

# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

### **1.1 Background**

Curriculum has been approved as an educational guidance because it provides every aspect needed in education to achieve its goals. According to Shiel (2007), the quality of education is measured through the level of curriculum used as the guidance of running education. Alsubaie (2016) has discovered that a curriculum generally must be adaptable in educational and social necessity because it is an effective agent for educational process. Then, the purpose of curriculum is to provide and determine knowledge, skills, students' values, learning outcome, and how teaching and learning at school can be designed and evaluated well (Richards, 2005). It can be concluded that curriculum is a significant aspect for good educational acceleration in order to embody the purpose of education.

In the implementation, curriculum is a set of dynamical equipment in education because it depends on the educational changes itself. As conducted by Moreno (2007) proposed that the dynamic curriculum enables the mapping of curriculum transformation in a systematic ways, accounting for tension, and contradiction in educational system. Then, Hovil and Hendriks (2006) found that the dynamical curriculum model in education is to demonstrate the possibility for planning and the development of diversification. Essentially, curriculum is a dynamical part of education.

Therefore, this situation forges every involved educational implementers including teachers to have deep understanding in order to run educational process effectively based on the curriculum utilized. Annala and Makinem (2013) have found that when a curriculum has been in a change such at university, the teacher need to participate in the revolution of curriculum applied with various understandings because curriculum has a complex social process. In line with this, Newlyn (2016) has also uncovered that it is important for educators to have good understanding about the characteristics of curriculum model because it is very beneficial for them to utilize the curriculum. Thus, the implementers of curriculum such teachers need to have a good comprehension about the changes of curriculum.

On the other hand, the current educational curriculum used in Indonesia generally has been transformed from the KTSP curriculum to the 2013 curriculum (K13). A study conducted by Prastowo (2018) discovered that KTSP curriculum contains various substantial and technical problems. Therefore, the emergence of 2013 curriculum has been implemented to compensate it. According to Machalli (2013), the policy of 2013 curriculum implementation aims to complete the weaknesses in previous curriculum. Also, the purpose of the curriculum change is to provide creative, innovative, productive, and effective Indonesia's future generations.

Consequently, the teachers in Indonesia frequently encounter problems during the implementation of the 2013 Curriculum, including teachers of English. In line with this problem, a research conducted by Khasanah and Widyanoro (2017) revealed that the 2013 curriculum in the English teaching and learning process at schools is not implemented maximally because the teachers

encountered problems, such as: time availability, material discrepancy, lack of facility, and difficult evaluation. Furthermore, Gunawan and Daud (2018) found that teacher of English encounter difficulties to implement the 2013 curriculum such as time allocation, students' extreme diversity, and so on. In conclusion, English teachers in Indonesia have problems in implementing the 2013 curriculum in English lesson.

In relation to this, a preliminary study was conducted at MTs Darrusolihin Banyuasin through informal interview with one of the teachers of English. It was found that the teachers encountered difficulties in the implementation of 2013 curriculum, such as: concern on how the teachers prepare materials, teaching activity, and how the teacher evaluate. Consequently, the teachers at that school specifically the English teachers needed to understand all the mechanism in the curriculum and matched it with the students' ability continually and follow the system of previous curriculum to enforce learning and teaching activity for its effective implementation (YW, Personal communication, September 16<sup>th</sup>, 2020).

This issue was also supported by previous studies. Firstly, a study conducted by Khurotuleni (2019) on the implementation of 2013 curriculum, revision on lesson plan made by English teachers of SMA N 2 Magelang in school year 2018/2019 indicated that the lesson plan made by four English teachers at that school needed to be upgraded especially in lesson design. Secondly, a study conducted by Ekawati (2016) on "The implementation of Curriculum 2013: A case study of English teachers' experience at SMA Lab School in Indonesia" discovered that the English teacher there did not implement the steps of scientific approaches because of the students' passivity in classroom. Essentially, there have been previous studies conducted by researchers about the

problems in implementation of 2013 curriculum. Essentially, there have been previous studies conducted by researchers about the problems in implementation of 2013 curriculum.

As the result, this phenomenon encouraged the researcher to conduct a similar research about implementation of the 2013 curriculum in English classroom. The purpose of this research was to find out how the 2013 curriculum was implemented in English classroom. After that, the researcher had conducted this research at MTs Darussolihin Banyuasin because the researcher had a teaching experience at that school. Therefore, this research was entitled “**The Implementation of the 2013 Curriculum in English Classroom: A Case Study at MTs Darussolihin Banyuasin**”.

## **1.2 Research Problem**

Based on the background, the research problem was formulated in the following question: How was the 2013 curriculum implemented in English classroom at MTs Darrussolihin Banyuasin?

## **1.3 The Research Objective**

Based on the research problem above, the objective of this study is aimed to find out how the 2013 curriculum was implemented in English classroom at MTs Darrussolihin Banyuasin.

## **1.4 Significance of the Study**

The results of this study are expected to give advantageous contributions to some elements. The English teachers can comprehend how to transfer the English skills based on the 2013 curriculum and the English teachers can think about how to put other related things into teaching to make students more active in teaching and learning activities.

Then, the school can know everything needed in the process of the 2013 curriculum in English classroom so that the school can provide everything to support the quality of teaching and learning process.

After that, the supervisor can have some useful information about the implementation of 2013 curriculum in English classroom which enables him/her to know the condition of the 2013 curriculum implementation progresses so that the supervisor can find the solutions to solve some possible problems emerging in the 2013 curriculum implementation in English class.

Finally, this research is oriented for other future researchers who are interested to investigate research about a curriculum implementation especially about the implementation of 2013 curriculum applied in Indonesia in the same field.