**CHAPTER 1**

**INTRODUCTION**

This chapter discusses background, problem statement, and objective of the research. Besides that, it also discusses about significance and scope of the research.

1. **Background**

The growth of foreign language teaching in Indonesia seems more and more developed. It can be seen through the application of several curricula since the foreign language was firstly recognized and needed in this country. For almost every ten years, there is always a new designed curriculm with different kinds of focuses and contents. It begins with The Curriculm 1975 until now with The Curriculm 2013.

Different writers define the term curriculum in various ways. Skilbeck (1984), a curriculum is a framework for the enhancement and organization of the varied and numerous experiences of students in a school setting and beyond the school. Then Jarlind (1998) said, a curriculum also assists in monitoring teaching and learning processes. It will be noted that whereas the wording is different, the general message is that a curriculum is a framework for planned/organized teaching and learning for either groups or individuals, within or without an institutional setting to achieve stated objectives. In other words, the curriculum contains what learners need to learn, the objective of the subject, the material, and how each lesson should take is place in the classroom activities. So, The curriculum itself can be defined as designs for carrying out a particular language program. Its features included a primary concern with specification of lingusitic and subject-matter objectives, sequencing, and materials to meet the needs of designated group of learners in defined context.

The curriculm takes the most important role in English Language Teaching (ELT). It can limit what is necessary to learn. Teachers cannot teach everything that they want to teach because of limitation of time. So, they need to consider the students as the subject of the learning, the students’ need, and the students’ environment.

In implementing the curriculum, the school and the teacher as determiner of the success of educational aim in the school level. On the other words, the teacher are required to 1) construct and formulate the proper aim, 2) choose and construct the appropriate lessons material acording to the needs, interest, and children develpoment phase, 3) choose the varied method and teaching media, 4) construct the program and the evaluation (Saripati : 2007 :1).

Curriculm that is applied in this year that is called as The Curricullum 2013. This curriculum was designed by the previous ministry of national education Muh. Nuh. When doing Umroh in Medinah, He recited Al-Qur’an and got inspired by some verves of Al Qur’an. Those verves are discussing about *Tazkiya* (attitude), *Tilawah*, (knowledge), and *Ta’lim* (skills). He thought that these are what students of Indonesia need to cure the three diseases of our society. He stated that the purpose of the education is to elimintae the poverty, stupidity, and underdevelopoment of civilization (Harian kompas : 2013).

Actually, the curriculum 2013 has bee n applied since 2014 for all the schools in Indonesia. However in its implementation, there are some problems found. according to rischa (2014) those problems as follow :

1. The readiness of the book;

The implementation of the 2013 Curriculum are equipped with student books and teacher guidance provided by the Government. This strategy provides a guarantee of the quality of the content or teaching materials, book presentation, and materials for teacher training teaching. The book availability of the 2013 Curriculum 2013 is to relieve the burden of parents because the parents do not need to buy new books. However, there are some problems in distributing these books. As the result, many schools are late to get the text book. This case makes teacher have less time to write lesson plans (RPP) before holding the learning process.

1. the assessment system,

The problem of the student assessment system is considered by some teachers still complicated and confusing. Because many indicators that must be accommodated. It is natural that the teacher is confused, because of the lack of training given and not in detail. In addition, Curriculum assessment system in 2013, more informative and descriptive, and also load on the aspects of knowledge, skills, and attitudes. Beside that, the variables in the portfolio have a lot of aspects that must be filled. This case makes the teacher felt difficult in assessing the students.

1. The training of the teachers,

Some of the obstacles encountered in a teacher training program such as the limited time in training the implementation of the 2013 Curriculum to get the expected results, the limited funds is prepared to train a large number of teachers, and the lack of trainers with a lot of trainees

Based on these problems found, the governement decided to stop the curriculum 2013 and back to use the previous curriculum until the preparation to implement the curriculum 2013 is ready. The schools stop using this curriculum but certain schools are appointed to keep implementing the curriculum 2013. These schools will become sample schools to others schools until the curriculum 2013 is ready to be implemented.

In Gowa, the school that has been appointed by Government to implement the Curriculum 2013 is SMAN 1 Sungguminasa. This school has been implementing the curriculum for more than 2 years. Based on this explanation, the researcher is interested to conduct a research entitled

***The Implementation of the 2013 Curriculum In English Teaching Process at SMAN 1 Sungguminasa.***

1. **Problem Statement**

The implementation of 2013 Curriculum which became the main concern of this research was the EFL teachers at SMA 1 Sungguminasa Gowa. In regard to this problem, the present researcher attempted to find out the EFL teachers’ perception of the implementation of the teaching method “scientific approach” in the 2013 Curriculum, to find out the advantage and disadvantage of the 2013 Curriculum for the school, and the last is to find out the problems faced in the implementation of the 2013 Curriculum.

Based on the research problem above, the researcher formulates research questions as follow:

1. How is the implementation of the 2013 Curriculum in English teaching process at SMAN 1 Sungguminasa?
2. What is the advantage and disadvantage of the 2013 Curriculum for the school?
3. What problems are faced in the implementation of the 2013 Curriculum?
4. **Objective of the Research**

It is important to know how actually the curriculum running in the teaching and learning process to develop the skill of the students. To know this case, the researcher will find out :

1. How the implementation of the 2013 Curriculum in English teaching process at SMAN 1 Sungguminasa.
2. The advantage and disadvantage of the 2013 Curriculum for the school.
3. The problem faced in the impelementation of the 2013 Curriculum.
4. **Significance of the Research**

The result of the research are generally expected to be :

In term of practical significance, the result of this research is expected to be useful information for EFL teachers, schools, and government to find a suitable strategy to develop the 2013Curriculum, so the objective of teaching process especially in English teaching itself can be achieved well.

For theoretical significance, the result of this research is expected to be an additional guide or reference for the later researcher who will conduct a research about the related issue.

**E. The Scope of the Research**

This research was restricted to the teaching process based on the 2013 Curriculum conducted by the English teachers of SMAN 1 Sungguminasa. Besides that, this research was expected to find out the advantage, disadvantage and problem faced by the teachers in implementing the 2013 Curriculum of English.