

CHAPTER I

INTRODUCTION

1.1. Background of the study

“The Curriculum has a central position in whole of education process (Klein, 1989:15). It directs all of education activities for the sake of achieving the aims of education. In other words, curriculum is as tool to achieve the aim of education namely forming the human that role in a system of education”¹.

In striving for increasing the quality of education, one of the efforts is by changing the curriculum². It also in Indonesia, here the curriculum has already changed for time to time, beginning from curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, Competence Based Curriculum (KBK), Educational Unit Level Curriculum (KTSP) and the newest is the 2013 curriculum.

This year, the new designed in the curriculum of 2013 tried out by Indonesian government. Thousands of schools, starting from primary school (SD), junior high school (SMP), to senior high school (SMA), have participated in this try out. Although in this try out the lack of preparation and infrastructure, the 2013 curriculum offers many new features in our education system.

Many criticisms were thrown to the implementing curriculum of 2013, such as the high cost and the lack of preparation which has created dissatisfaction in the education. Regardless of the government’s intention, in the writer’s opinion, the 2013 curriculum has shown substantial conceptual improvement from the

¹[1] JokoSusilo. *Kurikulum Tingkat SatuanPendidikan*. Yogyakarta: PustakaPelajar, 2007, page 9

²Ibid., page 10

previous one. Before the government decided to implement this curriculum in 6,326 schools and asked 74,289 teachers to participate, they have consulted to the education experts and through the long development process. It began from internal discussion with the education experts, then presentation to the vice president and parliament, and finally, public examination. In this case, those concepts are not too bad, but the most important thing and can be as the question is the implementation, such as how the government can ensure the whole implementation as the concepts which have been written on the paper.

Based on the explanations above, the researcher interested to know how the implementation of The 2013 Curriculum particularly in English subject. So, the title of this thesis is: “ **The Implementation of the 2013 Curriculum in Teaching Writing at Muhammadiyah 5 Junior High School of Surabaya**”.

1.2. Research Question

Based on the background above the formulation of problems of this research are:

1. 2. 1 How is the 2013 Curriculum Implemented at Muhammadiyah 5 Junior High School Of Surabaya?
1. 2. 2 What materials are used in teaching writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School Of Surabaya?
1. 2. 3 What assessments are used to asses writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School Of Surabaya?
1. 2. 4 What are the problems of the implementation of the curriculum 2013 in teaching writing at Muhammadiyah 5 Junior High School of Surabaya?

1.3. The purpose of the study

The objective of this study is:

1. 3. 1 To find out how the 2013 curriculum is implemented at Muhammadiyah 5 Junior High School of Surabaya.
1. 3. 2 To find out the materials used in teaching writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School of Surabaya.
1. 3. 3 To find out the assessments used to asses writing based on the 2013 curriculum at Muhammadiyah 5 Junior High School of Surabaya
1. 3. 4 To find out the problems of the implementation of the curriculum 2013 in teaching writing at Muhammadiyah 5 Junior High School of Surabaya.

1.4. Scope and limitation of the study

Another parameter for a research study establishes the boundaries, exceptions, reservations and qualifications inherent in every study; delimitation and limitations (Castetter & Heisler, 1977). It is found in both qualitative and quantitative studies. Use delimitations to address how the study will be narrowed in scope and provide limitations to identify potential weaknesses of the study (Creswell, 1994)

This research takes the form of keys study which ultimately concerns with the investigation of the implementation of the 2013 curriculum in teaching writing at Muhammadiyah 5 Junior High School Of Surabaya. The focused in these researche is only focused on Implementation, Material, Assessment and Problems of the 2013 curriculum in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School Of Surabaya.

The downside of this paper is only used at Junior High School Muhammadiyah 5 of Surabaya and the possibility of the application of the results of different studies in other places.

1.5. Significance of the study

There are four reasons why the study adds to the scholarly research and literature in the field. Three or four reasons about how the study helps improve practice. There are four reasons why the study will improve policy (Creswell, 1994).

1. 5. 1 The result of this research can give positive contribute to development syllabus of the 2013 curriculum in the Junior High School of Muhammadiyah 5 (five) at Surabaya.

1. 5. 2 Giving information and understanding about the implementation of The 2013 Curriculum in teaching writing (instruction, short notice and warning) in the Junior High School of Muhammadiyah 5 (five) at Surabaya.

1. 5. 3 Giving knowledge for the writer and future writers in scientific research especially in education aspect and teaching field.

1.6. Definition of the key terms

1. 6. 1 Curriculum Material

Curriculum material as a set of plan which contain the goal of study programs and systematic material which the curriculum planner wants the students to master and achieve while in the process of teaching and learning (Kamila, 2014).

1. 6. 2 The 2013 Curriculum

Curriculum 2013 is the newest curriculum launched by the Ministry of Education began in 2013, as a form of development from the previous curriculum of 2006, unit level curriculum covers competencies as; attitudes, knowledge, and skills in an integrated manner. In article 1, paragraph 29 of Law no. 20 of 2003 that the curriculum is setting the objectives, content, and teaching materials and methods used as guidelines for organizing learning activities to achieve specific educational goals (M.Nuh, 2013)

1. 6. 3 Curriculum Implementation

Implementation is a process of applying idea, concept, wisdom, or innovation in a practice action until giving the impact, form the change in knowledge, skill, value, and attitude³. In Oxford Advance Learner's Dictionary as quieted in Mulyasa's book said that implementation is "put something into effect" (applying something that give effect or impact). Another definition of Implementation is carrying out something; realization; assembling; application⁴.

³E. Mulyasa. *Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah*. Jakarta: PT. Bumi Aksara, 2008, page 178

⁴Departemen Pendidikan dan Kebudayaan. *Kamus Besar Bahasa Indonesia Second Edition*. Jakarta: Balai Pustaka, 1991, page 374

The implementation of the 2013 Curriculum can be defined as a process applying of idea, concept, the curriculum wisdom (potential curriculum) in a learning activity until the students master a set of certain competence as the result of interaction with the environment. Besides, the implementation of curriculum can be defined as the actualization of written curriculum in learning form⁵

Based on the explanation above, Mulyasa concluded that the implementation of curriculum is the operationalization of curriculum concept which is still have potential characteristic (written) become actualize in learning activity form. Thus, the implementation of curriculum is the result translation of teacher toward the curriculum which is spelled out in syllabi and lesson plan as the written plan⁶.

⁵Emulyasa.loc.cit., page 178

⁶Ibid., page 179