

**EFL TEACHERS' PERCEPTION ON THE IMPLEMENTATION
OF CURRICULUM 2013**
(A Study at Senior High School in Banda Aceh)

THESIS

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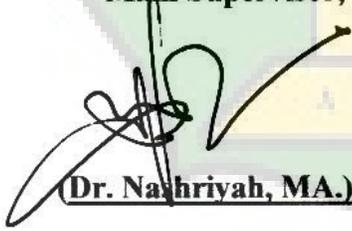
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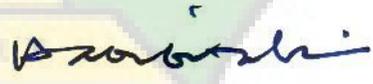
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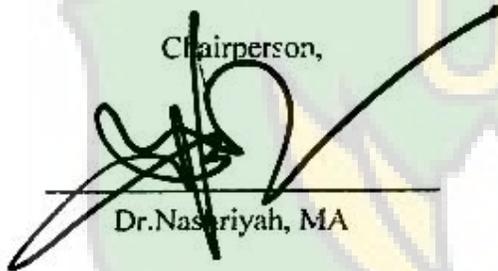
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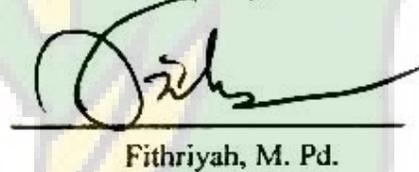
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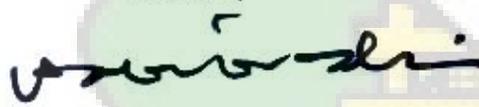
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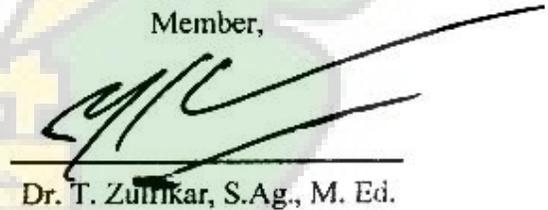
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ABSTRACT

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The objectives of the research were to find out the implementation, strengthen, weaknesses, and expectation from the EFL teachers about the implementation of curriculum 2013 in Banda Aceh. The researcher employed descriptive qualitative method by using interview as technique for collecting the data. The subjects were six teachers of SMAN 3 and MAN Model Banda Aceh. The obtained data were analyzed in four major phases namely data collecting, data reduction, data display, and conclusion. The result of the research revealed that the implementation of Curriculum 2013 has positive and negative responses from the teacher. The positive responses included making students more active and help to build good characteristic of the students. Meanwhile, the negative responses included taking much time for teacher in designing the learning and the curriculum has complicated assessment. Furthermore, the problem found during the implementation of curriculum were complicated in understanding curriculum system, socialization of Curriculum 2013 was not sufficient, and having lack of basic understanding of their students. Moreover, the strengths of curriculum 2013 were supporting students-centered and helping in learning assessment. Meanwhile, the weaknesses of curriculum 2013 were limited appropriate facilities provided in the classroom, assessment system, time management, and students' interest in learning. Finally, the teachers expected that the teacher should be more ready in implementing it, the assessment of the curriculum should be more optimized, and there would be another revision of the curriculum 2013 itself.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF APPENDICES.....	vii
CHAPTER I: INTRODUCTION	
A. Background of Study	1
B. Research Question	4
C. Purpose of Study.....	4
D. Significance of The Study	4
E. Scope of The Study	5
F. Terminology	5
1. Curriculum 2013.....	5
2. Perception	8
CHAPTER II: LITERATURE REVIEW	
A. Curriculum as the essential elements in teaching learning process	7
1. Difinition of Curriculum	8
2. Curriculum 2013.....	8
3. The Elements of Curriculum	13
4. The Authentic Assessment in Curriculum 2013	14
B. Curriculum as the new curriculum in Indonesia	16
1. The Definition of Curriculum 2013	16
2. Type of Perception	16
3. EFL Teacher's Perception Toward Curriculum 2013....	20
C. Previous Studies	20
CHAPTER III: METHODOLOGY	
A. Research Design	24
B. Setting.....	25
C. Participants	25
D. Data Collection	26
E. Data Analysis	27

CHAPTER IV: FINDINGS AND DISCUSSION

A. Research Finding..... 29
B. Discussion 43

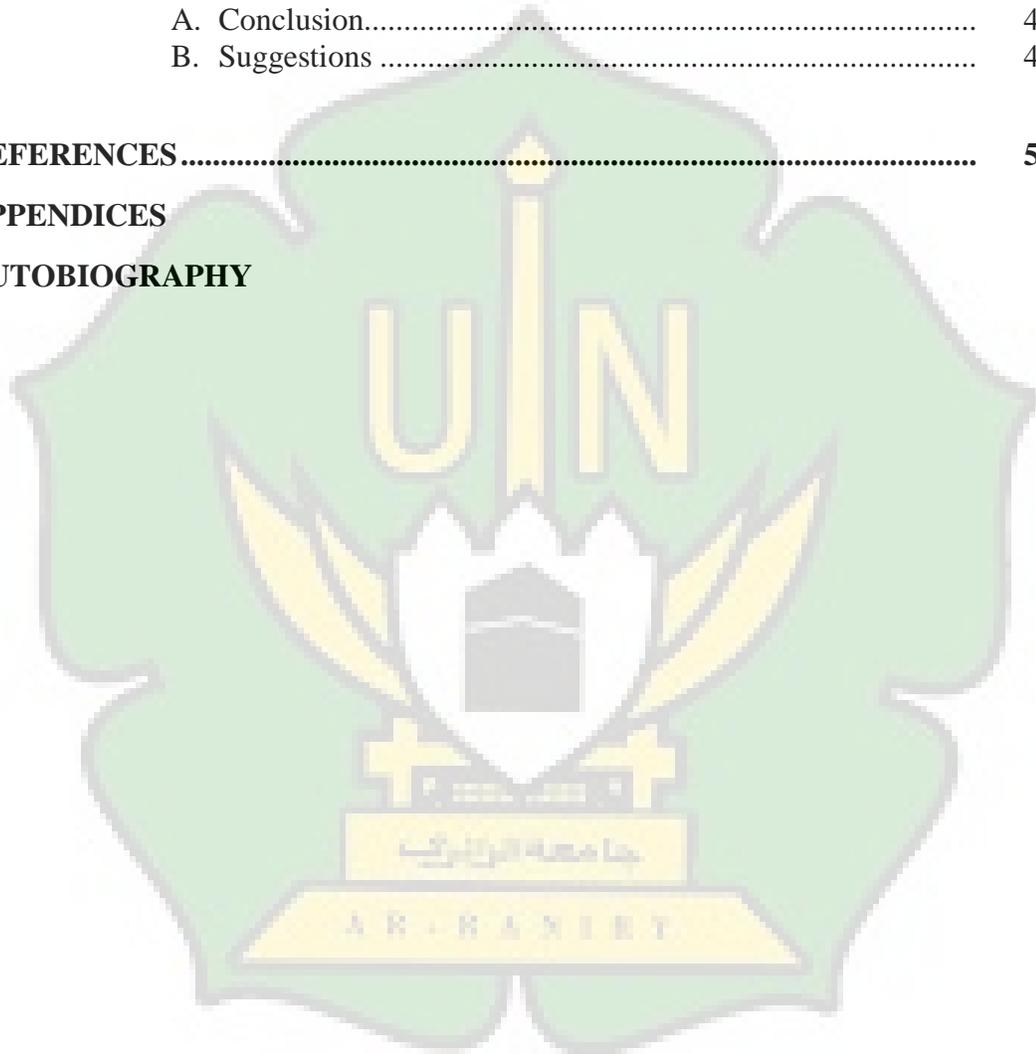
CHAPTER V: CONCLUSION AND SUGGESTIONS

A. Conclusion..... 48
B. Suggestions 49

REFERENCES..... 50

APPENDICES

AUTOBIOGRAPHY



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan* to conduct field research
- Appendix C Confirmation letter from Department of English Language Education
- Appendix D Instruments used in during data collection (List of Questions for the interview)
- Appendix E Samples from data collection (Student works interview transcript.)
- Appendix F Letter of consent (signed by the research subject)



CHAPTER I

INTRODUCTION

A. Background of study

The quality of Human Resources (HR) greatly determines the progress of a nation. Furthermore, the quality of human resources depends on the quality and role of education to create a smart, peaceful, and open-democratic human. Therefore, the components of the national education system must be always developed following the needs and developments of the society, at the local, national, and global levels. One of the important components of the education system is the curriculum.

According to the constitutional number 20 concerning the National Education System (2003), Curriculum is a set of plans and regulations regarding objectives, contents, learning materials and methods used as guidelines for implementing the process of learning to achieve certain educational goals. Similarly, Mulyasa (2013) stated that curriculum is a set of plans and arrangements regarding goals, basic competences, material standards, results of learning and ways that are used as guidelines for implementing learning activities to achieve basic competencies and educational goals.

Nowadays, the Indonesian government tries to improve the quality of education in Indonesia. One of the efforts is by changing the curriculum. As a result, the purpose of the curriculum 2013 is to create a generation who is good in-terms of

quality (Peraturan Menteri Pendidikan dan Kebudayaan No. 69, 2013). This curriculum was officially launched on 15 July 2014 starting with the level of elementary, junior and senior high school. The main reason of implementing this curriculum is that the government wants to restore students' characters and students' creative thinking skills.

The curriculum has functions and roles that are very important and strategic. The curriculum becomes a guide for teachers to develop their creativity and ability to develop and describe the learning materials and tools to be applied in class. Therefore, educators (teachers) must be able to understand the curriculum and implement it in the learning process.

Even though this curriculum has been being implemented for about three years in Indonesia, however, there are still a large number of schools in Indonesia that have not implemented the curriculum in 2013. Gunawan (2017) stated that this is due to many obstacles in the application of the curriculum to suit the needs of students. The obstacles are:

1. Assessment methods are complex that made teachers confused while at the same time teacher must also share their focuses on students.
2. The sudden change of system caused the unpreparedness of writing, printing and circulating the books which caused various problems in thousands of schools due to the delay or absence of books.
3. The unpreparedness of teachers to apply learning methods to the 2013 curriculum.

Educators as the spearhead of curriculum development as well as the implementer of the curriculum in the class influence the success of a curriculum. Thus, teachers are required to be able to improve performance and accept government system regarding Curriculum 2013. Therefore it is important to know how teachers perception about the 2013 curriculum.

Several studies have been identified to examine the teachers' perceptions of the implementation of the curriculum in 2013. But in this chapter, it is only explained by the five of them. First, Darsih (2015) researched Indonesian EFL teachers' perceptions of the implementation of the 2013 English curriculum. Wijaya, J.P. (2017), Teachers' perception on the implementation of social attitude assessment instruments on PPkn subjects at SD 26 Bandar Lampung. Ratna, N.F.N (2015), Teachers' perception on the implementation of assessment process in the curriculum 2013 at SD Al Firdaus Surakarta, and lastly Ansori (2015) that conducted the perception of teachers in the 2013 curriculum implementation. The five of them found that the teachers have understood the curriculum 2013 theoretically, however not in implementing it in the classroom. They still found many obstacles and difficulties in applying the new learning revolution.

However, none of the researchers have researched about the implementation of curriculum 2013 in a specific area, especially in SMAN 3 Banda Aceh and MAN 1 Banda Aceh. That is why the researcher is very curious to explore more about this.

B. Research Questions

In this study, the researcher wants to find out the EFL teachers' perception about the implementation of the curriculum 2013. Furthermore, these question are breaking down into three questions, they are:

1. What are the EFL teachers' perception on the implementation of curriculum 2013?
2. What are the strengths and weaknesses of the curriculum 2013 in the light of EFL teachers?
3. What are the expectations of the EFL teachers on the implementation of the curriculum 2013?

C. Purpose of Study

1. To investigate the implementation of the curriculum 2013 in Banda Aceh.
2. To find out what are the weakness and the strengths of the curriculum 2013 in the light of the EFL teachers.
3. To know the expectation of the EFL teachers toward the implementation of the curriculum 2013.

D. Significance of study

This research is expected can be beneficial to be done since it serves benefits information and knowledge for teachers, students, governments and other researchers. The results of this research are also important to figure the teachers' perceptions, problems, strengths, weaknesses and also expectations about the implementation of

the curriculum 2013. Other researchers can also take this research for references or conduct the study using this method.

E. Terminology

To avoid misunderstanding about this study, it is important to clarify some terms used in this research. They are defined as follows:

1. Curriculum 2013

Machali (2014) stated that curriculum 2013 is a set of rules that expected to be able to complement the previous curriculum. Furthermore, he stated that the 2013 curriculum is arranged by developing and strengthening attitudes, knowledge, and skills in a balanced manner.

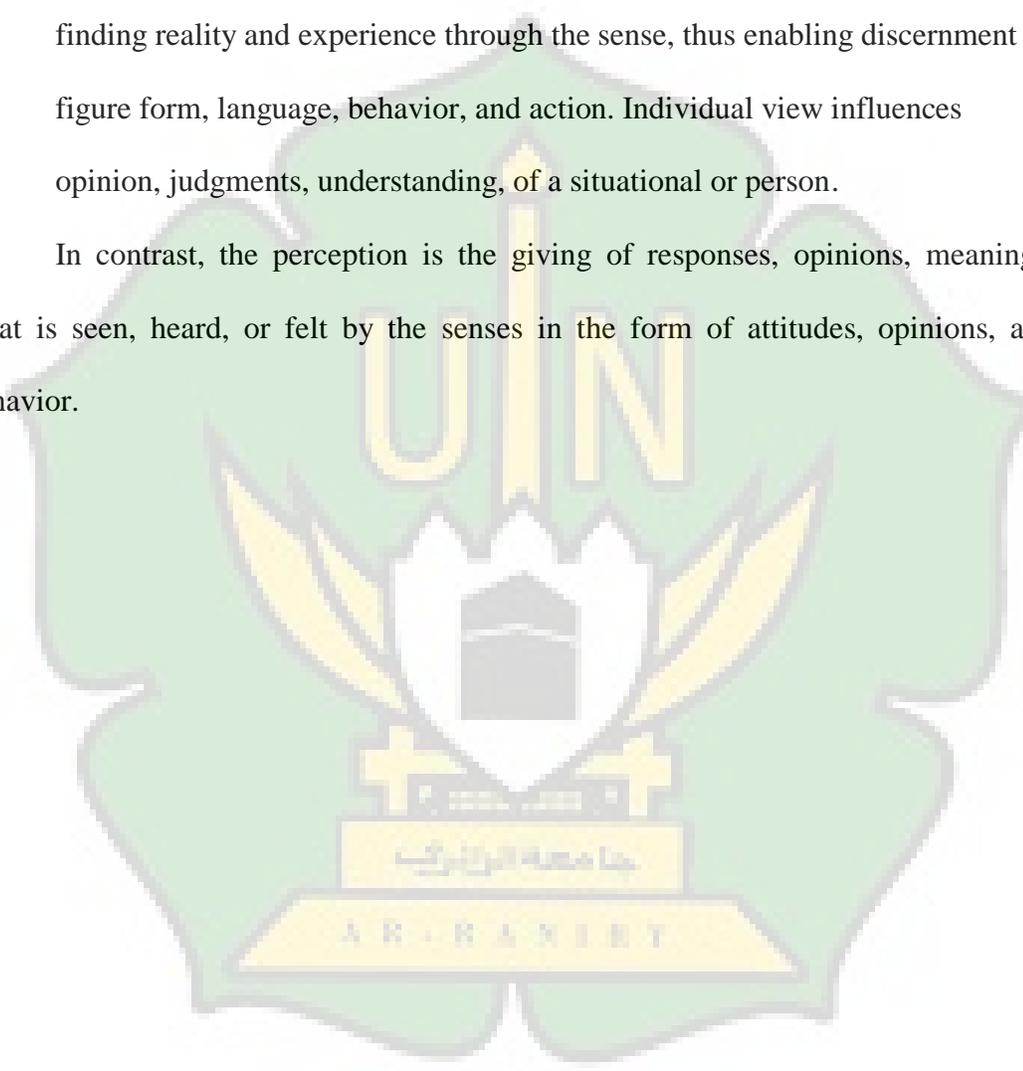
The presence of the curriculum 2013 is new in the world that expected the National education system to be better than the previous curriculum, which is KTSP (Education Unit Level Curriculum). It aims to improve the education system that is relevant and competitive. Some factors that impact the success of the implementation of curriculum 2013 are adequate facilities and good school management. The government has implemented curriculum strategies with socialization and training to ensure that the 2013 Curriculum is providing benefits.

2. Teacher's Perception

Wegner and Hollenback (2014) stated that "We human beings have five senses through which we experience the world around us; sight, hearing, touch, smell, and taste. Perception is the process by which individuals select,

organize, store and interpret the information from this sense.” From the statement, we can know that perception is the natural process and the meaning of sensory stimuli are recognized and interpreted. Perception is a mode of finding reality and experience through the sense, thus enabling discernment of figure form, language, behavior, and action. Individual view influences opinion, judgments, understanding, of a situational or person.

In contrast, the perception is the giving of responses, opinions, meanings, what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior.



CHAPTER II

LITERATURE REVIEW

A. Curriculum as a Tool in Teaching-Learning Process

1. Definition of Curriculum

According to Egan (2003) a teacher should know the curriculum before he or she teaches students, as curriculum had been made based on students' needs, that curriculum was planning set and rule about purpose, content and lesson material also the method which was used as a guide to conduct learning activity to achieve certain educational goals. Based on the explanation above, it was very clear that the curriculum has a very important role in the success of the teaching-learning process and the success of the outcome in a school.

UU no. 20/2003 states that curriculum is a set of plans and arrangements concerning objectives, content, and lesson material and ways used as guidance for the implementation of learning activities to achieve goals of national education. Every school will be involved not only in the government but also in the community around a school, pupils and teachers. Considering the importance of curriculum, I would discuss further Curriculum 2006 which was known as KTSP and to be continued with curriculum 2013.

The main purpose of curriculum2013 was to shape the individuals who were faithful in God, good in characters, confident, successful in learning. The curriculum had a very important role in the success of the teaching and learning process as well as the success of the results in a school. This curriculum was a substitute for the KTSP curriculum. The 2013 curriculum had three aspects of assessment, namely aspects of knowledge, skills, and attitudes as well as behavior. In the 2013 curriculum, especially in learning materials there were minimized and added materials. Reduced material was the material in Indonesian, IPS, PPKn, etc. while the material added was Mathematics

In addition, curriculum is a set plan or is “what” of teaching and program arrangements concerning objectives, content, and lesson material as guidelines that expected to develop learners to achieve goals of national education, so that they can live in communities related to the ability of learners to internalize values or live in accordance with the norms of society.

2. Curriculum 2013

The curriculum 2013 is a lesson that emphasizes to change of behavior, skill, and knowledge, and fun way of learning. The curriculum 2013 is then developed which from was the curriculum 2006 or KTSP.

The learning approaches of curriculum 2013 approaches that use scientific shortening, which uses 5 terms: Observing, Requesting, Gathering Information, Reasoning and Communicating.

Susilo (2006) explained that there are four components of the Indonesian curriculum; (1) objectives; Institutional objectives are as a reflection of the expected standard of competence of graduates at each level of the education unit. Graduates' competency standards are divided into three domains, namely the cognitive domain (knowledge), affective (attitude), and psychomotor (skills). (2) Content; content of the curriculum relates to course programs, including materials, skills, knowledge. (3) Methods; Methods are the ways of how to achieve the aims and objectives of the curriculum. (4) Evaluation; this part discusses several issues on students' assessment and evaluation.

1. 2013 Curriculum Concept

According to Ben-Peretz, M (1980) the 2013 curriculum based on character. The 2013 curriculum is one of the government's efforts to achieve the excellence of national society in the mastery of science and technology. The 2013 curriculum development is a further step in the development of attitudes, knowledge, and skills.

The concept of the 2013 curriculum is to produce Indonesian people who are productive, creative, innovative, and effective, through the strengthening of

integrated attitudes, skills, and knowledge. To realize this, in implementing a curriculum, teachers are required to professionally design affective and meaningful (fun) learning, organize learning, choose the right learning approach, determine learning procedures and develop competencies effectively, and set criteria for success.

2. Implementation of Curriculum 2013

The 2013 curriculum emphasizes three domains that need to be assessed, if Curriculum 2013 has been implemented and then the three domains are underlined, the National Examination is no longer a reference for graduation for example. Because of 2013 curriculum emphasizes the assessment of attitudes, knowledge and skills, attitudes become the most important assessment before assessing both things after that.

In the 2013 Curriculum the attitude is contained in one to four Core Competencies (KI) and is also included in one and two Basic Competencies (KD). New knowledge starts at KD three and skills in KD four. Thus, the assessment of students is entirely left to attitudes not only on cognitive matters such as the implementation of the National Examination so far. The 2013 curriculum will be very contrary to the National Examination if the National Examination is still implemented. The reason, of course, is that the National Examination only assesses students' knowledge through numbers without seeing attitudes that cannot be judged

as easily as incising numbers. The 2013 curriculum is known as the scientific approach. This approach places more emphasis on learning that activates students. This approach is at least implemented by involving three learning models, including problem-based learning, project-based learning and discovery learning. These three models will support how to do what was hailed in the 2013 curriculum.

Basically, the three learning models that are expected to be implemented in the 2013 Curriculum have been carried out by some teachers in learning so far. The learning model is no longer the old model that the teacher must learn. Then the assumption arises that the learning occurs cannot bring a comfortable atmosphere to students, however, it depends on the learning process. The 2013 curriculum is known as the scientific approach. This approach emphasized on learning that activates students. Scientific approach in learning referred to includes observing, asking, trying, processing, presenting, concluding, and creating for all subjects.

1. Observing

The method of observing prioritizes the meaningful learning process. This method has advantages, such as have real media objects, with that the student happy and feels challenged, and easy implementation. The method of observing is very beneficial for the fulfillment of students' curiosity. Thus, the learning process has a high level of meaningfulness. Through the method of student observation, it is found that there is a relationship between the object being analyzed and the learning

material used by the teacher. The process of observing takes a little more time to be applied in class.

2. Asking

Asking questions is an important aspect in learning and teaching because by asking material students can understand and broaden their knowledge. The teacher also knows about the ability of the students. When the teacher asks, at the same time he guides his students to learn well. When the teacher answers the students' questions, at the same time he encourages his care to be a good listener and learner.

3. Reasoning

Teachers and students are active actors. The emphasis is of course in many ways and the situation of students must be more active than the teacher. The reasoning is the thought process seen by the sensory observation that results in several concepts and understandings of a material that has been studied.

4. Trying

To obtain tangible or authentic learning outcomes, students must try or conduct experiments. Experiments aim to develop various learning objectives, namely attitudes, skills, and knowledge. These also can help teachers evaluate students.

5. Learning Networks or Collaborative Learning

In collaborative learning, the teacher's authority tends to be instructor or learning manager, on the contrary, it is the students who have to be more active. We can give examples of this collaborative learning, one of which is discussing with groups. In this collaborative situation, students interact with empathy, mutual respect, and accept each other's weaknesses or strengths. In this way, a sense of security will grow, then making it possible for students to face various changes and the demands of learning together.

3. Elements of *Curriculum 2013*

The elements of the 2013 curriculum change include the Standard of Gradual Competence (SKL), Content Standards (SI), Process Standards, and Assessment Standards.

- a. Changes to the 2013 Curriculum at Graduates Competencies are: holistic construction, supported by all material or subject matter, vertically and horizontally integrated.
- b. Changes to the 2013 curriculum on learning materials are developed based on competency so that they meet the aspects of conformity and adequacy, then accommodate local, national and international content including TIMMS, PISA, PIRLS.

c. Changes in Curriculum 2013 in the learning process include: a) oriented to competency characteristics which include:

1. attitude (Krathwohl): accepting, running, appreciating, living, and practicing.
2. skills (Dyers): observing, asking, trying, reasoning, presenting, and creating.
3. knowledge (Bloom & Anderson): knowing, understanding, applying, analyzing, evaluating, and creating; b) using the scientific approach, competency characteristics according to the level. For elementary school: thematic integrated; for junior high school: integrated thematic for science and social studies, and subject; for high school: thematic and subject matter; c) prioritize Discovery Learning and Project Based Learning.

d. Changes to the 2013 curriculum on assessments include test-based and non-test based assessments, assessing process and output using authentic assessment, report cards containing qualitative description of attitudes, knowledge and skills.

4. The Authentic Assessment in Curriculum 2013

In Permendikbud No. 66 Tahun 2013 about education assessment standard, Assessments used should include of attitudes, knowledge, and skills. Techniques and instruments used for the assessment of those competences according to the regulation are as follows:

a) Competence Assessment of Attitude

Taking the assessment of attitude, the teacher can see that:

- 1) Observations: The teacher observes the students and marks them for class participation, attentiveness, and rapport with classmates.
- 2) Self-Assessment: This method should be included so that students are aware of their own accomplishments, behavior. This technique assessment asks students how to express themselves advantages and disadvantages in the context of the achievement of competence.
- 3) Assessment among learners is an assessment technique by asking learners to assess each linked to the achievement of competence. An instrument used in the form of an assessment sheet of learners.

b) Competence Assessment of Knowledge.

Teacher assesses Competence Knowledge by written tests, oral tests, and assignments.

c) Assessment of Competence Skills

Teacher assesses competency skills through the performance appraisal, the appraisal that requires learners to demonstrate a certain competence by using the practice test, project, and portfolio assessment.

B. EFL Teachers' Perception on the Implementation of Curriculum 2013

1. Definition of Perception

According to Robbins (2001) "perception is the process of interpreting information about another person." from the meaning of perception it is clear that all perceptions can depend on the information received. Sobur (2003) stated that Perception is a stimulus sensed by an individual, organized and then interpreted so that the individual is aware of and understands what is being perceived. When humans judge something, he has two judgments that is subjective and objective. This is influenced by several factors, including experience, education and the social environment.

So it can be concluded if various things can influence the process of forming a person's perception both consciously and unconsciously. There are times when it is

difficult for someone to give perceptions because it is influenced by experience, self, and external factors such as the environment, society, and the media.

2. Types of Perception

We can conclude that definitions of perception is the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. There some kinds of perception, those are:

a. Visual Perception

Visual perception deals with the human senses that generate signals from the human body are the eyes. Vision is an individual's ability to recognize light and then interpret it. Vision is, one of the senses that functions to see. This perception is the earliest perception developed in humans.

Visual perception is the main topic of discussion of perceptions in general, as well as perceptions that are usually most often discussed in an everyday context. Visual perception is the important main topic, and the type of perception that is most often discussed every day.

b. Auditory Perception

Auditory perception is obtained from the sense of hearing that is an ear. Hearing is the ability used to recognize sounds. The auditory system can detect only the patterns of frequency components that make up the complex vibrations of the

soundwaves that reach the ears. In humans and animals with vertebrates, hearing is done by the auditory system, starting with the ears, nervous system, and brain.

c. Sensory Perception

Sensory perception is a type of perception obtained through the senses of the skin. The skin is divided into 3 parts, namely the epidermal layer, dermis layer, and subcutaneous. The skin has a function as a protector for internal organs, such as bones and muscles. Its function as a touch device is coupled with a variety of receptors that are sensitive to various stimuli obtained. Besides that, the skin also has a function as an excretion tool, regulating body temperature, and others.

d. Smelling Perception

Smelling perception is a type of perception used through the sense of smell which is the nose. Smelling is the ability to catch or feel the smell. This feeling is mediated by sensor cells that are specifically in the vertebrate and analogous nasal cavities, sensor cells in the invertebrate antenna.

e. Taste Perception

Taste perception is obtained through the sense of taste, namely the tongue. Tasting is a direct chemoreceptor form that becomes one of the five senses that exist

in the human body. This sense can be able to detect the taste of something that is eaten. The sense of taste is on the tongue, the stimulus is liquid, and the liquid touches the tongue and then is transmitted by sensory nerves to the brain so that people can realize or perceive what is felt.

f. Social

Social perception relies heavily on communication. This perception occurs because of the communication between the two. The intended communication does not only mean verbal communication (conversation), but also communication (movement, body, expression, face, etc.). So that it becomes part of social cognition.

g. Speech Perception.

Perception of speech is a process in language that can be heard, interpreted until it can be understood. According to existing research, the perceptions of speech aim to understand how humans can hear and understand the sounds that contain words and use that information to understand the language being spoken.

The perception of human communication/ speech has a great influence not only on its communication but also on its human relationships. Therefore, the

perception of human communication messages will be very useful to improve the quality of human communication itself.

h. Facial Perception

Facial perception refers to cognitive processes that focus on handling human faces, including perceptions about individual identities and facial expressions that are used as emotional clues. With this perception we can know how the human felt.

3. EFL Teachers' Perception toward Curriculum

According to Tomlinson (2011) the curriculum develops well because teachers can practice the curriculum in with the rules and responsibilities.

Teachers are seen not only as executors of the active curriculum but also as the main element who provides feedback about the current curriculum to improve it. In addition, teachers are people who play a direct role in educating and delivering information to students, we can conclude that effective curriculum will only achieve its objectives if applied effectively.

C. Previous Studies

In this research, there are some previous studies have been conducted before by several researchers related to the implementation of Curriculum 2013. First, a research done by Darsih, E. (2004), Indonesian EFL teachers' perception on the implementation of 2013 English curriculum. The research was conducted in

qualitative design. The samples were two English teachers in one of state vocational high school in Kuningan. She found that first, the teachers' understanding toward 2013 English curriculum was quite close to the basic principles of the curriculum. Second, dealing with the teachers' perception on 2013 curriculum, this study revealed that 2013 curriculum was still not easy to be implemented at the moment. Third, teachers found several problems in implementing 2013 curriculum, those are the difficulties faced by the teachers in applying new learning revolution, developing assessment rubrics and shortage of English time at school will not ensure to improve students' competence.

Second, a research conducted by a research done by Ratna, N.F.N (2015), Teachers' perception on the implementation of assessment process in the curriculum 2013 at SD Al Firdaus Surakarta. She used qualitative descriptive design. The research was conducted with an observation and interview with the principal and teachers of class Iia, Iib, and Iic. She found that teachers' preparation has already suited the curriculum, but they still had problems in making students report cards. They still found it complicated because the application used is not simple yet.

Next, a research was done by Azizah, S., Ariwidodo, E., & Adriana, I. (2015), Implementasi Pendekatan Scientific dalam Pengajaran Bahasa Inggris Kurikulum 2013 di SMPN 1 Pamekasan. The study used qualitative approach. The techniques of data collection were observation, documentation and interview. The samples were English teachers who were teaching at SMPN 1 Pamekasan. Based on their research,

they found that the English teachers at school planned teaching using scientific approach by making the RPP before coming to the class, the implementation using scientific approach was not optimal in the first year, and the obstacles faced by the English teachers in implementing the scientific approach were difficult in facilitating students to answer and solved problems especially in the questioning stage.

Finally, a research was done by Fitriani (2017), the aim of the study is to find out the teachers' problems in implementing authentic assessment based on curriculum 2013 and what efforts she used to overcome the problems. The research was conducted in one school in Aceh Barat Daya. The researcher found that teachers' difficulties included the excessive marking loads, managing valid assessment, monitoring academic dishonesty, and maintaining quality and consistency of marking. in other words, teacher has been implementing authentic assesment as directed in curricullum 2013. However, the English teacher still experienced some constraints during instructional activities so that the assessment process did not run effectively.

Among the previous studies above, the researcher would like to find out the implementation of Curriculum 2013 in Banda Aceh, which conducted through interview session. The matter concerns more in this research are the process implementation, the obstacles, strengthens and weaknesses of curriculum 2013.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research focuses on finding out the perception of teachers of SMA 3 and MAN 1 Banda Aceh. The data needed is the teachers' answer about the perception in the implementation of curriculum 2013. This study employs a descriptive qualitative research approach. According to Nassaji (2015) Descriptive research includes a set of method and the descriptive research term refers to the type of research question, design, and data analysis that will be applied to a given topic. Qualitative research is research that aims to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, etc. holistically, and by way of descriptions in the form of words and languages, and by utilizing various natural methods.

According to Mile (1994) “qualitative research methods are often called naturalistic research methods because their research is carried out in natural conditions. Qualitative research is carried out on natural objects the results are as they are, not manipulated by researchers and the presence of researchers does not really affect the dynamics of the object”.

This study is intended to discover what the perception of the teachers of SMA 3 and MAN 1 Banda Aceh. Since this study is qualitative, the product of this research

is not intended to generalize to a wider context or scope. The research report for this study is presented in the form of narration or description.

In addition, this research is designed to find out the EFL teachers' perceive in SMAN 3 Banda Aceh and MAN 1 Banda Aceh.

B. Setting

This research was conducted at SMAN 3 Banda Aceh, located on Jln. Tgk. H. Mohd Daud Beureueh, Banda Aceh, MAN 1 Banda Aceh located on Jln. Pocut Baren No.116, Keuramat, Banda Aceh, Kota Banda Aceh. SMA 3 has four English teachers. Normally, there are approximately 32 students in each class. The English subject is allocated for one meeting per week. In addition, this research is also conducted at MAN 1 Banda Aceh that has 3 English teachers.

C. Participants

The participants of this research are two English teachers and one vice-principal for curriculum affairs. The researcher selected these schools because would like to see the perception of EFL teachers on the implementation of curriculum 2013 since it has been applied in these schools right after the curriculum 2013 launched.

In selecting the sample, the researcher uses purposive sampling. Cohen (2000) stated that "In purposive sampling, researchers build up a sample that is satisfactory to their specific needs". It means that the sample used in this study is based on the

researcher's need and the purposive sampling technique is done as a consideration that focuses on a particular goal.

D. Data collection

Data collection in this study is the interview. The researcher needed various kinds of data and information to support the validity of this study. In this study the researcher used, semi-structured interview is defined by its nature, there are similar features that prevail on all styles and traditions of semi-structured interview.

The interview can be done by means of one to one and more than one to one informal dialogue. Also, it can be held via telephone, internet. Interviewer asked stories or experiences of the speaker. Even though the interview is set informally, it focuses on the interview context. Moreover, in this interview, the interviewer predetermined the questions and can be clarified and added during the interview session for getting intended information (Griffie 2012, as cited in Andani 2019). For this research, the aims of interview are to gain the information from the teachers, to know about the perspective of curriculum 2013.

Then, the research provided a list of questions for each EFL teacher at SMAN 3 Banda Aceh and MAN 1 Banda Aceh. The researcher interview two

English teachers and one curriculum affair/Waka Kurrikulum of each selected school.

As mention previously, the interview is one of the procedures for collecting data that is used in this study. The researcher collects the main data in this study by interviewing with the teacher. The observed teacher are only the English teacher in the school. To know the perception of the EFL teacher, the researcher asks several questions related to their perception on the implementation of curriculum 2013 and their experience in teaching using the latest curriculum, the teacher is free to answer the questions. The kind of interview that is used in this study is in-depth interview. This aims to make interviewed teachers feel free while responding to the questions.

E. Data Analysis

According to Bogdan and Biklen (1992), data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that are accumulated to increase our understanding of them and to enable us to present what you have discovered to others. It means that data analysis is the way to make others fully understand what data presented in a research and to portray the data that have been researched in the field.

The data from the interview was recorded, transcribed and then analyzed. This process aimed to get clear information about the topic to be discussed. The result of the interview was sorted in a group to analyze the research easily. Therefore, the conclusion was determined from the categories of data. In analyzing data, the researcher uses thematic analysis to analyze the data that has been collected. Thematic analysis is the process of identifying patterns or themes within qualitative data.

Clarke & Braun (2013) claimed that, the purpose of a thematic analysis is to recognize themes, i.e. patterns in the data that are important or interesting and uses these themes to address the research or say something about an issue. Typically, this reflects the fact and the data that have been summarized and organized, rather than analyzed.

The result of the interview related to the teachers' responses about the perception of the implementation of curriculum 2013 as suggested by experts are collected and translated into English by the researcher herself. Also, the data is analyzed qualitatively as stated by Miles and Huberman (1994) that qualitative data analysis consists of three steps of activity: data reduction, data display, and conclusion drawing or verification. Based on the three steps of data analysis above the researcher used all the three steps to analyze her data. This is in line with the interview as the instrument used in this study. After collecting data from EFL

teachers by doing interview, the researcher immediately displayed her data in result of the study in chapter IV.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the findings gained in the research that has been fulfilled by six participants from two schools in Banda Aceh namely SMAN 3 and MAN 1 Banda Aceh. In chapter four, the researcher presented the results of the data gathering. The researcher also provided brief insight of research place as well as the process that necessary in obtaining the data. In addition, the researcher calculated and analyzed the collected data and analyzed the results of the interview.

A. Findings

1. Overview of Research Setting

a. SMAN 3 Banda Aceh

Senior High School 3, which was inaugurated on 1st April 1977 by the Minister of Education and Culture of the Republic of Indonesia, Dr. Syarif Thayeb located on an area of 12,160 m², is one of the schools in the capital city of Aceh province. The environment surrounding SMA Negeri 3 is a housing complex, elementary school, army dormitory and road sections connected to Jln. Tgk. H. Mohd Daud Beureueh, that in terms of transportation, it is very strategically located. Senior High School 3 is a school that is famous in all junior high school graduates both in Banda Aceh City and outside of Banda Aceh.

In order to participate actively in government programs, SMA 3 has contributed in the government programs in the field of education that aims to support intellectual life of the nation and develop the society in Indonesia as a whole by being oriented to education and teaching programs with commitment of learning is worship. SMAN 3 Banda Aceh, is one of the famous senior High Schools in Aceh Province, now the Principal of SMAN 3 is Syarwan Joni, S.Pd, M.Pd.

This school has 1.085 students and 93 teachers, have five English teachers. Normally, there are approximately 30 students in each class. The English subject is allocated two meetings per week.

This school has won various kinds of achievements in academic and non-academic fields, Academic Competition 2017, The Provincial English Debate Contest (provincial level) 2017, the 3rd winner Counting Contest Parade Of Art Science and Religion (the province level) 2017, and many other achievements that are to be very proud of. In addition, school have structure and infrastructures to support the learning process such as the availability of language laboratory, physics, chemistry, biology, ICT, and multimedia with adequate equipment. Moreover, SMAN 3 Banda Aceh has implemented the 2013 curriculum applied in school in 2014 until now.

b. MAN MODEL

MAN Model originated from a private school of SMIA (Upper Islamic Middle School) which was founded in 1957 by the SMI & SMIA foundation. This school have a program (religious program) and was led by Ustadz H. Ahmad Nurdin Hanafi. He

led

the Senior High School until 1960 and was continued by Tgk. Sulaiman Jalil until 1963. Subsequently, his leadership was replaced by Mr. Ibrahim Amin until 1968.

The request was accepted and based on the Decree of The Minister of Religion affairs (K.H.A. Dahlan) No.172 in 1968 On August 7, 1968 SMIA was declared as MAAIN (Madrasah Aliyah Negeri Islam). Furthermore, MAAIN was led by Drs. Abdul Djalil Hasyim, BA until September 1974. Then, MAAIN (Madrasah Aliyah Negeri Islam). Was continued by Drs. Razali Umar, BA until 1979. In 1978 MAAIN changed its name to MAN 1 (Madrasah Aliyah Negeri) of Banda Aceh based on the Decree of the Minister of Religion No. 17 of March 16, 1978. From 1979 to 1985, MAN 1 of Banda Aceh was led by Drs. M. Jamil Rawa.

Based on the Decree of Minister of Religion No. 101 mentioned above, MAN 1 of Banda Aceh opened four elective programs, those are:

- a) Religion sciences,
- b) Physical sciences,
- c) Biological Sciences and
- d) Social Sciences

Besides the four programs, MAN 1 of Banda Aceh also opened a Special Madrasah Aliyah Program (MAPK) based on Decree of Minister of Religion No.73 of 1987. The total number of MAPK / MAN 1 Banda Aceh students was \pm 1,000. Since then, MAN 1 Banda Aceh began to be recognized by the public at large.

From 1990 to 1993, MAN 1 of Banda Aceh was led by Drs. A. Rahman T.B. During his leadership, this school have language laboratories and computer rooms. At that time, there were 26 local classes with a total number of students \pm 1,125 students.

Starting from 31 August 1993 to 30 December 1998 the led of MAN 1 of Banda Aceh was held by Drs. A. Majid Yahya. During his led, MAN Banda Aceh continued to be great developed.

At that time MAPK change to MAK (Religious Madrasah Aliyah) based on the Minister of Religion's Decree outlined in the circular Director General of Lembaga Islam No. E / W / PP.00 / A2 / 445/94 and carried out in the 1994/1995 academic year. At the end of his led, MAN 1 of Banda Aceh was in preparation for the status of being a Banda Aceh MAN Model.

Since December 30, 1998, the Banda Aceh MAN-I was led by Drs. Zulhelmi A. Rahman. Under his led MAN 1 of Banda Aceh changed its status to MAN Model Banda Aceh which was determined based on Decree of the Director General of Lembaga Islam of the Ministry of Religion No. E.IV / PP.00.6 / KEP / 17.A / 98 dated February 20, 1998 and in 1999/2000 he managed to obtain the First Champion Cup at the National Level Madrasah Achievement Competition.

The next led was held by Drs. H. Amiruddin Husein, from 2003 to November 5, 2006. MAN Model continues to improve and change towards a better one with a master plan and rehabilitation of RKB facilities, a library and office space collection that is more representative.

Then on 6 November 2006 until 27 December 2010, the leadership of the MAN Model was continued by Drs. M.Rizal Mohin M.Pd, and he made MAN Model of Banda Aceh become a center for research and development (Puslitbang) for all Madrasah teachers in the Province of Nanggroe Aceh Darussalam. Additionally, several teachers from this Madrasah have been transferred to become core teachers and some are schooled to the level of the Postgraduate Program both with government funds and with personal funds.

Furthermore, MAN Model from 27 December 2010 was continued to be led by Drs. Ridwan Ali, M.Pd through the fit and proper test selection process by an independent team carried out by the Regional Office of the Ministry of Religion of Aceh Province. Under the authority of Drs. Ridwan Ali, M.Pd, he made learning systems including student affairs, office administration, libraries and others in IT-based MAN Model and internet usage optimally through the ISIS (Integrated School Information System) program. Besides that, MAN Model development program was also carried out through the Boarding School Program and opened the Religious Department. Until now, this school is the best MAN in Banda Aceh because have good programs, teachers, facilities and student resources. MAN Model has implemented curriculum 2013 since 2015. So, it has been running for the past 8 semesters and still continues until today, in 2019 the Principal of the MAN Model Banda Aceh school, is Mrs. Nursiah, SAg MPd.

2. Result

The results of the analysis identified five themes in this study. Various themes were gained related to the implementation of the 2013 curriculum in SMAN 3 and MAN Model Banda Aceh, namely: 1) what are the EFL teachers' perception on the implementation of curriculum 2013? 2) What are the strengths and weaknesses of the curriculum 2013 in the light of EFL teachers? 3) What are the expectations of the EFL teachers on the implementation of the curriculum 2013? The following is a more detailed explanation of these themes.

1. The implementation of the curriculum 2013 in Banda Aceh

In this study, every participant had different responses regarding to the implementation 2013, some participants explained that the application of the 2013 curriculum was effective and the others said it was not. The following is the participant's response:

a. Positive Perception

Participants from SMA 3 Banda Aceh said that “ because it is the newest curriculum , its more simply especially for material design and easy to achieve material excellent and pay more attention on how to management of student. (Y3) ”

This participant (Y3) had a positive perception on the implementation of the 2013 curriculum. She explained that this curriculum very simple and easy to design material and the teacher can easily manage the student because this curriculum make a student more active. Indeed, it is very effective for the students themselves. However, sometimes the reality doesn't speak so. Many students are still lazy to find information by themselves. Another positive perception said that “it is good, it is effective to create/build student's character when we are teaching because the newest thing in this curriculum 2013 . (Y2)

The answer of (S2) is quite similar to (S1)'s answer. They stated that this curriculum is effective and good for students because it is student-centered. It means that the students are asked to seek information and material of the study by themselves through internet, then the teacher will supervise and give them direction. Curriculum development has a broad scope because it is not only about the school, the learners, and the teachers. It is also about the development of society in general. In addition, the participants coming from MAN 1 of Banda Aceh mentioned that “ indeed K13 is good. in this curriculum there are almost no difficulties, the teacher have a better preparation (Z3) “

This participant gives a positive reaction on the implementation of curriculum 2013. He said that almost no difficulties when they teach the students, but if the teacher don't prepared the material that maybe make a little confused about the material. The participant said that “Excellent, The f learning is very contextual.

Hmmm we are acts as a facilitator. It is expected that teacher's creativity will increase (N2)''

This participant had a positive answer toward the implementation of curriculum 2013. She said that this curriculum is good because this curriculum teach the real life situation so it make student don't imagine. The very important thing is that the teachers must have creativity in learning process.

b. Negative Perception

One of participant coming from Man Model argued that Good, but the assessment system is complicated. So how? Just make it effective. Because we already implemented the curriculum. We should assesment every single actiob in class, so the teachers must be prepared. (Z3)

This participant gives a negative response toward the implementation of curriculum 2013. She told that it is good, but assessment system is too complicated. This participant showed compulsion with the enactment of this 2013 curriculum.

And another is the participant of SMAN 3 Banda Aceh. She stated that “ that's good but Many teachers are mistaken, because they think that with the 2013 curriculum the teacher does not need to explain the material to students in the class, even though many subjects must still have an explanation from the teache (Y2)''

She gives a negative reaction about this theme. She explained that this curriculum is effective but a lot of teacher misunderstanding about the material, they must explain every material but we have the teacher who can't do that .

2. The strength and weaknesses of the curriculum in the sight of the EFL teachers

The participants gave various explanation about the weaknesses of the curriculum when implementing in classroom, those were: curriculum system, time management.

a. Curriculum system

First, it is quite hard to apply authentic assessment because teachers tend to assess final product of students competency. As we know that in 2013 curriculum English learning is assessed by authentic assessment or alternative assessment which gives students opportunity to apply not only knowledge but also skill and attitude inside the classroom and outside the classroom. It is aimed at giving feedback on any students' language ability in the real situation. It indicates that teachers must assess students competency comprehensively, teacher must observe, assess the real student's ability, not only in the end of the process of learning, but also during the process. Authentic assessment not only assess final product but also respects students' thinking ability behind assignment and learning process.

Therefore it pushes teachers to develop assessment rubrics. Rubric is developed for every assignment and should describe competency that must be achieved by the students. For those who have not become accustomed to this kind of assessment find it difficult to develop the rubrics especially for assessing students' attitude. Negative perception from participant said that the weakness is the assessment system is too complicated, so make a teachers not focus on teach student in class"(Z2).

This participant of Man Model viewed that the weakness of this curriculum was on its system. Especially, it was on the assessment system. Teachers must be able to master dan understand correctly how to evaluate students. Because the teachers must assess all activities in the class so it make the teaching process more complicated and sometimes the teachers don't have idea to give unique material because they have facilities in their phone.

b. Adapt with the learning revolution based on 2013 curriculum.

Teachers need to adapt with the learning revolution basedon 2013 curriculum. As we know that the 2013 curriculum emphasizes a modern pedagogical dimension in the learning process by using scientific approach. Scientific approach covers five steps namely observing, questioning, associating, experimenting, and networking Syahmadi (2013). By using this approach, the teachers are pushed to use multimedia to support their teaching and to be creative in arranging short questions for the students. It is found from the interview that the role of teachers in this case just as facilitator, they let their students to solve the problems and do not help students much

in the teaching-learning process. Students-centered learning should be achieved in the learning process to make them independent.

However English teachers find it hard to apply scientific approach. For example, when observing, teacher asks students to watch a video between about making a reservation. Ideally after watching or observing a video, students should ask question and discuss what they watch and listen on the video with others by using English. The problem is students especially the first graders find it difficult to express their ideas, their opinions and their findings in English because they tend to use their mother tongue therefore teachers play an important role in this step to guide their students for examples by giving some clues in order to make students speak English. Another problem related to learning approach is teachers' competency. This scientific approach demands teacher to be creative, master technology and enrich their knowledge.

Nevertheless, some teachers are not able to operate more advanced-technology tools/instruments as their media in teaching English in class.

Participants in this study uttered that there were two classified strengths they knew during the implementation of curriculum 2013 in the process of learning English. Those are students' activeness and learning materials.

c. Students' activeness

This is one of the strengths that curriculum 2013 have which the previous curriculum did not have. There were five participants agreed that this curriculum

2013 encourage students' activeness. Three of them are coming from SMA 3 Banda Aceh and two of them are coming from MAN MODEL Banda Aceh.

the advantages are the teachers can more relax in the classroom.

That's the advantage, means that students are more creative in solving problems. Study case. The technology supports it here (Y1)

the advantages the students are active, then the class became more interesting we are more active in the classroom. Students must be active, we must also be active. If only looking in books, it's very limited (Y3)

The participants of SMA 3 Banda Aceh were giving the same opinion that this curriculum build students' activeness in classroom. The teacher only facilitated and motivated students to learn. Students were required to be more creative and willing to try solving their own problems in the classroom. This is very good for students' development and encourages them to be more active in learning. The teachers were also helped a little by the student-centered method, they were more relaxed in teaching and could work together with students to achieve the expected learning goals. Another opinion stated by two participants coming from MAN MODEL Banda Aceh. They mentioned that, the advantages this is how the students are trained to think critically. Because generally the materials given are asking the students to be active. The teacher only gives direction, guidance, and motivation. While 80% are

from the students. So students are more creative, more innovative and more able to solve problems. (Z1)

These participants of MAN MODEL Banda Aceh gave explanation that is quite similar to the participants of SMA 3 Banda Aceh. They were agreed that this curriculum gave a lot of benefits for the students and also the teacher especially in building students' activeness.

d. Learning materials

The other strength of this curriculum is on the learning materials. Almost participant stated that this curriculum used a fun and great learning materials. It could create a wonderful atmosphere in classroom. Using IT is one of the benefits in this curriculum. Students would be more interested if the teacher used a variety of media. This could trigger students' curiosity and enthusiasm in learning. They would not get bored easily and made them more enthusiastic in studying.

3. The expectation of the EFL teachers toward the implementation of the Curriculum 2013

Each participant had different hopes and expectations. This was not to bring down the existing curriculum. But it was for good and also for the better quality of education in the future for this country. They have two expectation of the EFL teachers toward the implementation of the Curriculum 2013 that mentioned by the participants were; structure/infrastructure and curriculum replacement.

a. Structure /infrastructure

Management of facilities and infrastructure is very important because the management of facilities and infrastructure of educational institutions will be maintained and clear of their use. So with the availability of facilities and infrastructure in schools students can learn to the maximum and as efficiently as possible.

no significance of obstacle, because this curriculum very effective s area,and very simple easy to achieve material so I think no revisions for this curriculum but my expectation for this curriculum is the government more care about facilities in all school , hmmm so make a teacher more active and creative, maybe in terms of facilities, the government must pay more attention to the facets of its facilities, whether in terms of IT or supporting matters regarding k13. The government must give more. Moreover, we have to help children in remote areas. It must be adequate. For example, in a computer lab, or facilities internet area (Y3)

This participant hoped that the government would pay more attention to the conditions of the facilities available at the school. This was very important to support education for students.

b. Curriculum Replacement

Indonesian government adopted a new curriculum for education in primary and secondary schools in Indonesia, namely the 2013 Curriculum. This curriculum aims to improve the quality of human resources and enhance the competitiveness of the nation, with the development of science, technology, and art. The participant said that “ indeed it will be better, if there is a revision in some points about k13. Also, especially on the evaluation, right? (Z3) “

I personally , think that curriculum very suitable in city but for the village this curriculum can be related , so my expectation is this curriculum can have a lot of training for teacher and the government give more facilities in school for support this curriculum (Z2)

Both of teachers of SMA 3 and MAN 1 Banda Aceh . They had same expectation that there was no need to revise this k13 anymore. They did not give a clear reason for this. However, that was their good hope for our country's education. Regarding to the expectations, there is nothing wrong for them to expect a good thing. It was also done by participants that had collaborated well in this study. They expressed their expectation for the good quality of our country's education.

The participant said that almost all of the curriculum was very effective ,because with curriculum 2013 , the student have good knowledge and behaviour. The benefit not only for student but also for the teacher . All the participants who revealed that the 2013 curriculum was quite good and effective so there was no need for revisions.

Another expectation also said that this curriculum is very effective to implement in city because the city has a good aspect which are structure and infrastructure in school then the student more care.

B. Discussion

In this part, the researcher will delineate the findings of the research results that has been collected in the field. The researcher will show the results of the study by appealing some previous researches and theories related to this study to accomplish and reinforce the discussion of the results of this study. This study generated three themes which included several sub-themes with particular classified categories.

1. The implementation of the Curriculum 2013 in Banda Aceh

From the curriculum 2013, it can be seen that the different opinions were given by each participant in this study, especially in the theme of the implementation of the 2013 curriculum. Almost all of them argued that the 2013 curriculum was good.

Based on the results of the data taken from the field, the researcher found that there were participants who agreed and gave positive arguments toward the implementation of the 2013 curriculum. They said that the implementation of curriculum 2013 was excellent. This can be seen from the statement of those who said that the 2013 curriculum created students to be more creative.

Curriculum 2013, students were also expected to be more active than their teachers. Student-centered was the method used in class, where the teacher was only a facilitator in the classroom. This was great for improving both teacher and student competencies, and have benefits to teacher and student. According to Kurniasih and Sani (2013), there are several important things from the change or refinement of the curriculum, including student activeness, holistic assessment, character education, a competency that is appropriate to the needs, and a good evaluation system.

In the other word, one participant gave negative reactions to the implementation of the 2013 curriculum. They argued that the 2013 curriculum has a complicated scoring system. This did not improve the quality of the performance of the teachers, but made them difficult and took a lot of time in learning from the beginning. Because they always give an assessment for the student

2. The strengths and weaknesses of the curriculum in the sight of the EFL teachers

In this study, researchers found that there were two advantages of the 2013 curriculum that were most striking for participants in the study. The first is student activeness. It is where they were required to be more active in the class. The role of the teacher in learning is students-centered shift from being teachers to facilitators (Kosasih, 2014). The facilitator is the person who provides facilities, namely by providing convenience for students so that the learning process takes place more easily and fun. The teacher acts as a facilitator and mediator allows creating

conducive conditions for students to learn and be responsible for achieving learning outcomes (Ancestor, 2012; Irmayanti et al., 2013).

The other advantage of the 2013 curriculum is the interesting learning material. In this curriculum, students will learn to use a variety of media. Technology is one of the tools or media used in the learning process. For that reason, learning will be more interesting by using media that are sophisticated and in accordance with the times.

The 2013 Curriculum Assessment focuses on characters with a proportion of 60 percent character and 40 percent academic. This made the teachers have to look at the character of each student in order to be able to give fair values. Also, different types of activities will also be different aspects that must be seen and assessed. One thing that makes teachers to have some troubles is the scoring system that has too many aspects. For example, in one activity, each child must be assessed in detail, involving ten aspects. Especially in characteristic, in assessing the students characteristic, it is little difficult because characteristic is kind of abstract thing that could not be appearance by a number of score. Retnawati, H., Hadi, S., & Nugraha, A. C. (2016) claimed that the teachers do not fully understand the assessment within the new curriculum. They also have difficulties in developing the instrument of attitude assessment. In addition, the criteria of minimum passing grade cause the teachers to have difficulties as well in performing the authentic assessment. The reasons are that the teachers have difficulties in designing the rubric for the skill

assessment, there have been too many options of competencies and assessment techniques.

Next, is unreadiness of students. In this curriculum, students were more flexible in doing assignments and looking for information by utilizing technology. In fact, students became lazy and did not try to adapt to the new system. As a result, the student did not ready yet to applied the technology for implementing the material in the learning process.

Finally, weaknesses of this curriculum. The implementation of the 2013 curriculum demands adaptation from various parties, starting from teachers, students, and parents. However, a number of teachers who have implemented the 2013 curriculum found it difficult with the new system. Especially in terms of assessment, because there were eight assessments that must be considered. So the teacher must really pay attention to every child. This was very time consuming. Moreover, the number of students in the class that was quite a lot made the teacher overwhelmed in assessing them all one by one.

Based on this research the keywords of the teachers' difficulties are the lack of teachers' comprehensive understanding of Curriculum 2013, including the implementation of assessment, such as planning, conducting and reporting the result of students' achievements. In order to overcome the difficulties, effective training programs should be held and the effective training programs should cover the content of Curriculum 2013, the learning, the assessment and the making of school report. Such training programs should involve all of the teachers.

3. The expectation of the EFL teachers toward the implementation of the Curriculum 2013

According to Mulyasa (2013) that through the development of the 2013 curriculum, we will produce Indonesian people who are productive, creative, innovative, effective, through integrated attitudes, skills, and knowledge. In this case, curriculum development is focused on the formation of students' competencies and characters, in the form of a blend of knowledge, skills and attitudes that students can demonstrate as a form of understanding of the concepts they learn contextually.

The hope most expressed by participants was the revision of the curriculum. Three of the six participants who participated revealed that the 2013 curriculum should be revised again for various reasons that have been stated. Different from the others, there were two participants who revealed that the 2013 curriculum was quite good and effective so there was no need for revisions.

Another expectation also expressed by only one participant about structure and infrastructure. She hoped that the government would pay more attention to the facilities available at the school. This was intended so that all plans and learning objectives can be achieved optimally.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

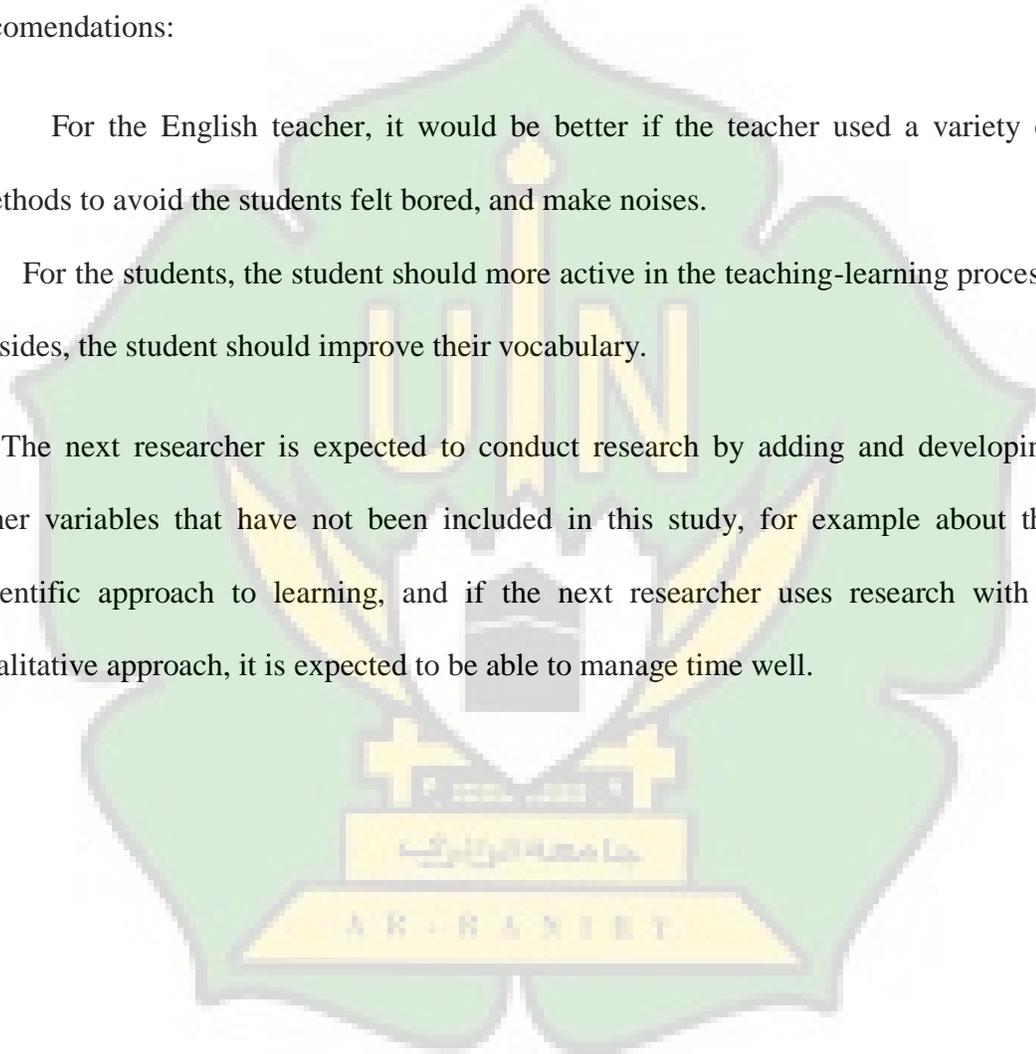
This chapter shows the conclusion and recommendations from the researcher, based on the result of discussion in previous chapter. The further explanations are as follows:

1. Both schools SMAN 3 and MAN 1 Banda Aceh have implemented the 2013 curriculum right after it launched in schools. The implementation of the 2013 curriculum has been well implemented and gave many benefits for students and teachers.
2. In the implementation of the 2013 curriculum, the teachers found several problems and weaknesses that were considered to be their own challenges. Two problems is ; a difficult curriculum system and schedule time and lack of basic understanding of students.
3. From curriculum 2013, teachers certainly had the expectations for the good quality of education. Their hope was that the government would pay more attention to the facilities and infrastructure provided at the school so that the learning process can be carried out optimally.

B. Suggestion

In order to improve the quality of teaching English, the researcher has some recommendations:

1. For the English teacher, it would be better if the teacher used a variety of methods to avoid the students felt bored, and make noises.
2. For the students, the student should more active in the teaching-learning process. Besides, the student should improve their vocabulary.
3. The next researcher is expected to conduct research by adding and developing other variables that have not been included in this study, for example about the scientific approach to learning, and if the next researcher uses research with a qualitative approach, it is expected to be able to manage time well.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B- 1183/UN.08/FTK/KP.07.6/02/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-13900/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2018

MEMUTUSKAN

- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13900/UN.08/FTK/KP.07.6/12/2018 tanggal 14 Desember 2018
- KEDUA** : Menunjuk Saudara:
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- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : EFL Teachers' Perception on the Implementation of Curriculum 2013 (A Study at Senior High School in Banda Aceh
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2019 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2018/2019
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 06 Februari 2019



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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 Menyusun Skripsi

12 Maret 2019

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Yanna Zahara
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SMAN 3 Banda Aceh & MAN 1 Banda Aceh.

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

EFL Teachers' Perception on the Implementation of Curriculum 2013 (A Study at Junior High School in Banda Aceh).

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Wakil Dekan Bidang Akademik
 dan Kelembagaan,


 Mustafa



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Assalamu'alaikum, wr.wb.

Memenuhi maksud surat Saudara Nomor: B-3230/Un.08/FKT.1/TL.00/03/2019 12 Maret 2019, perihal sebagaimana tersebut dipokok surat, maka dengan ini menyatakan bahwa:

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Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Tesis dengan judul "*EFL Teachers' Perception On The Implementation Of Curriculum 2013*" pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dimaklumi dan dapat dipergunakan seperlunya.

Kepala.

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Yanna Zahara