

CHAPTER I

INTRODUCTION

A. The Background of the Study

Curriculum is one of the important components in the world of education as curriculum becomes the reference for every level of education, education organizer as well as the teacher and the headmaster. Holding into this fact, the development of curriculum is considered being important as curriculum is one of the element which gives significant contribution to improve the teaching and learning quality. This brings the government finally proposed the new curriculum called 2013 Curriculum.

2013 Curriculum is developed with competency. This is needful as the instrument to point the students' succeed in being qualified human who is proactive to challenge the changeable era, being educated people who have faith to God, creative, independent, healthy, and being the good citizen who are democratic and responsible. Certainly, all those purposes is expected bring the positive impact to the students' personality as young dignified nation.

2013 Curriculum offers the ideas of teaching and learning alteration which is reputed capable to renew a more effective teaching from the previous curriculum (KTSP). One of the alteration offered is the teaching and learning covers the attitude of competency, knowledge and skill which is then developed to the core competency and basic competency of 2013 Curriculum. 2013 Curriculum also offers the teaching and learning through the scientific approach which has the step started from observing, questioning, exploring, associating and

communicating. This scientific approach can be integrated to the three main learning model of 2013 Curriculum which are discovery learning, project based learning and problem based learning. This is done due to the revolution changes in the 2013 Curriculum is student-centered which practices the basic opinion that knowledge cannot be just transferred from the teacher to the students but the students themselves are the subject who have the ability to actively search, process, construct and apply the knowledge.

English as one of the compulsory subject taught in Senior High School gets positive impact from the changes of this new curriculum. Certainly, English teachers are demanded to be more creative and innovative in the teaching and learning process towards the 2013 Curriculum. English teacher must be able to bring the change in the English teaching. It means they have to leave the old teaching style in which the learning material taught is centralized on the language structure (grammar). The English teaching should be taught or centralized on the language competency as the tool of communication to deliver the idea and knowledge and this is appropriate with the demand of 2013 Curriculum.

Specifically, the teaching of reading comprehension as one of the language competency in English is considered being important as through reading, the students will be easier to add and get the new information from any kind of text. The reading comprehension activity is also expected to make reading as the students' habit and make the students able to understand the text meaning and represent what they have read in their own language. In the other words, the

teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

Many kind of text genre is taught in the senior high school. One of them is Analytical Text Exposition. In the basic competency of 2013 Curriculum itself stated that the students must be able to catch the meaning of analytical text about the hot topic discussed as analytical text consist of arguments in which the students must classify them into main information to get the idea. Therefore, the Teaching of reading comprehension of analytical text is important.

The demand of the 2013 Curriculum insists the creativity and the ability of the teachers to implement the theory of curriculum into the classroom particularly in teaching and learning process. Moreover, one of the factors to make the successful in teaching and learning depends on the teacher' pedagogic and teacher' mastery towards learning material and curriculum. As Mulyasa (2007:5) argues that the less understanding of the teachers and education organizer towards the curriculum, the more fatal the achievement of the students.

The writer was interested to conducting this study to see how the English teachers applied the theory of 2013 Curriculum in the teaching and learning process of reading comprehension of analytical text. This study was conducted in one of the Senior High School in Pematang Raya at 11th grade students academic year 2014/2015 as this school has been implementing the 2013 Curriculum since 2013 and no similar study which has been conducted before. It was highly expected that the realization of 2013 Curriculum conducted by the English

teachers ran effectively particularly in the teaching process of reading comprehension of Analytical text.

B. The Problems of the Study

In line with the background of the study, the problems of the study were formulated as follow.

1. How do the English teachers apply the 2013 Curriculum in the teaching of reading comprehension of analytical text?
2. Why do they do it the way they do?

C. The Scopes of the Study

This Study was limited to the teaching and learning process in the classroom which was defined by Dunkin and Biddle (1974) as the process variable in which the 2013 Curriculum was used. The process variable was limited to the interaction between teacher and students that was watched, observed or listened to while the application of 2013 Curriculum focused on scientific approach was limited to the teaching of reading comprehension of analytical text.

D. The Objectives of the Study

The objectives of the study were:

- 1) to describe how the English teachers apply 2013 Curriculum in the teaching of reading comprehension of analytical text.
- 2) to describe the reasons of the way they do the application of 2013 Curriculum.

E. The Significances of the Study

The findings of this study were expected to be useful for the English teachers as the teachers can improve their understanding towards the 2013 Curriculum and knowledge of teaching reading comprehension. This also can be a reference and self reflection for the English teachers to consider the importance of curriculum and the concept of teaching reading comprehension mastery as well as the ability to organize them in conducting the teaching and learning process particularly in the teaching of reading comprehension in order that the teaching process runs effectively and efficiently.

