

I. INTRODUCTION

This chapter mainly discusses about an analysis on how the aspects of collaborative learning are used in the implementation of 2013 curriculum at SMP. The chapter consists of the background, problems, objectives, uses, and definition of terms.

1.1. Background

Learning is a process of behavioral modification especially through experience and practice (Sagala, 2010). There are some ways of learning; they are autonomous learning and collaborative learning. Autonomous learning happens when the students learn by and depend on themselves. While the main focus of this script is collaborative learning which refers to how the students learn together as pair, a small group or a big group. Baker (1999) says that collaborative tasks involve interaction between multiple participants who need to maintain some degree of mutual understanding.

In addition, Gokhale (1995) says that collaborative learning refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. Thus, we can assume that basically collaborative learning is not simply about pair work or group work, but also about

how the students who are involved in the group can have mutual understanding about a subject thus make them also have a common goal.

Based on UU No. 20 Year of 2003 about the National Education System, curriculum is a set of plan and setting about purpose, content, and learning material and also the technique that is used as an orientation in learning process to attain certain educational purpose. Based on that definition, there are two dimensions of curriculum. The first one is concerning with purpose, content, and learning material, and the second one is the technique used in the learning process. Curriculum 2013 that is applied since the academic year of 2013/2014 fulfills those two dimension.

Curriculum 2013 is developed based on several factors, such as internal deviances, external deviances, mindset improvement, strengthening the curriculum regulation and strengthening the material. The internal deviances mostly concerns on this country's learning standard and also on the development of people's population. The external deviances concern on the globalization, technology and information, creative industry and culture, and the development of our education internationally.

Mindset improvement generally concerns in many things, but in this research, it focuses on passive learning pattern that turn into active and critical learning, and independent learning into team-based learning. In addition, the last two factors are strengthening the curriculum regulation and strengthening the material. They

concern on completion towards the curriculum regulation and deepening and broadening the material.

The structure of 2013 curriculum consists of the core competency and the basic competency. The research concerns more on the core competency, which consists of four core competencies. The first core competency is concerning spiritual attitude, the second one is social attitude, the third one is knowledge, and the last one is skill.

Thus, the researcher wants to know why the 2013 curriculum emphasizes more on the team-based learning pattern. As team-based means a group-work and it has relation to collaborative learning, it means that collaborative learning has an important role in the implementation of 2013 curriculum. As collaborative learning concerns not only on the knowledge of the students but also their social behavior, this research concerns on the second and third main competency, which are social behavior and knowledge main competency.

Based on those explanations, the researcher wondered why collaborative learning is emphasized more in the 2013 curriculum and whether or not English syllabus of 2013 curriculum, which was just implemented for the first time, is implemented properly in accordance with the regulation of 2013 curriculum. Thus the researcher chose SMPN 2 Bandar Lampung because SMPN 2 Bandar Lampung is one of the schools that has already implemented 2013 curriculum in Bandar Lampung.

1.2. Research Problems

In line with the background of the research, the research problems can be formulated as follows:

1. How far is the collaborative learning techniques implemented in the application of 2013 curriculum at seventh grade students of SMP Negeri 2 Bandar Lampung?
2. What are characteristics of collaborative learning that mostly appeared during the learning process?
3. Which technique of collaborative learning is mostly used during the learning process?
4. What are the difficulties that the teacher found during the application of collaborative learning?

1.3. Objectives

The objectives of this research are:

1. To find out how far the collaborative learning techniques are implemented in the application of the 2013 curriculum at the seventh grade students of SMP Negeri 2 Bandar Lampung.
2. To find out which collaborative learning characteristic emphasized the most during the learning process.
3. To find out which techniques of collaborative learning are used during the learning process.

4. To find out the difficulties that the teacher found during the application of collaborative learning.

1.4. Uses

The findings of this research are expected to give valuable contributions to the followings:

1. As information to the readers about the collaborative learning in 2013 curriculum English Syllabus and how it was implemented in its first time at junior high school students covering which characteristics and techniques mostly used in the learning process.
2. As information to the readers about teacher's problem during the implementation of collaborative learning in 2013 curriculum English Syllabus and how the teacher overcomes the problem.

Furthermore, the result would practically be used as the consideration for schools and each education authority in developing the content of 2013 curriculum in junior high school, particularly the collaborative learning.

1.5. Scope

This research was qualitative research. It was conducted at SMP Negeri 2 Bandar Lampung. The subject of the research was the seventh grade students, class VII 8. They were recruited based on the teacher's recommendation. The researcher concentrated in observing whether the learning process in the implementation of the 2013 curriculum used collaborative learning or not. If it is used in the learning process, the researcher wants to know the aspects or characteristics of

collaborative learning that are related to the learning process and are emphasized the most during the learning process. At first, the researcher observed the class based on the video recording. And then, the researcher gave questionnaires to the students in order to identify their opinions and responses about collaborative learning class. After that, the researcher interviewed two teachers who handled the seventh grade students to ask about their point of views on the newest curriculum and the problem of implementing collaborative learning in the learning process.

1.6. Definition of Terms

1. Collaborative Learning

Collaborative learning is learning process involving the use of small groups that make it possible for the students to work together to maximize their own learning and each other learning, Johnson and Johnson (2012).

2. Curriculum 2013

Curriculum 2013 is a set of plan and setting about purpose, content, and learning material and also the technique that is used as an orientation in learning process to attain certain education purpose which has the purpose to prepare Indonesian people to be faithful, productive, creative, innovative, and able to give contributions to the society, and the world civilization, Pemdikbud (2013).