

# CHAPTER I

## INTRODUCTION

*“Being an effective teacher meant much more than becoming a more skillful and knowledgeable classroom practitioner.” (Jack Richard, 2001)*

This chapter presents background and design of study related to the issue presented that is the requirement of *KTSP* to the teachers to be the curriculum developer. It also includes research question, scope of study, aims of study, significance of study, method of study, procedure of study, and the clarification of term.

### 1.1 Background of Study

Curriculum is always being a burning issue in Indonesia. Its changing always becomes a never-ending debate among some parties. Some of them often say that it is a political maneuver; meanwhile, some others point out the lack of teachers and curriculum itself. However, it cannot be denied that curriculum is the main element which has important roles in teaching and learning process. It has developed over the years to be the field of study which is crucial to the health of not only school but also the whole society.

In 2006, Indonesian government launched the newest educational curriculum named *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. It is legalized by *PP No. 19/*

2005 on article 17:1 states that educational curriculum is developed based on its educational unit, local potency, social and culture, and learners.

It confirms that this newest educational curriculum policy is different from the previous ones. School is given the authority to formulate its own curriculum that is appropriate to the needs and conditions of their school and students. It consequently requires the school, especially the teachers who implement the curriculum in the class, to develop their creativity in building a concept of teaching and learning activity.

Furthermore, still on the *PP 19/2005*, it is *Standar Proses* (Process Standard) which signals that teachers are expected to have the ability to develop instructional processes into instructional plan. Moreover, *Permendiknas Nomor 41 Tahun 2007* gives detail that teachers are obligated to make instructional plan completely and sistematically. The purposes of instructional plan are to make the instructional process to be interactive, inspiring, enjoyable, challenging, motivating students to be actively participated, and giving the opportunity for the initiation, creativity, and independence suitable with talent, interest and the students' development of physic and physiology.

However, several evidences show that those regulations cannot be implemented swiftly. A number of problems were discovered during the implementation of *KTSP*. The lack of essential factors such as teachers, facility and socialization can turn out to be boomerang (Napitupulu, 2008). Here are the further problems arise.

The first one is related to the grounds that most of teaching institutions in this country never prepare teachers as curriculum developer; meanwhile, it is known that the government policy solicits the teachers and the schools to develop their own curriculum (Mujiran, 2006).

The second one is revealed by *Media Indonesia* (2006) claims that the main weakness of *KTSP* is in the teacher itself. Amelia (2007) had also researched another sign of the weaknesses of *KTSP* on the teachers' sight. Her research showed that teachers have not been ready to develop their own school's curriculum because of their lack of knowledge and training on *KTSP*. It is also supported by *Kompas* (2006) which reveals that a number of teachers in Jakarta face difficulties in the implementation of *KTSP*.

The third one is discovered by the data from Strategic Plan of National Education Department 2007 (cited in Suwandi and Bharati, 2007). It is discovered that some of English teachers in Indonesia (35%) are not qualified enough to fulfill the requirement. Furthermore, from the same source, it is revealed that when the National Education Department did the monitoring in December 2006, it was also discovered that most High Schools which claimed themselves to have implemented *KTSP* were nonsense. All documents such as syllabus and instructional plan were all the copy paste of the samples from the National Education Department.

Even though other factors can be the basis of the problems, it is exceptionally interesting that those pragmatisms are pointing out teachers as the resource of the problem. It raises the questions of how is English teacher's

pedagogical competence, mainly in designing instructional plan? How do they design the instructional plan? What difficulties do they encounter in designing instructional plan?

Based on those reality, this study investigated the way English teachers' design the instructional plan since they are one of the curriculum developers who are intended in *KTSP*. In addition, the investigation includes the difficulties encountered on that planning stage and the strategies in assisting them against the difficulties.

## **1.2 Research Questions**

Based on the background above, this study was conducted to answer these following questions

1. How do English Junior high school teachers design the instructional plan?
2. What difficulties are encountered by English junior high school teachers in designing instructional plan?
3. What are the alternatives of strategy in assisting teachers to overcome those difficulties?

## **1.3 Scope of Study**

This study focused on discovering the way English junior high school teachers design instructional plan. In addition, it tried to identify the difficulties encountered by English teachers in designing instructional plan towards the implementation of *KTSP* and the alternative in assisting them against the difficulties.

#### **1.4 Aims of Study**

Based on the questions formulated above, the study was conducted to accomplish the following aims:

1. To describe the ways English junior high school teachers design instructional plan
2. To describe the difficulties which are encountered by teachers in designing instructional plan.
3. To identify the alternatives strategy that can assist them against those difficulties.

#### **1.5 Significance of Study**

Beside the obligations of teachers' work, instructional plan can be a guide of engaging students to achieve the goals. However, the previous research revealed the problems regarding instructional plan. Therefore, this study attempted to discover the problem, particularly the difficulties encountered by English teachers in designing instructional plan.

The result of this study is expected to minimize the objections in developing *KTSP*, particularly in designing instructional plan. For that reason, this study is intended to give contribution to the enhancement of the implementation of *KTSP*.

#### **1.6 Method of Study**

This part consists of design of study, sites and respondents, instruments and data collection, includes questionnaire, interview and study of document. Besides, the procedures of the study and data analysis are also introduced here.

### **1.6.1 Design of Study**

This study constitutes descriptive research which is aimed at getting the description of phenomenon occurs (Sukmadinata, 2005). Roshensine and Furst (1973) assert that the descriptive research is an attempt to find out both what is going on there and how it works in particular situation.

Besides, this study applied case studies method as the framework. Johnson (1992) states that case studies method are usually descriptive in that they describe phenomena or they may go beyond description to contextual or cultural interpretation. She claims that the purpose of case study is to give description of the case in the context of unit analysis (i.e. the case) might also be a teacher, a classroom, a school, an agency, an institution, or a community.

### **1.6.2 Sites and Respondents**

The study was conducted at SMP Negeri 12, SMP Negeri 15, and SMP Negeri 26 in Bandung. Besides, this study also took SMP Negeri 29 Bandung as the site of the instrument testing. The selection was derived from several reasons. The first one is that those schools have applied *KTSP*. The second deals with the cluster

system. Those schools were put on different cluster; therefore the study can give description of phenomenon on different site.

### **1.6.3 Instruments and Data Collection**

The instrument of interview, questionnaire and the document of instructional plan were used to collect the data for this study. The instruments were used to discover teachers' way in designing instructional plan, the difficulties encountered, and the strategies against the difficulties.

#### **1.6.3.1 Questionnaire**

According to Nunan (1992), questionnaire is a popular mean for gathering data. It enables researcher to collect data in field setting and the data are more satisfying for qualification. It was used as the prologue to gather the projected information of the problem. The results of questionnaire were followed up on interview session.

#### **1.6.3.2 Interview**

The interview was used in this study for a more in-depth explanation of issues than is possible with a questionnaire. It was used to discover deeper explanation of how English teachers design instructional plan and what difficulties encountered in that process. Interview technique used question guide and interview checklist as the instrument.

#### **1.6.3.3 Study of Document**

The instructional plans were used within the technique of the study of document. This technique was intended to see how English junior high school teachers design the instructional plan. The instructional plans were analyzed by using the checklist on the framework of systematic instructional plan by Dick and Reiser (1996).

#### **1.6.4 Procedures of Study**

This study was conducted by these following procedures:

1. Testing the instrument
2. Revising the instrument
3. Distributing the questionnaire
4. Interviewing the respondents
5. Analyzing the document
6. Concluding the findings

#### **1.6.5 Data Analysis**

The results of the questionnaire, the transcript of interview and the analysis of instructional plan are the data for this study. The data collected were analyzed to find the way English junior high school teachers design the instructional plan and the difficulties encountered in designing instructional plan, towards the implementation of *KTSP*. Then from the data gathered, this study tried to find the strategies in assisting teachers against those difficulties.



This study considered the process of designing instructional plan in *KTSP* context. Mulyasa (2006) states that instructional planning in *KTSP* has, at least, three activities comprising identification of student's need, identification of competency and the planning of instructional activity. In addition, this study also used the systematic instructional plan theorized by Dick and Reiser (1996) who propose the effective instruction that can be engaged by using the systematic approach in formulating instructional plan.

### **1.7 Clarification of Terms**

The terms used in this study is clarified in order to avoid the possibility of misunderstanding.

- Difficulties are defined as a problem, a thing or situation that causes problems. (Oxford Advanced Learner's Dictionary, 2005)
- Design means to think of and plan a system or a way of doing something. (Oxford Advanced Learner's Dictionary, 2005)
- Instructional plan is the set of activity that covers a period of classroom time (Brown 2001: 149).

### **1.8 Organization of Paper**

The paper is comprised of five chapters. The organization follows the standard pattern which consists of:

- Chapter 1 Introduction

This chapter contains background of study, scope of study, research question, aims of study, significance of study, method of study, site and respondents, clarification of terms, and organization of the paper.

- Chapter 2 Theoretical Foundation

This chapter includes foundation of theories beneath the study

- Chapter 3 Methodology

This chapter provides the application of research based on the methodology explained in the chapter one.

- Chapter 4 Findings and Discussion

This chapter presents the analysis and discussion of research findings.

- Chapter 5 Conclusion and Suggestion

This chapter gives conclusion and interpretation of the result found. The suggestions were provided as well.

