

Abstract

Curriculum as a guideline of education implementation is always changing. The curriculum is a related plan and arrangement of subject matter, content, and ways used by the teacher as guidance for the implementation of teaching and learning process. This study aims to find out the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers and the problems faced by the teachers when implementing the 2013 Curriculum in teaching English. It was conducted at two private Islamic high schools in Yogyakarta involving three English teachers. This research employed qualitative method and used descriptive qualitative as the research design to present the findings. In collecting the data, in depth interview was conducted. This research had two findings. The first finding was regarding to the advantages of implementing the 2013 Curriculum to teach English as perceived by teachers. They were the material in the 2013 Curriculum was fewer, the 2013 Curriculum was more thematic and it had a context, the 2013 Curriculum made students able to express their abilities and skills, Core Competency guidelines and Basic Competency are very helpful in the 2013 Curriculum, the teachers more easily understood assessment guidelines in the 2013 Curriculum and the teachers were easier to make media, method and syllabus in lesson plan. The second finding was about the problems faced by the teachers when implementing the 2013 Curriculum in teaching English. Those were lack of assessment understanding and difficult to make the lesson plan.

Keywords: The 2013 Curriculum, advantages, problems