

ABSTRACT

Kusmiati. 2017. *An Analysis of Junior High School English teachers' problem in implementing the 2013 curriculum.* Thesis Proposal. Undergraduate Program. Mercu Buana University of Yogyakarta. Advisor: DR. Dra. Hermayawati.,S.Pd., M,Pd.

Key words: English teachers' problem, 2013 curriculum

Nowadays, the used Curriculum in Indonesia is the 2013 Curriculum. Since 2016 ago, all secondary schools has been recommended to implement the 2013 curriculum. Even though, the 2013 curriculum had been implemented in several years, but the teachers still got difficulties in implementing the 2013 curriculum. However, the teachers' role in implementing this curriculum is necessary to bring an education in Indonesia better. If the teachers understood well this curriculum, they would implement it successfully and the students would have good quality in facing the global era as an objective of the 2013 curriculum. As the matters showed, this study had analyzed the implementation of 2013 curriculum which has the purpose, such as 1) to describe the implementation of the 2013 curriculum and 2) to present the English teachers' problem in implementing the 2013 curriculum.

This was a qualitative research which was classified as case study. That method was used to present the problems which faced by the Junior High School English teachers in five schools of Kasihan district. This was collected the data trough thequestionnaire, interview, and documentation; and itinvolved the English teachers of Junior High School. This study analyzed the qualitative data by identifying, classifying, and describing the problems which were faced by the English teachers in implementing the 2013 curriculum in SMP Schools ofKasihan district.

The results showed that most of the English teachers in five schools of Kasihan district still had problems in implementating of the 2013 curriculum namely: 1) teachers' difficulties in designing the lesson plan especially in choosing appropriate methods in accordance with the students characteristic and teaching procedures; 2) the difficulty in choosing appropriate methods with the students characteristic; 3) the students ability and interest in English; 4) teachers' difficulty in finding the aproprate instrument of authentic assessment; 5) teachers' problem related to the facilities of teaching learning process. Those problems is influenced the students outcomes quality.Those problems would influence the students' outcome quality. In short, the problems faced by the teachers include the teaching planning, teaching learning process, and assessment.

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Key Words: Masalah yang dihadapi guru Bahasa Inggris, kurikulum 2013.

Meskipun kurikulum 2013 telah dilaksanakan dalam beberapa tahun, tetapi masih membawa beberapa masalah bagi beberapa guru. Namun, peran guru dalam menerapkan kurikulum ini diperlukan untuk membawa pendidikan di Indonesia lebih baik. Jika para guru memahami kurikulum ini dengan baik, mereka akan menerapkannya dengan sukses dan siswa akan memiliki kualitas yang baik dalam menghadapi era global sebagaimana tujuan dari kurikulum 2013. Tujuan penelitian ini adalah 1) mendeskripsikan penerapan kurikulum 2013; 2) untuk menggambarkan masalah guru bahasa Inggris dalam menerapkan kurikulum 2013; dan 3) untuk menemukan hasil analisis terhadap pelaksanaan kurikulum 2013 di SMP diKecamatan Kasihan.

Penelitian ini menggunakan kualitatif descriptive tepatnya studi kasus. Metode tersebut digunakan untuk menggambarkan masalah yang dihadapi oleh guru Bahasa Inggris di lima Sekolah Menengah Pertama di kecamatan Kasihan. Peneliti mengumpulkan data melalui wawancara, kuesioner, dan dokumentasi. Penelitian ini melibatkan guru Bahasa Inggris di SMP. Peneliti menganalisis data kualitatif dengan mengidentifikasi, mengklasifikasikan, dan menggambarkan masalah yang dihadapi oleh guru bahasa Inggris dalam menerapkan kurikulum 2013 di SMP di kecamatan Kasihan.

Hasil penelitian menunjukkan bahwa guru-guru Bahasa Inggris di lima sekolah di kecamatan Kasihan masih memiliki masalah dalam mengimplementasikan kurikulum 2013. Peneliti menyimpulkan bahwa masalah yang dihadapi oleh guru tidak hanya disebabkan oleh guru tetapi juga disebabkan oleh siswa dan pemerintah. Itu adalah 1) kesulitan guru terkait dengan manajemen kelas; 2) kesulitan guru dalam memilih metode yang sesuai dengan karakteristik siswa dan menentukan langkah-langkah pembelajaran; 3) kemampuan dan minat siswa dalam berbahasa Inggris; 4) kesulitan guru dalam menemukan instrumen penilaian autentik yang tepat; 5) masalah guru terkait dengan fasilitas untuk proses belajar mengajar. Dapat disimpulkan bahwa masalah-masalah yang dihadapi guru bahasa Inggris termasuk dalam rencana pembelajaran, proses pembelajaran, dan evaluasi.