

CHAPTER I

INTRODUCTION

In regard with the aims of this study, a brief and detailed overview concerning the rational of this study and its urgency is presented. This chapter includes background of the study, identification of the problems, focus and formulation of the problem, objectives of the study and significance of the study.

A. Background of the Study

English subject has been taught in Indonesia for a long time since the Independence Day. Along with the process of development in the domains of civilization, technology, and knowledge, English subject as a part of the educational curriculum in Indonesia has encountered a rapid change. Furthermore, English language teaching has become one of several concerns taken into account by education stakeholders in Indonesia.

English language teaching in Indonesia has experienced many changes through several reforms and curriculums. The educational system in Indonesia experienced reforms from Curriculum 1947, Curriculum 1964, Curriculum 1968, Curriculum 1973, Curriculum 1975, Curriculum 1984, Curriculum 1994, Curriculum 1997, Curriculum 2004 or Competence-based Curriculum (KBK), *Kurikulum Tingkat Satuan Pendidikan* or KTSP 2006, and Curriculum 2013 (Ilma & Pratama, 2015).

The previously mentioned reforms impact the content of the curriculum, the learning process, and the assessment included in each curriculum. Therefore, different ways in implementing the curriculum maybe possible applied by

teachers or any educational institutions. They might have certain different aspects of teaching and learning for all subjects taught in schools including English. Hence, English curriculum has also been getting influenced by the reforms and changes happening to the educational curriculum in Indonesia.

Along with this renewal process, several criteria have been used to measure the students' achievement in learning a certain subject including English. One of them is a test conducted by the government. Recently, a standardized test called as National Examination is commonly regarded as the most valid practice to measure students' learning achievement. This is clearly stated in the government regulation number 23 the year of 2016 and number 3 the year of 2017 about the assessment standard. Thus, all schools in Indonesia should follow this regulation and must be involved in the National Examination in order to find out the students' learning achievement in general. As stated in the regulation, English is one of the subjects tested in the National Examination. Consequently, students' learning achievement in English subject can be seen from the scores achieved by the students in the National Examination.

In addition, English contains not only knowledge but also skills to learn. Thus, if teachers want to know students' level of English mastery they should use the other methods of assessment. They need to involve the other ways to have an overview about the knowledge and skills obtained by students. There are the other alternatives of evaluation that can be used to see how well the students perform their English skills in the classroom or outside. For instance, English competitions usually held by institutions including universities, companies or even the

government like ESA and NESCO are good representatives. These programs can be used to decide whether students are successful in learning English mastery or not. Based on the explanation stated earlier, it can be said that teachers or educational stakeholders can consider both National Examination and the mentioned English competitions to determine students' achievement in English.

In Indonesia, the information about the result of National Examination is announced in a form of website. Besides, the government also ranks the schools based on that kind of result to know which school is better in the National Examination score result. According to that, it is found that in junior high school level there is a school in Yogyakarta region named SMP N 4 Pakem which ranks as the first school achieving high scores in National Examination. At this point, the researcher is eager to find out more fruition and information about this school. SMP N 4 Pakem is a junior high school which was established in 1952 and obtained a high average score in most of the subjects of National Examination. According to Indonesian Cultural and Educational Ministry, SMP N 4 Pakem is ranked as the highest achieving school in four periods of academic year including 2015, 2016, 2017, 2018. In 2017, this school obtained the highest average score in subjects of National Examination successively for Indonesian (90,58), English (80,62), Math (97,99), and Science (92, 69). For English subject, it is found that students also get high scores although they are still lower if compared to the other subjects. The obtained scores for English subject are 92.76; 88.28, 93.65 and 80.62 respectively. From these data, it can be concluded that the scores of the English subject are above the average of minimum criteria of mastery learning.

In addition, other than achieving high score in National Examination, this junior high school is also famous for obtaining great achievement in both academic and non-academic fields (Imamnurp, 2012). Besides being one of the top high schools in Yogyakarta, SMP N 4 Pakem is used to be regarded as RSBI School (International Standard Based School) (Widiyanto, 2017). This school also becomes the best school in obtaining high score in all the subjects in the examination including English (Widiyanto, 2017; Eri-k, 2017; & Sugiyanto, 2017). Besides, it is also found that some of the students also sweep up achievements in non-academic field. Recently, the students won an English singing contest by the provincial government. One of the students from grade VIII has also created an English novel entitled “A Blooming Tulip” which has also published and sold in public (2018). Accordingly, it indicates that the school succeeds in facilitating its students to master English and to perform good English knowledge and skills.

Furthermore, it can be seen clearly the achievements obtained by the students in SMP N 4 Pakem. In fact, the success in achieving English learning mastery is the result of the process of English teaching and learning. It can be assumed that English teaching and learning process is one of the factors influencing the successfulness in achieving English mastery. Therefore, from the mentioned facts stated above, the researcher is very enthusiastic to find out how the process of teaching is conducted in this school. As it is also mentioned before, there is a correlation between learning results and the process of teaching and learning

itself. Thus, an investigation of the way the process of English teaching conducted may bring useful notions for educational performers.

Another reason in investigating the process of English teaching in SMP N 4 Pakem is that this school is the favorite junior high school in Yogyakarta. It is proven by increasing numbers of students who register and study in this school. Moreover, it is beneficial for teachers and educators to learn tips on achieving such success because the researcher is believed that it is not an easy and instant thing to do.

However, talking about the educational achievement of the school, it should not be separated from the curriculum implementation. In fact, SMP N 4 Pakem also implements Curriculum 2013. It is known that SMP N 4 Pakem has implemented Curriculum 2013 since 2014. The mentioned curriculum has been implemented in this school as the main guideline. The school's policy is getting aligned with the government regulation about the use of Curriculum 2013.

In regard with curriculum implementation, the application of Curriculum 2013 revealed many significant problems due to the fact that it is a fresh wind for Indonesian educational reform. As a matter of fact, there are greater numbers of problems occur as an impact of the curriculum implementation experienced by schools in Indonesia. According to Sunggingwati (2013), it was found that many schools face various challenges in implementing Curriculum 2013. Challenges vary from the methods used, the types of assessment, and even the school facilities used to facilitate the curriculum implementation. In addition, Retnawati et al (2016) found that teachers encounter difficulties in implementing the

assessment within Curriculum 2013. Besides, Khasanah (2015) mentioned that there are numerous barriers experienced by teachers in implementing Curriculum 2013. Those barriers indicate that teachers get difficulties to fully adapt the curriculum. Furthermore, these three studies clearly show that Curriculum 2013 implementation causes many problems for education stakeholders in Indonesia.

However, looking at the achievement of SMP N 4 Pakem, it can be concluded that there is a contrast fact regarding the curriculum implementation. It can be indicated that this school has greatly succeeded in implementing the new curriculum in the process of teaching and learning. The successful implementation can be seen from the high score obtained by students in National Examination and other non-academic achievements in English subject.

In addition, interviews were conducted to have a clear overview about several aspects in relation to English language teaching in this school. The result of the interview showed that there are crucial factors influencing the school's great achievement especially in terms of English teaching process. The crucial factors are mainly included in the process of lesson planning, lesson delivery, and students' achievement assessment in the classroom. Based on the previously mentioned aspects, it can be said there are things which are still not known yet in relation to the process of English teaching process in SMP N 4 Pakem and the secret behind the great achievement reached by the school so far. Whereas, English language teaching process at SMP N 4 Pakem could be a good example for schools, teachers, material developers, and many other educational parties. Teachers can benefit from it in terms of acknowledging and following how the

teaching process is arranged and held in the mentioned school. Knowing how the process is carried out by teachers is beneficial for others to reach a higher or at least similar level of achievement. Accordingly, it is beneficial to investigate the way the teaching process is held in the school and how the Curriculum 2013 is implemented in terms of English language subject at SMP N 4 Pakem.

Based on the previous and preliminary studies, it is found that SMP N 4 Pakem has got great achievements in implementing English language teaching which is in accordance to Curriculum 2013. Besides, this school also produces students who perform great achievement in English subject which is indicated by obtaining high scores in National Examination. Consequently, these facts rise the need and urgency of conducting a research study in this school. An investigation is required to answer how teachers at the school do in teaching which is based on the curriculum. It is expected to provide an overview about how teachers in the mentioned school benefit from the new curriculum implementation especially in terms of English language teaching. Hence, it is significant to conduct a case study at SMP N 4 Pakem to investigate the process of English language teaching based on Curriculum 2013. The researcher believes that it is helpful for the other teachers and schools to deal with Curriculum 2013 as well as to apply it especially in English teaching and learning.

B. Identification of the Problems

A research study is needed to examine the teaching and learning process at SMP N 4 Pakem. It is because little research has been done in relation to English

classroom in the mentioned school. The following are several aspects that need investigating in terms of English teaching process in SMP N 4 Pakem :

1. How the lesson plan is prepared by teachers in SMP N 4 Pakem.
2. How English lessons are usually delivered and how the contents are correlated to Curriculum 2013 in SMP N 4 Pakem.
3. How the students' achievement is assessed based on Curriculum 2013 in SMP N 4 Pakem .
4. How English teachers motivate their students to learn English.
5. How English teachers select and organize teaching materials as well as teaching media for the teaching process.
6. How English teachers manage the classroom within the teaching process.
7. How learning environment is provided by the teachers in the classrooms to support the students to learn?
8. How English teachers, principals, students and the other parties collaborate to create a good English teaching and learning process.
9. What the types of tools, media and supporting materials are used in the teaching and learning process.

C. Focus and Formulation of the Problem

Due to the result of preliminary investigation about the school achievements and the interview with the teachers, it is found that the teaching process has greater influence for the accomplishment of the students especially in English subject. Accordingly, this study focuses on investigating the teaching process

which cover a process of lesson planning, lesson delivery, and students' achievement assessment.

The problems are formulated as follows.

1. How do the English teachers at SMP N 4 Pakem prepare the lesson according to Curriculum 2013?
2. How do the English teachers at SMP N 4 Pakem deliver the lesson according to Curriculum 2013?
3. How do the English teachers at SMP N 4 Pakem assess the students' achievement according to Curriculum 2013?

D. Objectives of the Study

Based on the formulation of the problems stated above, it can be simply mentioned about the objectives of the study that are following:

1. To describe how English teachers at SMP N 4 Pakem prepare the lesson in implementing Curriculum 2013.
2. To describe how English teachers at SMP N 4 Pakem deliver the lesson in implementing Curriculum 2013.
3. To describe how English teachers at SMP N 4 Pakem assess the students' achievement in implementing Curriculum 2013.

E. Significance of the Study

It is hoped that the findings of this study could give some contribution to several parties. The findings have theoretical and practical significances, as follows:

1. Theoretical Significances

This research is hoped to give contributions in English language teaching by providing information as well as view about Curriculum 2013 implementation in junior high school especially at SMPN 4 Pakem which is regarded as a favorite and one of the best schools in Yogyakarta. It is also hoped to provide additional information as well as knowledge for the other researchers having similar kind of research.

2. Practical Significances

- a. For the teachers, it is believed that this study will be very useful as one of literatures for the teachers to see how the implementation of English language teaching through Curriculum 2013 would be as well as to have wider knowledge about strategies in planning and implementing lessons as well as doing assessment for students in English classroom.
- b. For the learners, it is believed that the research will give advantage for the learners as well. If the teachers are aware of the importance on applying good implementation of the curriculum, they will provide good teaching process. Accordingly, the learners will then experience a good English learning process.