



**THE ROLES OF STUDENTS AND TEACHERS IN  
ENGLISH CLASSES  
A Case Of Senior High School 2 Ungaran**

THESIS

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## DECLARATION

I hereby declare that this thesis is my own work and i am responsible for the content of this thesis. Other writers' opinions, finding or theories included in this thesis are quoted or cited in accordance with ethical standarts.

Semarang, January 2016

Wahyu Yulia Nugraheni

## APPROVAL

The Thesis entitled “ THE ROLE OF STUDENTS AND TEACHERS IN ENGLISH CLASSES THE CASE OF SENIOR HIGH SCHOOL 2 UNGARAN” by Wahyu Yulia Nugraheni was defended in front of the Board of Examiners on February 25, 2016 and was acceptable .

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## ABSTRACT

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This research is about curriculum of 2013. In this thesis, the writer was interested in analyzing the Roles of Students and Teachers in English Classes Using the 2013 Curriculum in Senior High School 2 Ungaran. The aims of the research were to find out the roles of teachers and students using the 2013 Curriculum in Senior High School 2 Ungaran, and it was also aimed to identify the constraints in applying the roles of teachers and students in the English class using the 2013 Curriculum in Senior High School 2 Ungaran.

This research design used a descriptive qualitative method since it described and explored the roles of teachers and students in English classes using 2013 Curriculum in Senior High School 2 Ungaran.

The research results show that the teachers had implemented their roles as facilitator, classroom manager and informant. However, they could not perform their roles as the ideal informant since they had to frequently get involved directly to explain more, particularly in structural and grammatical rules, and the time limitation also prevented them to provide feedback since they frequently could not finish the tasks. The constraints faced by the teachers to apply their roles in the English classes were the complication of the documents, the students with different range of skills, different quality of students' roles, the time limitation, and dominant Teacher's Talking Time (TTT). On the other hand, the constraints in terms of the students' roles were the general materials with general explanation and instruction, the reluctance of students with higher English proficiency, time limitation, and the assessment.

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# **CHAPTER I**

## **INTRODUCTION**

In this chapter, researcher will explain some sub chapters which deal with the title. They are background of study, Reasons for choosing the topic, Statement of Problems, Objectives of the Study ,Scope of the study and Significances of the Study.

### **1.1 Background of Study**

English communicative competence can be called a “must” item to have in order to survive in the competitive modern world. Issues related to the failure of English language teaching (ELT hereafter) in a non-English speaking country, especially in a diverse country like Indonesia, involve a set complex of problems, and hence, cannot be related simply to a single cause like language teaching methodology. Therefore, prior to an attempt to improve the quality of ELT in such conditions, there is a need to understand comprehensively the issues through a thorough examination of the possible aspects involved which also impinges upon the way teachers and students behave in the classroom.

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes

acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

It is a fact that curriculum is very often understood as something very complicated and not always necessary for language teaching. In many cases it is just replaced by the content of the textbook available for the course. First, curriculum may be considered to be an attempt at planning the teaching-learning process. It is quite obvious that the results of a planned process are usually more effective compared to the results of an unplanned process. Planning permits the teacher to foresee the process, which is going to be developed in the classroom, to create a system, where all the elements are interrelated. Secondly, curriculum design is inevitably connected with the writer's view of the nature of language and language learning, which generally serves as the basic criterion for materials selection or production and the development of the whole process. And finally, designing a curriculum promotes not only effective classroom learning but also teacher development as well, something which undoubtedly should be considered as one of the most important elements leading to the improvement of education.

Some constraints and resources always appear behind the implementation of new curriculum. First, the government should train the teachers, especially in the form of in-service training or currently through PPG/education for teaching profession about the whole package of new curriculum, its contents, and its effective implementation in real classroom. Second, the government should also issue policy to deal with large class size issues, for instance by providing more budgeting to build more classes. If not, large classes would be unresolved issues which affect class performance. Third, students' empowerment should also be encouraged by teachers to know the essence of new curriculum. Bringing students into the right conception about the language being learnt is essential for achieving language learning target as students and teachers would have the same perception about their target of language teaching and learning.

In addition, the implementation of new curriculum which changes the teacher from being information center to be facilitator toward their learning should gear the concept of student-centered classroom. Learner-centeredness should be embraced since it could maximize the learner's focus on form and meaning and their achievement. Teacher-centeredness should be left behind since the teacher often dominates the class hours. In this sense, students are inclined to be passive listeners for teachers' explanation. The ability to manage class or classroom management ability is required in this case, so that

the teachers can easily lead the class without any frustration to find their classrooms are noisy in some extent.

In the past in the 2006 curriculum or KTSP, the Ministry of Education reviewed that teaching English as a foreign language in Indonesia was intended to equip students to read textbooks and references in English, to participate in classes and examinations that involved foreign lecturers and students, and to introduce Indonesian culture in International arenas. This general objective was represented in the high school English curriculum 1975, 1984, and 1994. The objective in the 1967 decree actually was to teach English to prepare students for the function at the tertiary level (Fuad Hassan in the Jakarta Post, 2001 as cited by Jazadi, 2008). In other words, English teaching and learning in Indonesia was dedicated to academic purposes.

English teaching in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies; (a) 1945's grammar translation-based curriculum, (b) 1958's audio-lingual based-curriculum, (c) 1975's revised audio lingual-based curriculum, (d) 1984's structure-based communicative curriculum, (e) 1994's meaning-based communicative curriculum, (f) 2004's competency-based curriculum.

The condition of Indonesian government which issues the policy of decentralized system has made many educators and teachers urge for the role

presence of local authority in designing curriculum. The 2006 KTSP curriculum was implemented as a response to many inputs toward curriculum correction. Muttaqin (2015) states that the 2006 curriculum had several problems; (a) too many subjects being learnt by students and many competences were overlapping each other ignoring the cognitive development of the students, (b) curriculum was not fully based on competency, (c) competency did not holistically reflect domain of knowledge, skills and affective behavior, (d) some competences were not accommodated such as character building, active learning methodology, (e) the equilibrium of developing soft skills and hard skills, (f) standard of learning process is still teacher-oriented, (g) standard of assessment and evaluation still neglects process and end product, and (h) KTSP was still open for multi interpretation by many educators and teachers in real practice

Regarding those problems, the Indonesian government has decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum. The difference between the 2013 Curriculum and the KTSP Curriculum is in the competence aspect of knowledge. Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge.

In relation with English Language teaching and learning using the 2013 Curriculum, besides the changes of the standard content, Kemendiknas (the Ministry of National Education) made some other significant changes in the 2013 Curriculum. They include: (1) removal of English subject from

elementary school, (2) reduction of teaching hours at senior high school, (3) reduction of contents of teaching materials (types of texts and speech acts), (5) limitation of topics of discussion, (6) explicit addition of grammar points, (7) integration of all language skills, and (8) reduction of teachers' duties in material and curriculum development. Therefore, there must be some interrelated consequences of these changes on how the teaching of English in Indonesia will be like.

In this thesis, the researcher is interested in analyzing the Roles of Students and Teachers in English Classes Using the 2013 Curriculum in Senior High School 2 Ungaran. Regarding the 2013 Curriculum which requires the concept student-centered classrooms, students' empowerment should be encouraged by teachers to know the essence of new curriculum. Therefore, the collaboration between teachers and students is essential for achieving language learning target as students and teachers would have the same perception about their target of language teaching and learning.

## **1.2 Reasons for Choosing the Topic**

This study "The Roles of Students and Teachers in Teaching and Learning Process in English Classes Using the 2013 Curriculum a case of Senior High School 2 Ungaran" is conducted through a qualitative approach. The first reason for choosing this topic is to analyze the roles of the teachers and what method applied in 2013 curriculum of English teachers in Senior

High School 2 Ungaran as the facilitator, classroom manager, motivator, and informant. In addition, the research is conducted to analyze the roles of the students in student centered teaching and learning process as the active learner, hard worker, independent learner, and English speaker. The next reason for choosing this topic is because the researcher observe the teachers and the students in English classes for several days, the researcher pay attention on the role of the teacher in teaching english, some of the teacher did not apply the 2013 curriculum, while the role of students in english classes did not apply the curriculum Of 2013. Because of this observation the researcher would like to analyze in dept, why the teachers and the student did not apply the 2013 curriculum in senior high school 2 of Ungaran. The researcher would like to know role of the teachers and students based on the 2013 implementation then the researcher would like to know why some of the teacher and the students did not apply the 2013 curriculum in teaching and learning process.

### **1.3 Statement of Problems**

Three problems emerged in the study are:

- a. What are the roles of teachers in English classes using the 2013 Curriculum in Senior High School 2 Ungaran?
- b. What are the roles of students in English classes using the 2013 Curriculum in Senior High School 2 Ungaran?

- c. What are the constraints in applying the roles of teachers and students in the English class using the 2013 Curriculum in Senior High School 2 Ungaran?

#### **1.4 Objectives of the Study**

The objectives within this analysis are based on the problems, they are:

- a. To describe the roles of teachers in English classes in Senior High School 2 Ungaran
- b. To describe the roles of students in English classes in Senior High School 2 Ungaran.
- c. To describe the constraints in applying the roles of teachers and students in the English classes in Senior High School 2 Ungaran.

#### **1.5 Scope of the study**

The primarily limitation of this study is that it will be conducted within relatively short period of time. It is at the second semester of the tenth and eleventh grade students of Senior High School 2 Ungaran in the acadenic year 2014/2015. The researcher decided to take X Bahasa , X Mia 6, and X IIS 4. After I observed them during the teaching and learning process, I found out the role of the teacher and the role of the students and I also found out the constraints in applying the roles of teachers and students in the English classes using the 2013 Curriculum in Senior High School 2 Ungaran.

## **1.6 Significances of the Study**

A study on the Roles of Students and Teachers in Student Centered Teaching and Learning Process in English Classes Using the 2013 Curriculum in Senior High School 2 Ungaran is very interesting and contributive because it will contribute to the evaluation on the implementation of the 2013 Curriculum. Although the implementation of the curriculum has been cancelled and withdrawn, it will provide important aspects and consideration in the curriculum development, particularly in English teaching and learning, in the future. In this case, the significance of this study will include:

1. Theoretically, this research will provide more insight on the important factors required in English Curriculum and the implementation of a curriculum in English classes to meet the needs of students and teachers, particularly in relation with the achievement of English language mastery effectively.
2. Practically, this research will be useful for both the government and the schools in Indonesia to find out the advantages and disadvantages of the 2013 Curriculum in practice. Therefore, the teachers and tge government can practice the curriculum in accordance with the conditions in English classes in Indonesia and the targets of teaching and learning activities. In addition the students can follow the teaching and learning process based on the curriculum

3. Pedagogically, the research results can be the guidance for teachers, students, the stakeholders in educational field to improve their teaching and learning processes in English classes. They will have more information on the way how to implement 2013 Curriculum by encouraging teachers and students to participate more in teaching and learning processes.

### **1.7 Outline of the Thesis**

The structure of the thesis is outlined as followed:

The first chapter describes the background of the study, reason for choosing the topic, statement of the problem, objectives of the study, scope of the study, significances of the study and outline of the thesis.

Chapter two deals with the previous studies, review of related literature which describes ELT in the 2013 Curriculum in Grade X and XI and Theoretical Framework which describes Roles of Teachers, Roles of Students and English Classroom.

Chapter three deals with Research Design, Subject of the study, Instrument, Method of Collecting Data and Method of Analyzing Data.

Chapter four describes the result of this thesis. It describes about The Roles of Teachers in English Classes, The Roles of Students in English Classes, The Constraints in Applying the Roles of Teachers and Student in the English Classes

The fifth chapter discuss about the conclusion and suggestion