

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research including background, statements of the problem, purposes of the study, significances of the study, scope of the study, clarification of key terms in the study, and organization of the paper.

1.1 Background

The national curriculum has become a foundation that determines all processes and outputs of the education system in Indonesia. Indonesia's national curriculum has changed several times during the past few years, there have been three periods of curriculum change: 2004 Curriculum (competency-based curriculum), 2006 Curriculum (school-based curriculum), and the current is 2013 Curriculum (scientific inquiry) (Widodo, 2016). These changes certainly affect several things in educational content such as the learning process and assessment (Retnawati, Hadi, & Nugraha, 2016).

The 2013 Curriculum encourages student active learning which means student should be active to explore knowledge, skills, and develop the attitudes. To provide experiences for the students to have enough opportunities to be active, the 2013 Curriculum suggested what is called as “scientific approach” and offers more time for student to learn (Hasan, 2013). The scientific approach model has been transformed for the 2013 Curriculum so that it can be applied to each course. The model has five activities that should be developed in the learning-teaching process they are observing, questioning, exploring/experimenting, analyzing, and communicating. The 2013 curriculum demands English teachers to apply authentic assessment as a method of educational measurement (Aprillianti, 2018). Authentic assessment is suggested as it

gives the students opportunity to show their knowledge and abilities to use their knowledge, abilities and ways of thinking, attitudes, and capabilities to produce products, and so on. It is hoped that students can achieve all these goals on their own styles not teacher's style which might prevent the students ability.

The 2013 curriculum (K-13) as the current curriculum has been implemented since July 2013 to improve the education system in Indonesia. The K-13 is the modification curriculum of the previous curriculum, the KTSP (2006 School-based curriculum) (Widodo, 2016). In KTSP, each school has freedom in designing, implementing, and evaluating curriculum based on local resources, broader socio-cultural dimensions, and learners' needs. On the other hand, K-13 defines learning designed by teachers and learning experiences based on students' socio-cultural fundamentals and competences and is designed to meet the needs of this era (Sofiana, Mubarok, & Yuliasri, 2019).

In K-13, the teacher's role as an essential part in educating students is expected to be able to fully understand the new curriculum before applying and helping students improve their abilities to create a fun and meaningful learning environment (Muth'im, 2014). There are many things that must be considered by teachers in understanding the curriculum, which is why teachers must be trained to learn teaching skills and to gain awareness about the policies of the English language curriculum as well as its importance (Rafique, Sultan, Ahmad, & Imran, 2018). The problems in designing the language curriculum are always uncertain, as it is in the English curriculum design. Therefore, successful implementation of the new curriculum determined by teacher readiness and optimal implementation (Rumahlatu, Huliselan, & Takaria, 2016).

Although the curriculum in Indonesia has experienced several changes since it was first created, the position of the English language subject in the national curriculum is still considered as compulsory subject (Hawanti, 2014). However, this change in the curriculum has created several new challenges for English teachers. Teachers need to consider several things in K-13 including making a good lesson plan, creating a meaningful and active teaching and learning process, and deciding the right assessment of learning outcomes.

A number of studies had been conducted to find out teachers' challenges in implementing 2013 curriculum. First, Kurniawan (2015) conducted research under title "The Implementation of The 2013 Curriculum in Learning Activities Conducted by the English Teacher of First Grade at Junior High School 17 Makassar". The data about the teacher's difficulties was achieved by conducting interview and observation. The researcher found that the teacher had many difficulties in implementating 2013 curriculum was good. All components of the curriculum either content of learning, lesson plan, learning method, learning approach, or evaluation were conducted in accordance with the government policy. The difficulties faced by the participants were affective appraisal, the lack of time in explaining materials, the lack of learning facilities, and the students handbook. Second, Mumary Songbatumis (2017) conducted research under title "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia". The researcher investigated English teaching challenges and the solutions that English teachers implemented to solve them through interview. Maba & Mantra (2018) also discovered that many teachers have implemented 2013 curriculum unsuccessfully even though the 2013 curriculum has been used in every school in Indonesia. The teachers found some obstacles in implementing 2013 curriculum because some of them do not know well in applying creative and innovative teaching models and strategies (Ashar & Irmawati, 2016).

1.2 Statement of the Problem

Based on the background of this research, the purpose of the study is intended to answer the following question:

1. What are EFL teachers' experiences in facing challenges in implementing 2013 curriculum?

1.3 Purpose of the Study

Based on the background of the study above, the purpose of the study is to find out teachers' experiences in facing challenges in implementing English curriculum 2013 at Junior High School.

1.4 Scope of the Study

The study focuses on teachers' experience in facing challenges in implementing English of 2013 curriculum along with how to address those challenges. Furthermore, the context of this study is limited to English curriculum in all grades in junior high school.

1.5 Significance of the Research

The result of this study is to enrich knowledge on teachers' experience in facing challenges in implementing English of 2013 curriculum along with how to address those challenges. From the practical perspective, the result can help teachers in conducting curriculum 2013 especially in English language teaching and learning process effectively. In addition, from theoretical perspective, the result of this study can give contribution to help further research in conducting studies on challenges in implementing English faced by English teacher especially in 2013 curriculum context.

1.6 Clarification of Key Terms

In order to avoid unnecessary misunderstanding, the followings are the terms used in this study:

1. Curriculum

Curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective (Republic of Indonesia law, no.20 year 2003). In this research, the curriculum plays an important role in achieving learning success

because it consider as a guideline that used as a reference in planning lesson and material.

2. In-service Teacher

In-service teacher is a person who has experience in teaching practice at school and field studies. As a learning designer, in-service teacher has to plan their own teaching planning as a part of education (Nur & Madkur, 2014). According to Khan (2018), the term *In-service teacher* refers to a teacher that has teacher license or is already teaching in a classroom, in contrast to *Pre-service teacher*, who is in the process of preparing to become a teacher.

3. EFL

EFL or English as a Foreign Language refers to those who learn and use English as an additional language while living in their own country (non-English speaking country). The audience of EFL are those whom English is not the first language and mainly used by non-native English learners, such Chinese people who learn English in China (Si, 2019).

1.7 Organization of Paper

This paper consists of five chapters. Each of them is providing with some subtopics to give an insight into the topic under investigation.

The first chapter is introduction. In this chapter, the readers are given an overview to the study by providing background, statements of the problem, purposes of the study, significances of the study, scope of the study, clarification of key terms in the study, and organization of the paper.

The second chapter is literature review. This chapter discusses the literature relevant to this study: The Emergence of the 2013 Curriculum, English Teaching in 2013 Curriculum, Characteristics of Effective EFL Teachers, Teacher's Role in Curriculum Implementation, and English Teachers' Challenges in Implementing 2013 Curriculum.

The third chapter is research methodology. This chapter focuses on the methodological aspects of the study. It covers four main aspects: research design, research site and participant, data collection, and data analysis.

The fourth chapter is findings and discussion. The result of the study are presented and discussed in this section. Furthermore, the findings are interpreted in this chapter.

The last chapter is conclusion. This chapter presents the conclusion of the research and recommendation for further research.

1.8 Concluding Remark

This chapter has presented the underlying principles of the study covering background, statements of the problem, purposes of the study, significances of the study, scope of the study, clarification of key terms in the study, and organization of the paper. The next chapter will elaborate the relevant literatures to this study.