

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Education is very important for humans' life. Education is an effort that is done consciously and deliberately to change human behavior, both individually and collectively to mature humans through teaching and training efforts. Education gives values that will help and guide humans in enduring their life. We may not imagine what the difference is between humans' life in past time (darkness era) and this time without education.

English is an international language that is used by many people in the world. According to Sipayung, Kammer & Pangaribuan (2019:27) English is rapidly gaining status as a global language, because using English the easiest way to communicate with people from other countries about many aspects of human life such as education, science, business, technology, culture and also another aspect that used in Indonesia people. In response to this, there before, in Indonesia, English is very important to mastering.

There are four skills required in English teaching-learning program. They are reading, listening, writing, speaking. At school there is a curriculum, it will direct all instructional activities. curriculum is a set of subjects and educational programs provided by an educational organizing institution that contains the design of lessons that will be given to participants in a period of education.

According to Wortham (2006:13) that curriculum is a planned set of course that is presented to teachers arrange teaching and learning in certain level of ages. Curriculum is a bridge to achieve a goal in learning process. Since Indonesia declared its freedom in 1945, the curriculum had been changed for several times in 1947, 1952, 1964, 1968, 1975, 1984, 1994,

2004 and 2006. 2013 curriculum designed to replacing curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan). Curriculum is often change because to make better future of national education.

The curriculum is used as guidance in every learning activity to achieve the determined aim. To see the level of achievement it needs evaluation. Therefore, the evaluation of education is one of the main components that cannot be separated from the education plan. In Indonesia, the 2013 curriculum is the newest curriculum focusing on achieving students' competencies and character-building (Kementrian dan Kebudayaan, 2013). There are four aspects of competences expected to be achieved; spiritual, attitude, knowledge, and skills which are then stated in the Core Competencies (Kompetensi Inti/KI).

Through developing of curriculum 2013 based on character and competence can produce productive, creative, innovative person, and characters. Education character in curriculum 2013 has the purpose to increase the quality of process and result of education, especially in the formation of character and noble character of learners as a whole, integrated and balanced. In the implementation of curriculum 2013, character education can be integrated into all of teaching-learning in every subject that exists in the curriculum.

Based on observations, researcher chooses to conduct this research based on their experience during the Program Pengalaman Lapangan (PPL) in one of the private junior high schools in Medan, researchers know that English teachers were always updating about curriculum development. That makes researchers interested. the researcher observes the problems of teachers in implementing the 2013 curriculum that has not been able to apply properly in the teaching-learning process. the researcher focused on the steps ( Core activity: Observing, questioning, experimenting, associating, communicating) to implementation the 2013

curriculum Because, in the teaching-learning process, the teacher does not only deliver the material to students. Also, SMP RK Serdang Murni Lubuk Pakam always participates in training and education programs on applying the 2013 Curriculum.

The reason for the researcher in choosing the topic is that even though the 2013 curriculum implementation is still in controversy, the objectives of the 2013 curriculum are for better education of Indonesia. The teacher's role is very necessary for the success of the 2013 curriculum implementation. If the teacher implements it well, the students with real good quality will be created as the objectives of the 2013 curriculum.

### **1.2. The Problem of the Study**

Based on the background of the study, the problem of this study can be formulated in the form of the questions as follow:

1. How is the implementation of core activities in 2013 Curriculum for English Teachers by using online system in pandemic C-19 situation at grade IX SMP RK Serdang Murni Lubuk Pakam?

### **1.3. The Objective of the Research**

The objective of the research is:

1. To describe the implementation of core activities in 2013 Curriculum for English Teachers by using online system in pandemic C-19 situation at grade IX SMP SMP RK Serdang Murni Lubuk Pakam.

### **1.4. The Scope of the Research**

There are three mains activities of teaching and learning proses. They are opening activities, core activities, and closing activities. However, this research focuses on core activities.

The core activities are observing, questioning, experimenting, associating, communicating. These activities are recommended by the 2013 Curriculum.

There are many approaches in teaching English as a foreign language. they are structural approach, functional approach, natural approach, and etc. However this researcher focus on scientific approach. The researcher chooses this approach because of government's recommendation 2013 curriculum.

### **1.5. The Significances of the Research**

Pedagogical Significance Since the researcher decided to do a research with theme the implementation of Curriculum 2013 by English teacher, it is expected that:

#### 1. Theoretical Benefits :

The result of the research is expected to give information to the reader about the implementation of the 2013 curriculum in English learning and some problems which are faced by the teachers in implementing it.

#### 1. Practical Benefits :

##### a. For the students :

the research adds students' knowledge about the English learning process and the various problems which happen in it, so it will motivate them to be active students in learning English.

##### b. For the English teachers :

findings of the research hopefully can help the teachers to identify problems in implementing the 2013 curriculum and help them to solve these problems. It also gives a contribution to the teachers in the form of suggestions to complete their role in the implementation of the 2013 curriculum in the English learning process. The

other benefit is to give reflection to the teachers to evaluate their work in achieving the goal of the 2013 curriculum especially in English subjects.

c. For the other researcher :

research can be one of the references for other researchers who want to research curriculum in language learning.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.2.1 Definition of the 2013 Curriculum**

There are so many definitions of the curriculum from many experts. They define it in many ways. Here are some of the definitions of the curriculum. According to Permendikbud Number 59 the years 2014, Curriculum of 2013 a competency and character-based curriculum. The curriculum of 2013 was born as a response to the various criticisms of the School-Based Curriculum 2006. It is by the development needs and the world of work.

The curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of the 2013 curriculum is generating Indonesian people. are: productive, creative, innovative, effective; through the strengthening of attitudes, skills, and knowledge that are integrated. Based on the theme, the implementation of the 2013 curriculum is expected to produce a productive, creative, and innovative human.

According to Mulyasa (2013: 65) The curriculum aims to prepare human 2013 Indonesia to have the ability to live as a person and citizen faithful, productive, creative, innovative, and effective and able to contribute to society, nation, state, and world civilization.

According to Fadila (2013:16). Curriculum 2013 is a curriculum to improve and balance the soft skills and hard skills, covering the aspects of competence attitudes, skills, and knowledge". In this context, K13 seeks to further instill the values that are reflected in attitudes that can be directly proportional to the skills acquired through knowledge of learners at the

school. In other words, soft skills and hard skills can be embedded in a balanced, contiguous, and can be applied in everyday life.

Based on the definition of such implementation, curriculum implementation in 2013 can be defined as a process of applying ideas, concepts, policies, and curriculum (curriculum potentially) an activity of learning so that students master a set of specific competencies as a result of interaction with the environment.

## **2.2. Characteristics of Curriculum 2013**

According to Permendikbud Number 59 the years 2014 Curriculum of 2013 is designed with the following characteristics:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
2. Putting the school as part of the community that provides a learning experience so the learners can apply what is learned in the school to the community and utilize the community as a learning resource.
3. Putting the school as part of the community that provides a learning experience so the learners can apply what is learned in the school to the community and utilize the community as a learning resource.
4. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
5. Developing the competencies expressed in terms of class core competencies which is specified more in the basic competence of subjects.
6. Developing an element of class core competencies organizers (Organizing elements) basic competence All the basic competencies and learning processes developed to achieve Competence expressed in core competencies.

7. Developing competency-based on the principle of accumulative basis, mutually reinforcing (reinforced) and enrichment (enriched) lessons and education level (horizontal organization and vertical).

### **2.3 Implementation of Curriculum 2013**

According to Oemar (2009:3). Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values, and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is „put something into effect“. Implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is in line with what Millar and Seller said, that in some cases, implementation has been identified with the instruction.

Based on the definition of such implementation, curriculum implementation in 2013 can be defined as a process of applying ideas, concepts, policies, and curriculum (curriculum potentially) an activity of learning so that students master a set of specific competencies as a result of interaction with the environment.

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of the 2003 year about the national education system, that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.



The implementation of the 2013 curriculum on learning activity in schools by the teachers is implemented in three dimensions, those are teaching-learning planning, teaching and learning process, and learning evaluation.

#### 1). The dimension of Teaching Learning Planning

According to Oemar (2008: 249) In this dimension, the teacher outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study to achieve the wanted goal. Everything is covered in the lesson plan.

As explained previously, in the 2013 curriculum, teachers are no longer in charge of developing the syllabus but make the lesson plan only. Here, the selection of appropriate media becomes very important to suit the techniques used in the teaching-learning process. Media influence learning a lot because it will relate to the student's involvement. Media can be used in direct instruction, active learning teaching strategies, and student projects.

If we reconsider the objectives of the 2013 curriculum that students are not only smart but also must have a good attitude and ability, then the role of the media also cannot be ruled out. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the media provide scenes or pictures with strong emotional content. Besides, students can hone their analytical skills by analyzing media using the theories and concepts they are studying.

#### 2). The dimension of the Teaching-Learning Process

According to Permendikbud Number 103 years, 2014 Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment. The characteristics of ideal learning are interactive and inspiring; fun,

challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and following their talents, interests, abilities, and physical and psychological development of learners.

At this dimension, the teachers implement teaching-learning strategies and methods that should be following the approach in 2013 Curriculum, which is the scientific approach. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/ experimenting, associating, and communicating.

### 3). The dimension of Learning Evaluation

The teachers' activity in this dimension is to evaluate students' learning. Many points of view regarding the evaluation activity is performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity is in process. According to Lynch (200:2) Evaluation is defined as a systematic attempt to gather information to make judgments or decisions.

## **2.4 Key to Success Curriculum 2013**

### 1) Leadership Principal

According to Mulyasa (2013: 39-55). School leadership is a determinant factor to mobilize all the resources of the school to be able to realize the vision, mission, objectives, and goals of the school through programs implemented in a planned and phased. The school principal is independent, democratic, and professionals must strive to instill, promote, and enhance the value of at least four kinds, namely the development of mental, moral, physical, and artistic.

### 2) Teacher Creativity

Teacher as a facilitator and a study partner for learners. The teacher's task is not only to convey information to students, but it should be a creative service and ease of learning to all learners so that they can learn in a pleasant atmosphere, happy and open-minded.

### 3) Activities Learners

Nature developed the activities of learners, teachers must be able to discipline learners, especially self-discipline. Teachers should be able to help learners develop patterns of behavior; raise the standard of conduct; and implement the rules as a means to enforce discipline in every activity.

### 4) Socialization Curriculum 2013

Socialization in curriculum implementation is very important so that all parties involved in the field of implementation of disagreement with the changes that must be made following the duties and functions of each, so that they to give support for curriculum changes were made. Socialization needs to be done carefully to the various parties to offer a new curriculum that can be understood and applied optimally because socialization is an important step that will support and determine the success of curriculum change.

### 5) Facilities and Learning

Resources to be able to implement the curriculum in 2013, the facilities, and adequate learning resources that can be implemented optimally. The facilities and learning resources that need to be developed to support the success of the implementation of the curriculum include laboratories, a learning resource center and library, as well as management personnel and capacity managers. The facilities and learning resources need to be utilized optimally, maintained, and stored properly.

### 6) Environment Conducive

Academic School environment that is safe, comfortable and orderly, optimism and high expectations of the entire school community, school health, and activities centered on the learner a climate that can encourage learning. Academic climate conducive learning should be supported by a variety of fun learning facilities; such as facilities, laboratories, environmental settings, appearance and attitudes of teachers, harmonious relationships between students and teachers.

#### 7) Participation of School Community

The success of school education is largely determined by the success of principals in schools to empower all citizens, especially the teaching force available. Participation of education personnel in the successful implementation of the curriculum in 2013 can be raised through the general strategy and specific strategies as follows:

- a. The general strategy First, the empowerment of education personnel, must be based on a clear plan needs. Thus, there is no discrepancy between the need for educators by educators available. Second, in any educational activities must be improved attitude and professional skills. Education personnel should be able to not depend on the work given to others. Third, the cooperation of the school with the company and the industry need to be constantly developed, especially in exploiting enterprise and industry to laboratory practice, and the object of study.
- b. Specific strategies are strategies directly related to the development and improvement of education personnel management more effective. The strategy deals with the welfare of education personnel, education preposition, prospective staff, recruitment and placement, quality coaching staff, and career development.

## **2.5 Definition of Teaching**

According to Sardiman (2007: 2) Teaching is transferring information or knowledge from teacher, lecture, instructor, or tutor to student or learner. While Oemar (1992:8), believe that teaching is guiding students' learning activity and organizing the environment to support the learning.

Based on the explanation above, it can be concluded that teaching can be defined as transferring knowledge and organizing the environment to create a certain condition to make efficient learning.

## **2.6 Problem in Teaching**

According to Depdiknas (2005:31) teaching problem relates to internal and external condition. The internal condition includes teacher, material, interaction pattern, media and technology, learning situation, and system whereas external condition includes an environment where teaching and learning process occurs. Therefore, from some definitions above, it can be concluded that problems in teaching cover some conditions i.e. teachers, students, and schools.

## **2.7 Definition of English Teaching and Learning Process**

According to Brown, (1994:7) Teachers have strategically important roles to raise the nation characters and to develop students' potential in Indonesian education frame. Meanwhile, the education now is pushed to meet the society need and to answer the local and global defiance, for instance; the fast rate of informational society, science and technology, and socio-culture.

Based on above the English teaching and learning process, the task of the teachers is not just to impart knowledge, but also give the students the necessary aids, experience, and

information that will enable them to develop themselves. Such tasks can be carried out by the teachers by understanding the students' characteristics based on the intellectual growth of each student. Therefore, teachers can make use of media and implement various interesting activities to make the students interested in learning English which later on develop themselves.

## **2.8 Lesson Plan**

The lesson plan is a plan describing what will be done in the teaching and learning process to achieve the competencies stated in the syllabus. Thus, the lesson plan is crucial since it contains guidance for the teachers in carrying out their teaching.

Permendikbud Number 103 the years 2014 The creations can be put into lesson plans. A lesson plan at least contains:

1. The identity of the school, subject or theme, class/semester, and the allocation of time;
2. Core Competence, Basic Competence, and indicators of competencies achievement;
3. learning materials; learning activities that include preliminary activities, main activities, and the post activities;
4. assessment, remedial learning, and enrichment; and media, tools, materials, and learning resources.

## **2.9 Scientific Approach**

According to Mulyasa (2014:99). Curriculum 2013 emphasizes on modern pedagogic dimension in learning, using a scientific approach. The scientific approach (scientific approach)

in the study referred to covering observe, ask, experimental or explore, associate, and communicate.

The results of the interview can be concluded, the scientific approach has been implemented in the previous curriculum. The previous curriculum did not use the term scientific approach. The proses of observing, questioning, reasoning, organizing, and communicating have been done. That is related to the material explanation in the teacher training on implementation 2013 Curriculum, although in practice it has not been organized.

### **2.10 Steps of Teaching and Learning in Scientific Approach**

According to Kurniawan (2013: 135) Core activity is the most important activity in the learning process because, in this activity, the learning material will be explained to the students. To get success in this activity, the participants either teacher or students must be ready to face the learning process. In the 2013 curriculum, the learning core activity uses an approach called scientific approach.

The steps to implement these approaches are as follows:

#### 1. Observing

In observing activity, the teacher allows the students to observe through looking, listening, and reading.

#### 2. Questioning

In this step, the students give a question about what they have observed.

#### 3. Experimenting

In experimenting, the students look for and collect information from some references

#### 4. Associating

In associating activity, the students analyze the information which is achieved to take a conclusion.

#### 5. Communicating

In communicating activity, the students write or tell what they have found in looking for information, associating, and taking a conclusion. The result is told and valued by the teacher in a classroom as a result of the students learning.

The above-structured steps are designed to make the learning process more directed. The learning purpose covers 3 aspects, namely knowledge, skill, and attitude. The scientific approach's step helps the students attain all aspects. The activity in each step gives lessons to the students. They get experience which adds and sharpen their knowledge, skill, and attitude.

### **2.11 Syllabus**

According to Kunandar (2007: 244) Syllabus is a further elaboration of the basic competency standards to be achieved, as well as the subject matter to be studied by the students in order to achieve the standards of competence and basic competences. Syllabus at least consists of:

- a. Subject identity
- b. School identity
- c. Core competence
- d. Basic competence
- e. Theme
- f. Main material
- g. Instruction model
- h. Assessment
- i. Time allocation



Based on above the syllabus is the foundation in the development of learning activity. From the syllabus is to know what is the material that taught when the English teacher doing the teaching and learning process

## 2.12 Previous Research

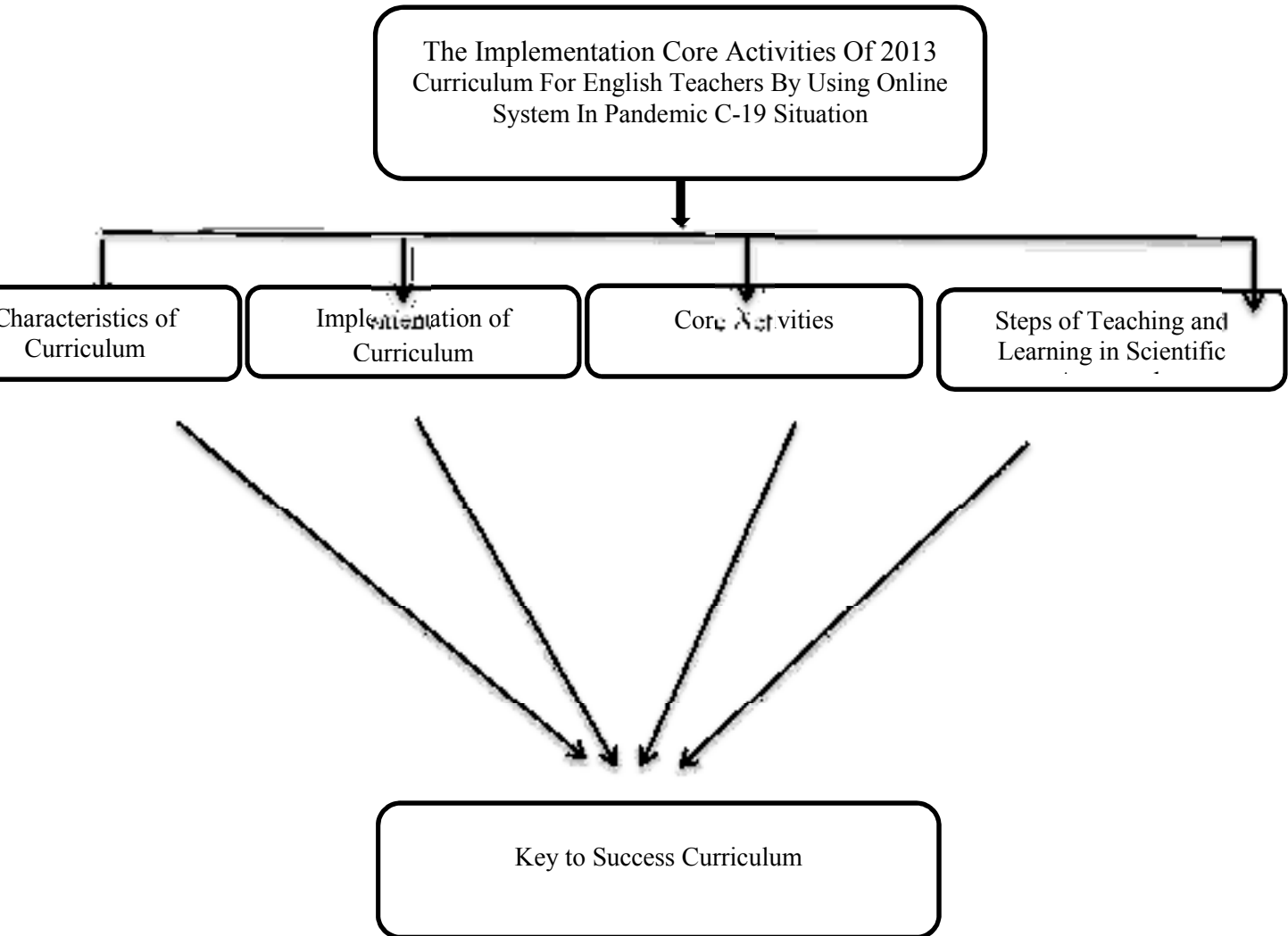
In this study, the researcher took three previous studies as a comparison, they are:

1. Sekar Al Ridho Kartika Sari conducted the research entitled "*The Problem Face By English Teacher In The Implementation of 2013 Curriculum*" This research focused on the teachers' problem in theirs. The research gave a result from her research that there were still teachers' less understanding about the School Curriculum.
2. Agustina Dian K. conducted the research entitled "*The English Teachers' Problems in the Implementation of School Curriculum (KTSP)*". This research focused on the teacher's problem in their teaching-learning process which did not imply the School-Based Curriculum (KTSP).
3. 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' methods in the English teaching process by implementing the School-Based Curriculum. The result from this research is there were still teachers' less understanding about the School-Based Curriculum.

The differences between the previous research and this research are both of the previous research conducted the implementation of the 2013 curriculum and they focused on the teaching-learning process only. The present study deals with the implementation of the 2013 curriculum by the English teachers and focuses on the step (Core activity: Observing, questioning,

experimenting, associating, communicating). implementation of the 2013 Curriculum For English teachers in Grade IX SMP RK Serdang Murni Lubuk Pakam.

### 2.13 Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Methodology

The research design used in this research was descriptive qualitative. The other consideration in used the qualitative research as explained by Moeloeng (2010:10) is 1. Qualitative research can adjust with general realities moderately; 2. this kind of research presents relations between researchers and their respondents directly, and 3. it is more sensitive and is adjustable to changes in the pattern of values faced by researchers. The purpose of the research is how is the implementation of core activities in 2013 Curriculum for English Teachers by using online system in pandemic C-19 situation.

#### 3.2 The Source of Data and Data

The source of the data were students. The data were core activities. The activities were from the teachers' teaching and learning process in system online. There were five focuses, namely: observing, questioning, experimenting, associating, communicating in the implementation of core activities in the 2013 Curriculum.

#### 3.3 The Instrument of Collecting Data

The instrument of collecting data was *appendix 1*: Teacher effectiveness questionnaire sheets on core activities (to check teachers do or doesn't the implementation of core activities in 2013 Curriculum in system online).

### **3.4 The Technique of Collecting Data**

To collect the data, there were some steps taken by the researcher, they were as follows:

1. The researcher observed the teachers' implementation of core activities in teaching and learning processes in an Online System (WhatsApp Group).
2. The researcher asked the students to fill the questionnaire about core activities, when the teachers were doing teaching and learning processes in an online system.

### **3.5 The Technique of Analyzing Data**

The data of this research was analyzed by using descriptive qualitative techniques. The techniques of analyzing the data were:

1. First, the researcher analyzed and found teachers who do and do not implement core activities in the 2013 Curriculum in an Online System (WhatsApp Group).
2. Finally, the researcher found Teachers A or B more active and not active in the implementation of core activities in the 2013 Curriculum in an Online System (WhatsApp Group).