

CHAPTER I

INTRODUCTION

1.1 Background of Study

The curriculum 2013 has been applied in school nationally since 2016 ago. This curriculum is the revision of curriculum 2006 or Kurikulum Tingkat Satuan Pendidikan (KTSP) which aims to form generation of nation that was ready to face the future life. Stages of learning in this curriculum with a scientific approach that is student-centered where students are encouraged to be able to observe, ask, collect information, associate and communicate the lessons conveyed by the teacher. Hence, it emphashizes teacher to be more active and productive so that they become independent student in the learning activities. Mendikbud (2003:11) states “ the purpose of this curriculum to produce productive, creative ,innovative, effective generation of Indonesia through attitudes, skill and intergrated knowledge.

In this condition, teachers have an important role to form the students that desired by curriculum 2013. Therefore, it becomes the challenge for teacher to make students more attractive and productive in the learning. Cole et al (2000) stated “the teachers need to reflective thinking to take control of their teaching and become authority to do decision makers “. Accordingly, teachers are required to be more creative in developing subject that will be taught to students, especially in the English subject. In the English subject learning, learners are difficult to understand the message of second language use in the classroom for communication because it is not mother tongue in their daily life so they are not accustomed to use other language because of that teachers must think how the ways in the teaching English so that the learner are fragile to focus about the meaning of foreign language and use it to communication. Nation (1997:6) explained that “when the learners use the same mother tongue and National Language in the classes, the teacher need to give support the learners use the second language” Therefore, the teacher’s thinking patterns must be change so that the lesson is not monotonous that make the students difficult to accept the content of learning, especially learning English as a foreign language. In addition, the activities that teacher centered will close the opportunity for students to use foreign language in the classroom. Costa & Kallick(2000:20) stated that “Experience in the classroom can reinforce the concept that self-reflection enables pre-service teachers to construct meaning from their work in it”. Furthermore, the activities formed by teachers in the teaching English has significant role to support students to be more active, productive and innovative to observe,

question, collect information, associate and communicate about the subject being taught.

There are typical activities in the Nation's four strands that will be opportunities for certain types of learning. The activities in a language course can be classified into the four strands of (Nation, 2007:2) : (1) meaning-focused input, (2) meaning focused output, (3) language-focused learning and (4) fluency development. These four strands are opportunity for teachers because many activities of each this strand likely to help students gain new vocabulary and develop knowledge in teaching English, the student not only understand what they have learned as input but also understand how to produce it as output.

Based on the explanation above since the curriculum 2013 has been applied which encourage the students so that more be active, productive and attractive in the learning activity with the result that they to be able to observe, ask, collect information, associate and communicate about the material will be taught by teacher. This case emphasizes the teacher to more creative to design the ways for teaching English. Meanwhile, the Nation's four strands are the opportunity to help the teacher in the Teaching English. Because of that the researcher interest to observe the teaching English based on Nation's four strands principles at SMAN UNGGUL ACEH TIMUR.

1.2 Problem of Study

In relation to background of the study, the problem is formulated in the form of questions as follows :

1. Is the Nation's four strands principles applied in teaching English at SMAN UNGGUL ACEH TIMUR ?
2. How the applied of Nation's four strands principles in teaching English at SMAN UNGGUL ACEH TIMUR ?

1.3 Purpose of Study

This research purposes to investigates teaching English whether includes Nation's four strands principles At SMAN UNGGUL ACEH TIMUR and to see how the applied of Nation's Four Strand Principles that used by teacher.

1.4 Significant of Study

This research is to find out about teaching English whether include Nation's four strands principles and to know how the activities in teaching English based on Nation's four strands. So, there are some significance such as :

➤ The teacher

This research will give contribute for the teacher in the English teaching and learning process. They will know about type activities of Nation's four strand that used by teacher because the Nation's four strands principle useful to help them in the English teaching.

➤ The researcher

The study also useful for researcher to develop knowledge so that they can learn and understand about Nation's theory that can used by the researcher in the future when to be a teacher.

➤ The students

The students will understand about the aim of Nation's four strand that help them to focus in the meaning of lesson so that they do not just understand about the lesson that have get but they will understand how to produce it.

➤ Reader

This research will be useful who read this research to improve and add the knowledge about Nation's four strands principles in teaching English.

1.5 Scope of Study

Darlington (2002:17) explain that "the researcher needs to clarify the limitation of their research findings in terms of the context in which they were obtained and give the reader explicit information about this context". This research is focus on Nation's four strands principles in the teaching English at SMAN UNGGUL ACEH TIMUR.