TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING ENGLISH

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

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Surakarta, October 20\textsuperscript{th}, 2015

The Writer,

Yunita Fitria Rachmat
MOTTO

- Ikatlah ilmu dengan menuliskannya (Ali bin Abi Thalib)
- Maka barang siapa yang mengikuti petunjuk-Ku, niscaya tidak ada kekhawatiran atas mereka, dan tidak (pula) mereka bersedih hati (Al Baqoroh: 38)
DEDICATION

From the deepest heart, the researcher would like to dedicate this research paper to:

- My beloved parents,
- My beloved sister,
- My big family,
- My consultants and lecturers, and
- My best friend, “Bandit”.

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The researcher relizes that this research paper is far from being perfect. However she hopes that this research paper is useful for the readers who want to develop their knowledge.

Surakarta, October 20\textsuperscript{th} 2015
The Writer

Yunita Fitria Rachmat
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SUMMARY


The objective of this study is to describe the English teachers’ perspective on the implementation of the 2013 Curriculum in teaching English at SMP N 2 Colomadu Karanganyar.

The type of this research is descriptive research. The writer gets the data of this research from informant and document. The method of collecting data is interview. The techniques for analyzing the data are reducing the data, displaying the data, and drawing conclusion and proposing suggestion.

The results of this study are: (1) Teachers’ perspective on the implementation of the 2013 Curriculum in teaching English is divided into five aspects: (a) the change of the 2013 Curriculum implementation: the teacher creativity is necessary to make the teaching-learning process more interesting; designing Lesson Plan is more detail and it refers to syllabus made by the government, (b) the positive and negative effect of the 2013 Curriculum; positive effect: the teacher and students must be more creative and active in teaching-learning process; the assessment not only taken by examination, but also taken from another aspects; the government provides the textbook and syllabus for the school; the students must be active for solving their problem because the teacher just become a moderator; negative effect: the teacher have not enough training and knowing of the 2013 Curriculum, so they do not apply well the method of the 2013 Curriculum in the teaching-learning process, (c) the approach of teaching-learning process in implementing the 2013 Curriculum: scientific approach; including observing, questioning, experimenting, associating, and networking, (d) the purpose of the 2013 Curriculum: building students character; having good spiritual and social attitudes; ready to face the global era, (e) the difficulties of the teaching-learning English: the students have wrong spelling and pronunciation; they less self confidence; they felt bored in the class; they did not well about the grammar. (2) Teacher’s effort to develop their knowledge about the 2013 Curriculum: increasing the teaching ability cooperatively among teachers, monitoring the students ability intensively, increasing the communication with students’ representative.

Keywords: implementation, perspective, the 2013 Curriculum, English