

CHAPTER 1

INTRODUCTION

1.1. Background of Study

Nowadays, some schools have applied the latest curriculum - Curriculum 2013 as a change of School-based Curriculum (KTSP= *Kurikulum Tingkat Satuan Pendidikan*). According to Mulyasa (2013), the need to change KTSP into Curriculum 2013 because there are some drawbacks in the KTSP such as the content which is too dense, indicated by many subjects and materials that are too broad and difficult beyond the level of students' development; The competency that is developed is more dominated by cognitive aspect. Therefore it does not describe the students competence (knowledge, skills and attitude); Various competencies such as character education, environmental awareness and entrepreneurial soul area have not been accommodated in KTSP; Learning process standard does not describe the details of learning sequence so that will open various interpretation possibilities and ends on a teacher-centered learning; The assessment does not have a standard assessment of competency-based assessment, and does not provide remediation nor enrichment services regularly.

Curriculum 2013 is oriented in the changes of learning process, from the students who were informed become the students who are looking for, and assessment process which is from output-based to process-based and output-based. Also, it requires additional hours of lessons considering the comparison with other countries showing the number of lessons hour in Indonesia with other

countries are relatively short. The Government has appointed 6,326 schools and conducted training to teachers from 3rd to 7th July 2013 as the means to implement and disseminate the Curriculum 2013 in all provinces in Indonesia. Although the government has assured to implement Curriculum 2013 in some schools which have been appointed, many schools have not prepared completely in implementing Curriculum 2013, this is due to lack of preparation, understanding of the concept of the Curriculum 2013, and the inadequate facilities to support the implementation of Curriculum 2013. Unfortunately, before the Curriculum 2013 is applied, some schools are still applying the School-based Curriculum (KTSP), many teachers still implement the KTSP, but they must prepare to accept the new curriculum. As stated by Sunardi, Professor FKIP Sebelas Maret University (UNS), (2006);

“ditambah dilapangan penerapan kurikulum baru tidak didukung sarana dan prasarana yang memadai. Akibatnya, banyak sekolah yang justru kebingungan dalam mengajar karena guru belum memahami esensi KTSP” jelas guru besar FKIP Universitas Sebelas Maret (UNS) Sunardi, dalam seminar tentang KTSP di UNY. (Retrieved November 25th, 2013, from http://www.jawapos.co.id/index.php?act=detail_radar&id=143759&c=85)”

In other words, most schools teachers are not ready in implementing Curriculum 2013. The lack of facilities and understanding of the concept of the Curriculum 2013 were some of the main problems that occur in the implementation of the Curriculum 2013. Other problems that are faced by teachers are the time taken for teachers' adaptation, the lack of academic capacities of the teachers, methods of teaching, evaluation of teaching and assessment, language competence, etc; and the specific challenges such as the large number of students per class, large classes with limited time, etc.

A study conducted by Ade (2010), investigating the English teachers' problems in implementing KTSP found that the common problems tend to be faced by the English teachers the elementary school English teachers in West Tegal Sub district is that most of the teachers do not understand the content of KTSP because they do not have enough KTSP trainings.

In addition, Renny (2008), the English teachers' problems for teaching training program especially for PLPG conductor in implementing School-based Curriculum (KTSP), found that the biggest result of English teachers' needs in implementing KTSP at school were the accommodation of teaching material and teaching media; the support of school headmaster and the intensive KTSP information distribution.

In order to socialize Curriculum 2013, the Ministry of Education and Culture held education and trainings of Curriculum 2013 for all teachers. Although the teachers have already joined the education and training program, there are still many problems that the teachers face in implementing Curriculum 2013. So from the fact given, the problem occurs on the teacher implementing Curriculum 2013. In order to find out English school teachers' understanding about how to implement Curriculum 2013, the researcher will conduct this study.

1.2. Research Questions

From the background of the study explained before, the research question to be addressed through this study is formulated as follows:

1. To what extent do English schools' teachers understand about how to implement Curriculum 2013?

1.3. Scope of Study

This study will be focused on answering the research question on to what extent do the English schools' teachers understand about how to implement Curriculum 2013

1.4. Purpose of Study

This study is conducted in order to find out the teachers' understanding about how to implement Curriculum 2013 in the actual condition. It is also expected that this study will enhance the teachers as well as the English Department students' comprehension about Curriculum 2013.

1.5. Significances of the Study

The results of this study are expected to provide a number of practical benefits. Practically, the results of the study can be one of the references for those who would like to conduct similar research. For the teachers, it is expected to help them to see and get information that the Curriculum 2013 has problems in implementation and also can be used by English Department students who are going to be teachers as input.