**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statements, objectives of the research, significances of the research, and scope of the research.

1. Background

Curriculum is a vital element in every educational institution. It is such a guide to bring the program successfully or vice versa. Teaching and learning in the classroom will run properly, conducive, and interactive if the curriculum become the main consideration in teaching and learning process. Curriculum contains a number of constructive elements in order to create an optimal education. The heart of education lies on the curriculum itself. The education product whether it is best or worst will be examined by the curriculum. Null (2011) said that there are two reasons why curriculum become a ‘heart’ of education. First, curriculum contains what the teachers are about to teach in the classroom. Second, it is a combination of though, action, and purposes.

In Indonesia, there are several curricula that have ever been implemented: 1947, 1952, 1964 1968, 1975, 1984, 1994, Competence-Based Curriculum (2004), School-Based Curriculum (2006), and the latest curriculum is the 2013 curriculum (Sukirno, 2014). The reform of curriculum in Indonesia seems like happen immediately. Taking a positive though, we believe that this is done in order to improve the quality of education in Indonesia. But unfortunetly, the history recorded that these various reforms do not bring significant changing for education in Indonesia. Then a big question arise: why?. The goverment has spent a great deal of time and money on the creation of curriculum but have ignored the most significant ingredient in any school: teachers’ and students’ need.

Needs analysis involve looking at the factors that will have a strong effect on decisions about the goals of the course, what to include in the course, and how to teach and assess it. These factors can arise from the learners, the teachers, and the teaching and learning situation (Tessmer, 1990). It is an important part of curriculum design because at its most basic level it ensures that the course will be usable. For example, if the level of training of the teachers is very low and is not taken into account, it might happen that the teachers are unable to handle the activities in the course.

Nation and Crabbe (1991) stated that need (neccesities) were found by: (1) Interviewing people previously in the situation that the learners will soon be in, (2) Analysing the language section of guidebooks, (3) personal experience. Based on that explanation, the researcher belive that considering the teachers perception would be helpfully in order to evaluate the implementation of the 2013 Curriculum. Susetyo (2012) said that the reform of curriculum is immediately changed for the better quality of education in Indonesia but the goverment seems like forget about the very vital element in education. It was the teachers.

Teacher is one of the important factor in the implementation of the 2013 Curriculum. The great change that occurred in the Education Unit Level Curriculum into the 2013 Curriculum causes most of the teachers do not fully understand the purpose of the 2013 Curriculum and how to implement it (Rohman, 2012). As the consequence, the implementation of the 2013 Curriculum does not meet the demand as expected.

The 2013 Curriculum received attention from many circles. At the beginning of the launch of the 2013 Curriculum has arised controversy. One of the issue is the preparation. The dissemintaion which is not optimal to all implementers in the field makes the teachers are still confuse about the 2013 Curriculum (Leonokto, 2016). The preparation of the 2013 Curriculum was considered too hurried and did not refer to the results of the study on the evaluation of Education Unit Level Curriculum (SBC), and less of attention to the readiness of the teachers (Alawiyah, 2014). Additionally, Winarko (n.d) found that there are several factors which could hinder the passage of the 2013 Curriculum. That is the advancement of science, technology, arts and culture as well as society changed in every different area. It caused some schools were re-using Education Unit Level Curriculum (SBC) which is considered as more applicable and the assessment systems is more easily understood.

The 2013 Curriculum also requires active participation of teachers as a motivator and facilitator of learning so that students will be center of learning. This is an obstacle for teachers due to not all of them have the competences (Alawiyah, 2014). It was not an easy matter to prepare the ideal teacher as expectation of the 2013 Curriculum in a short time, especially to change the mindset of teachers from originally only served to teach. While in the 2013 Curriculum teachers should be able to direct students to be active, productive, creative, and critical thinking.

The issue of teachers is considered as crucial thing because if teachers are not ready to implement the curriculum, however good the curriculum is will not bring any changes for education. Through this research, it is expected to provide an overview of the implementation of the 2013 Curriculum in the field and what do the teachers' perceive about it.

SMA Negeri 1 Makassar is one of the schools which implement the 2013 Curriculum since the early existence of it until now. Based on the prelimenary research conducted by the researcher there, it was found that most of the teachers faced some obstacles in implementing the 2013 Curriculum. However, after applied for 3 years, there has been no research previously that study in-depth about the implementation of the 2013 Curriculum included reviewing teachers' perceptions about that. This is important to do as (hidayat, n.d.) stated that the curriculum changed should involve teachers because the teachers know what actually happened in the field.

Starting from the above standpoints, this study was conducted to investigate the implementation of the 2013 Curriculum at SMA Negeri 1 Makassar and the English teachers’ perception about the 2013 Curriculum. It was really urgent to conduct as we found many pros and contras through the 2013 Curriculum in Indonesia. This was the time to look at how the teachers, as the vital element in teaching-learning process, perceive about the 2013 Curriculum. By knowing the teachers’ perception as a part of needs analysis, it is also hoped that this study possessed a significant contribution to the evaluation as a part of curriculum development.

1. Problem Statements

The 2013 Curriculum as the latest curriculum in Indonesia for now consists of many components that must be well understood and implemented by the teachers. Teacher is one of the important factors in the implementation of the 2013 Curriculum. The issue of teachers is considered as a crucial thing because if teachers are not ready to implement the curriculum, however good the curriculum is will not bring any changes for education.

Considering the prelimenary research conducted by the researcher, it was found that most of the teachers faced some obstacles in implementing the 2013 Curriculum. Therefore, study about the evaluation of the implementation of the 2013 Curriculum is important to conduct.

In an effort to evaluate the implementation of the 2013 Curriculum especially in the teaching and learning of English, the researcher formulates research questions as follows:

1. How do the teachers implement the 2013 Curriculum in English learning process?
2. What is the teachers’ perception about the implementation of the 2013 Curriculum?
3. Objectives of the Research

The objectives of this research are to answer the problem statement previously stated. And it has relation to the problem statement above, the research objectives are formulated as follows:

1. To find out the way the teachers implement the 2013 Curriculum in English learning process
2. To find out the teachers’ perception about the implementation of the 2013 Curriculum
3. Significance of the Research

This research is intended to significantly contribute to theoritical and practical development.

1. **Theoretically**

To give information to the readers about the teachers’ perception on the implementation of the 2013. It also showed how the teachers implemented the 2013 Curriculum in learning process.

1. **Practically**

As an evaluation for the school, stakeholder, and education authority from the teachers’ point of view about the implementation of the 2013 Curriculum and also as a part of need analysis in order to form a curriculum.

1. Scope of the Research

This study focuses on teachers’ perception about the implementation of the 2013 curriculum in English classroom. By dicipline, it is all around educational psychology and applied linguistic. It was conducted in SMA Negeri 1 Makassar as one of the school that use 2013 Curriculum. To gather tha data, the researcher observed the way teachers implement the 2013 Curriculum in English classroom especially in learning process, and did an interview with the teachers in order to find their perception about the implementation of the 2013 Curriculum.