

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses Background of the Study, Limitation of the Study, Problem Statement, Objective of the Study, Significance of the Study, and Research Paper Organization.

A. Background of the Study

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect. Learner is called competent in English if they can master the four English skills. Those four skills are listening, speaking, reading, and writing. Mastering four English skills is very important. Related to the fact, it is very important to improve the competency of the learner in teaching English. The schools prepare the graduate to enter the global era that has challenged. For the sake of that, the government develops the curriculum in Indonesia.

Based on *Undang-Undang No. 20 tahun 2003* chapter 1 verses (19) about National Education System states that curriculum is the set of plan and arrangement which contains learning objective, content, learning material and method is used to the guidance of the implementation in the learning activity to achieve the aim of education. Therefore, curriculum is very important in education.

Indonesia has developed the newest curriculum namely the 2013 Curriculum. According to *Kemendikbud* (2014: 4) the development of the 2013 Curriculum is the next step of developing of curriculum based on the competency that is started since 2004 and *KTSP* 2006 that arrange the competency of attitude, knowledge, and skill in integration. The first implementation in 2013, the 2013 Curriculum is only for first grade of Junior and Senior High school and some of schools that implemented it. But in 2014, all of schools in Indonesia have implemented the 2013 Curriculum.

To support the implementation of the 2013 Curriculum, Decree of the Ministry of Education and Culture produced the English book for teachers and students. The teacher's English book consists of guide how to teach their students in

line with student's English book. The student's English book consists of materials in line with the 2013 Curriculum.

The implementation of the 2013 Curriculum is independently expected the learner able to increase and use their knowledge, to assess the values of character and have noble morals, so they will exhibit positive attitudes in daily behavior (Mulyasa, 2013: 7). On the other hand, we can say that the 2013 Curriculum is the education of characters based on the competency that is used to change the mindset of learners in learning process. To support learning process, teacher has role as facilitator. It means move on to the learner-centered.

Based on the regulation of *Permendikbud no. 81A 2013* teaching is a process of developing their (learner) potencies and teacher gives experiences for them. Teaching process adopts scientific approach. Scientific teaching approach is an approach of teaching which is designed with the same rigor as science (Handelsman, *et al.* (2004) in Fauziati, (2014: 154). There are five main steps in scientific approach that has been implemented in the 2013 curriculum, namely: observing, questioning, collecting information, associating, and communicating. While the evaluation uses authentic assessment. Authentic assessment is the evaluation that is taken in the learning activities based on the real condition.

The 2013 curriculum is applied at SMP Negeri 5 Sragen to help the learners understand the material easily, make them have more encouraged exploring their knowledge, have good attitude, and improve their skill. From the explanation of English teacher at SMP Negeri 5 Sragen, the implementation of the 2013 Curriculum has some advantages, such as: (1) making the learners curious of the issue given by the teacher. It supports the teaching-learning English more interactive and learner centered. (2) The learners are able to use English language correctly in daily behavior. (3) The learners are able to do the test that related to daily examination and national examination. (4) The learners can improve their competency that covers attitude, knowledge, and skill.

In this research, the researcher is interested in observing the activities of the teaching process in order to know the implementation of the 2013 Curriculum in teaching English to Junior High School student at SMP Negeri 5 Sragen. SMP

Negeri 5 Sragen is located at Mawar 4 street, Sragen, 57275. The researcher chooses SMP N 5 Sragen because this school has implemented of the 2013 Curriculum since 2013. SMP Negeri 5 Sragen is one of schools as the model of implementation of the 2013 Curriculum in 2013.

Based on the explanation above, the researcher conducts study on **A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING ENGLISH AT THE SEVENTH GRADE OF SMP NEGERI 5 SRAGEN IN 2014 / 2015 ACADEMIC YEAR.**

B. Limitation of the Study

In this research, the researcher limits her study on the procedure in teaching English and the evaluation system in teaching English using the 2013 Curriculum at the seventh grade of class B and E of SMP Negeri 5 Sragen in 2014 / 2015 academic year.

C. Problem Statement

Based on the background of the study, the problem statement is as follows: “How is the implementation of teaching English using the 2013 Curriculum at the seventh grade of SMP Negeri 5 Sragen in 2014 / 2015 academic year?” The general question is specified into subsidiary research questions as follows:

1. How is the procedure in teaching English?
2. How is the evaluation system in teaching English?

D. Objective of the Study

Based on the problem statement above, the objectives of this research are:

1. To describe the procedure in teaching English.
2. To describe the evaluation system in teaching English.

E. Significance of the Study

This study has two majors significance, namely: theoretical and practical.

1. Theoretical Significance

- a. To the readers will get much knowledge of how to teach English in the class at Junior High School, especially for seventh grade using the 2013 Curriculum.

- b. To the researcher, she can get much knowledge about how to teach English in the class at Junior High School, especially for seventh grade using the 2013 Curriculum.

2. Practical Significance

- a. The finding of this study will help teacher and learner in teaching learning using the 2013 Curriculum more easily.
- b. The finding will help clear understanding in implementing the 2013 Curriculum in teaching English.

F. Research Paper Organization

The researcher organizes this research paper organization into five chapters in order to make easier to understand.

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It discusses previous study, Previous Study, The Nature of Language Teaching, The Nature of English Teaching Learning, and The Classroom Activities in Teaching English, The Aspects in Teaching Learning English, the 2013 Curriculum.

Chapter III is research method. It deals with type of the research, setting of the research, subject of research, object of research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. The researcher describes the implementation of the 2013 Curriculum at SMP N 5 Sragen.

Chapter V is conclusion and suggestion. Beside the last part, the researcher presents bibliography, virtual reference, and appendix.