

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Education is a long-term investment that should be organized and prepared, with the hope that it can achieve competence, such as knowledge, attitudes, and skills reflected in life. So education is compulsory for all citizens that should be implemented to improve the progress of the country.

*Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara. (Undang-undang No. 20 Tahun 2003).*

According to the decree above, Indonesian people should get education as good as possible to achieve that goal. There are many factors to increase the quality of education, namely curriculum, teaching method, teacher's capability, teaching-learning process, good learner, and so on.

One of the important factors to improve the education quality is curriculum. The education system is not successful without it, because curriculum plays an important role for the success of an education for learners. The existence of learners who have an beyond view and future thinking is caused by a curriculum that can build the learners' progressive mindset. A lot of learners do not understand the social reality caused by a curriculum lead the learners to textual learning not education contextual learning.

Based on Oxford Dictionary (2005:506), English is the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world. In Indonesia, beside English as a foreign language, it is also a compulsory subject that has been taught at school. By studying English, it is hoped that Indonesian people can keep up to date the progress in the world.

Good teaching happens when the teachers do not discourage personalities and use non-defensive approaches to language teaching and

learning along with cherish their students. Brown and Atkins (1987:2) states that “teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity.” To facilitate the teaching-learning process, the teachers must prepare and understand the development of curriculum system.

Curriculum in Indonesia has already changed in some occasions, starting with 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum), 2006 (School Level-based Curriculum). At this time, the government has implemented the 2013 curriculum as the revision of School Level-Based Curriculum development. The dynamics above are due to the change of the political system, social, cultural, economic, technology and science in the community of nation and state. Therefore, the curriculum as a set of educational plan is necessary to develop dynamically in accordance the demands and changes that occur in society.

By replacing curriculum, hopefully the quality of education in Indonesia will increase well. It is done to create best generations (students) to face their future. The studied object in structuring and perfecting the 2013 curriculum emphasizes in natural phenomenon, social, art, and culture. Through those approaches, the students are expected to have attitude in competition, skill, and high insight.

Teachers play an important role in helping the development of learners to achieve his goal optimally. In the classroom, the teacher has two main activities, namely teaching and classroom management activities. Djuwairiah (2014:6) states that “considering the important role of teachers in implementing reform, and reviewing the history of teacher education in Indonesia, it is evident that teachers’ involvement in curriculum decision-making at the school level has been minimal”. Djuwairiah (2014:6) also states that “as the curriculum was newly regulated, different interpretation was believed to emerge among teachers as the main stakeholders of curriculum development and its implementation”.

In the implementation of the curriculum, the teacher has important role to realize what is written in the curriculum. Teacher role in implementing the curriculum has the main ranking to reach the national education goal. So, the curriculum can be said to be successful or not depends on how the teacher transfers what is written in the curriculum to the teaching learning activity. The teacher plays important role in implementing the curriculum, he feels the strength and drawback of its curriculum, so the teacher must have the perspective on how the curriculum is implemented.

The 2013 Curriculum is applied at SMP N 2 Colomadu Karanganyar since 2014. The background of English teachers at SMP N 2 Colomadu Karanganyar is good. They have done applying the teaching-learning process in the 2013 Curriculum, so they has knowledge about the implementation of the 2013 Curriculum.

In this research, the writer is interested in interviewing the English teachers at SMP N 2 Colomadu Karanganyar in order to know they perspective on the implementation of the 2013 Curriculum in teaching English. SMP N 2 Colomadu Karanganyar is located at Pulosari, Malangjiwan, Colomadu, Karanganyar, 57177.

Concerning to the phenomena above, the writer is interested in conducting research paper entitled TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING ENGLISH.

## **B. Limitation of the Study**

In this research, the writer wants to limit the study in teachers' perspective on the implementation of the 2013 curriculum in teaching English. It means that the writer wants to discuss the importance on the implementation of the 2013 curriculum in teaching English, especially five English teachers at SMPN 2 Colomadu Karanganyar.

## **C. Problem of the Study**

Considering the idea that has been presented in the background above, the researcher formulates the problem of the study as follows:

1. What is teachers' perspective on the implementation of the 2013 curriculum in teaching English, with the aspects:
  - a) the change of the 2013 Curriculum implementation?
  - b) positive and negative effect of the 2013 Curriculum?
  - c) the approach of teaching-learning process in implementing the 2013 Curriculum?
  - d) the purpose of the 2013 Curriculum?
  - e) the difficulties of the teaching-learning English?
2. What is the teachers' efforts to develop their knowledge about the 2013 curriculum?

#### **D. Objective of the Study**

Based on the problems formulation above, the purposes of the research are:

1. To describe the teachers' perspective on the implementation of the 2013 curriculum in teaching English, with the aspects:
  - a) the change of the 2013 Curriculum implementation.
  - b) positive and negative effect of the 2013 Curriculum implementation.
  - c) the approach of teaching-learning process in implementing the 2013 Curriculum.
  - d) the purpose of the 2013 Curriculum implementation.
  - e) the difficulties of the teaching-learning English.
2. To describe the teachers' efforts to develop their knowledge about the 2013 curriculum.

#### **E. Significance of the Study**

This study has significance, namely: theoretical and practical.

##### **1. Theoretical Significance**

- a. The result of the research will be helpful for the teachers to improve the perception, knowledge, and understanding about the implementation of the 2013 curriculum in teaching English.

- b. The result of the research can be used as the reference for those who want to conduct a research in teaching English, especially on the implementation of the 2013 curriculum.

## **2. Practical Significance**

- a. The result of the research can help the writer get a better understanding about the 2013 Curriculum.
- b. The result of the research will be helpful for the teachers in practicing preparation the 2013 curriculum implementation in teaching English.

## **F. Research Paper Organization**

The writer organizes this research paper into five chapters in order to make easier to understand.

Chapter I is introduction. It consists of Background of the Study, Limitation of the Study, Problem of the Study, Objective of the Study, Significance of the Study, and Research Paper Organization.

Chapter II is review of related literature. It presents Previous Study, Notion of Perspective, The Correlation between Teachers' Perspective and Teaching Implementation, Notion of Curriculum, The 2013 Curriculum, The Nature of Language Teaching, The Nature of Language Learning.

Chapter III is research method. It deals with Type of the Research, Subject of the Study, Object of the Study, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is research finding and discussion. The writer describes the teachers' perspective on the implementation of the 2013 Curriculum in teaching English at SMP N 2 Colomadu.

Chapter V is conclusion and suggestion. Beside the last part, the writer presents bibliography, virtual reference, and appendix.