

Chapter 1

Introduction

This chapter introduces and explains several points that will be discussed in this research.

This chapter is divided into five subtopics, they are: background of study, research question, objective of research, significances of study, and scope and limitation of research.

Background of Study

Curriculum is one of the most important things in Education system. Curriculum arranges all of the learning purposes, learning material and learning method that is used in learning activity. The existence of curriculum in Education system is a guide and a reference in learning process, for instance, it is a reference for the teachers to formulate the syllabus that they use in teaching activity.

According to UU No.20 in 2003, curriculum is a set of plan of purpose, content, learning material and method that used as a directive implementation of learning activity to attain the National Education goals (as cited in Kunandar, 2008). Besides, Orlosky and Smith (1978) as cited in Hernawan and Cynthia (2011, p.5) stated that “curriculum is the substance of the school program. It is the content that pupils are expected to learn”. It is believed that, students/pupils are the most important thing in education because they are the object and the focus of educational implementation. Hence, the existence of curriculum organizes what the student learned in school. In addition, the success of student in learning process is one of the factors that can influence the success of curriculum.

In Indonesia, curriculum has changed several times, such as, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, *Kurikulum Berbasis Kompetensi (KBK)* or Competency Based Curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or Educational Level Unit Curriculum. The change of curriculum in Indonesia is a reform of

the weakness of the previous curriculum. Moreover, in this time, Indonesia has applied the new curriculum called Curriculum 2013. This curriculum has been applied since July 2013 to replace *KTSP*. In addition, there are some changes in Curriculum 2013. Mulyasa (2013) mentions there are some changes of the element in curriculum 2013, for instance, the changes of content approach, some of lessons are deleted, the increasing of learning time and the allotment reduction in certain subject.

The content approach means the development of competency. In elementary school, the competency is developed by thematic integrative approach in all of the lessons. In junior high school, the competency is developed from the lesson. Moreover, in senior high school, the competency is developed from the main lesson and choice lesson. In addition, in Curriculum 2013, English lesson is deleted from the main lesson in elementary school. It includes in extracurricular activity. Besides, there are the increasing of learning time in elementary school, junior high school and senior high school. In elementary school, the learning time is increased four 'hours' (teaching hours=35 minutes) per week. The learning time in junior high school is increased six 'hours' (teaching hours=40 minutes) per week and in senior high school is increased two 'hours' (teaching hours=45 minutes) per week. The change of learning time is influenced by the changes of learning approach.

Furthermore, in Curriculum 2013, English lesson also gets the reduction of time allotment in senior high school level (Mulyasa, 2013).

In Senior High School, English lesson is one of the main lessons. However, the time allotment has been changed. In *KTSP*, students in senior high school learned English twice in a week where every meeting had 2x45 or 90 minutes time allocation. Thus, English lesson had 180 minutes time allocation in a week. On the contrary, in Curriculum 2013, English lesson in senior high school is included in one of the obligatory lesson on group A in the obligatory class. In this class, students in senior high school learn English just once

in a week where one meeting has 2x45 or 90 minutes time allocation. Hence, it can be concluded that, in Curriculum 2013 English lesson has been reduced 90 minutes teaching hours in a week from the previous curriculum. It can be seen from the reduction of time allotment for English lesson in the obligatory class.

As a comparison, there are some countries where English as a foreign language like Indonesia, such as Japan and Germany. In Japan, English lesson in public senior high school has four hours time allotment in a week (Silver et al, n.d). Furthermore, students in Germany senior high school learn English thrice in a week. Every meeting has 1x45 minutes time allocation. Thus, they have 135 minutes in a week for English lesson.

Besides, the other example of country where English as a second language, for instance, Malaysia, English in senior high school is taught for 210 minutes per week (Darus, n.d).

Based on the explanation above, it can be concluded that senior high school in Japan and Germany has more time allotment for English lesson in a week than senior high school in Indonesia. Moreover, Indonesia also has the same position as Japan and Germany where English as a foreign language. In addition, English as a second language in Malaysia where many people in Malaysia use English in daily life, but senior high school in Malaysia still has English lesson as their lesson in school and it has more time allotment for English lesson than in Indonesia.

From the explanation in the background of study, the researcher interested to find out *the Impact of English Lesson Allotment Reduction Towards the English Teachers and Students*.

Research Question

Based on the background of study above, the research question will be: what are the impacts of English lesson allotment reduction towards the English teachers and students?

Objective of Research

Based on the research question above, the objective of this research is: to find out the impact of English lesson allotment reduction towards the English teachers and students.

Significances of Study

There are two significances of this study:

Practical significance.

The first is for the government especially in education. This research will be useful for them as the input toward the impact of applying curriculum 2013. In addition, the result of this research will be the consideration whether the time allotment reduction of English lesson in the obligatory class in senior high school is appropriate or not towards the English teachers and students. The second is for the reader. This research is giving information about the impact of English lesson allotment reduction towards the English teachers and students.

Theoretical significance.

This research will give the new finding about the implementation of curriculum 2013 particularly the time allotment reduction.

Scope and Limitation of Research

This study focuses to find out the impact of English lesson allotment reduction towards the English teachers and students at the tenth and eleventh grade in SMA Negeri 1 Limboto.