

## **Chapter 1: Introduction**

### **Basic Consideration**

Education is one of the important things in the world. It is a part of people lives whether from personal, social, and community. One of the educational problems faced by Indonesia is the low quality of education and education units. Some efforts have been made to improve the quality of national education, through the development of national and local curriculum, improving teacher competence through training, producing various books and learning tools, giving the improvement of educational facilities, and improving the quality of school management. However, Those attempts are not showing the significant increase in the quality of education.

Creating the curriculum is a system that might assist the government in order to improve the quality of education. Therefore, the government has planned an educational innovation by implementing Curriculum 2013 in an effort to improve the quality and equity of education, which is expected to generate Indonesian people to be productive, creative, innovative, and effective.

Curriculum 2013 According to E. Mulyasa (2013: 66), is a competency based curriculum which is a curriculum concept that emphasizes character development and the ability to perform competence tasks with certain performance standards, so that the results can be felt by students, in the form of mastery of a certain set of competencies. Not only based on competence, the important thing in the application of the curriculum 2013 is the application of character in education.

Also, suggests that the curriculum is the main future of education in the schools. This means, the curriculum is an integral part of education or teaching. From the explanation above about the curriculum it can be concluded that the curriculum is a matter very important in developing ideas, designs, into learning processes in achieving the educational goals that have been aspired so far.

The presence of the curriculum 2013 as a trial tested in the world of education is expected to further refine the previous curriculum. In addition, it is also expected to solve the problems in the field of education so that schools must strive to succeed in implementing the curriculum 2013, through various programs and development carried out. Development of school facilities needs to be done so that the implementation of the curriculum can run well.

The success of the implementation curriculum 2013 is not on the accuracy of the curriculum formulation, but from the leadership of principals in the education unit level and the teachers at the classroom level. The leadership of the principal has an important role in facilitating the teacher in the classroom learning process. Which is inseparable from the success of the curriculum 2013 .

In the curriculum 2013 , the learning process is one of the elements of a process standard that has changed to achieve the success of learning and the formation of student competencies. the government in the regulation of the minister of education and culture of the republic of Indonesia no. 65 of 2013 concerning the standard process of primary and secondary education explains that in implementing the learning process in the curriculum 2013 in education units must be held interactively, inspiring, fun, challenging, motivating students to

actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

From the explanation above, it can be said that the learning process is one of the series activities that are important in achieving learning success and the formation of student competencies which are carried out by teachers as educators and students in learning activities using educational facilities that support to achieve the goals set in the curriculum. Students should also be able to develop themselves as well as possible, especially in learning independently.

The curriculum in SMA Negeri 1 Limboto is based on level education units. The curriculum is expected to be competent in terms of 4 aspects competencies in spiritual competence, social attitudes, knowledge, skills in accordance with the teachings.

While in the concept of implementing curriculum 2013, which is in the Minister of Education and Culture Regulation Number 22 p. 11 of 2016 there are 3 activities in the learning process, namely introduction activities, core activities, and closing activity contained in the curriculum 2013. Learning materials related to norms or values in each field of study need to be developed by each teacher, and connected with context or daily life..

SMA Negeri 1 Limboto is one of Senior high school in Gorontalo uses Curriculum 2013 as their guidance in conducting teaching and learning process. This study is conducted in order to figure out the implementation of curriculum 2013 in SMA Negeri 1 Limboto.

The researcher chose this study, because the researcher want to see how the implementation of curriculum 2013 in the learning process by English teacher.

In the implemenatation of curriculum 2013 there are 3 Indicators (Introduction, Core, and Closing Activity).

Based on the facts described above, researchers are interested in conducting research on a theme entitled " The Implementation of Curriculum 2013 in the Learning Process by English language Teachers in SMA Negeri 1 Limboto".

### **Previous Study**

Some previous research that almost have same topic or idea with this research are:

Yulia Nur Ekawati, conducted the research entitled " The Implementation of Curriculum 2013: A Case Study Of English Teachers' Experience At SMA Lab School In Indonesia". This research focused on the English teacher's problem when faces the implementation of curriculum 2013 at school. Regarding the result above, it seems clear that teachers had not implemented yet the curriculum 2013 effectively. It can be seen from the steps of teaching that they are implemented. They did not implement the steps of scientific approach and the basic concept of 2013 curriculum ( inquiry-based learning, project-based learning, discovery learning, problem based learning and task-based learning) effectively. This is due to the teachers' lack of knowledge about the curriculum at the conceptual and implementation level. This is also caused by the input of students who are not active. They are lacked of ability of English. Based on the interview with the participants, in addition, they admitted their problems in implementing the

curriculum 2013. The problems are found in teachers' lack of in-depth understanding of formulating indicators, arranging the instruments of attitude and creating the rubric scoring of evaluation. Since the classes are large classes containing 26 students, it is difficult for teachers to observe and evaluate the students regarding their spiritual and social attitude (behavior). In evaluating knowledge and skills, the teachers provided several kinds of evaluation. The use of portfolio is one of the alternative evaluation to assess students' understanding through the process.

Maria Goreti Istty Wijayati. She conducted the research entitled "The Implementation of the School Based Curriculum (KTSP) by the English Teachers of SMA N 2 Wonogiri". This research focused on teachers' method in English teaching process by implementing the School Based Curriculum. The result from this research showed that there are teachers still less understanding about the School Based Curriculum.

Agustina Dian K., conducted the research entitled "The English Teachers' Problems in the Implementation of School Curriculum (KTSP)". This research focused on the teachers' problem in their teaching learning process which did not imply the School Based Curriculum (KTSP). The writer gave a result from her research that there was still teachers' less understanding about the School Curriculum.

The differences between the previous research and this research show that both of the previous research conducts the implementation of curriculum 2013 by the English language teachers and focuses on three indicators there are (introductions, core, and closing activity in the learning process).

### **Research Question**

Research Question In order to accomplish the research, the following research question is addressed: “How are the implementation of curriculum 2013 in the learning process by English language teacher in SMA Negeri 1 Limboto?”

### **Aim of Research**

This research is aimed to find out the implementation of curriculum 2013 in the learning process by English language teacher in SMA Negeri 1 Limboto.

### **Significant of Research**

There are some significance of this research, especially for those who always involved with this problem, such as:

Theoretically, the results of this research is expected to be able to know the implementation of curriculum 2013 in the learning process which includes learning planning and learning implementation of the student learning outcomes in SMA Negeri 1 Limboto. This research also give contribution for the teacher to minimize their time effectively and they can use it as an alternative way for teaching to develop reading ability of their students.

For the future researcher, they get knowledge of implementing the Curriculum 2013 in the learning process and can know the efforts made in SMA Negeri 1 Limboto. In addition, it can be a reference when already involved in school and increase knowledge and understanding in the learning process or as an additional knowledge and as a reference in subsequent research.

### **Delimitation of Research**

The researcher wants to limit the scope of the study on how the implementation of curriculum 2013 in english teachers, particularly on how does it work in learning process.

### **Definition of Key Terms**

In order to make the readers understood about this research, the researcher provided some key terms, those are:

**Curriculum 2013.** According to (E. Mulyasa (2013, p. 66)) “Curriculum is a basic competency of curriculum which is a curriculum concept that emphasizes character development and the ability to perform competencetasks with certain performance standards, so that the results can be felt by students, in the form of mastery of a certain set of competencies. Not only basic competency, the important thing in the application of the Curriculum 2013 is the application of character education.

**Learning Process.** According to Mulyasa, learning is a process of interaction between students and their environment, so that there is a change in behavior towards the better in that interaction, there are many factors that influence it, and external factors that come from the environment.