

## CHAPTER I

### INTRODUCTION

#### A. Background of the research

Education is a very important part, especially in today's life. In fact, in this era of globalization education affects the competitiveness of both individuals and the competitiveness of nations at the international level. One important instrument in supporting the learning process is by applying a relational curriculum. Because of that, education needs to be held optimally so that it can produce graduates who are of high quality and have competitiveness to face challenges in the future.

The history of education curriculum in Indonesia has been amended several times and improvement of the curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, competency based curriculum (KBK), 2006 curriculum level of education unit (KTSP) to the curriculum 2013. Changes curriculum is based on the development and changes associated with environmental problems, the progress of information technology, economic globalization, and the rise of the creative industries and culture.

2013 curriculum considers authentic assessment to be the right assessment to assess student learning outcomes. This was explained in Minister of Education and Culture No. 23 years 016 article 3 paragraph 1 which states that the assessment of student learning outcomes in primary and secondary education includes aspects of attitudes, knowledge and skills. Authentic

Assessment pays attention to the balance between attitudes, knowledge, and skills competency assessments, whereas in previous assessments students tend to be educated to pay attention to knowledge competencies only. Because of that authentic assessment is considered as the right assessment to start student learning outcomes.

The implementation of teachers readiness and competency in the field, it will be the determining factor for the implementation of 2013 authentic curriculum assessment. Teachers have an important role, especially teachers in class. Each teachers takes responsibility actively in planning, carrying out assessments, administering.

Based on observations and interviews conducted by researcher on teaching practice activities for 2 months, one of the difficulties experienced by teachers in the implementation of the 2013 curriculum is the application of students attitudes assessment based on the 2013 curriculum, teachers have difficulty in assessing student attitudes due to the large number of students and time limited.

Based on these problems, researcheris interested in investigatis the teachers difficulties in providing an assessment of student attitudes in the process of learning English based on the 2013 curriculum.

### **B. Problem of the research**

Based on the Background discussed above, the researcher underline the problem as follow: what are the difficulties of the teachers in giving an assessment of students attitudes in the process of learning English based on the 2013 curriculum at SMP Negeri 1 Poso Kota Utara

### **C. Purpose of the research**

to find out the difficulties of the teachers in giving an assessment of students attitudes in the learning process based on the 2013 curriculum at SMP Negeri 1 Poso Kota Utara.

### **D. Significance of the research**

This study is expected to bring benefit and advantages for the teacher, for the student, and for the next research.

1. For the teachers' : can be used by the teacher as a reference and to find out the difficulties of the teacher in providing student attitudes assessment based on the 2013 curriculum.
2. For the next research: used as a source of data in further research on analysis of teacher difficulties in giving an assessments of student attitudes in the learning process based on the 2013 curriculum.

### **E. Scope of the Research**

The data of this research will be taken from English teachers that using curriculum of 2013 at SMP Negeri 1 Poso Kota Utara. The researcher will analysis of teachers difficulties in giving an assessments of students attitude in the learning process.

### **F. Definition of terms**

To clarify the terms used in this study, there are some of oprational definition. The introducing in english study is broad and in order to avoid misununderstanding on the reader, it is important to give clear definition there are this follows.

1. Curriculum of 2013 is a curriculum that can produce Indonesian people who are: productive, creative, innovative, affective through strengthening integrated attitudes, skills and knowledge.
2. Attitude assessment is an assessment of students behavioral tendencies as educational outcomes, both in the classroom and outside the classroom. Attitude assessment has different characteristics with the assessment of knowledge and skills, so the assessment techniques used are also different.