

CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation at the study, thesis organization.

1.1 Background of the Study

Education is very important foundation for our life. According to Anwar (2015), stated that education gives deep meaning and in the change individually and social of human life, from primitive societies to modern society, and the most difficult life of ancient times to present-day technology. Surely, education is an effort that is done consciously to change human behavior both individually and collectively to mature. People in the world needs education that should cover religious values as well. So, people get successful in life.

Education in Indonesia has developed time in time. This is due to following and adapting to the change of age and technological advancement. As we know, education is the process of teaching or learning to get knowledge, especially in a school. So, the goals of the changes can be achieved as desired. Hamalik (2008: 6) stated that the school is an institution. These educational institutions provide formal teaching. It means the environment is organized into curriculum and teaching methods. The proses of education at school cannot be apart from the output of education itself. One of the educational substances which has the important role to determine the graduation quality is curriculum.

It shows, the good quality of the graduation depends on the curriculum as the guidance in education.

Next, Reksoatmojo (2010) stated that curriculum is a learning subject. Fadlillah (2014: 14) also said that curriculum as a part of efforts to achieve educational goals. Then, curriculum as a program or learning plan. That is why every teacher should be understand the current curriculum before planning and developing a kind of teaching learning process. But, the curriculum is often changed after an evaluation of the curriculum.

As we know, curriculum in indonesia has been developing in many time. Nowadays, The Nasional Education Department has developed the previous curriculum *KTSP 2006* with the new one called 2013 curriculum. However, 2013 curriculum explicitly refers to the development of capabilities and shaping the character and civilization of a dignified nation in order to educate the nation's life. To develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of democratic and responsible, listed in RI Law No. 20 of 2003. Mulyasa (2013: 7) also asserted that the subject matter of the 2013 curriculum in each field of study is linked to the everyday context. Then, values education, and character formation are not only done by the cognitive level, but touch the internalization, and the real experience in everyday life. So, what is seen, heard, felt and done by learners can shape their character.

In 2013 curriculum, English is very important, remembering that now Indonesia prepares the generation of WTO, ASEAN Economy Community, APEC, CAFTA. Next, English is taught for the first time in the middle of the first level. In learning English creates language skills to communicate with courtesy in oral and written communication.

According to Ahmad (2014: 8), for English, there is a slight different perspective for teachers to interpret competences as many of them are derived from psychomotor domains, specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling). Then, Hapsari (2013, cited in Ahmad, 2014) outlines that 2013 curriculum is designed to revise or to correct the mistakes of the competence 'meanings' in the previous curriculum. While the previous curriculum combined the ideas of competence, performance and genre-based approach for English subject, this current curriculum has the key words like spiritual and social competence (deal with affective domains), together with cognitive and psychomotor competence through scientific approach and authentic assessment in all subjects.

Next, 2013 curriculum is purposed to reach better education system. The 2013 curriculum will run well with the support of teacher's. As we know, teachers gives the materials for the teaching-learning process. Based on Harmer (1998: 2) stated that the character and personality of the teacher is a crucial issue

in the classroom. Successful teachers are those people who identify with the hopes, aspirations and difficulties of their students while they are teaching them. It shows that the teacher's ability in conducting 2013 curriculum very important.

The summary of the curriculum principle of 2013, puts that there is equality that puts character education and education build intelligence through knowledge. Language and communication skill that the important part in English. Diana (2012: 374) assted that English is spoken language around the world. 1 out 5 persons understands it. It is estimated that there is are 380 million native speakers and 300 million that utilize English as a second language and an additional 100 million who use it as a foreign language. It is the language of science, of aviation, computers, diplomacy, and tourism. As we know, speaking is an act of making vocal sound. Speaking means to converse that give us the ability to communicate effectively. The learning of 2013 curriculum based on centered on learner. In this case, teaching speaking very needed because appropriate with the 2013 curriculum purpose that is as future challenges. However, the curriculum change especially 2013 curriculum is purposed to reach better education system.

The existence of 2013 curriculum becomes a great attention and leads to controversy for most people, because some people regard 2013 curriculum is not ready. One of the problems that occur was the teacher preparation. However, the values of 2013 curriculum will run well with the support of teachers/teacher's staff.

In this research, the writer used some previous studies as a comparison. The first study is from international journal by Ahmad (2014) entitled “Understanding the 2013 Curriculum of English Teaching through the Teachers’ and Policymakers’ Perspectives”. The second study is conducted by Nasir (2015) entitled “Teaching English Based on 2013 Curriculum at Junior High School in Gowa.” The other study is from journal by Takaria, Huliselan and Rumahlatu that entitled “An Analysis of The Readiness and Implementation of 2013 Curriculum in West Part of Seram District, Maluku Province, Indonesia.”

Therefore, considering all the issues stated above, the researcher intends to find out the fact about the teacher ability in conducting curriculum 2013 for teaching speaking. The researcher wants to know and describes the situation of a classroom to fulfill the final project Departement of English Education at UNISNU Jepara. Then, the resercher is entitled ‘The Teachers Ability in Conducting 2013 Curriculum for Teaching Speaking’ (*Descriptive study of 8th Grade English Teacher of MTs. Hasyim Asy’ari Bangsri in The Academic Year 2018-2019*).

1.2 Reasons for Choosing the Topic

The reasons why choose this topic “The Teacher’s Ability In Conducting 2013 Curriculum For Teaching Speaking” are as follows:

- a. The Curriculum is important thing in education system.
- b. The teacher’s role is very necessary in the success of conducting curriculum 2013 for teaching speaking. If the teacher implement it well, the students with real good quality will be created as the objectives of 2013 curriculum.

1.3 Statement of the Problem

Based on the description of the research above, the researcher would like to make statement of the problem which are discussed in this research can be stated as follows:

- a. How is the teacher’s ability in teaching learning process of conducting 2013 curriculum for teaching speaking at the 8th grade of MTs. Hasyim Asy’ari Bangsri in the academic year of 2018/2019?
- b. What are the supporting factors and obstacles of teacher’s ability in conducting 2013 curriculum for teaching speaking?

1.4 Objective of the Study

Based on the questions in the statement of the problem above, it shows some objectives of the study, and the researcher wants to:

- a. Identify the teacher's ability in learning process of conducting 2013 curriculum for teaching speaking at the 8th grade of MTs. Hasyim Asy'ari Bangsri in the academic year of 2018/2019?
- b. Find out the supporting factors and obstacles of teacher's ability in conducting 2013 curriculum for teaching speaking?

1.5 Significance of the study

- a. For English Students

Students can achieve the materials which are taught in teaching learning process based on the objectives of 2013 curriculum.

- b. For English Teacher

English teachers will be more able to apply the suitable methods in their teaching learning process depending on the materials in 2013 curriculum.

- c. For School

The School will make a right follow up for applying curriculum which is going to be used to make teaching learning process successfully.

- d. For Researcher

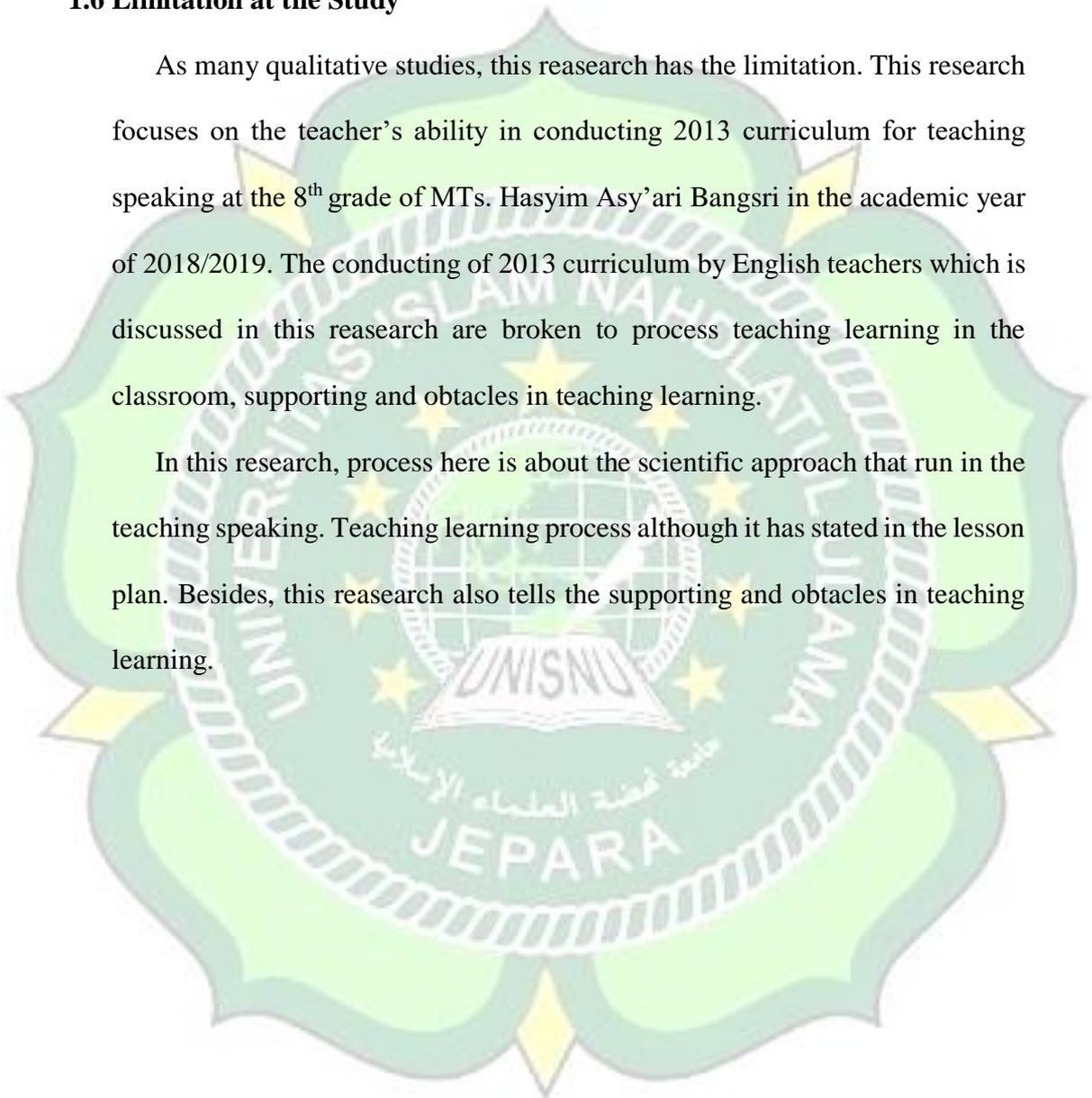
The developing knowledge about the real implementation of the latest curriculum in Indonesia, that is 2013 curriculum and get more information

about the reasons of curriculum change and the implementation of 2013 curriculum.

1.6 Limitation at the Study

As many qualitative studies, this research has the limitation. This research focuses on the teacher's ability in conducting 2013 curriculum for teaching speaking at the 8th grade of MTs. Hasyim Asy'ari Bangsri in the academic year of 2018/2019. The conducting of 2013 curriculum by English teachers which is discussed in this research are broken to process teaching learning in the classroom, supporting and obstacles in teaching learning.

In this research, process here is about the scientific approach that run in the teaching speaking. Teaching learning process although it has stated in the lesson plan. Besides, this research also tells the supporting and obstacles in teaching learning.



1.7 Thesis Organization

For the thesis organization, this study is written systemically. The system of the thesis organization as follows:

Chapter 1 introduction which introduces the study. It describes background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation at the study, thesis organization.

Chapter 2 presents previous researches and review of related literature which describes the literature related to the topic of discussion. It explains about general concepts of teaching speaking and the concept of 2013 curriculum.

Chapter 3 concerned with the research method. It deals with the type of the research, setting of the research, source of the data, focus of the research, the technique of data collection and technique of data analysis.

Chapter 4 about data analysis and discussion of the findings.

The last chapter deals with conclusions of the study and suggestions.

