

CHAPTER I

INTRODUCTION

A. The Background of the Study

Curriculum is one of the main education components stated on the Indonesia Education Act Number 20 Year 2003. The general statements of the constitution define curriculum as a set of plans and arrangements covering education goals, contents, learning material and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. Therefore, curriculum has a very important role in providing fundamental reference concerning what students should learn and achieve.

Implementing a new curriculum is one of the Government efforts to improve the quality of education. It is necessary, because the curriculum needs to be adjusted periodically to: (1) the vision and mission of the institution of education providers; (2) the demands of society; and (3) the development of science and technology. Holding to this, 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 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 alterations 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 is 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 is an important language that should be mastered by students. And it is one of the compulsory subjects taught in Senior High School. English teachers are demanded to be more creative and innovative in the teaching and learning process towards the curriculum 2013. They need to change their teaching style in which they have to leave the conventional style in learning material with the language structure. 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.

Rost (1994:2) in Zara says listening involves both social and cognitive process – that is our relationship with people and the way we structure our internal knowledge. In this sense, we see that much of input to the listener understanding

language must come from inside the listener – that is, from those parts of the brain that have to do with interest, beliefs, values, opinions, attitudes, motives, and background knowledge. All people listened before they spoke, read or wrote. Thus their first exposure to spoken language is listening. Spoken language is the most sophisticated behavior of the most complex organism in the known universe. Listening, as one of the language skills is the crucial components of spoken language processing, since there is no spoken language without listening. Studies reveal that students spend 50 to 75 percent of classroom time listening to teachers, other students, and audio media. Therefore, there should be a standard practice for language teachers to provide sessions that focus on this particular skill.

Many kinds of text genre are taught in the Senior High School. One of them is Descriptive Text. In the basic competency of 2013 curriculum, it stated that the students must be able to catch the meaning of descriptive text about people, place, and things in which the student must correct and arrange the text to get the information from the text. Therefore, the teaching of listening comprehension is important.

As the researcher's experience, there were some problems in teaching listening. The problems come from 2 sides; teacher side and students' side. From the teacher's side, it was found that most of teachers got difficulties in determining listening activities and how to integrate them to speaking skill. They were still influenced by Kurikulum Tingkat Satuan Pendidikan (KTSP) in which listening was taught in segregation way. On the other hand, in Curriculum 2013, listening and speaking are required to teach in integration way. For example, in

teaching genre of texts, the teacher did not teach listening of genre text effectively because in teaching genre of text, the teacher just explained the generic structure and the characteristic of the text then asked the student to do the exercise. From the student's side, the students were lack of vocabulary; they did not have enough vocabulary to understand the text that they listen to. They often found listening to a genre of text is difficult because they lacked of vocabulary. In fact, the students need sufficient vocabulary was really needed in order to make meaning from the text that they listen.

For the explanation above, the writer focused the study to see how the English teachers applied the theory of 2013 Curriculum in the teaching and learning process of listening comprehension of descriptive text. This study was done in SMA Immanuel Medan which was done by two teachers at tenth grade students academic year 2017/2018 and no similar study which has been conducted before. It was highly expected that realization of 2013 Curriculum conducted by the English teachers ran effectively particularly in the teaching process of listening comprehension of Descriptive text.

B. The Problems of the Study

Based on the background of the study above, the problems of the study are formulated as follow:

1. How do the English teachers apply 2013 curriculum in the teaching listening comprehension of descriptive text?
2. Why do the teachers teach the way they do?

C. The Objectives of the Study

The objectives of the study are:

1. To describe how the English teachers apply 2013 Curriculum in the teaching listening of descriptive text.
2. To describe the reasons of why the teachers do the way.

D. The Scope of the Study

The study was limited to describe the way of teaching listening comprehension of descriptive text and the reasons of doing it. There were two English teachers and taught in two class of tenth grade in SMA Immanuel Medan. 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 listening comprehension of descriptive text.

E. The Significance of the Study

The findings of this study were expected to provide information which may have theoretical as well as practical value for English teachers as the teachers can improve their understanding towards the 2013 Curriculum and knowledge of teaching listening 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

listening comprehension in order that the teaching process effectively and efficiently.

