

CHAPTER II

REVIEW OF LITERATURE

This chapter will discuss about the definitions of perception, factors that affect of perception, the process of perception, the person perception, the teachers in curriculum development, the change of Curriculum 2013, the development of Curriculum 2013, English learning in Curriculum 2013, concept of teachers' perception towards Curriculum 2013, and the previous study.

2.1 Perception

2.1.1 Definitions of Perception

According to Philip Kotler (in D. Wulandari, 2006), Perception is the process where someone chooses, organize, interpret input information for creating a meaningful representation of the world. This perception will depend not only on the physical stimulation, but also the relationships between stimulation with the surroundings. While, according to Robbins (2003), Perception is the process of individual to organize and interpret impressions their senses in order to give meaning to their environment. Desiderato (in Rachmat, 2003) stated that the perception is the interpretation of an object, event or information which is based on the life experience of someone who interpreting it. Thus it can be said also that the perception is the result of one's mind about a situation. Muhyadi (1991) stated that the perception is the

process stimulus from the environment and then organize and interpret, or a process by which a person organizes and interprets impression or phrase senses in order to choose the meaning in the context of its environment. The same thing also expressed by Sarwono (in Puastuti, 2014) which defines the perception is a process that is used by an individual to assess their opinion and the strength of his abilities themselves in relation to the opinions and abilities other people. While understanding the perception by Rachmat (2003) expressed the opinion that perception is the experience of an object, event or relationship obtained by inferring information and interpret the information. The perception of each individual can be different, although the observation exactly it the same.

From some of definition above can be explained that the perception is an observation of the individual, or the process of giving meaning as a result of observations about an object, event, and the relationship, obtained by concluding interpretation of information. So that someone can provide feedback regarding positive or negative it is.

2.1.2 Factors that Affect Perception

David Krech and Richard Crutchfield (in Rachmat, 2003) stated that the factors that determine the perception is divided into two, namely: (a) Functional factors, is factors derived from the needs, past experience and other things include as

personal factors. (b) Structural factors, is factors derived from the nature of the physical stimulus to the effects of nerve from the nervous system of an individual.

According to Roihan (in Tsaniyah, 2015) there are two factors that affect perception: (a) Internal factors, are factors that are in individual, include of physiological, attention, interest, unidirectional needs, mood, experience, and memory. (b) External factors, are characteristic of the environment and the objects involved, include of the size and placement of an object or stimulus, the color of the objects, the uniqueness of the stimulus, the intensity and strength of the stimulus.

Based on the description above, it can be concluded that the perception influenced by the stimulation factor that comes from objects, events and individual factors are concerned, with its characteristics. Therefore, it can be assumed from this perception that individual will conclude their opinions and impressions be happy or not, good or bad and accept or reject the stimulation it receives.

2.1.3 The Process of Perception

Miftah Thoha (in Puastuti, 2014) stated that the formation process of someone's perception based on the several stages: (1) Stimulation, the perception begins when a person is faced with a stimulation that comes from the environment. (2) Registration, the registration process is the physical mechanisms such as sensory and nerve of someone influential through its sensory organs. (3) Interpretation, are a cognitive aspect of perception which is very important, namely the process of giving

meaning to the stimulus it receives. The process of interpretation depends on how the approach, motivation and personality. (4) Feedback, after through the process of interpretation, information has been received, perceived by someone in the form of feedback to stimulus.

The process of perception, according to Mar'at (1992) is the two basic components namely the selection and interpretation. The selection is a process filtering of the stimulus on the sensory organs. Only a fraction, that reaches the consciousness of the individual. While the interpretation is a process to organize the information, so that it has a meaning for the individual. The interpretation, there is a past experience as well as individual assessment in perceiving an object perceived. If the stimulus is attractive or appropriate it will be perceived positively, but if the stimulus is not appropriate then it will be perceived negatively. In addition, the direct experience between the individual with the object can also affect the perception of the individual.

From the above explanation, it can be concluded that basically the perception is an individual's observation or process of giving meaning as the result of observations about an object, event, or information through the senses, which is obtained by concluding the information and interpretation, so that someone can give the feedback about bad or good and negative or positive it is.

2.1.4 Person Perception

Macrae and Bodenhausen (2001) stated that person perception is people outputs that are gotten from their knowledge and experience in social phenomenon. People's outputs are divided into evaluations, memories, and impressions. Based on Robbins theory (2001), person perception is an interpretation of an object. The people make conclusions regarding what they see and what they feel in the form of opinion about an object. Perception and interpretation regarding a person's action are significantly influenced by the assumption about the person's internal.

According to Robbins (2001) the behavior of an individual is caused by internally and externally. Internally caused behavior is those that are believed to be under the personal control. Externally caused behavior is like as resulting from outside causes, that is the person is seen as having been motivated to act, and not because of person own choice.

In this research, the researcher takes person perception as people's conclusion, opinion, and assumption about their experience and environments that influence people outputs (evaluation, memory, impression).

2.2 Implementation of Curriculum 2013

2.2.1 Teachers in Curriculum Development

According to the field survey in Hamalik (2008) the barrier in the development of curriculum on the implementation of the curriculum is the

socialization process of the new curriculum has not hit the target (teachers, school personnel, students, parents, community users of the graduate, etc.). The teacher is an agent that directly involved in the learning process so that the socialization of the curriculum changes should actually touch the teacher. Teachers and school personnel is difficult to change the old mindset to the new mindset in accordance with developments in the curriculum.

Hussain et al (2011) suggests teachers should have knowledge about the curriculum and understand the process which the curriculum can be developed. So in addition to carrying out the curriculum, teacher also should be responsible for developing the curriculum. The statement was reinforced by some reasons as follows: a) Teachers are the direct implementer of the curriculum in a classroom. b) Teachers are in charge of developing the curriculum at the level of learning. c) Teachers who directly confront the various problems that arises in connection with the implementation of the curriculum in the classroom. d) The task of teachers is also finding an effort to solve all the problems encountered and implement the efforts it (Nasution, 2008).

The curriculum change cannot occur without a change in the teachers themselves. Work motivation of teachers in developing curriculum in schools will be powerful, if teachers have the desire, interest, respect, responsibility and improve themselves in the effort to develop the curriculum in schools (Agung, 2009). The effort of curriculum changes should be needed to investigate attitudes and reactions

of the teachers. This is important because the success of the change depends on the suitability of the values of teacher and teacher participation in these changes.

Teachers are required to always looking for new ideas for the improvement of learning practices and implementation of the curriculum.

Based on the description above, it can be concluded that the teachers play an important role in changing the curriculum. Although the curriculum made is good, if the teacher does not behave to run well, then the curriculum will not run properly. Teachers have their own views about the curriculum 2013 and the success of the change depend on the conformity with the values and levels of participation in the change.

2.2.2 Change of Curriculum 2013

2.2.2.1 Reasons of Change Curriculum 2013

Lunenburg (2011) stated that the curriculum development can be defined as the process of planning, implementation, and evaluation of curriculum that ultimately resulted in the curriculum plan. Development and change of educational curriculum is a natural thing. Each curriculum must have developed, revised, changed, altered, repaired or enhanced (Supriyoko in Lusia, 2013). There are some general principles in curriculum development. The general principles include the relevance, flexibility, continuity, practicality, and effectiveness (Sukmadinata 2009). The implementation of the curriculum is expected to be adjusted to the condition of the students inform of

the time, place, and background of students. Dakir (2004) stated that there are four elements that need to be considered in curriculum development are as follows: (1) Planned, devised and programmed instructional materials and learning experiences. (2) Characteristics of students. (3) Objectives to be achieved. (4) The criteria to achieve the goal. Iskandar (2013) adds in explanation of Article 35, Law No. 20 of 2003 also explained the competence of graduates are qualified graduate capabilities that include attitudes, knowledge, and skills in accordance with national standards that had been agreed.

Development of Curriculum 2013 conducted because of the variety of challenges, both internal challenges and external challenges (Kemendikbud 2013a). Internal challenges related to demand of education are referred to the eight National Education Standards and Indonesian population growth factor. External challenges associated with future challenges, the necessary competence in the future, public perception, knowledge and pedagogic development, as well as various negative phenomena which arise. Kemendikbud (2012) described that the future challenges underlying curriculum development is globalization, environmental problems, advances in information technology, the convergence of knowledge and technology, knowledge-based economy, the rise of small industry and culture, influence and impact of science and technology, quality, investment, and the transformation of education sector, as well as the results of TIMMS and PISA about education in Indonesia. In science, math, and reading about 95% of Indonesian students can only

solve problems with the level of the ability to know and apply. The data show that what is taught in the curriculum of Indonesia is different from the standardized internationally.

Other reasons curriculum development is a negative phenomenon that surfaced today. Kemendikbud (2013d) described that the phenomenon includes student fights, drugs, plagiarism, corruption, cheating in examinations, and community upheaval. The negative phenomena arise due to the lack of character possessed by the students. These problems demand of gift the character education in learning. The statement is supported by the public perception that the reason for curriculum development, among others, is too focused on cognitive learning, student load is too heavy, and lacking the charged character.

The problems of Curriculum 2006 was also the reason for the development of Curriculum 2013. The curriculum content is still too dense shown by the number of subjects and a lot of materials and difficulty that through the level of the student's development. Besides, the curriculum has not been fully assessed competency-based in accordance with the demands of the function and purpose of national education. Widodo (2012) suggested the development of curriculum by adding more subjects will require the students to buy textbooks, and the procedure of assessment test applies to all subjects will add the burden of the students. Kemendikbud (2012) stated that the standard of curriculum process 2006 has not described the sequence of detailed learning so that produce a teacher-centered learning. Textbook and syllabus

in Curriculum 2006 set by the teacher or school. This is contrary to the explanation of article 38 that the basic framework and structure of the curriculum of primary and secondary education by the government (Iskandar 2013).

Based on the explanation above can be concluded that the reason of changing the curriculum is because of the variety of challenges, negative phenomenon that arised, and the problems of Curriculum 2006. The reason of change curriculum that become need to develop a new curriculum that is Curriculum 2013.

2.2.2.2 Elements of Change Curriculum 2013

Elements of changes in curriculum 2013 include changes of graduate competence standards, process standards, content standards and assessment standards (Kemendikbud 2012). Graduate competence standards (SKL) are divided into domains, namely attitudes, skills and knowledge. Attitude domain consists of elements of the process, individual, social, and natural. Skill domain consists of elements of the process, abstract and concrete. Knowledge domain consists of elements of the process, object and subject.

Iskandar (2013) explained the difference of the previous curriculum with the curriculum 2013, among others: (1) Competency Standards are not derived from the Content Standard, but from the needs of the society. (2) Content Standards are not derived from Graduate Competence Standards Subjects, but from Graduate Competence Standards. (3) All subjects should contribute to the formation of attitudes, skills and knowledge. (4) Competence is not derived from the subjects, but

of competence to be achieved. (5) All subjects bound by core competencies (each class). (6) The development of the curriculum to the textbooks and teacher's guidelines.

Kemendikbud (2013a) mentioned that change elements contained in the curriculum 2013 in addition to those mentioned above, among others. (1) An increase and balance of soft skills and hard skills that include aspects of attitudes, skills and knowledge competences. (2) The subject is designed to relate one to another and has a basic competence that is bound by the core competencies of each class. (3) Changes in the system, there is a compulsory subject and elective subjects at senior high school level. (4) There is a reduction of lesson to be followed by the students, but the number of hours increased 1 JP / week due to changes in learning approaches. (5) Learning Process using Scientific and Contextual Approach. (6) Assessment process using Authentic Assessment. (7) There is an extracurricular in school among other Scouts (required), OSIS, UKS, PMR, etc.

From some of explanation above it can be concluded that the change elements of Curriculum 2013 are changes of graduate competence standards, process standards, content standards and assessment standards. It will be the contents of the research.

2.2.3 Development of Curriculum 2013

The curriculum is related to the quality of education, although the curriculum is not the only factor that affects the quality of education (Kwartolo 2002). According to Nasution (2008) curriculum is something that plan to achieve the goal of education. Kwartolo (2007) explains that there are many definitions of the curriculum, but the essence is delivering learners through the learning experience so that they can grow and develop optimally. Hamalik (2008) stated that the curriculum is an educational program provided by educational institutions (school) for students. Curriculum is not limited a number of subjects, but all the things that can affect the development of students. Curriculum is a planning that contains learning content and materials, ways, methods or learning strategies and the implementation guidelines for teaching and learning activities.

Curriculum 2013 is a learning design that is designed to develop the potential of students, aims to realize the generation of Indonesian people who is dignified, civilized, cultured, character, devout and pious, noble, healthy, knowledgeable, capable, creative, independent, become citizens of democratic and responsible which began implementing in the academic year 2013/2014 in grades (Kemendikbud 2013c). According to Hasan (2013), the development of Curriculum 2013 is constituted by BNSP 2010 and the character education and entrepreneurship. This curriculum will be developed for about five years from 2010 to 2015. In 2010 and 2011 conducted a study on the curriculum. In the year 2012 is to finalize the

curriculum document. In 2013 and 2015 conducted the implementation and evaluation of the curriculum in schools.

Curriculum 2013 is developed with the continuing development of competency-based curriculum that had been initiated in 2004 include the competence of attitudes, knowledge and skills (Kemendikbud 2012). Step strengthening governance of Curriculum 2013 consisted of: (1) preparing a handbook of learning for students and teachers, (2) prepare teachers in order to understand the use of learning resources that have been prepared and other resources they can be used, and (3) strengthening the role of mentoring and monitoring of the central and local learning implementation (Hasan 2013). This is explained by Iskandar (2013), that the structuring of the curriculum is included of the set of curriculum, learning tools, and textbooks had been conducted from December 2012 until March 2013. For the implementation of Curriculum 2013 was conducted from June 2013, with formative assessment in June 2016. In the structuring and implementation of Curriculum 2013 is also supported by dissemination, public testing, training of teachers and education personnel.

From the above explanation about the implementation of Curriculum 2013, it was conducted from June 2013 with formative assessment in June 2016. So it is necessary conducted the research at the beginning of years of 2016 as an overall evaluation of implementation of the Curriculum 2013.

2.2.4 English Learning in Curriculum 2013

2.2.4.1 Core Competence and Basic Competence

The fundamental change of curriculum 2013 is Graduate Competence Standards (SKL) binding to all subjects. That is, the subjects in the structure of curriculum 2013, the development should refer to the SKL. While SKL itself, it was developed based on the needs of the students in the future with emphasis soft skills and hard skills impartially. Furthermore, core competence (KI) are arranged will bind to each Basic Competency (KD). There are four core competencies in English learning, with details: (1) **KI-1**: religious attitude, planting attitudes associated with belief in the religion; (2) **KI-2**: Social attitude, planting attitudes related to the social life of the society or the environment in which learners are as a person and citizen; (3) **KI-3**: knowledge competence, thing that relating to knowledge and linguistic content; (4) **KI-4**: skill competence. Someone's ability to done something (Sutiana, 2013).

While, according to Rosanah (2014) core competencies become organized elements of basic competence, where all basic competencies and learning processes developed to achieve competence that stated in core competencies. KI-1 and KI-2 should always be contained in every learning process. **KI-1** is important that students always remember the greatness of God Almighty, while **KI-2** is important that students realize that as societies, it should be able to socialize and knowledge dedicated to the social. **KI-3** directs the student to apply and understand the knowledge. **KI-4** directs the student to cultivate students' skills, to try, process, and

think of knowledge had been gained. Basic competence is formulated to achieve core competencies. Formulation of basic competence is developed by observing the characteristics of students, initial capabilities, and the characteristics of a subject. Basic competencies in each subject are divided into four groups according to the grouping of core competencies.

2.2.4.2 Spread of Discourse

Sutiana (2013) stated that the spread of the discourse that will be linguistic material content, namely: (1) ***Interpersonal Discourse***: expressions of personal nature, greetings and responses, expressions of farewell and responses, gratitudes and the responses, and expressions of apology and responses; (2) ***Transactional Discourse***: tell and ask about facts and feelings then asking for and offering goods and services; (3) ***Special Functional Discourse***: such as the label name, the list (list of items in a group), the instruction, the signs, warning signs, and songs; (4) ***General Functional Discourse***: such as the name of the day, the month, the name of the time of day, time in the form of numbers, date, and year, then identities, names of animal, objects and public buildings, the nature of people, animals and objects, also behavior, action, functions of the person, animal, object and descriptive (people, objects, and animals); (5) ***Discussion topics***: related to the self and the social or natural environment around the home and school.

2.2.4.3 Learning Process and Learning Model

Maulidah (2014) explain that Scientific Approach has four steps that are implemented in the study, the process is as follows: **Observing**, learners are asked to observe the objects such as speech, article, video, and other things that can be accepted by audio and visual learners. **Questioning**, after the students observe the objects, they are asked to question some parts of the objects. **Experimenting**, the students are asked to do activities to explore their understanding of an object in simulated. **Associating**, the students will compare the objects that have been previously studied with other sources, so that the role of the teacher is not the only source of knowledge for students. **Communicating**, the students are asked to perform structured activities of an object, so that the students will learn object by applying it to real activity, both outside and inside the classroom.

According to Sutiana (2013) learning process in curriculum 2013 using the Scientific approach, with the sequence of activities through the process are as follows: **Observing**: the learners read, watch, listen to examples of text being studied from various sources, live or recorded by observing the social function, the structure of the texts, the elements of language, and the writing format. **Questioning**: the teacher give directed to learners and the learner to question various things on topic or learning materials, such as social functions, expressions and structure of the texts, etc. **Experimenting**: read, listen, watch other examples from the text had been studied. **Associating**: in a guided group work, learners learn the text to mention social

functions, expressions and structure of the texts, and the writing format of the texts being studied. Feedback from the teachers and friends in every group's work will be presented. The last, *Communicating*: reading, listening, speaking, presentation, publish, read texts were studied.

According to Fajar (2014) that some of learning models used in the learning process, including: *Project based learning*, is a teaching method that uses project or activity as a media. The learners make exploration, estimation, interpretation, synthesis, and information to produce various forms of learning outcomes. The step activities of learning will be described as follows: (1) Determine the question; (2) Develop project planning; (3) Prepare a schedule; (4) Monitoring; (5) Testing the results; (6) Evaluation of experience. Project Based Learning Assessment should be done starting from the planning, the process, until the final outcomes of the project. There are at least 3 things that need to be considered in the assessment of project learning, namely: Management Capabilities, Relevance, and Authenticity.

Problem based learning is a learning approach that provides a contextual problem so that stimulate learners to learn. Problem based learning is a learning method that challenges learners to "learn how to learn" to work in groups to find solutions of the real world problems. Steps of operational in the learning process: (1) The basic concept: the teacher give the basic concepts, instructions, references, or capabilities required in learning; (2) Define of the problem: the teacher extend the scenario or problems and the learners perform various brainstorming activities then

all group members express their ideas and opinions; (3) Independent learning: at this stage, the learners looking for various sources, which could clarify the problem that is being investigated; (4) Exchange of knowledge: learners discuss to clarify the problem and formulate solutions. Problem Based Learning Assessment is taken by combining the three aspects of knowledge, attitudes and skills. Assessment of knowledge of learning activities taken through the Middle Semester Exam (UTS), Final Semester Exam (UAS), documents, and reports. Mastery of skills can be measured through mastery learning tools, both software and hardware, or the ability of the design and testing.

Discovery Learning Method is learning theory defined as a process of learning happens when learners are not presented with a lesson in the form of learning materials, but it is expected that learners are able to organize their own learning. The steps: *(a) Preparation*; 1) Determine the learning objectives, 2). Identify the characteristics of the students; 3) Select the learning materials, 4) Determine the topics to be studied, 5) Assess the process and outcomes of learning. *(b) Implementation*; 1) Stimulation: gift the stimulus, so that learners have a desire to learn, 2) Problem statement: formulate the problem to be learned after identified problems that exist, 3) Data collection, 4) Data processing, 5) Verification of data: verification of the hypothesis with the data available; 6) Generalization: draw an inference so that found the principles underlying the generalization.

2.2.4.4 Assessment Process

Faiq (2014) stated that Curriculum 2013 will use authentic assessment.

Authentic assessment is a meaningful measurement significantly by the outcomes of students to the realm of attitudes, skills and knowledges.

The types of authentic assessment: (1) **Performance Assessment**, assessment focused on the ability of activity and participation of learners through their presentation. There are several different ways to conduct performance assessment, including: checklist, anecdotal records, narrative records, rating scale, and memory. (2) **Project Assessment**, assessment activity about the tasks to be completed by learners within a certain time. Project assessment focuses on the planning, processing, and product of the project. (3) **Portfolio Assessment**, an assessment of collection of artifacts that show progress and appreciated as a result of real work of learners. (4) **Written Assessment**, a type of measurement and assessment is commonly used for this by the teacher. The written test is not too difficult to implement, especially when the examination results of the test itself. The written test is a type of test that fills or chooses answer based on the question.

Based on the definition above can be explained that English learning in Curriculum 2013 include of graduate competence standards (core competencies and based competencies), spread of discourse, content standards (learning process and learning model) and authentic assessment.

2.3 The Concept of Teachers' Perception towards Curriculum 2013

According to Lindsay and Norman (in Sulistiowati, 2015), perception is the process to interpret and organize sensation to produce a meaningful experience of the people. Perception is a process of thinking as a result of the information received from the sensory systems regarding things or events. It is the output process of producing interpretation to influence the way of people's think and feel to something or the environment.

Macrae and Bodenhausen (2001) stated that person perception is people outputs that are gotten by their knowledge and experience in social phenomenon. People's outputs are divided into evaluations, memories, and impressions. Those information outputs in that study are an active process that is guided by people's general beliefs about the situation. So, to measure the people's perception toward something is able to use evaluation, memory, and impression about an object.

Evaluation is the process of giving value to the result which has been achieved in a program (Tyler, 1942). Blooms et al (1971) stated that there are two types of evaluation, namely formative and summative. Formative evaluation is monitoring progress in each step during the teaching learning process, whether the process is effective or not, and what changes must be made to improve its more effective. Summative evaluation is measurement of impact and change at the end of the entire teaching learning process. It is used to make decisions regarding the future

of the teachers' teaming or the program that must be developed, whether it should be continued or stopped.

Memory is saving information relates to personal experience (Hoven and Eggen, 2007). While James in Tulving (1989) stated that memory is saving good or bad experience in the past and it can remember in the future. Memory is set of cognitive capacities by saving past experience, usually for present purposes. Memory is one of the important ways of our histories and our current action. Memory is not happening now, so memory differs from perception. In this study, memory is teachers' past experience about implementing Curriculum 2013.

Impression is the overall effect of something that has already occurs (Mazarin, 2003). Impression refers to the process of individuals attempt to influence their opinions or perceptions. Impression management has been used to define interpersonal communication phenomena. In impression management, individual must be maintained impressions that are congruent with the perceptions that want to convey to their public. In this research, impression refers to the teachers' opinion about Curriculum 2013 that is implemented in senior high school.

In this research, teachers give an opinion based on their experience and knowledge after they implemented Curriculum 2013 in teaching learning process. The researcher wants to know the difference of perception about the process, the environment, effectiveness, and the results of respondent based on their evaluation, memory, and impression.

2.4 Previous Study

Some researchers showed the result of their research in teaching Curriculum 2013. There are some indicates that the implementation of Curriculum 2013 is executed less than a year and only in a few places that have been determined.

The researcher has found a thesis that discusses about the analysis of Curriculum 2013. The thesis is written by Eka Lusiana Evanita (2013) with the title of the thesis analysis “Analisis Kompetensi Pedagogik dan Kesiapan Guru dalam Mendukung Implementasi Kurikulum 2013”. In this analysis, it described on pedagogical competence. Moreover, it explained about the readiness of teachers in supporting the implementation of Curriculum 2013. These two things are the object of this thesis.

The population of the research was 101 teachers, while the subject was 13 teachers who taught in 13 schools at senior high school. The instruments that researcher used is questionnaire and interview. The questionnaire was developed to collect the teachers’ data about pedagogical competence. The interview was conducted to collect the data about readiness of the teachers. The analysis in the thesis says about the readiness of Biology teachers in implementing Curriculum 2013. The results of the interviews also showed Biology teachers received a government policy to change the curriculum into the Curriculum 2013, and willing to implement Curriculum 2013.

The researcher also found the journal that discusses about the analysis of teacher's perception in implementation Curriculum 2013. The journal is written by Manik Nur Haq (2014) with the title "Persepsi Guru PPKN SMP dalam Melaksanakan Kurikulum 2013". In this analysis, it explained about the PPKN teachers' perception toward obstacles and efforts in implementation of Curriculum 2013 at junior high school. The population of the study was 156 teachers, and the subject was 10 teachers. The researcher uses questionnaire to investigate teachers' perception.

Based on the results of the analysis, obstacles experienced by teachers in implementing the curriculum 2013, among others: a) indicator on the teachers' books that sometimes do not conform with the basic competence; b) teachers find it difficult to design RPP that refers to the project-based learning, problem-based learning and discovery learning, c) teacher difficulty in determining the appropriate media to KBM; d) Internet connections are difficult to reach thus hampering the teachers to get information or material; e) the lack of the society support in planting attitude, responsibility and discipline; f) the implementation of project-based learning, problem-based learning and discovery learning constrained the time and cost; g) lack of facility and infrastructure that supports KBM; h) the assessment that implemented every day hard to recapitulated; i) assessment that must be made the teachers include aspects that are many and complicated. While the efforts of the teachers to overcome obstacles in the implementation of Curriculum 2013, namely: a) discussion or sharing

among PPKN teachers at the district level through PPKN MGMP forum; b) ask to instructor Curriculum 2013 c) utilizing the BOS funds for the provision of the necessary tools and materials for learning, d) cooperation with the parents in planting value of IMTAQ, noble morality, discipline and manners; e) open to change and learn from personal experience or others, f) train themselves in order to adapt the Curriculum 2013.

The similarities of this research and both of the previous study are analyzing teachers' perception toward Curriculum 2013 and using questionnaire as the instrument to get data from the subjects of the research. The differences between this research and previous study are the subject of the research, in this research the researcher uses English teachers of senior high school, while in the first previous study uses Biology teachers of senior high school, and in the second previous study uses PPKN teachers of junior high school. In this research the researcher analyzes teachers' perception focussed on four elements of change Curriculum 2013, while in the first previous study focussed on readiness in supporting the Curriculum 2013, and in the second previous study focussed on obstacles and efforts of Curriculum 2013.

After reading all the previous study above, the researcher believes that analysis English teachers' perception toward implementation of Curriculum 2013 at senior high school in Gresik will give many benefits. Department of Education will know the opinion and perception of English teachers towards Curriculum 2013 that is

implemented before. It can be an evaluation for the Department of Education based on the teachers' need in the process of learning.