CHAPTER 1
INTRODUCTION

A. Background of the Study

In education, curriculum is the most important thing besides teacher, tools, and the others. Curriculum is used to become the basic concept in education and to be the indicator of the success of education. According to Hamalik (1990: 32), curriculum is a very important tool in order to realize and achieve the goal of school education. In Indonesia has applied many curriculums for education such as: the Curriculum 1968, 1975, 1984, 1994, 2004, 2006. In the recent years, the education world tries to explore the new 2013 Curriculum. The phenomenon of curriculum change in Indonesia has ups and downs in accordance with the prevailing government policy, but each has their own characteristics even though there is part of it still the same (Putra, 2011: 16). Some researches said the same thing about 2013 Curriculum, where the implementation of it especially on making students more active was not easy. Dyah (2014) stated that students never got feedback on communicating. The students never did present their work entirely experimenting. All of the curriculum has a goal to develop Indonesian education. Each curriculum appears as the development of previous curriculum. The last 2013 Curriculum is considered as the revised curriculum but still it has problem on the implementation at school for teacher and also students.

It is important to know about the development of curriculum especially the last 2013 Curriculum. According to Kurniasih (2013) there are several important things from the change or refinement of the curriculum, such as student activeness, holistic assessment, character education, appropriate competence, good evaluation system. As a perfection of the previous curriculum, it still has a lot of obstacles, such as difficulty to design the material based on target, hard to make all students active because each student have their own capability, making students more active can make the students not focus. Budiono and Suparno
(2015: 748) said that teachers sometimes did not give the core teaching materials the continuation of it. There will be no base teaching materials that will be reached on lesson plan the material become no purpose. Not all schools in Indonesia apply 2013 Curriculum. Some school still apply KTSP. From this research it is expected that people will know how do 2013 Curriculum really work as seen from many aspect such as, from how teacher make the teaching planning, from how the teachers the 2013 Curriculum steps in the main activity, and from how the teachers makes the students more active.

This happens in all levels of education ranging from Elementary School, Junior High School and Senior High School, also exception in SMP Muhammadiyah 1 Surakarta. In the previous curriculum the teacher becomes a benchmark to achieve the highest success score of learning, but with the curriculum of 2013, the learning must be transformed into the demands of creativity and knowledge of a teacher must be high, because today students really need are about (1) resource-locating skills, (2) information skills, (3) thinking & reasoning skills, and (4) communication skills (As’ari, 2014: 3). Currently English language learning in SMP Muhammadiyah 1 Surakarta has implemented the 2013 curriculum to achieve the desired learning objectives. Utaminingsih (2008) in the development of curriculum implementation competence standard refers to graduates Graduate Competency Standards (SKL), the basic and core competencies competency-oriented soft skill. The learning process emphasize the ability of soft skill for all subjects with characteristics of learning: thingking talking meaning. Communication and critical thinking as methods and instruments in learning. Management model based curriculum development of soft skills is expected to improve the quality of basic education. Based on these facts only based on the ability alone (the formulation is directed to the development of the skills of speaking, listening, reading, writing). Developing students skill to be more attractive become the teacher’s target on SMP Muhammadiyah 1 Surakarta.
Creativity of a teacher's ability to make learning English better and interesting in accordance with the material to be provided. New things like standard changes to standardization standards, content standards, and standard assessment (Hidayat, 2013: 127). Three things that must be considered for the development of the 2013 Curriculum is competencies to be achieved, the development of strategies to achieve competence, and evaluation (Mulyasa, 2014: 69). 2013 Curriculum focuses on developing the character of students Graduate Competency Standards (SKL). There are at least three important reasons why the 2013 Curriculum will not be able to achieve the stated goals. The first course is a curriculum development process that is not preceded by a thorough research. Next is the assumption that with a syllabus made from the center, the teacher will not be bothered to compile himself and the last is the preference of teaching materials as one of the solutions to the success of the curriculum implementation, while it is necessary to achieve the standard of competence graduates (SKL) are more accurate than the curriculum (Muhammad Nuh, 2013: 183). However, the application of the curriculum at SMP Muhammadiyah 1 Surakarta which is the center of the curriculum is similar to the fact that in fact, by teachers in the planning, implementation, assessment. This is due to government regulations on process standards and standards often can change.

Based on the description above the researcher is interested in conducting research with some reasons, The researcher has experienced teaching English in this school when he joined Apprenticeship Program or Program Pengalaman Lapangan (PPL) in SMP Muhammadiyah 1 Surakarta. The school has no problem in applying 2013 Curriculum especially English teachers. Some of Junior High School still stand with 2013 Curriculum and some of them back to KTSP. Making students active with 2013 Curriculum considered as a hard thing because the teacher also has time to finish the material that they have to teach. Because of that reasons, the researcher interested in doing the research of 2013 Curriculum in this
research entitled “THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON AT SMP MUHAMMADIYAH 1 SURAKARTA”

B. Problem Statements

Based on the background described above, the problems that want to be studied in this research are:

1. How is the implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta?
2. What are the problems (if there are any) of the implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta?

C. Limitation of the Study

The researcher limits this study on the methods implementation of 2013 Curriculum.

D. Objectives of the Study

Based on the above mentioned problems formulation, the objectives of this research are to find out:

1. The implementation of curriculum 2013 in English lesson at SMP Muhammadiyah 1 Surakarta.
2. The problems (if there are any) of the implementation of 2013 curriculum in English lesson at SMP Muhammadiyah 1 Surakarta.

E. Research Benefits

From the results of this study is expected to be useful for the development of knowledge about the implementation of 2013 Curriculum in English lesson at SMP Muhammadiyah 1 Surakarta itself and for researchers themselves. The uses include:
1. The Theoretical Aspect

   Expand knowledge and insights about the 2013 Curriculum, whether related to aspects of management readiness, excellence, possible implementation problems.

2. Aspects of Practice

   a) It can give clear information about 2013 Curriculum in a real implementation at teaching learning process especially in SMP Muhammadiyah 1 Surakarta.

   b) It can give knowledge about the real problem that is appear on the implementation of 2013 Curriculum on teaching learning process, so teachers can find the way to solve the problem of it.

F. Research Paper Organization

   In writing the thesis to be more systematic and focused on one thought and to further facilitate the authors in this study, the following systematic discussion which consists of five chapters, namely:

   Chapter I Introduction consists of background of the study, research problem, research objectives, and research benefits and research paper organization.

   Chapter II Underlying Theory it explain about description of the theory used in this study such as curriculum and 2013 Curriculum and followed by research paper organization.

   Chapter III contains about research methodology it containing research type, object of the research, participants, data and source of data, method of data collectinon, technique of data analysis, and credibility of data.

   Chapter IV is at the core of this research which will describe analysis the implementation of 2013 Curriculum and the problems (if there are any) of the implementation of 2013 Curriculum at SMP Muhammadiyah 1 Surakarta, then followed by discussion.

   Chapter V is conclusion, consists of implication and suggestion.