CHAPTER I

INTRODUCTION

In this chapter, the writer describes his ideas and reasons for conducting this research. Those ideas and reasons are discussed in the background of study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and the definition of the key related to this present study. In addition, the introduction discusses about the general ideas of this research.

1.1 Background of the Study

Education is a learning process for the individual to attain knowledge and understanding of the higher specific objects. It has big influence in improving human resources, especially the younger generation. Education is very prominent to provide knowledge and explore students’ ability in facing competition in the world of work. In order to achieve the goals, teaching-learning process takes an important role because teaching itself is a process of educating. In educational institution, teaching-learning process is arranged in a curriculum.

Based on Indonesia Law No. 20/2003 on the National Education System, curriculum is a set of plans and arrangements regarding the objectives or aims, content and learning materials and methods used as a guide to organize learning activities in order to achieve specific educational goals. The curriculum in formal education at school has a strategic role, and it determines the achievement of educational goals. According to Dharma (2008) as a director of education personnel, there are three important roles are considered; those are conservative role, creative role, and critical or evaluative role. Conservative role emphasizes on the preservation of cultural values as a legacy of the past. Meanwhile, Creative
role emphasizes on new things that can help students to develop any of their potential so that they can take a role in social life, which always moves forward dynamically. Critical or evaluative role emphasizes on the selection of cultural values which need to be maintained, and cultural values which should be changed by the students.

After knowing the characteristics of the national curriculum above, it can be concluded that curriculum is a component of the education system, which is most susceptible to change, either because of the development of era, science, or technology. It is strongly supported by Dharma (2008) as a director of education personnel who claimed that there are at least three factors which become the reasons why the curriculum should be changed or updated. First, there is a change on human philosophy and education, especially about the essence of learners' needs to education or learning. Second, science and technology develop rapidly, so that the subject matters that should be conveyed to the learners are also more numerous and diverse. Third, there is a change in society, whether social, political, economic, or even carrying capacity of the natural environment, both at local and global levels.

In Indonesia, the curriculum has changed since curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and the last is curriculum 2013. Recently, the previous curriculum which is the school-based curriculum has changed into the newest curriculum, which is the curriculum 2013. Based on the national standards of education, article 1 verse 15, school-based curriculum or well-known as KTSP (Kurikulum Tingkat Satuan Pendidikan) is an operational curriculum that is arranged and implemented by each education unit. Here, all of
schools from Elementary School, Junior High School, and Senior High School apply their own curriculum based on the condition of the school and students’ need in 2007/2008 academic year. However, Mulyasa (2013) stated that the school-based curriculum had some weaknesses. First, the curriculum has not developed the competence fully. Second, the developed competence is more dominated by the aspects of knowledge. Third, there are various competencies required in accordance with the development of society. Fourth, the curriculum has not been conscious of and responsive to a variety of social changes. Fifth, the standard process of learning has not shown a learning sequence in detail. Sixth, the assessment has not used a competency-based assessment standard. Seventh, there are still too many contents in the curriculum.

Based on the School-Based Curriculum weaknesses noted above, the Education Ministry has made a written policy in Education and culture ministry letter No. 0128/MPK/KR/2013 that requires all of the schools in Indonesia apply the newest curriculum, which is curriculum 2013. The purpose of the implementation of the curriculum 2013 is generating Indonesian people to be productive, creative, innovative, and affective through the strengthening of attitudes, skills, and integrated knowledge. The curriculum 2013 may make it possible to achieve these objectives because the curriculum has several advantages. It is strongly supported by Mulyasa (2013) who claimed that the curriculum 2013 has three advantages. First, the curriculum 2013 uses an approach that is natural (contextual) because it starts, focuses, and ends to the essence of the learners to develop skills and competences in accordance with their own potential. Second, the curriculum 2013 which has competency-based
character may underlie the development of other capabilities. Third, there are fields of study or particular subjects in which the development is better to use competence approach, especially with regard to skills. For example, teacher asks students to have a conversation with their friends or other teachers in order to practice their speaking skill.

After knowing the explanations of the curriculum 2013 above, one of the keys to determine the successful implementation of the curriculum 2013 is teacher's creativity. Mulyasa (2013) claimed that teacher must be creative to provide service and ease of learning for all students so that they can learn in an atmosphere that is fun, happy, energetic, less anxious, and dare to express opinions openly. Also, teacher determines whether the teaching will be successful or unsuccessful. Mulyasa (2013) also argued that teacher needs to have some things to support the implementation of the curriculum 2013. First, teacher has to master and understand the core competencies in relation to the standard of graduates. Second, teacher should love what he teaches and enjoys teaching as a profession. Third, teacher must understand learners, experience, abilities, and his or her achievement. Fourth, teacher should use various methods and media in teaching and forming the competence of learners. Fifth, teacher needs to modify and eliminate materials that are less important to students' life. Sixth, teacher should follow the development of cutting-edge knowledge. Seventh, teacher has to set up the learning process. Eighth, teacher should encourage students to obtain better results. Last, teacher should connect past experience with the competence and character that will be established. Yet, in applying the curriculum, teacher
needs approach and method so that the teaching-learning process will be successful.

The success of teaching-learning activity is influenced by how the method is implemented. Teacher should be able to choose an appropriate method since it contains of the way teacher teaches. Furthermore, Patel and Jain (2008) argued that methodology is systematic and scientific way of teaching any subject. It guides teacher how to teach and how his teaching may be effective. It is very necessary for teacher to know various types of methods and techniques of teaching English. Patel and Jain (2008) also defined method as the process of planning, selection and grading language materials and items, techniques of teaching, etc. They stated that there are several types of language teaching methods such as Grammar Translation Method, Direct Method, Bilingual Method, Reading Method, and Situation Method. On the other hand, Larsen-Freeman (2000) claimed that the types of language teaching methods were divided into Grammar Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Dessugestopedia, Community Language Learning, Total Physical Response, and Communicative Language Teaching. Each method is usually used based on the teaching needs. Therefore, the writer would like to know methods used by teachers in teaching English based on school-based curriculum and curriculum 2013 by investigating the teachers.

As far, there is no previous study, which discusses about the difference of the teaching methods used in competence-based curriculum and school-based curriculum. Therefore, the writer chooses a previous study conducted by Sulamah (2005) which discussed about teacher's perception of the difference between 1994
curriculum and competence-based curriculum. The result of the study showed the teachers thought that competence-based curriculum is more difficult than 1994 curriculum. Those difficulties emerged because the curriculum was still new for the teachers, the materials were hard to be understood by the students, and the teachers were difficult to decide the appropriate teaching techniques. On the contrary, another study conducted by Wijayanti (2008) discussed about the methods of teaching English used by student teachers of the eight semester of the English department of University of Muhammadiyah Malang at SMAN 02 Batu. The result of the study showed that the student teachers or teachers in training implemented four methods which were Audio-Lingal Method for listening subject, Direct Method for speaking and reading subject, Grammar Translation Method for writing and reading subject, STAD (Student Team Achievement Divisions) for writing subject.

After knowing the result of the studies above, it can be concluded that a new curriculum is not always better than the previous curriculum and teacher may applies varieties methods in teaching English. This is the reason why the writer needs to have a research in this field “English teaching methods used by English teachers in teaching English in School-based curriculum as the previous curriculum which is still applied and curriculum 2013 as the newest curriculum”. However, the writer will specifically conduct a research about the implementation of English teaching methods used by English teachers in teaching English in School-based curriculum and curriculum 2013 at SMPN 1 Pakel Tulungagung. This research is conducted to have the real data about the implementation of
English teaching methods used by English teachers in teaching English in the school based on the School-Based Curriculum and Curriculum 2013.

The writer takes SMPN 1 Pakel Tulungagung as the place to conduct the research because it is one of schools which applies the school-based curriculum and the curriculum 2013 in Indonesia. The school also has some achievements in academic and non-academic fields. When the writer did the pre-observation in the school, the public realtion staff said that most of the students in the school have better achievements in academic field since the Curriculum 2013 has been applied in the school. It is proved by how the students’ scores in each subjects are better. Those reasons make the writer interested in conducting his research there.

1.2 Statement of the problem

Based on the background above, the writer presents the following problem which is specified into these questions:

1. What are the teaching methods used by English teachers in School-Based Curriculum and Curriculum 2013 at SMPN 1 Pakel-Tulungagung?

2. What are problems faced by English teachers in implementing English teaching methods in School-Based Curriculum and Curriculum 2013 at SMPN 1 Pakel-Tulungagung?

3. How do the English teachers cope with problems in implementing English teaching methods in School-Based Curriculum and Curriculum 2013 at SMPN 1 Pakel-Tulungagung?
1.3 Purpose of the Study
From the statement of problem above, it can be concluded that the aims of the study are:

1. To investigate the teaching methods used by the English teachers in School-Based Curriculum and Curriculum 2013 at SMPN 1 Pakel-Tulungagung.

2. To analyze the problems faced by the English teachers in implementing the English teaching methods in School-Based Curriculum and Curriculum 2013 at SMPN 1 Pakel-Tulungagung.

3. To explain how the English teachers cope with the problems in implementing the English teaching methods in School-Based Curriculum and Curriculum 2013 at SMPN 1 Pakel-Tulungagung.

1.4 Significance of the study

The findings of this study are expected to provide beneficial contributions theoretically and practically. Theoretically, the result of this study can be used as input in English teaching and learning process especially about the teachers’ method in teaching English. It also can analyze the teaching method which is appropriate to be used in teaching English based on school-based curriculum and curriculum 2013.

Practically, the result of this study will help the writer himself to adopt what teaching methods which are appropriate in teaching English based on school-based curriculum and curriculum 2013. For teachers, the result of the study can help them to determine the most appropriate English teaching methods for teaching English based on the curriculum especially the newest curriculum which is curriculum 2013. Furthermore, it also can help students to determine a good learning strategy which is appropriate with the English teaching methods used by
the teachers. In addition, the writer hopes the result of this study can be used as a source of information for other writers or researchers who want to conduct a research in the same field.

1.5 Scope and limitation

This study will be conducted in the field of education. The scope of this study is focused on English teaching methods used by English teachers in teaching English based on School-based curriculum and curriculum 2013. In addition, the subject of this study will be limited on teaching methods used by English teachers who teach seven grade students and nine grades students at SMPN1 Pakel-Tulungagung. The writer chooses teachers who teach seven grade students and nine grade students as the subject because they have already applied School-Based Curriculum for six years and they have been applying the curriculum 2013 for two periods.

1.6 Definition of the key terms

To avoid misunderstanding, the writer would like to give some definitions of key terms used in this study. The writer provides some definitions which can help the readers understand the study. The definition below suit with the research problems themselves.

a. Curriculum is a set of plans and arrangements regarding the objectives or aims, content and learning materials and methods used as a guide to organize learning activities in order to achieve specific educational goals (Indonesia Law No. 20/2003 on the National Education System).

b. School-Based Curriculum is an operational curriculum that is arranged, developed and done by education unit. Therefore, each schools from
Elementary School, Junior High School and Senior High School has their own curriculum based on the condition of the schools and students’ needs (Mulyasa, 2006).

c. Curriculum 2013 is a competency-based curriculum which emphasizes the development of ability to perform tasks with certain performance standard. This curriculum is based on character and competence that is expected to produce human that is productive, creative, and innovative (Mulyasa, 2013).

d. Method is the process of planning, selection, and grading language materials and items, techniques of teaching, etc. It guides teacher how to teach and how his teaching may be effective (Patel and Jain, 2008).

e. SMP N 1 Pakel is a Junior High School where the researcher conducts the research. It is one of the state schools in Tulungagung which applies school-based curriculum and curriculum 2013.