

**A STUDY ON THE ENGLISH TEACHERS' PERCEPTION ON
THE 2013 CURRICULUM IMPLEMENTATION AT SMP N 5
YOGYAKARTA**

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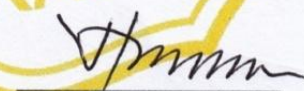
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ABSTRACT

Curriculum as a guideline of education is always changing. The first curriculum changing started from 1947 curriculum and continued 1952 curriculum, 1964 curriculum, 1968 Curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, 2006 curriculum and 2013 curriculum. The 2013 curriculum is the existing curriculum and was implemented in Indonesia. The government prioritizes the implementation of curriculum to the schools that were previously *RSBI (Rintisan Sekolah Berstandar Internasional)* schools. Based on those reasons, the researcher interested to conduct a research to find out how far the teachers understand about 2013 curriculum and how they implement 2013 curriculum in the teaching and learning process. This research aims to determine the English teacher's perceptions about 2013 curriculum implementation at *SMP N 5 Yogyakarta*, especially teachers' perceptions of the strengths, weaknesses and the problem faced by the teachers in implementing the 2013 curriculum.

Qualitative research was applied in this study, in which the researcher used interview as data collection method. The data were gathered from six English teachers that implementation of 2013 curriculum in teaching and learning process at *SMP N 5 Yogyakarta*.

Based on the research findings, the English teachers' perception on the 2013 curriculum implementation on the strength, weaknesses and problem faced by the teachers in teaching and learning process was positive. The strength on the implementation of the 2013 curriculum helps the teachers to develop and convey the learning material well. Furthermore, the weaknesses of the 2013 curriculum implementation make teachers becomes active and creative to convey and develop the learning material that appropriate with the student need and condition in learning. In this case, the 2013 curriculum could motivate the teachers and students becomes active and creative to find out the learning sources that appropriate with student necessary and willingness in learning. Beside the strength and the weaknesses on the implementation of the 2013 curriculum, some problems were also seen when they implemented 2013 curriculum in the teaching and learning process. The problem faced by the teachers make the teachers becomes ready to implement and solve the problem itself in teaching and learning process at classroom. In this case, the teachers become creative to create the class atmosphere enjoy and active in learning process. The weakness and the problem that faced by the teachers in the implementation of 2013 curriculum could become their fundamental things in improving their teaching.

Keywords: *Teachers perceptions, the 2013 curriculum implementation, 2013 curriculum.*

