

CHAPTER I

INTRODUCTION

This introductory chapter delineates five fundamental areas. The first area, to be discussed in Section 1.1, relates to the background of the study. The second area, to be presented in Section 1.2, deals with the purposes of the study. The third area, to be discussed in Section 1.3, comprises the formulated problems. The fourth area, to be presented in Section 1.4, relates to significances of the study. And the fifth area, to be discussed in Section 1.5 related to organization of the thesis. Each aforementioned area will be elaborated in the following sections.

1.1 Background of the Study

Lesson plan as one of the learning equipment is derived from curriculum as the main guide for teachers to develop lesson plan. As Nunan (1991) says that curriculum is one of the important elements of an education system, and teachers play as the main role in curriculum implementation. Richards (2001) also mentions that curriculum is all activities in which children engage under the auspices of the school, including what and how they learn, how teachers help them learn, using what supporting materials, styles, and methods of assessments, and in what kind of facility. This statement is supported by Ornstein & Hunkins (2009) who says that curriculum is said as steps that are planned inside or outside of school, and it can be used to deal with learners' experience. It is in line with Shepherd, et al (1971) who mentions that "curriculum consists of the ongoing experience among the children in the guidance from the school".

In Indonesia, the curriculum has been revised many times since 1975 until 2013 (Kasihani, 2004). Each curriculum is a form of revision from the previous curricula. The revision of the *KTSP* into 2013 Curriculum is because of internal and external factors (The Regulation of Ministry of Education and Culture No. 69/2013). The internal challenge refers to the current education situation which demands 8 (eight) National Education Standards, including standard of content,

standard of process, standard of competency, standard of teaching professional and teaching staff, standard of facility, standard of management, standard of finance, and standard of evaluation. The increasing use and the development of technology and communication to the world demand the curriculum makers to revise and develop new curriculum. It becomes the visible factor of the curriculum revision. The external challenge is associated with globalization issues and others related to the ecology problem, the development of information and technology, the rise of creative and cultural industry, and the development of education in international level will shift the living standard of people from agricultural community and traditional commerce to industrial community and modern commerce as it is reflected on the rise of World Trade Organization (WTO), Association of Southeast Asian Nations (ASEAN) Community, Asia-Pacific Economic Cooperation (APEC), and ASEAN Free Trade Area (AFTA) (The Regulation of Ministry of Education and Culture NO. 69/ 2013). This condition will affect the betterment of science and technology, investment quality, and the transformation of education field. Besides, the societal condition such as the degradation of moral, juvenile delinquency, and many problems related with the increase of drug abuse become another factor influenced the revision of the curriculum (Syahmadi, 2013).

2013 Curriculum, as quoted in Minister of Education and Culture Regulation no.69/2014, aims to “develop and equip people of Indonesia with excellent characters such as faithful, productive, innovative, and creative in order to give meaningful and beneficial contribution to local, national, and international community”. To reach the goal, teachers need to develop their innovative and creative plans to be applied in their teaching and learning process. The 2013 curriculum allows teachers to create and to develop their own lesson plan based on their school and students’ needs (Syahmadi, 2013). Lesson plan must be arranged before entering the classroom (Celce-Murcia, 2002). In the learning process, teachers need to consider the characteristics of material that students are going to learn (Genc & Bada, 2005). In the learning process, teachers need to consider the characteristics of material that students are going to learn (Kitao &

Kitao, 2002). Further, they also need to give learning experiences that are able to reveal, to develop, and to apply students' potential (Stiggins & Chappuis, 2004; Cooper, 1990). Thus, it is important as a teacher to develop well learning plan that covers all of activities that can be applied to reach the learning experiences (Prihastuti, 2015).

The issues that become the basic of this study are facts that most of the teachers seem not ready to face the challenge from 2013 curriculum to develop their lesson plan. Study conducted by Nurfuadah (2014) found that teachers in school faced difficult time in designing assessment for students' achievements, since there are many assessments that should be conducted by a teacher such as portfolios, authentic assessment and writing or oral test, practice, project-based, or self-assessment. Those techniques of assessment are very complicated, taking a long time, and it is hard for teachers to focus on the students (Nurfuadah, 2014). Additionally, from the lesson plan analysis done in the preliminary research, it was found that there is incompatibility between the operational word (KKO) in KI and KD. Similar problem also found by Nurfuadah (2014), the arrangement of core competences (KI) is not in accordance with the basic competences (KD). More, Prihastuti (2015) stated three main problems in designing a lesson plan in 2013 curriculum. Those problems are the relation between KD, indicators, and learning purposes are not match; formulation or learning purposes are not appropriate for the learning activities, and the use of assessment instrument is only tests, such as essay or multiple choices. Practically, learning purposes should be stated differently with learning indicators. But, the learning purpose is not stated in the lesson plan format inside the regulation of ministry of education number 103 in 2014. Problems related to the development of lesson plan are also revealed when KTSP is still being implemented, study conducted by Suhendra & Sundayana (2011) revealed that teachers' knowledge in developing lesson plan was not satisfying. Furthermore, Sundayana & Alwasilah (2012) found out that teacher's conceptual understanding of designing, developing, and applying syllabus and lesson plan did not reach the expectation.

Those problems became the basis of this research. It is important to conduct further study related to the teachers' understanding in developing lesson

plan in 2013 curriculum. The research is expected to reveal their further understanding of the lesson plan development in accordance with 2013 curriculum, how they a develop lesson plan, and the problems in developing lesson plan. Their understanding will bring new understanding in developing lesson plan in 2013 curriculum.

1.2 Purposes of the Study

In line with the background in the study, this study aims to:

1. Find out EFL teachers' understanding about lesson plan development suggested in 2013 curriculum.
2. Find out how EFL teachers develop lesson plan suggested in 2103 curriculum.
3. Identify the problems faced by EFL teachers in developing lesson plan suggested in 2013 Curriculum.

1.3 Research Questions

Based on the purposes of this study, the formulations of the research questions are as followed.

1. What are EFL teachers' understandings about lesson plan suggested in 2013 curriculum?
2. How do EFL teachers develop lesson plan suggested in 2013 curriculum?
3. What are the problems faced by EFL teachers in developing lesson plan suggested in 2013 Curriculum?

1.4 Significance of the Study

This study was concerned with the lesson plan development suggested in 2013 curriculum. Therefore, the findings from this study are expected to: theoretically give information to the EFL teachers, schools, and the curriculum makers in the development of a lesson plan suggested in 2013 curriculum. In addition, practically, the study is also expected to give a new perspective to the

researchers who share the similar interest to the development of a lesson plan suggested in 2013 curriculum.

1.5 Organization of the Thesis

The thesis consists of five chapters. Chapter one provides information related to the background in the study and its purposes along with the main research questions. Chapter two presents the review of literatures which are related to the study. Chapter three reports the research design applied in this study. Chapter four provides the report from the data gathered, analysis on the data, and discussion about the findings. All the chapters will be concluded in chapter five along with the recommendations.

1.6 Clarification of Terms

Lesson Plan

Lesson plan is a document made by the teachers which covers the objectives, the content, the method and the evaluation or assessment. Lesson plan can be said as the process of setting the objectives, selecting and organizing the learning experience, and stating the evaluation.

Lesson Plan Development

Several models are suitable to the design of instruction of course units and lessons (Gagne, 1997). More, Gagne state all the stages in any model of lesson plans are categorized into three functions; they are identifying the outcomes of the instruction, developing the instruction, and evaluating the effectiveness of the instruction. In particular, those functions occur in these following nine stages of developing a lesson plan (Gagne, 1997), writing the objectives, developing and selecting instructional materials, planning instructional activities, choosing instructional media, developing assessment. Besides, in this study the development of lesson plan deals with the Regulation of Ministry of Education and Culture number 103/ 2014. In this regulation there are elements that should be included in a lesson plan, the heading and the title, core competence and basic

competence, indicators of competences achievements, learning materials, learning activities, and learning assessment.

2013 Curriculum

2013 Curriculum is aimed to develop and equip people of Indonesia with excellent characters such as faithful, productive, innovative, and creative in order to give meaningful and beneficial contribution to local, national, and international community.