

Chapter One

Introduction

In this chapter, the researcher explains the background of the study, statement of the problem and limitations of the problem. The researcher puts some research questions and purposes of the study, regarding some important issues which are appropriate to the context of the study. The researcher also presents the significance of the study as to why this research is important to be conducted. The researcher also puts the outline of the study

Background of the study

Changes created by the government not only in terms of rules in teaching and learning but also in the form of curriculum. Connecting with the government curriculum not only changes the curriculum we use. Almost any curriculum leader's attention cannot be separated from change. As we are currently using the curriculum 2013 (Kurikulum 13 or curriculum 2013), it was changed from the previous curriculum that is KTSP 2006. The curriculum 2013 or Character Based Education is a new curriculum initiated by the Ministry of Education and Culture of Indonesia to replace the Education Unit Level Curriculum (KTSP 2006). The curriculum 2013 has three aspects of assessment, namely aspects of knowledge, skills aspects, and aspects of attitude and behavior. The curriculum 2013 is a curriculum that prioritizes understanding, skills, and character education. With this curriculum, the students are required to understand the material, active in discussions and presentations and have a high discipline manner. This curriculum replaces Education Unit Level Curriculum implemented since 2006. In curriculum 2013, the subjects must be followed by all learners in one educational unit in each unit or level of education. Selected subjects followed by students are selected according to their choice.

Based on the researcher's observation in the internship at certain Vocational High School, there are four problems that teacher faced in implementing curriculum 2013. The problems faced by teachers are in implementing the curriculum 2013 such as the difficulty of changing the teacher's mindset, changes in the learning process of teacher centered to student centered, when teacher need to tell the student to find information from internet but the school do not have the facilities and teachers need to be more innovative in the teaching process, as usual new things get rejection because it is comfortable with the learning process that has been done before and training about 2013 competence for teachers. According to Muzamiroh (2013), The students also faced problem in implementing curriculum 2013 such as students need to explore the learning materials by themselves, students have a lot of homework, a book that is difficult for students to understand and students are passive learners to learn by themselves.

Based on the researcher's observation in the internship, there are several problems that faced in Implementation curriculum 2013 such as teachers' mindsets, changes in teacher centered to student centered, and also difficult book which are difficult to be understood by students. This research was conducted to find how far the English teachers understand this curriculum and how they implement this curriculum in teaching and learning process. There were some teachers who unable to implement the curriculum in teaching and learning process. So, the researcher wants to know the English teachers' perception on the curriculum 2013. The perception on the curriculum 2013 is focused on teachers' perception of benefits and obstacles in the changes of curriculum 2013. This is the reason why; the researcher is interested in carrying out a research entitled *English Teachers' Perception on the Implementation of Curriculum 2013 in SMK Muhamadiyah Gamping*. It is expected that this study will make a significant contribution for better implementation of curriculum 2013.

Statement of the problem

There was one problem found during the internship. The problem of this study was appearing on the implementation of the curriculum 2013 toward Vocational High School English teachers as there were significant developments compared to the previous curriculum which was more focusing on the development of soft skills, hard skill, discipline and new knowledge. This research was done because of the importance of seeing the development of education sector. The viewpoint is about the curriculum 2013 implementation toward the English teachers. The study focuses on whether English teacher felt comfortable or discomfort toward the implementation of curriculum 2013. So, this study focuses on the English teacher's perception of the curriculum 2013 because we can know how much influence the curriculum 2013 implemented by the current government.

However, there are several issues that can be addressed, such as the benefits and obstacles in Implementation the curriculum 2013. Through the implementation of curriculum 2013, the teachers' perception toward curriculum 2013 was revealed. Last but not least, focusing on the benefits and the obstacles is becoming the focus of this research.

Limitation of the problem

This research focuses on two main topics. First, this research studies the benefits that English teacher get in the implementation of curriculum 2013. Second, this research studies the obstacles that the English teacher faced in the implementation of curriculum 2013 which was implemented in at a private Vocational High School in Yogyakarta. This study was conducted at a private Vocational High School in Yogyakarta. There were two English teachers from that

private Vocational High School selected as the participants because they teach the students differently.

Research questions

Based on the above problem limitation, the main problem in this research can be formulated as follows.

1. What are the English teachers' perception towards benefits in implementation of curriculum 2013 in a private Vocational High School?
2. What are the English teachers' perception towards obstacle in implementation of curriculum 2013 in a private Vocational High School?

Purpose of the research

Based on research question, the purpose of this research can be framed as follows:

1. To identify the benefits in implementation of curriculum 2013 in a private Vocational High School.
2. To identify the obstacles in implementation of curriculum 2013 in a private Vocational High School.

Significances of research

The results of this study are significant for teachers, students, and future researchers.

For Teachers

This research makes teachers know how to minimalize the obstacles and maximize the benefits of curriculum 2013. This study is designed to provide knowledge about science, understanding and alternative use options for applying the curriculum 2013 to students. This can

help teacher to avoid all the obstacles faced in learning process by reading the research in terms of that field.

For Students

This study is expected to improve learning motivation and better outcomes by using the curriculum 2013 applied by teachers to students. After students understood the teacher's perceptions of the implementation curriculum 2013, students could understand what the teachers' expected from them to do in the classroom. Also, by knowing the perception on implementing curriculum 2013, it might influence them in the way how the students run the class activities with the discussed curriculum. Lastly, it makes the students become more aware of their understanding of the problem occurring in the implementation of this curriculum which can help them maximize their learning strategies.

For the future researcher

This research is expected to help for creating new insights in the field of education, especially about the implementation of curriculum 2013. The research is expected to give better understanding for the researcher after knowing teacher's perception on this curriculum such as the benefits and the obstacles. It might also help the future researcher who deals with similar topic of study to use this study as the study preference.

Research Outline

The research contains of five chapters. Chapter one describes the description of research. It consists of the background of the study, statement and limitation of the problem, research question, and purpose of the study and significance of the study. Chapter two discusses literature review. This chapter highlights the framework of this research based on the other researches. Moreover, by identifying every keyword in this research, the chapter three explains

about methodology. This chapter consists of research design, research participant, data gathering, and data analysis. Additionally, chapter four contains of finding and discussion. Lastly, the chapter five explains the conclusion and recommendations.