once more) to KTSP. The Curriculum of KTSP emphasizes on the students achievement and development in some competences, including; Standard competence, based competence, subject/materi pokok, indicator, load of study (Beban Belajar), criteria of minimum achievement (KKM/Kriteria Ketuntasan Minimal), calendar and syllabus.

In 2013, our government has used about new curriculum that be implemented in July 2013. Moreover, we know that several schools in part of Indonesia has used this curriculum, but not for several schools in another place in our country. So many teachers told that there are so many problems in new curriculum.

However, in 2013 curriculum reap many problems, since the turn of the entire cabinet government, the most important thing that becomes the object of attention is the lifting of the curriculum in 2013 and the using back of KTSP 2006. Curriculum 2013 itself is a new curriculum implemented by the government to replace the KTSP 2006, which has been in effect less six years. Curriculum 2013 included in the experiment in 2013 by making some schools into schools experiment. In 2014, the termination of the curriculum in 2013 is due to various factors and the number of complaints that come. Curriculum 2013 is not there through in-depth research and evaluation,

focused students, teachers unprepared for sudden impressed, more suitable thematic base class, and do not pay attention to the sociological context of Indonesia.⁵

Moreover, it is one of the major problems of education in Indonesia, especially for teachers. So how can we implement this curriculum when the curriculum had been changed quickly? How can we implement the curriculum as an instrument for raising the quality of education without consistent? We know that the successful of curriculum needs long time, from crystallization of idea, the ideal concept of education, the formulation design of curriculum, the capability of teacher, availability of media and infrastructure, and then to manage the implementation of the curriculum. In this new curriculum seems that implement it immediately, not through crystallization of idea and the capability for the teachers. In fact, The Federation Association of Indonesian Teacher (Federasi Serikat Guru Indonesia/FSGI) said that **it's** difficult to change the teachers' mindset from Curriculum 2006 to Curriculum 2013, from the change process in teaching learning from different types. Because pro and contra about the implementing, so the writer wants to show how difficult and what kinds of problem faced by English teachers with the title; **"The implementation of KTSP and 2013 Curriculum at MTsN 2 kediri."**

⁵ Rivaldo Julian, *"Pencabutan Kurikulum 2013 kembali ke KTSP 2006"*, Opini kampus.com, 10 Desember 2014, diakses 24 Maret 2015

A. Statement of the Problems

Based on the background of the study above, the writer determines the problem of the research as follows:

1. How is the implementation of 2013 curriculum at MTsN 2 Kediri?
2. How is the implementation of (KTSP) curriculum at MTsN 2 Kediri?
3. What are the problems faced by the teacher at grade seven when implementing 2013 curriculum at MTsN 2 Kediri?
4. What are the problems faced by the teacher at grade eight when implementing (KTSP) curriculum at MTsN 2 Kediri?

B. Objectives of the Research

The objective of the research are stated as follows:

1. To describe the implementation 2013 curriculum at MTsN 2 Kediri.
2. To describe the implementation of (KTSP) curriculum at MTsN 2 Kediri.
3. To find out the problem when the teacher of grade seven implementing 2013 curriculum at MTsN 2 Kediri.
4. To find out the problem when the teacher of grade eight implementing (KTSP) curriculum at MTsN 2 Kediri.

C. Significance of the Research

The result of this research is expected to give contributions to the reader(s), institution(s), teachers and school in implementing those curriculum (KTSP and curriculum 2013).

Firstly, the writer expect the result of this research be useful for the readers(s) to get more information about how is the implementation of curriculum (KTSP and curriculum 2013. Secondly, the result of this research is hoped to give a great contribution to the teachers about the implementation. Finally, the result of his research is hoped to give the great contribution to the instituton(s) for our education.

D. Scope and Limitation of the Research

The scope of this research mainly discusses about the educational curriculum employed at MTsN 2 Kediri. In this school double curriculum is applied in which it falls into two categories namely curriculum 2013 applied only for class seven, while Kurikulum Tingkat Satuan Pendidikan (KTSP) is employed by class eight.

From the mentioned scope above, this educational institution has been employing two type of curriculum. In this research, the researcher limits the sample of study in which only students sitting at class eight and seven are drawn as the sample.

E. Definition of the Key Terms

It is necessary for defining and explaining the key terms, which appear in the discussion in order to avoid misunderstanding or misinterpretation to the key terms, they are:

1. Implementation

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

2. Kurikulum Tingkat Satuan Pendidikan (*KTSP*)

Kurikulum Tingkat Satuan Pendidikan is one curriculum reform in which each unit/level of education has an autonomy to develop its own curriculum in accordance with its own potencies, social needs, environment, strength, weakness, opportunity, and threats in the effort of developing the quality, efficiency, and propagation of education.⁶

3. Curriculum 2013

Curriculum 2013 is competence based curriculum (*Kurikulum Berbasis Kompetensi*) that aimed at competence achievement in SKL (*Standar Kompetensi Lulusan*) that is the criteria about skill of qualification of outcome that related about attitude/behavior, skill, and knowledge or competence-based curriculum through scientific approach for Junior High School/Senior High School, includes about observing, questioning, experimenting, networking, and associating⁷.

⁶ *Modul Pendidikan Latihan Profesi Guru, Materi Pendidikan dan Latihan Profesi Guru*, Kementerian Pendidikan dan Kebudayaan RI, 2013.

⁷ *Modul Pelatihan Implementasi Kurikulum 2013, Materi Pelatihan Guru Implementasi Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2013.