**CHAPTER I**

**INTRODUCTION**

This chapter deals with introduction. It consists of background, research questions, objectives, significance, and scope of the research.

1. **Background**

The development of education in Indonesia at this time is very rapidly. It was can be seen from the curriculum in Indonesia that has been changing and developing overtime. It is mentioned that English a foreign language in Indonesia. Furthermore, the English curriculum has been changed from time to time in the effort to improve English learning in the true sense within the dynamic and unique contexts full of challenges, both internal and external. Considering the development of educational system, it is also congruent with changing and developing of the curriculum. In Indonesia, it is considered that curriculum should be developed based on the situation and condition of the educational system. As it is mentioned by the National Education System Act (No 20/2003) referring Sisdiknas in Article 35 and 36 as follows:

“Kompetensi lulusan merupakan kualifikasi kemampuan lulusan yang mencakup sikap, pengetahuan dan keterampilan sesuai dengan standard nasional yang telah disepakati.” (Pasal 35).

“Acuan dan prinsip penyusunan kurikulum meliputi: a) mengacu pada standar nasional pendidikan untuk mewujudkan tujuan pendidikan nasional, b) dengan prinsip diverifikasi sesuai dengan satuan pendidikan, potensi daerah dan peserta didik, dan c) sesuai dengan jenjang pendidikan dalam kerangka Negara kesatuan Republik Indonesia dengan memperhatikan: peningkatan iman dan takwa; peningkatan akhlak mulia; peningkatan potensi, kecerdasan dan minat peserta didik; keragaman potensi daerah dan lingkungan; tututan pembangunan daerah dan nasional; tuntutan dunia kerja; perkembangan ilmu pengetahuan, teknologi, dan seni; agama; dinamika perkembangan global; dan persatuan nasional dan nilai-nilai kebangsaan” (Pasal 36).

Based on this statements, it can be included that curriculum is needed to improve the national educational standard in learning and teaching process as one indicator in curriculum which is comprehend and integrated in achieving the purposes of the national education system. Since EFL teaching in Indonesia is an integral part of the national education system, it should certainly provide guide the development of EFL teaching, of which the curriculum is a crucial aspect. Therefore, it is needed to formulate the curriculum in reference to the characteristics of the Indonesian plural society. Besides, it follows that curriculum innovations which provide opportunity for teachers and students to uphold the values they hold and to enjoy creativity, empowerment, and quality improvement, and are supported by the management system are likely to be truly successful.

Curriculum is one of the main education components stated on the National Education System Act (No 20/2003) of Indonesia, as follows:

“Kurikulum adalah seperangkat rencana dan pengetahuan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaran kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu”

The general statements of the constitution define the legal framework of curriculum implemented in Indonesia mentions that curriculum as a set of plan with regard to the objectives, content, and learning materials as well as the methods employed as guideline in conducting teaching and learning activities in order to achieve of a certain education. Therefore, the curriculum refers to as the product, process, intention and reality which are planned and directed by the school to attain the educational. Hence, curriculum has a very important role in providing fundamental reference concerning what students should learn and achieve.

The changing of the English curriculum has been carried out in the existing situations and conditions, such as political context, socio-cultural, and economy, which to a great intend keep changing. Therefore, the English curriculum for secondary schools is developed in the framework of implementing the national educational system in a wider socio-cultural and political context. Furthermore, there are number of curriculum development models attributing teachers to an essential role as a curriculum designer. The journey of changing the English curriculum in Indonesia is innovatively which has already implemented nine curriculum known as 1947, 1952, 1964, 1975, 1984, 1994, 2004 and 2006 school-level curriculum (KTSP). Now, the Ministry of Education and Culture has just launched and introduced a new curriculum for elementary and high schools known as Curriculum 2013.

Some perspectives also claim that Curriculum 2013 is different from the previous on-2006 school-level curriculum (KTSP) in several aspects, components and characteristics. Curriculum 2013 is claimed as a new and innovative approach to curriculum development process in which paramount to better the quality of teaching and learning. The essential difference of curriculum 2013 and the previous curriculum is considered by the main components that are included by students’ competence, material, learning and teaching process, and assessment. Furthermore, it is believed to be able to develop students’ affection, skills and knowledge.

Considering to the learning and teaching process, curriculum 2013 provides the several approaches or techniques, such as scientific approach, inquiry, discovery learning and project based learning. The scientific approach is claimed as the essential one in implementing curriculum 2013. It is considered by the old and new perspectives. It mentions as old because this approach has been used in science. Meanwhile, it refers as new one in order it is newly applied and integrated in English language teaching (ELT).

Additionally, scientific approach is also considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all process and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting and networking. Furthermore, for language teachers, particularly English teachers, this approach is not clear yet and probably it causes some controversies.

These controversies are mentioned by the different perceptions of the teachers, particularly English teachers about the implementation of curriculum 2013 in ELT. Some of the teachers perceive that curriculum 2013 is more complicated and difficult to be implemented. It is revealed that teachers and students have not been familiar with curriculum 2013 which implements scientific approach in the academic areas, particularly in ELT. Besides, scientific approach has been very much accessible in three big domains: science, research and social science. This phenomenon indicates that scientific approach is not yet prominent in the area of language, particularly English language teaching. These facts show that scientific approach has been popular in science, social science, and management. Probably scientific approach is not relevant with language teaching, particularly English language teaching (Suharyadi, 2013).

Referring to these facts, it is important to know and find out the teachers’ perception and how they implement curriculum 2013 in English language teaching. The teacher is one of the essential parts in teaching and learning process, hence, it is important to the teacher to know and to be familiar with curriculum 2013. Furthermore, the researcher investigated the English teachers’ perception about curriculum 2013, particularly in senior secondary school level.

In order to find out the English teachers’ perception, the researcher conducted a research in SMA 1 SUNGGUMINASA. It is one of private schools located in Gowa district. In this school, there are some teachers who have been certified and trained in curriculum 2013. Therefore, the researcher chooses to conduct this research in order to find out how the implementation of the curriculum 2013 in Gowa regency.

Considering to the explanation above, the researcher was interested in conducting a research under the title “The Teachers’ Perception on Implementation of English Curriculum 2013”.

1. **Research Questions**

Based on the background above and exploring the teachers’ perception on the implementation of curriculum 2013 in SMA 1 SUNGGUMINASA, the researcher formulates the following research questions as follows:

1. How do the English teachers perceive Curriculum 2013?
2. How do the English teachers implement curriculum 2013 in SMA 1 SUNGGUMINASA?
3. **Objectives of the Research**

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

1. To find out the English teacher’s perception about Curriculum 2013.
2. To find out the implementation of Curriculum 2013 in SMA 1 SUNGGUMINASA.
3. **Significance of the Research**

The results of this research are expected to be useful information for the readers about the implementation of Curriculum 2013, which enhance the information about EFL teaching in Indonesia. Generally, this research is covered by two kinds of significance, such as theoretical and practical significance.

Theoretically, this research is expected to introduce and even familiarize the teachers about the Curriculum 2013, particularly the implementation of the English Curriculum 2013 for EFL teachers. Therefore, the teachers can develop and implement the strategy instruction in teaching process.

On the other hand, practically, the findings of this research are expected to provide useful information and reliable reference for the teachers and governments in order that they are able to understand and implement the English Curriculum 2013 in EFL teaching context. Besides, the results of this research are expected to give the valuable information for the government and curriculum developer by seeing the teachers’ perception about Curriculum 2013; they can develop and provide the appropriate curriculum innovation based on the teachers’ capability and the teaching and learning situations. In addition, the results of this research are also expected to give information as the basic reference and empirical evidence for the further researcher who wants to conduct similar research.

1. **Scope of the Research**

The scope of this research is restricted to the teacher’s perception and the implementation of curriculum 2013 in SMA 1 SUNGGUMINASA. The researcher observed the teaching and learning process in order to get the data for the implementation of English Curriculum 2013. Besides, the researcher also interviewed the English teachers in order to get the data for the teachers’ perception toward English Curriculum 2013. Then, the researcher analyzed the data by using qualitatively procedures.