

CHAPTER I

INTRODUCTION

This chapter explains the Background of the Study, the Reason for Choosing the Topic, the Research Questions, the Objectives of the Study, the Limitation of the Study, the Significances of the Study, and the Outline of the Study.

1.1 Background of the Study

Education is one of primary needs for all human beings in the world. Education is a formation process of characteristics of human itself. They learn since they were born until they become adults. No matter they have become adults; they must increase their skills to enable them facing the globalization era.

Based on Sukmadinata (2006) education is a profound philosophical exploration of how we transmit knowledge in human society and how we think about accomplishing that vital task. One of the government's efforts to improve the quality of education in Indonesia is by changing KTSP (*Kurikulum Tingkat Satuan Pendidikan*) to 2013 curriculum. 2013 curriculum is the perfection of *KTSP*. 2013 Curriculum has been implemented on the academic year of 2013/2014 until now is one of the efforts of the curriculum developer to answer today's challenge by reviewing the future, the perception from the society, the development of knowledge and pedagogy, future skills and the uprising of the negative phenomenon. The government should handle the problems that appear in education system because it will influence the quality of students' skills and thinking.

In this globalization era, the youngsters will compete with people in all around the world to get job. One of the efforts to fix the educational problems is changing the curriculum. In 2013 curriculum, the scientific skills are the main characteristics. Despite the 2013 curriculum still has some problems in implementation. That is why teachers and government should have good cooperation in order to create the new generation.

Curriculum has a very centralistic role in the held of the education system Dayal (2015). Therefore, a curriculum changes in periodical time is not inevitable because it needs to answer the challenge of time. It needs an active changing and responsive from the curriculum developers in national scale to answer those challenges that keep changing. Teachers as the curriculum executor should handle the challenges by preparing their self to enrich their knowledge about 2013 Curriculum and its teaching method.

The 2013 Curriculum becomes the discussion especially in the education society. The most important thing is the basic competent which drawn the concept for the subjects itself; such as subjects, the subjects position, the subjects distribution in the semester and their credits for each class *Kemendikbud* (2013). From that curriculum structure itself, also applied with a certain skills along with the certain competent that needs to be fulfilled for each subject, called core competent and basic competent. In that new regulation and policy, it is hopeful that the society in Indonesia gain a same level of education and competency as it is regulated in 2013 curriculum.

Teacher as the curriculum executor in the field obviously has an important roles in managing the successful of a curriculum design. Alawiyah (2015)

believes that teacher is a key factor to the success of the curriculum and also as the agent of change. The teachers supported teaching, learning, and schooling and even participated in the making of curriculum in the current policy. Based on that case, the writer decided to have a study. The titled of this study is “The English Teachers’ Challenges and Efforts in Teaching by Applying 2013 Curriculum”. With this study the writer wanted to describe the challenges and efforts from the teachers.

1.2 Reason for Choosing the Topic

Considering the importance of teacher as curriculum executor and as a role model for students in classroom, the writer had conducted a study entitled “The English Teachers’ Challenges and Efforts in Teaching by Applying 2013 Curriculum.” The reason why the writer chose this topic was because there were some issues in the 2013 curriculum that became the challenges for teachers. The writer was interested to conduct this study after finishing the teaching practice in high school which had implemented 2013 curriculum. Considering the teachers’ challenges and the structure of 2013 curriculum, the objective of this study was to see the teachers’ challenges and efforts in teaching by applying 2013 curriculum. Hence, the writer chose this topic to conduct the study.

1.3 Research Questions

Based on the background above, this study was tried to answer the following problems:

1. What were the challenges that faced by the English teachers in teaching?
2. What were the efforts of English teachers to solve the challenges?

1.4 Objectives of the Study

As the statement of the problem had indicated, the objectives of this study were:

1. To describe the English teachers' challenges in teaching by applying 2013 curriculum.
2. To describe the English teachers' efforts in solving the challenges.

1.5 Limitation of the Study

In this study, the writer limited the study on the English teachers challenges and efforts in teaching by applying 2013 curriculum. This study focused on finding the teachers' challenges and efforts, teaching methods and teaching - learning activity. The subject of this study was the tenth grade English teachers. The place of this study was in SMA Islam Sultan Agung 1 Semarang.

1.6 Significance of the Study

The significance of the study as follows:

- a. Writer

The result of the study was expected to enrich the knowledge of the writer and gave input to her analyzes and to prepare herself to be the best teacher in the future.

- b. English teachers

This study was expected to give input for teachers to know about the challenges in teaching especially for English teachers. In the other hand,

the writer hoped that this study could help the English teachers to prepare themselves in teaching.

c. Future Writer

The writer hoped that this study would be useful for the future writer which had a plan to conduct the same study and gave feedback for the result of the study.

1.7 Outline of the Study

This study was divided into three chapters that facilitate the readers in understanding the topic.

Chapter I consists of the background of the study, the reason for choosing the topic, the study question, the objectives of the study, the limitation of the study, the significances of the study and the outline of the study.

Chapter II consists of review of relates literature. This chapter talks about the literature as source of the study. They are definition of challenge, definition of effort, curriculum, teachers' role in 2013 curriculum, challenges in teaching English using 2013 curriculum and the review of previous study.

Chapter III is about the method of the study. This chapter talks about the study design, the source of the data, the subject of the study, the variables of the study, the instrument of the study, the techniques of collecting data, the validity and the reliability, the data analysis.

Chapter IV is about the result or research finding. This chapter talks about the school profile, the description of the respondent, the analysis of validity and reliability, the procedure of data collection, the research finding and the discussion.

Chapter V is about the conclusion of the study. This chapter consists of the conclusion and suggestion from the writer which is appropriate related to the study.

