

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is an important aspect which determines the quality of human life. However, according to Sahroji (2017) the quality of Indonesian education was on the 108th rank in the world with the total score 0,603. It means that we were in low education quality. In general, the quality education in Indonesia were under Palestine, Samoa, and Mongolia. Even, in ASEAN, Indonesia was on the fifth rank, start from Singapore, Brunei Darussalam, Malaysia, Thailand, Indonesia, Filipina, Vietnam, Cambodia, Laos, and Myanmar,(BBC 2019). Furthermore, according to UNESCO (2000) Indonesia Index Development was in low quality. From 174 country in the world, Indonesia was on 102ndrank in (1996), on 99thrank in (1997), on 105thin (1998), and on 109th in (1999). Education is the root of the country building. Risani (2016) stated that education as the leading sector has an important role to answer the globalization development. Indonesia is a part of social word life and automatically be a member of global competition, such as in politic, economic, culture, and also education. Based on that situation, this is the time for Indonesia to start its performance to be better especially in education system.

As an important and basic need, education is an important agenda in any country. Education plays an important role in a country development. There were many education problems found, such as the low quality of school building, teacher quality, teacher welfare, students' achievement, high education cost, curriculum problem, and others.

Indonesian Government tried to present a big change in Education. The government tried to get a good solution in order to give a good service in many aspects. Especially in curriculum, the government tried to revise the education system to be better. High technology development plays important thing in education quality. The curriculum changed from curriculum 1975 in to curriculum 1984, and then the government changed again into curriculum 1994 . The curriculum is changed if it is not relevant with the students' needs according to globalization development. Curriculum change is conducted in order to get the high education quality. In this case the government tried to involve relevant stake holders in education sector, such as administrator, principle, teachers, students, and also the society.

. The teachers should understand how to implement the curriculum in order to prepare the Indonesia gold in era 2040. The process of learning in the 2013 Curriculum is based on a concept that In order to achieve those purposes, teachers should be able to arrange their teaching strategies from the simple to complex, from concrete to abstract.

The basic experiences of studying based on Curriculum 2013 are observations, asking questions, collecting information, association and communicating; as stated in *Permendikbud no, 104, 2014* as the revision of *Permendikbud no. 81 A/2013*. In teaching learning process, students should be active, while teachers should be able to prepare a good lesson plan and media before entering the classroom. The teacher should understand about what he/ she is going to do in the classroom according to the concept of Curriculum 2013.

However, based on informal talks with some teachers, the change of Curriculum makes teachers confused. In early 2013 as the first year of the try-out of the Curriculum 2013, the government gave the teachers several trainings about the implementation of the

new curriculum. The purposes of teacher training are: 1. The teachers can understand deeply about the concept and characteristics of new curriculum, 2. The teachers are able to apply the new curriculum in the teaching learning process, 3. The teachers have a good skill in planning the teaching learning process in some innovative and relevant teaching methods, such as: problem based learning, discovery learning, inquiry learning project, and many other methods, 4. The teacher are able to design a good lesson plan, 5. The teachers are able to interact with the society, 6. The teacher can integrate any kind of learning source.

Kelly (2017) stated that teacher training can help them feel more confident about any problems faced, and also prepare new teachers for new challenges.

Despite the importance of the training, not all of the teachers can join the training at that time. It happens in SMP N 5 Singaraja Bali. The training on English teaching methods was represented by just one English teacher in 2017 from SMP N 5 Singaraja, and the representative was expected to disseminate the training to other teachers. The trained teacher is expected to be a model in the schools where other teachers can observe him/her in the classroom.

Based on preliminary observations at SMPN 5 Singaraja, it was found that in English teaching learning process, the result of the training did not bring big changes especially on the activities associated their teaching process. The teaching learning processes were not completed with many kinds of media. Sometimes the teacher just implemented one teaching method in the classroom. As the observer observed, some classrooms were completed with LCD. The teachers can use them anytime they want. However, some of the English teachers can not apply the LCD. They used the LCD if there were a free teacher at that time to help in operating the LCD in order to make the

teaching learning process more creative. The result of this situation is that the low scores are found in the students' achievements in every semester. It means that the change of curriculum has not been giving beneficial results yet. A small discussion with some English teachers in SMP N 5 Singaraja stated that the limited time and complex assessment in Curriculum 2013 make the teacher confused. They cannot prepare any kinds of media, because of the complex lesson plan that they should prepare before entering the classroom.

Referring to the aforementioned situation, it is very important to do research on the school and analyses the teachers' perception about the concepts of the 2013 curriculum and its implementation.

1.2 Identification of the Problem

Based on the background described previously, there are several problems identified which can be stated as follows.

- a. The understanding of English teacher in implementing teaching Learning Process based on Curriculum 2013 likely needs to be improved which can be seen from the way they implemented the 2013 curriculum.
- b. It was also found that teachers are not that creative in preparing media in teaching learning process.
- c. The teachers' strategies to implement many kinds of innovative strategies in teaching learning process.
- d. The teachers' understanding about assessments which they admitted as confusing.

1.3 Research Questions

Based on the background previously mentioned, the questions of the present study can be stated as follows.

1. How is the English teachers' understanding on the 2013 Curriculum at SMP N 5 Singaraja?
2. What are the English teachers' problems in the implementation of Curriculum 2013 especially in preparing Lesson Plan, teaching Learning Activity, and assessment process?
3. What kind of efforts do the English teachers at SMP N 5 Singaraja take to overcome the problems in the implementation of Curriculum 2013?

1.4 Purpose of the Study

This research aims at finding the answers to the questions stated. Thus, the purposes of the study are:

- a. To analyze the English teachers' understanding on the Curriculum 2013 and its implementation.
- b. To analyze the English teachers' problems in the implementation of the Curriculum 2013, especially in preparing Lesson Plan, teaching Learning Activity, and assessment process.
- c. To find out the English teachers' efforts to overcome the problems in the implementation of the curriculum 2013

1.5 Scope of the Study

This study attempts to investigate the English teachers of SMP Negeri 5 Singaraja in teaching the seventh grade students, especially about the teachers' perceptions pertaining to Curriculum 2013 and its implementation. The investigation of English teacher perceptions in this study is limited to their perceptions on attaining their roles as teachers in the 2013 English curriculum implementation. It is specified that the investigation of teachers' perceptions is limited to their perceptions on developing lesson plan, teaching materials and media, and assessment process. These aspects also become the base on identifying the teachers' problems, and also their solutions in the implementation of curriculum 2013.

1.6 Significance of the Study

This study is expected to give positive contributions to three points of views; theoretical, practical, and professional benefits.

a. Theoretical Significance

This study can enrich the literature on English teacher 'point of view as well as the problems encountered in the implementation of curriculum 2013.

b. Practical Significance

The results of the research can be used to encourage the English teachers in order to improve their understanding to the curriculum concepts and its implementation.

For professional benefit, particularly for the policy makers who concern with the real conditions in the field during the implementation of Curriculum 2013, the results of

this research is expected to give any input and feedback for teacher training and professional developments.

