

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. The background of the research explains the reasons why the researcher was interested in discussing teaching English within the 2013 Curriculum context: the teachers' perception. Then, the statement of the problem and delimitation of the research. In addition, this chapter also presents research questions which serve as a guide for research. Furthermore, the objectives of the research illustrate the specific objectives or objectives to be studied. Also, the meaning of the research presents the significances of this research on particular people. In the last part of this chapter, the researcher explains the outline of this research.

Background of the Research

According to Republic of Indonesia constitution on article 31 it is stated that every citizen is entitled to an education. With an education, we can know something unknown to know. Education is an integral part of development (Hamalik, 2003). Saifuddin (2015) stated that Education is the foundation and backbone of the progress of a nation. Without proper education, it is difficult to expect a country to progress (Saifuddin, 2015).

The education system in Indonesia is based on the national education system, and there is a gap between ideals and reality (Munirah, 2015). Munirah (2015) stated that it can be seen from various factors such as weakness in the management sector, low government and community support, weak effectiveness and efficiency of learning, inferiority of educational resources, and weak

evaluation of learning standards. As a result, the hope of a good education system is far from successful. That way, various solutions put forward including updating the national Curriculum which also still encounters serious obstacles. Thus, the situation requires reformulation which systemically takes into account of various political, economic, social, and cultural factors of Indonesia.

In addition, the Curriculum is a related plan and arrangement of subject matter, content, and ways used as guidance for the implementation of teaching and learning process (Hamalik, 2003). Generally, the Curriculum is defined as subjects taught in schools (Ahmad, 1998). The Curriculum always changes from year to year. Besides, history notes the Curriculum which has been in effect in Indonesia from the Curriculum of 1947 to the Curriculum of 2013. Additionally, the Curriculum has undergone to reform the following development of the increasing modern world of education by the cause of the time factors.

However, the 2013 Curriculum which has been set in this school year continues to be interesting discussions in various forums. Various discourses are very rife development in society related Curriculum 2013 certainly based on the educational stakeholders' point of view. This Curriculum is a new breakthrough from the previous Curriculum of Education Unit Level Curriculum (KTSP). The previous Curriculum, KTSP model provides opportunities for teachers with the hope of KTSP model can be guidance for teachers in preparing syllabus in accordance with school conditions and potential of each region. Schools are also authorized to make decisions regarding the educational management. Besides, in the Curriculum 2013 planning and preparation of syllabus as well as in terms of transmission and publishing textbooks, it is determined and performed by the

central government (Wahyuni, 2015). Therefore, the Curriculum is centralized, and it is not decentralized anymore. Moreover, the change and renewal of the Curriculum must be understood as prevalent, and as the Curriculum, it must always adapt to the times and needs so that the 2013 Curriculum is designed to anticipate the development of the era (Wahyuni, 2015).

The improvement and the 2013 Curriculum seem to be in a hurry without any definite planning and thinking, and the problem is that the Curriculum in Indonesia has undergone several changes in its journey (Ansori, 2015). Also, the Curriculum had been changed in 1947, 1952, 1968, 1984, 1994, 2004, and 2006. The Curriculum changes to prepare learners to be better prepared in facing challenges of the future through knowledge, skills, attitudes, and skills in order to adapt and survive in an ever-changing environment. According to Ansori (2015), the Curriculum change can be proven by several reasons. For example, the KTSP was rolled out in 2006 which had not been fully implemented, and it also occurred in the sudden alternation of ministers changing Curriculum, and the provision of textbooks or textbooks in a relative short time. Hence, the problem now is how the teachers adopts and implements the 2013 Curriculum of this year. If the teachers have enough readiness for qualification and competency in terms of understanding the paradigm described in the 2013 Curriculum, it will not be a problem.

Ansori, 2015 stated that the 2013 Curriculum uses approaches, models, strategies, and learning methods which are more varieties including the student centered in teaching and learning process. This learning approach, mode, strategy and method are more fun, creative and innovative. One of subjects included in the 2013 Curriculum is English. In teaching English, teachers are required to teach

with the scientific approach. Besides, the students are invited to observe reason, ask, and try to share their own ideas in learning process. Each subject is interrelated and mutually supportive of all learning competencies such as attitudes, skills, and knowledge.

In addition, this research was conducted to explore the advantages of applying the 2013 Curriculum to teach English as perceived by teachers to explore the problems faced by teachers in implementing the 2013 Curriculum in teaching English. Based on the phenomenon of changes in the 2013 Curriculum from the previous Curriculum reviewed from all aspects above, the researcher interested in investigating the perceptions of teachers of English language teaching in the context of the 2013 Curriculum. Therefore, for perception, the focus is to find the advantages of the 2013 Curriculum in teaching English perceived by teachers and what problems faced by teachers when implementing the 2013 Curriculum to teach English during the learning process.

The Statement of the Problem

The 2013 Curriculum has many pros and cons at the moment. The Curriculum greatly affects the successful of teachers in teaching and learning process. This allows teachers to pay more attention to the implementation of the 2013 Curriculum. Based on observations of the researcher who have taught at some privat Islamic high schools in Yogyakarta, the teachers are still lack of preparation in implementing the 2013 Curriculum of English teaching, and it has become a problem for researcher. Besides, many English teachers have already implemented the 2013 Curriculum in high school, and as the teachers, they must implement the Curriculum. This Curriculum is at early stage of implementation

since the government have just appointed. Additionally, the teachers are also required to adapt new conditions and methods related to the 2013 Curriculum.

In addition, the problem can be seen when the teachers are required to apply the 2013 Curriculum at some private Islamic high schools in Yogyakarta. There are many challenges to be faced when implementing this Curriculum. The teachers still seem not to be ready in applying the 2013 Curriculum. For example, there are still many teachers who are confused to start the 2013 Curriculum because they think that they have mastered the previous Curriculum. English teachers also feel confused in making Learning Implementation Plans for the 2013 Curriculum because they are familiar with the previous Curriculum. Therefore, this research will be conducted to determine the perception of teachers in implementing the 2013 Curriculum at some private Islamic high schools in Yogyakarta.

Delimitation of the Research

To make this discussion to be more focused, the researcher limits the problem. Besides, the researcher wants to know the advantages and the problems faced by the teachers in implementing the Curriculum 2013 in teaching English during the learning process at some private Islamic high schools in Yogyakarta. Therefore, the researcher only focuses on investigating teachers' perception on teaching English within the 2013 Curriculum context.

Research Questions

In accordance with the theoretical background and problems above, the researcher has formulated two research questions, and those are:

1. What are the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers?
2. What are the problems faced by the teachers in implementing the 2013 Curriculum to teach English?

The Objectives of the Research

Based on the research questions, the objectives of the research are:

1. to explore the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers.
2. to explore the problems faced by the teachers in implementing the 2013 Curriculum to teach English.

Significances of the Research

This research is expected to provide valuable benefits to the teachers as people who implement the 2013 Curriculum in teaching English, schools institution, and for the next researchers who are going to deal with Curriculum implementation.

For the teachers. This study is expected to provide valuable benefits for English language teachers in implementing the 2013 Curriculum to teach English during the learning process, and it can affect them in the way they apply this Curriculum. Teachers will be better when implementing the 2013 Curriculum in the teaching and learning process. In addition, this study can also provide the teachers to understand the advantages of the 2013 Curriculum in teaching English. Besides, from results of the study, it can make the teachers be aware of their understanding of the problems occurring in the implementation of the 2013

Curriculum which it can help them to prepare and implement the 2013 Curriculum for the better teaching and learning process in the future.

For the school institution. This research will have a positive impact for the school institution. The school institution will develop the English teachers to be better prepared, and prepare the teachers who can implement the 2013 Curriculum to teach English during the learning process in the school. The institution can make workshops or seminars on the implementation of the 2013 Curriculum in order to have the teachers to be able to implement the 2013 Curriculum better.

Other researchers. This research is expected to contribute to those who want to deal with Curriculum aspects especially in Curriculum perception. Also, this research can stimulate people to research the same scope in different contexts. Besides, the other researchers can use the research findings as the theoretical overview of further research on the same topic and might become recommendation of further research and this can be a reference. Therefore, by conducting this research, it can also encourage the researchers to conduct the researchers regarding the same area of this research.

Outline of the Research

The research consists of five chapters. The first chapter presents the introduction. Besides, it includes the background of the research, the statement of the research and the limitation of the problem, research questions, the objective of the research, and significances of the research. For the last of first chapter explains about outline of the research. The second chapter is about the literature review of the research. It reviews the definition of the Curriculum, implementation, and

teacher's perception. The kinds of Curriculum also are explained subsequently. Definition of teacher's perception is described along respondents' answer in the questions. Thus, review of related study and theoretical framework are explained in this chapter as well. The third chapter is about research methodology. In this chapter, it includes research design, research setting and participant, research instruments, data gathering technique, research procedure, and data analysis. The fourth chapter is about the research finding and discussion. In this chapter, the researcher analyzes all the data which have been obtained. In addition, the researcher also compares to the relevant literature of the study. The fifth chapter is the conclusion and recommendation. In this last chapter, the researcher explains the results of the study. Hence, the researcher also compares and makes the results be relevant to the research literature in advance.