

CHAPTER I

INTRODUCTION

This chapter generally provides an introductory explanation of study. It covers background of study, research questions, purposes of the study, significance of the study, clarification of the keyterms and organization of the paper.

1.1 Background of study

Curriculum is an important thing for developing educational program in Indonesia. According to *Dokumen Kurikulum 2013*, curriculum is one of educational elements that can make significant contributions to develop the potential and quality of students in Indonesia. It can be used to direct the students to be: (1) quality person that can face globalization era; and (2) educated person; and (3) responsible person.

Indonesia has changed the curriculum for several times. The most recent is when the Indonesia Ministry of Education announced the new curriculum in the end of 2012. It is 2013 Curriculum. The 2013 Curriculum is made to change the last curriculum, 2006 Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or *KTSP*). By variety of reasons, the 2013 Curriculum is expected to be able to increase education of Indonesian students in this globalization era. After the declaration of the 2013 Curriculum policy, some schools in Indonesia from every level has been implemented the 2013 Curriculum.

The Indonesia Ministry of Education stipulated that 2013 Curriculum is emphasized on competency, such as cognitive,

psychomotor, and affective. In this globalization era, students are easier looking for any informations. Therefore, teachers are asked to be more active in preparing materials or informations for students. The approach expects learning should be scientific-based, meaning all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and communicating (Suhardi, 2013). Furthermore, teachers are asked to develop their teaching materials. It can be made by making or developing lesson plans

Lesson plan has an important influence on successful teaching and learning process (Brown, 2001, p.149). Research has found planning skills are essential part of successful teaching (Badriah, 2013). Furthermore, it helps teachers to fulfill the essential elements of good teaching such as shape the space, time and learning they share with students (Badriah, 2013).

Previous findings show that many teachers have substandard lesson planning skills (Badriah, 2013). For example, Alwasilah (2012) reported that 65% out of 130,000 EFL teachers' mastery on lesson planning remain appalling (Badriah, 2013). Jolongo, *et al.* (2007) mention that many teacher develop poor lesson plans. Experienced teachers tended to remark that to planning a lesson was boring (Badriah, 2013). In short, findings show that some teachers are not having enough professional and pedagogic competence in planning a lesson (Badriah, 2013).

Based on findings above, the writer tried to investigate whether the teachers' lesson plans are relevant to the 2013 Curriculum or not and how they faced the problems in developing the lesson plans based on 2013 Curriculum.

1.2 **Research Question**

The problems will be formulated in the following questions:

1. Are the teachers' lesson plans relevant to the 2013 Curriculum?
2. What problems are faced by the teachers in developing the lesson plans based on the 2013 Curriculum?

1.3 **Purpose of Study**

Based on the research questions above, the purposes of this study are to:

1. Investigate whether the teachers' lesson plans are relevant to the 2013 Curriculum or not.
2. Examine the problems faced by the teachers in developing the lesson plans based on the 2013 Curriculum.

1.4 **Significance of Study**

This study is expected for three reasons. First, theoretically this study can give explanations about 2013 Curriculum in the context of teaching and learning English.

Second, practically this study can provide English teachers in developing lesson plans based on 2013 Curriculum. Lastly, it is expected that this study can be used as one of the information about 2013 Curriculum for further study.

1.5 **Clarificaton of the Keyterms**

To the extent of the study, some terms are clarified as follows.

a. Curriculum

Curriculum is educational program which states: (a) educational purpose of the program (ends/outcomes); (b) the content; (c) teaching procedures and learning experiences which will be

necessary to achieve this purpose (means/process); (d) some means for assessing whether or not educational ends have been achieved. (Sundayana's handouts, 2010).

b. Lesson Plan

Lesson plan is a description of the contents of the course of instruction and the order in which they are to be taught. (Sundayana's handouts). Farrell (2002) describes lesson plan as a written description of how students will move toward attaining specific objectives.

1.6 Organization of the Paper

The organization of paper consists of five chapters.

Chapter one introduces a brief description of study, which consists of background of study, research questions, purposes of the study, significance of the study, and organization of the paper.

Chapter two elaborates the theoretical framework that related to the study. It covers lesson planning, elements of lesson plans, and model of lesson plans.

Chapter three presents the research methodology of this study which includes research method, site and participants, data collection, and data analysis.

Chapter four discusses the findings from the study.

Chapter five covers the conclusion of the findings from the result of the study and suggestion for further study.