CHAPTER I

INTRODUCTION

1.1 Background of The Study

Education is a long-term investment that should be organized and prepared, with the hope that it can achieve competence, such as knowledge, attitudes, and skills reflected in life. So education is compulsory for all citizens that should be implemented to improve the progress of the country *(Undang-undang No. 20 Tahun 2003).* One of the most important thing in education is curriculum. The education system cannot be successful without a good curriculum. It took an important role for the success of education for learners.

In Indonesia, nowadays curriculum has experienced many changes, such as Curriculum 1984, Curriculum 1994, School Based Curriculum (KTSP), and the most recently one is Curriculum 2013. The reason for the changes is in order to improve the human resource quality and the nation's competitiveness, with the development of knowledge, technology and art.

Curriculum 2013 was designed to prepare the Indonesian who have the ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization (Retnawati, Hadi, & Nugraha, 2016). Even though new curriculum has been applied and it uses students as a center of learning, the important role of teacher cannot be apart from teaching learning process. The changes of the curriculum force the teachers to custom their methodological and technique in teaching learning. As mentioned by (Nasution, 2009) the change of curriculum also brings changes to the learning

system implemented in schools It may give them difficulties in implementing 2013 curriculum as their guidance in learning, for example, how the teacher gives assessment, designs syllabus, applies 2013 curriculum as a new model in teaching learning process, creates active students during the class etc.

In developing goals for educational programs, curriculum planners draw on their understanding both of the present and long-term needs of learners and of society as well as the planners' belief and ideologies about schools, learners, and teacher (Richards, 2001). Related to these, (Mulyasa, 2014) mentions that, as specific learning competence in 2013 curriculum should pointing for: (1) it is introducing the students as a concept of learning to know, learning to do, learning to be, and learning to life together, (2) it is grow the student awareness about learning in life, which is should be planed and organized systematically, (3) it is facilitating of learning to the students therefore they can learn well, (4) it is grow the learning process that make good condition for the student potential growth through basic competence investment.

Some writers has concerned about the difficulties or the implementation about 2013 curriculum (Retnawati et al., 2016). Mention that the teachers not fully understand about assessment system, difficulties designing rubric for the assessment, gathering the data of multiple measurement, and they could not describe student achievement. Related to these, (Darsih, 2017) spoke that 2013 curriculum not only have benefit but also gave some challenge to the teacher. Teachers still have some difficulties in implementing 2013 curriculum so most of them applied conventional method in their lecturing. In

line with these, (Jaedun, Hariyanto, & Nuryadin, 2014) says that there are many obstacles in implementing 2013 curriculum. The teachers do not have understanding of the principles, procedures and techniques of the authentic assessment and the given tasks for the students do not portray the authentic task.

Darul Ulum Islamic Junior High School Purwogondo has implemented this curriculum because of the regulation of the government, and it has been implemented at seventh grades students. However, the school never evaluated about the implementation of 2013 curriculum. Because this is a new curriculum so, the teacher should be customized the teaching and learning process. This is might be an obstacle because the teacher should be implement a new method and technique during the English teaching learning process. Therefore, the writer would like to find out what kinds of the problems or difficulties that may teachers face in implementing 2013 curriculum and how the teachers efforts to overcome the difficulties of 2013 curriculum.

1.2 Statement of the Problem

Based on the background above, the research questions of the writer is as follow:

1. What are the teachers' difficulties in implementing 2013 curriculum of English subject at Darul Ulum Islamic Junior High School Purwogondo?

2. What are the teachers' effort to overcome the difficulties in implementing 2013 curriculum at Darul Ulum Islamic Junior High School Purwogondo?

1.3 Objective of the Study

The objectives of the study are as follow:

1. To find out the difficulties of the teachers' in implementing 2013 curriculum of English subject at Darul Ulum Islamic Junior High School Purwogondo.

2. To describe the teachers' effort to overcome the difficulties in implementing 2013 curriculum at Darul Ulum Islamic Junior High School Purwogondo?

1.4 Significance of the Study

These results of this study were expected to give some benefits not only theoretically but also practically:

For teacher, hopefully, it gives some description about 2013 curriculum and its difficulties. So, the teachers can handle the difficulties of the implementation of 2013 curriculum.

For the readers, this research can be used as guidance or reference for the next research with the same theme.

1.5 Thesis Organization

This thesis consists of five chapters, which can descibed as follows:

Chapter I provides five subchapters. They are background of the study, statement of the problems, objectives of the study, significance of the study,and outline of the study. Chapter II presents the review of the related

literature. It provides two subchapters. They are previous research, related theory. Chapter III presents the methodology. It provides five subchapters. They are type of research, research setting, source of data, technique of data collection, and the last subchapter presents technique of data analysis. Chapter IV presents the finding and discussion. The last chapter V consists of two subchapters. They are conclusion and suggestion.