

CHAPTER I

INTRODUCTION

This chapter presents introduction. It consists of six sub-chapters. They are background of the research, statement of research problems, objectives of the research, significances of the research, scope and limitation of the research, and definitions of the key terms.

A. Background of the Research

In the globalization era, English plays an important role especially in international communication and in the development of education. Many people use it as a means of the international communication. It is considered as one of the international languages that is most widely used all over the world. In some countries, English is the foreign language taught at the formal school.

In the simplest terms, 'curriculum' is a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning. (*Source: UNESCO IBE 2013*). Curriculum is an umbrella of education. Behind the umbrella we can find the characteristics of curriculum itself, such as standard of education, lesson plan, material, media, sources, evaluation, assessment, and etc. Curriculum is the way of teaching because the teacher can do the best teaching and learning based on the curriculum.

Nowadays, Indonesia is improving a new curriculum that is 2013 curriculum (K13). This curriculum focuses more on the students than the teachers, it's called students center. The curriculum designers hope can make students more active to improve their knowledge. Starting from the academic year of 2013/2014, the Indonesian Government has mandated schools in Indonesia to start implementing the K13 (Education and Culture Ministerial Regulations no. 81 A, 2013). This new curriculum is actually weaknesses of the 2006 curriculum.

If we take a look at the K13, the changes range from competencies, status of subject matter, and approaches taken in the teaching learning processes to assessment activities. The following competents are listed as specific characteristics of the K13 as introduced by *Badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan* (Agency for Development of Human Resources in Education and Culture and Education Quality Assurance) (2013). First and foremost are school leaver competencies, which should improve during the schooling activities with a required balance between soft and hard skills, covering attitudes, skills, and knowledge.

For senior high school, K13 is different from the curriculum before. The number of hours of learning English at class in the new 2013 curriculum are less than that of previous curriculum. This brings a big challenge for both teacher and students to work harder in achieving the learning goal in a limited time. The central government through

Ministry of Education and Culture provides English textbooks both for teachers (teacher's book) and students (student's book) to use at schools is to some extent good idea. Teachers do not need to spend much of time selecting, adopting or even adapting english materials for students at class. Yet, the uniformity of the materials somehow ignore the local content where the learning occurs and where the students feel engaged with the materials as it is part of their life experience.

In this research, the writer is focused on the English curriculum in Indonesia, especially in a Senior High School in Tulungagung. This school is the school that the writer taught when the writer in internship program (PPL). The school used K13 in teaching and learning activities. This school is one of some schools that has been chosen by Government of Education in Tulungagung to be the model of Implementing K13 since 2014.

English not only taught in Indonesia as a second language, but also in other countries such as Thailand. In Thailand, English is one of the foreign language that has been taught in formal education. The writer is interested to know the Curriculum of Thailand especially in Senior High School of Islamic School. As we know, in Islamic School the students not only learn religion, but also they learn academic. It happens in Thailand too. In this research the writer wants to know more aspect of teaching and learning, especially in Senior High School based on the curriculum and the practice in the classroom. This school is one of private school in Pattani, South

Thailand that cooperates with IAIN Tulungagung, and the writer had taught in this school for about five months.

There are some research discussing about the curriculum comparison previously. First, the comparison curriculum written by Jiayan and Jianbin (2010), under a title “On Communicative Competence in Curriculum Design: A Comparison of the College English Curriculum Requirements and the English Curriculum Standards”. In this research, the authors conclude that the current *Requirements* needs to be improved. It is suggested that on one hand, the *Requirements* should be patterned after the *Standards* to involve cultural awareness, affection and attitudes, and communicative strategies, and the objectives set in the linguistic part could also be elaborated on, with an emphasis on the appropriate use of language. On the other hand, the teachers are expected to attach greater importance to the *Requirements* and meanwhile to improve their teaching abilities.

Second is the comparison of curriculum written by Istiqomah (2013) ; the title “A Comparison Study of Australian and Indonesian Curriculum for Upper Primary School”. Here the result of the research shows that there some similarities and differences in term of the teaching objectives, the learning activities, and the assessment.

After looking at the previous study, the writer is interested to conduct a research like in the previous study. However the writer conducts a research in the different subject. In this paper the writer want to compare the characteristics of Indonesian English curriculum in Senior High School

between English Curriculum in Thailand in the same level of students. This paper focuses on first grade of Senior High School since in this grade, the students just new students from Junior High School to Senior High School. The background of their knowledge are different because they are from different Junior High School. The students in this level will feel the different curriculum from Junior High School. The writer thinks this is very challenging to observe the new students from different background knowledge and different country.

However, the researcher assert on the curriculum comparison from the title **“A Comparison Study of Indonesian and Thailand English Curriculum for First Grade of Senior High School”**.

B. Statement of Research Problems

Here are the research problems formulated by the researcher in which the researcher tries to answer by this research. Based on the background above the problem can be formulated as follow:

1. To what extend English Curriculum in Thailand different from or similar to the Indonesian English Curriculum?

C. Objectives of the Research

According to the statement of research above, then the objectives of the research are presented below:

1. To investigate the differences of English Curriculum in Indonesia and Thailand for Senior High School.

D. Significances of the Research

The researcher hopes that the result of this study useful for:

1. The Government

For the government, this research provides the information about the different curriculum across countries so that this information can be used to improve the quality both of English Curriculum in Indonesian and Thailand by comparing the two curriculum of Indonesia and Thailand.

2. The English Teacher

This research can be used as one of the resource for English teacher to improve their teaching and learning activities in the classroom.

3. The other researchers

This research can be used as a reference for other researchers

E. Scope and Limitation of the Research

Scope in this research will be conducted in order to find the differences Indonesian English Curriculum between English Curriculum in Thailand. This research is focused on:

1. The characteristics of Indonesian English Curriculum.
2. The characteristics of English Curriculum in Thailand.

3. The difference and similarity of English Curriculum in Indonesia and Thailand for Senior High School.

F. Definitions of Key Terms

In order to avoid the ambiguity and misunderstanding of the terms used, the writer gives the definition of the terms as follows:

1. Curriculum

Based on Collins COBUILD Dictionary on CD-ROOM (2006), A curriculum is all the different courses of study that are taught in a school, college, or university.

2. 2013 Curriculum (K-13)

Ahmad (2014:7) states, “K-13 is a curriculum of values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4.” English is one of subject in K-13. This subject is important because in this subject the students will learn about everything in English. K-13 especially for English subject in Senior High School has different material from Junior High School. In this curriculum, there are five steps in learning English. There are; observing, questioning, exploring, associating, and communicating.

3. Characteristic

Based on Collins COBUILD Dictionary on CD-ROOM (2006), the characteristic is thing are the qualities or features that belong to them and make them recognizable.

Mulengeki et al (2013:9) states, “Elements of curriculum which include four sets. The first set constitutes aims, goals and objectives. Other sets include content or subject matter, learning experience and evaluation.”