CHAPTER I
INTRODUCTION

A. The Background of the Problem

Indonesian government has done many efforts for realizing people the importance of English. In education, government has set them as one of the compulsory subjects taught in primary, secondary, and high education with hope that Indonesian students will master English well. In succeeding the Indonesian’s education, one of the government efforts is by implementing KTSP (Kurikulum Tingkat Satuan Pendidikan).

The use of a specific curriculum influences education’s condition in a country. Curriculum is a basis of teaching-learning process (TLP), so every teaching-learning process has to follow the curriculum. It is the set of courses, courseworks, and contents offered at school or university. Because of that every teacher has to understand and follow the current curriculum before planning and developing a kind of TLP and the materials for the TLP.

KTSP is an operational curriculum developed by and implemented in each school. KTSP consists of educational objectives, structure and content, educational calendar, and syllabus. According to Mulyasa (2006), the goal of KTSP is to establish and empower each school through the granting of authority (autonomy) to educational institutions and encouraging schools to conduct actively in making decision for curriculum development.
The implementation of KTSP provides an opportunity for schools to develop learning programs appropriate to the conditions and needs of each school. In KTSP teachers are given autonomy in defining the curriculum and the students as a subject in TLP.

Teachers should give efficient learning outcomes so that TLP should be organized well through components, namely; 1) the teachers, 2) the students, 3) the material, the method used, 4) learning environment, 5) instructional media, 6) the tool of evaluation/assessment, and 7) learning objectives to be achieved. Those components can produce a good TLP and it takes the professionalism of teachers. Teachers often faced several problems in the implementation of the lesson, including; 1) the elaboration of competence determining the learning objectives that will be achieved, 2) the development of indicators, 3) the materials to be taught, 4) the method to be used, 5) Time management, 6) teaching tools and materials, 7) the selection of instructional media, 8) the procedures to be taken in the use of evaluation of students’ learning progress.

Based on the background above, the English teachers’ perception on the implementation of KTSP needs to be revealed.

B. The Reason for Choosing the Topic

This research was conducted based on three reasons. They are as follows:

1. Curriculum is important in advancing education.
2. KTSP is one of curriculum that implemented in Indonesia.
3. English teachers’ perception on the implementation of KTSP are still questionable.

C. The Problem of the Research

To make an analysis of the problems, the statement of the problem in this study can be formulated as follows:

“What are the English teachers’ perception of the implementation of KTSP?”

D. The Aim of the Research

Based on the reasons above, the aim of the research is to find out the English teachers’ perception on the implementation of KTSP.