

CHAPTER I

INTRODUCTION

A. Background of Research

Curriculum is the main part of education system. It becomes the guidelines for teachers to understand what they should achieve on teaching and learning process, while for students, curriculum becomes their guidance to know what they should reach in the learning process. The curriculum is also important because it is the education's success key in every country where every curriculum maps the needs and the possible outcomes of the education process.

Curriculum always develops. The development of the curriculum is followed by certain factors, such as economics, politics, and the demands of the society. The curriculum develops to fulfill the demands in the on going era and the likely demands in the future so that its development creates the good curriculum system in order to prepare the students and learners to be able to harvest fruitful result.

A curriculum is a guideline in an educational system that consists of contents, methods, and goals for teaching-learning a subject. It contains a variety of teaching materials and learning experiences which are programmed, planned, and designed as a guideline for the teaching-learning processes to achieve the goals and objectives of learning for that subject as stipulated in Indonesian Government Regulation No. 20 for

2003 (Kemendikbud, 2003). The curriculum in Indonesia has been changing and developing for many times. Nowadays, The National Education Department has changed the previous curriculum School Based Curriculum (SBC) 2006 with the new one called 2013 curriculum.

The 2013 curriculum has been implemented in some schools. The 2013 curriculum had a student-centered approach. And in the learning process of 2013 curriculum students should develop their skills.

Based on the issues above the researcher will investigate the English teacher difficult this in the implemented of K13 and find the English teacher strategies to solve the difficulties.

B. Reasons for Choosing the Topic

1. Curriculum 2013 implementation is still a controversy, the objectives of 2013 curriculum are for better education of Indonesia
2. The teacher's role is very important in the success of 2013 curriculum implementation

C. Problems of the Research

1. What are the difficulties of English teachers in implementing curriculum 2013?
2. How do the English teachers solve the difficulties?

D. Aims of the research

1. To identify the English teachers difficulties in implementing curriculum 2013

2. To know the teacher solution in solving the difficulties

E. Limitation of the research

The researcher only focuses to the teacher in implementing curriculum 2013 of teaching English.

F. Contribution of study

This study is expected to become an input that is useful for the teacher in implementing curriculum 2013 without any difficulties. The researcher hopes that this study will give contribution for: to the teachers in teaching English.

1. Teachers

The teachers can get more information about the way how to solve the difficulties in implementing curriculum 2013 in teaching English. Then, this research will be valuable to give reference

2. Readers

The readers get deep knowledge and information about survey research of analysis the difficulties curriculum 2013 and this research can be used as reference or guidance to conduct the other research.

3. Researcher

The result of this study will be input for the researcher to identify the English teachers' difficulties in implementing curriculum 2013. And also the researcher will get scientific data of the English teacher's difficulties, and it will be able to formulate new plans based on the findings.

G. Clarification of terms

1. The Curriculum 2013 (K-13)

As the Indonesian government has a decentralized system, many educators and teachers have urged for the local education authorities to have a bigger role in designing curriculum.

Responding to some of the above inadequacies, the Indonesian government decided to rethink, reformulate, and redesign the curriculum to create the 2013 curriculum. The 2013 curriculum was a new curriculum, developed by KTSP that was first implemented in 2014. There are many differences between it and the former curriculum. A balance of hard and soft skills, integrative-thematic learning and a focus on attitudes for learning is examples of the differences between the two curricula.

2. Function and Aims of the Curriculum 2013

The function of the 2013 curriculum is to develop the needs for faith, character, knowledge, creativity, independence, democracy and responsibility amongst learners (Kemendikbud/Ministry of Education and Culture, 2012).

The aims of the 2013 curriculum, according to Fadlillah (2014, p. 25) are: firstly, to develop the quality of education by balancing the learning of hard and soft skills through teaching attitudes, skills and knowledge to face local, regional and global challenges; secondly, to develop the abilities of the students to be productive, creative and

innovative; thirdly, to provide all the materials needed so that teachers will not have difficulty in teaching the new curriculum; fourthly, to assist the government in managing the development of society; and lastly, to provide a base that individual schools can expand and further develop based on their individual conditions, i.e. The potential of the learners, the area /regional potential, etc.

