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CHAPTER I

INTRODUCTION

1.1 The Background of Problem

According to the statutes of the national education system (UUSPN) number 20 in 2003 Chapter 1 verse 19 it says that: the curriculum is a set of plans and arrangements concerning the objectives, content, and materials as well as ways that are used as guidelines for learning activities to achieve specific educational goals. To achieve that goal, Indonesia has experienced ten times the change in curriculum, namely curriculum 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, and 2006. While the curriculum of 2013 are being applied in the school who have volunteered and was appointed to carry out the curriculum 2013, starting in July the school year 2013/2014 which is a new school year for the education unit.

This curriculum is recently enacted by the Government. The curriculum is expected to be the solution in the problem of education in Indonesia at this time, including the problem of the character of the young generation. In addition, the curriculum is expected to vastly improve the quality of education of Indonesia in order to be able to compete with other countries associated with the development of increasingly advanced ages. 2013 Curriculum drafted not only covers aspects of cognitive and psychomotor but also an attitude of spiritual and social attitudes.



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One of important reasons the changing of the curriculum is based on survey of “*Trends in International Math and Science*”. Indonesian students are ranked 45th of 48 countries for science and ranked 45th of 50 countries for mathematic¹. TIMSS is an international study measuring students' abilities in math and science. TIMSS aims to see how the curriculum proclaimed by each country is implemented and student achievement especially in the field of mathematics and science. TIMSS is held every 4 years and coordinated by the IAEEA (International Association for the Evaluation of Educational Achievement).

Another indicator is *Programme for International Student Assessment* (PISA) in 2015 ranked Indonesia at 62 of 70 countries². As known that PISA is used to assess junior high school students, have acquired key knowledge and skills that are important for get participation in modern society. The evaluation focuses on the core school subjects, such as reading, science, and mathematics. The evaluation not only determine students can reproduce knowledge; it also examines how well students can implement what they have learned and can apply the knowledge in unusual condition, both in and outside of school. Its assessment criteria are cognitive ability, reading, math and science skills.

¹puspendik.kemdikbud.go.id/seminar/upload/RahmawatiSeminar%20Hasil%20TIMSS%202015.pdf

²Pisa. *Result in focus*. (OECD:____, 2015), can be accessed at <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>



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Both of these surveys show the achievement of Indonesian students still need to be improved. The development of the 2013 curriculum is designed to prepare the people of Indonesia who have the ability to live as productive, creative, innovative and affective citizens and able to contribute to the life of society, nation, state and civilization world.

The 2013 Curriculum claims that it is different from the previous one, KTSP, in several aspects. In this curriculum, it is expected that Indonesia can promote its national education. This curriculum aims to authorise teachers to expand the competency in educational activities related to the learner's necessities based on real situation of the school.

The orientation of 2013 Curriculum based on Sholeh Hidayat is to increase and balance between competence attitude (attitude), skill (skill), and knowledge. In the draft 2013 Curriculum school aspired to be able to give a future generation of intelligent comprehensive i.e. not only intellectual savvy, but also intelligent in social, emotional and spiritual.³ Therefore, the ability of graduates should include attitudes, knowledge, and skills in accordance with the agreed national standards.

Anyway, one of the differences of 2013 curriculum in teaching and learning process is using the Scientific Approach. The decision of using scientific approach in this curriculum is to create students increase their skills

³Sholeh Hidayat, *Pengembangan Kurikulum Baru*. (Bandung: PT. Remaja Rosda karya, 2013), p. 112

and attitudes toward science, and also to enhance their oral communication and critical thinking.

The Scientific approach has been implemented for elementary and high schools in Indonesia with the enactment of 2013 curriculum, almost all senior high schools have applied the curriculum 2013 which using scientific approach in the teaching-learning process. The steps of scientific approach are: observing, questioning, experimenting, associating, and communicating.

Ideally, English teachers are expected to be able to implement scientific approach in teaching English. In fact, English teachers are still having difficulty applying the five elements of the scientific approach, ranging from lack of knowledge, lack of socialization from government and lack of resources in schools to support the implementation of a scientific approach in teaching and learning process. Even the teachers still assume that not only scientific approach but also 2013 curriculum itself have not be implemented yet in remote area schools especially in Sungai Apit district. The teachers also feel saturated with various curriculum changes moreover the 2013 Curriculum make the teachers much dwelling on a number of administrative tasks so that less focus of teaching, the difficulty in making students become active in learning. Besides, English teachers experience difficult in memorizing the order of scientific approach so that complicate in learning process.

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2013 Curriculum was initially implemented in various schools in Indonesia including at senior high schools in Sungai Apit district. Well, in the first year of Implementation of the 2013 curriculum, the English teacher teachers in senior high schools in Sungai Apit were not ready yet, some said that firstly nervous and curious at the same time, the teacher thought what is this different curriculum with KTSP, then whether students will be able to understand the lesson with a new learning system or not. There was also a opinion that English teachers felt confused and less understood because 2013 curriculum was too forced. Besides 2013 curriculum was new for students, for english teachers 2013 curriculum was very much the form of the assessment, till so many obstacles arise in the initial implementation of 2013 curriculum. The same thing was also expressed by other English teacher, he was confused and questioned why the government changed the curriculum of education, substitute the minister then change the curriculum policy, while the old curriculum is still not understood and not very good in its implementation.

Then there was a new problem that the 2013 curriculum was only applied for one semester and schools are given the option to continue the curriculum or return to the old curriculum. This again raised negative perceptions of teachers, especially English teachers at senior high schools in Sungai Apit district, there was a thought that the government in this case the Minister of Education seemed less planning and reckless in determining the curriculum, there was also a shock and questioned why the government



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suddenly pulled back its law, there was also a worry because the students will be victimized by the unclearness of our country's education system, even there was English teachers felt happy and thought that the 2013 curriculum will be stopped forever.

The problems were not only those, in 2017 the government instructed all schools to reimplement the 2013 curriculum, inevitably all schools must apply it as well as high school in Sungai Apit district should reapply the 2013 curriculum that had been applied and stopped. This has made the teachers apathetic towards the government, as well as the English teachers in the Sungai Apit district Senior High School, some of them felt the inconsistency of government in taking care of the nation's educational problems, it appeared that the new curriculum was not yet fully completed and was not ready to be released to the public yet. But by the government, it was still on going for whatever reasons. Of course, the most affected are the students and teachers who are in contact with education. Some were annoyed by saying what the government wants exactly, making rules, then canceling them, then reapplying just like a labile teenager in making a decision. But there was also who thought that ready or not ready the curriculum must be adopted and implemented so that learners and schools can compete globally.

Due to one of the school's curriculum change success relies heavily on the figures or teachers because the teacher is the key that determines and moving the various components and dimensions of the school. The ability of

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the teachers primarily relates to knowledge and the perception about the curriculum and the the implementation.

Thus, many perceptions that arise among teachers on the implementation of the curriculum of 2013, especially English teachers at senior high schools in Sungai Apit district. Thus, this research would like to find out and explore more about English Teachers' Perception of the Implementation of 2013 Curriculum In English Teaching-Learning Process that will be conducted at senior high schools in Sungai Apit district.

1.2 Statement of the Problem

Singh et.all in Absor (2016:5) highlight that the problem statement will become the backbone of the study. In this research, the problem stated are relevant to the english teachers' understanding of 2013 curriculum which at the same time also represent their perception toward the implementation of 2013 curriculum in their school.

The importance of this study emerge from some relevant studies on teachers' perception done by many researchers for past decades. For example, a study (Adrius Akun:2016) reported that the teachers have positive perception because they welcomed the implementation of 2013 curriculum and it is supported by sufficient socialization and training so that the teachers can concept of the subject (the history subject) in accordance with the curriculum in 2013 alike design lesson plan and et cetera. Kurniawan (2015)

in his research concluded that English teachers had negative perception on the implementation of Curriculum 2013 cause by lack of preparation, the participants were not ready to implement it and so on. Both of study were conducted in capital city and based on references at main university library of post graduate UIN Sultan Syarif Kasim Riau, not many researchers directly investigate the teachers' perception specially English teachers' perception of the implementation of 2013 curriculum, moreover in sub urban area.

Finally, there is an urgent need to conduct a scientific study dealing with the investigation of english teachers' perception of the implementation of 2013 curriculum as the mapping toward teachers' comprehending of 2013 curriculum and its implementation in order teachers can teach well to create the graduate which not only have skill and knowledgeable in school subjects but also can create student' attitude. This is line with what Sholeh Hidayat (2013, p.113) stated that the orientation of 2013 curriculum to increase and balance between attitude, skill and knowledge, and also Jacquelyn Ann Burkett (2013, p.3) noted that teachers' perception connected to differentiated instruction and the influence of these on instructional practice, in this case teachers' perception of the implementation of 2013 curriculum have the effect toward their learning process which can be manifested in organizing the lesson plan, selecting the media, using the the approach and doing the evaluation based on the criteria of 2013 curriculum.

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1.3 Limitation of the problem

There are a lot of problems covering in qualitative research and those problems are needed to be limited so that the study can focus and can find out the goals of the investigation itself. Educational researcher as Singh et.al in Absor (2016, p.9) noted that “any research will always be limited by a number of constraints”. Then, it is not possible to conduct the research covering all problems in terms of respondents, time limitation, energy, finance, administration stuff and so on. Therefore, this study limits the problems in investigating as following:

1. The extent to which English teachers’ perceive the implementaion of 2013 curriculum.
2. Factors influencing the English teahcers’ perception of the implementation of 2013 curriculum
3. The English teachers who be the respondent are English teachers teach 2013 curriculum at their school.

1.4 Research Questions

Based on the limitation of the problem above, the research questions are formulated as the following questions:

1. What are English teachers’ perception of the implementation of the 2013 curriculum in English teaching-learning process at Senior High Schools in Sungai Apit District



2. What are the factors which influence English teachers' perception of the implementation of the 2013 curriculum in English teaching learning process at Senior High Schools in Sungai Apit District?

1.5 Purpose and Objectives of the study

The purpose of this study is to find out English Teachers' Perception of The Implementation of the 2013 Curriculum In English Teaching-Learning Process at Senior High Schools in Sungai Apit District

Specifically, the study is done to fulfil the objectives that can be stated as follows:

- a. To find out English teachers' perceptions of implementing 2013 curriculum in English Teaching Learning Process at Sungai Apit district.
- b. To find out English teachers' factors which influence on the implementation of the 2013 curriculum in English Teaching Learning Process at Sungai Apit district.

1.6 Significance of the Research

Scientific approach plays an essential role in teaching and learning English as it provides the students involved in dependable and more meaningful learning process. However, the implementation of this approach in Indonesia educational system that have last for 4 years still bring the teachers to some unclear information.



Therefore, the significances of this study are:

1. For mapping teachers' knowledge of 2013 curriculum and the implementaion. Also, to explain teachers perception about the implementation of 2013 curriculum in teaching English.
2. To deliver research-based knowledge to English teachers about the factors which influence the teachers of the implementation 2013 curriculum in teaching English.
3. To provide foundation for further research related to the implementation of 2013 curriculum in teaching English.

1.7 Definitions of terms

Based on the key terms of this research, there are definitions are explained to avoid misunderstanding and misinterpretation. The title of this research is "*English teachers' perception of the implementation of 2013 curriculum in English Teaching Learning Process in Sungai Apit District*".

1. Perception: The ability to see, hear, or become aware of something through the senses. (Oxford dictionary)
2. Teacher: According to Law Number 14 Year 2005 regarding teachers and lecturers: Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating

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learners in early childhood education formal education, primary education and secondary education.

3. Curriculum: according to the legislation of the national education system (UUSPN) number 20 in 2003 Chapter 1 verse 19 it says that: the curriculum is a set of plans and arrangements concerning the objectives, content, and materials as well as ways that are used as guidelines for learning activities to achieve specific educational goals.
4. Curriculum 2013: a curriculum applicable in Indonesia Education System. This curriculum is a fixed curriculum applied by the government to replace the 2006 Curriculum or KTSP.