

## CHAPTER II

### ENGLISH TEACHERS' PROBLEMS IN DEVELOPING LESSON PLAN BASED ON 2013 CURRICULUM

This chapter focuses on giving theoretical foundation of the research. The theoretical framework is aimed at giving a direction to what extent the research will be conducted. This chapter covers the 2013 curriculum development, rationale of 2013 curriculum development, 2013 curriculum characteristic, the aim of 2013 curriculum, definition of lesson plan, basic of lesson plan development, component and systematic of lesson plan, stages in developing lesson plan, the use of lesson plan and also previous researches that have similar theme.

#### **A. Previous Research**

The description of the relationship between the problems examined in the theoretic framework used and in relation to the relevant previous research is the previous research that is relevant.<sup>1</sup>

In composing this proposal, the research considers some previous researches related to this study, those are:

M Adhy Permana conducted the research entitled "Analysis on the Problems Faced by Teachers in Designing Lesson plan based on School Based-Curriculum". This research focused on the teachers' problem in designing lesson plan based on School Based Curriculum (KTSP). The writer gave a result from his research that there were seven problem faced by teachers in designing lesson plan based on School Based Curriculum. They were as follows: (1) the teachers formulate learning objectives that were not in accordance with indicators. (2) The teachers also did not formulate learning objectives operationally and clearly. To solve those problems, they read references like lesson plan guide from Depdiknas and ask other teachers. (3) The teachers faced problem in formulating learning methods. Therefore, they overcome it with giving pre-test in the first meeting and using some learning methods in a teaching process. Besides, they divide the students based on their competence. (4) The teachers faced problem in formulating instructional material. To solve it, the teachers take materials in form of printed materials, audio visual, visual, and multimedia. (5) The teachers faced problem in looking for learning

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<sup>1</sup>Abdul Wahib, dkk., *Pedoman Penulisan Skripsi Program Strata Satu (S.1)*, (Semarang: Fakultas Tarbiyah IAIN Walisongo, 2010), p.12.

resources. The solving, they take resources from magazine, newspaper, and internet. (6) The teachers faced problem in formulating times allocation. They determine times allocation based on the difficulties of materials and learning objectives. (7) The teachers faced problems in formulating assessment. They take the assessment instruments from the textbooks and enclose the assessment rubric as appendix on their lesson plan as the solving.<sup>2</sup>

The differences between his thesis and the writer is background of the research on his research tried to find out problem faced by teachers in designing lesson plan based on KTSP or school based curriculum. On his research just used one respondent to find out the problems but in writers' research used three respondents. The similarity is both of them tried to find out problems faced by teachers in developing lesson plan.

Research entitled "Lesson Plan for Teaching English to Young Learners". This research focused on comparison lesson plan between two elementary school and analyzed the problem faced by teacher. In this research the writer showed that the aspect taken into their lesson plans might contradict with were expected. It seemed there was still a gap between each aspect of the lesson plan in this research.<sup>3</sup>

The differences between his study is in his study used case study as an approach but in the writer's study used descriptive. Respondents in his study were students in an course in Bandung West Java, but in writers' study respondents are teachers in MAN 2 Kudus Central Java. The similarity both of this study are lesson plan as the problem that taken.

## **B. Literature Review**

### **a. 2013 Curriculum Development**

The curriculum term comes from Latin which means a running course, or race course, especially a chariot race course. Besides that, in French, courier means to run, then, that the term was used in courses or subjects which had to be attacked

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<sup>2</sup>M. Adhy Permana, (05360172), *Analysis on the Problems Faced by Teachers in Designing Lesson Plan Based on School Based-Curriculum*, (Malang: English Department of Muhammadiyah University of Malang, 2010) Unpublished Thesis.

<sup>3</sup>Anonymous ,(0351043955), *Lesson Plan for Teaching English to Young Learners*, (Bandung: English Department of University of Indonesia Education ,2009) Unpublished Thesis.

to achieve the title or the degree.<sup>4</sup> Curriculum, as stated in constitution, UUD No.20 Th.2003 about National Education System, is a set of planning and organizing about the aims, contents and subject as guideline in implementing learning activities to achieve certain educational purposes.<sup>5</sup>

The development of 2013 curriculum is a further step from Competency Based Curriculum Development that initiated in 2004 and 2006, which includes attitudes competency, knowledge, and integrated skills.<sup>6</sup>

2013 curriculum is outcomes-based curriculum so curriculum development is directed to gain certain competence in SKL.<sup>7</sup>

#### **a. Rational of 2013 Curriculum Development**

There are some factors that influenced development of 2013 curriculum.

##### **1) Internal Challenge**

Internal challenge is related to condition of education referring to eight national standard of education, content standard, process standard, framework standard, educational personnel standard, facility and infrastructure standard, management standard, financing standard and assessment standard.<sup>8</sup> Another internal challenge related to 2013 curriculum development is the population growth of Indonesia as can be seen from productive age (15-64) more than nonproductive age (0-14 and >65). The percentage of productive age will be growth until 70% in 2020-2035.<sup>9</sup> For that reason, big challenge that faced is how to make productive human

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<sup>4</sup>Imas Kurniasih, *Implementasi Kurikulum 2013, Konsep dan Penerapan*, (Surabaya: PT. Kata Pena, 2014), p. 3.

<sup>5</sup>Hasan, Sa'id Hamid, "Pengembangan Kurikulum Sekolah", dalam Djuju Sudjana, dkk. (eds.), *Ilmu dan Aplikasi Pendidikan*, (Bandung: Tim Pengembang Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia-IMTIMA, 2007), p. 133.

<sup>6</sup>Samid Hasan, *Informasi Kurikulum 2013.pdf*, p 16.

<sup>7</sup> Martho, "Dokumen Kurikulum 2013", [http://kangmartho.blogspot.com/pdf\\_blog\\_2.pdf](http://kangmartho.blogspot.com/pdf_blog_2.pdf) , accessed at 23 march 2014.

<sup>8</sup>BSNP, *Standar Nasional Pendidikan*, Available at [http://bsnp-Indonesia.org/id/?page\\_id=61.html](http://bsnp-Indonesia.org/id/?page_id=61.html) accessed at March 13 2014.

<sup>9</sup>Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 2.

resource that can be transformed to be human resource that has skill and competency from education.

## 2) External Challenge

External challenge is related to globalization and issue referring to environmental problem, development of information and technology, development of creative industry and culture, and development of education in international level. Globalization changes live style people from agriculture and traditional trading being industry and modern trading as can be seen in world trade organization (WTO), Association of Southeast Asian Nations (ASEAN) community, Asia-Pacific Economic Cooperation (APEC), and ASEAN Free Trade Area (AFTA). External challenge also related to the power of world economy, the influence of techno science, and investment, quality and transformation of education. Participation of Indonesia in international studies Trends in International Mathematics and Science study (TIMSS) and Program for International Student Assessment (PISA). In 1999 *TIMSS* and PISA stated that Indonesian student's achievement showed dissatisfaction.<sup>10</sup> It is because of many materials that asked in TIMSS and PISA don't include in curricula in Indonesia.

## 3) Paradigm Perfection

2013 curriculum developed with paradigm perfection as below:

- a) Teacher-centered learning becomes student-center. Students have to have option to subject learned in same competency.<sup>11</sup>
- b) One way learning (teacher-student interaction) becomes interactive learning (teacher, student, community, environment, source/media)
- c) Isolation Learning becomes network learning (student can learn from whoever, wherever and whenever that can be communicate and also from internet).

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<sup>10</sup>Bahrul Hayat, "Penilaian Berbasis Kelas", dalam Djuju Sudjana, dkk. (eds.), Ilmu dan Aplikasi Pendidikan, (Bandung: Tim Pengembang Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia-IMTIMA, 2007), p. 247.

<sup>11</sup>Elza mylona. Developing a competency based curriculum. Available at <http://www.dent.uoa.gr/fileadmin/dent.uoa.gr/uploads/curriculum-competency/mylona-march-2013.pdf> accessed at march 14 2014.

- d) Passive learning becomes active learning ( active learning supported with sciences approach learning style)
- e) Individual learning becomes community learning (basis team).
- f) Single equipment learning becomes multimedia learning.
- g) Massive basis learning becomes users-need learning with specific skills development students.
- h) Monodiscipline learning becomes multidiscipline learning.
- i) Passive learning becomes critical learning.<sup>12</sup>

#### 4) **Encouragement the Curriculum Management**

Until now the implementation of curriculum uses curriculum as a subject.<sup>13</sup> 2013 curriculum approach for senior high school substituted based on school- based curriculum. Accordingly, in 2013 curriculum encouragement management are as follows:<sup>14</sup>

- 1) Individual teacher working method changed into collaborative working method.
- 2) School management encouragement from headmaster management skill encouragement as educational leader.
- 3) Encouragement of facility and infrastructure to management and learning process interest.

#### 5) **Improvement of Content Subject**

Improvement of content subject by deepening and expansion of content subject that relevant to students.<sup>15</sup>

#### b. **2013 Curriculum Characteristic**

The characteristic of 2013 curriculum are as follows:

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<sup>12</sup>Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 2.

<sup>13</sup>Nana Syaodih Sukmadinata, “*Kurikulum dan Pembelajaran*”, dalam Djuju Sudjana,dkk. (eds.), *Ilmu dan Aplikasi Pendidikan*, (Bandung: Tim Pengembang Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia-IMTIMA, 2007), p. 99.

<sup>14</sup>Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 3.

<sup>15</sup>Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 2.

- a. Developing balanced spiritual and social attitude, curiosity, creativity, intellectual and phsycomotoric skill.
- b. School is element of community giving learning experience where the student implemented what he learned in school to community and used community as learning source.
- c. Developing attitude, knowledge, and skill. and implementing in any situation in school and community.
- d. Giving enough time to develop attitude, knowledge, and skill.
- e. Competency is stated in core competency and explained more in basic competency.
- f. Core competency becomes elements that are organized in basic competency, where all basic competencies and learning process are developed to achieve competency that is stated in core competence.
- g. Basic competence is developed based on accumulative, reinforced, enrich each subject and educational level.

**c. The Aims of 2013 Curriculum**

2013 curriculum is aimed to prepare Indonesian people in order that, they have live ability as an Indonesian people that prosperous, productive, creative, innovative, and affective and who are able to contribute to community, nation, country and world civilization.<sup>16</sup>

**2. Lesson Plan**

Lesson planning is a crucial process in an instruction. The process helps teachers manage instruction more effectively. Without lesson planning, both teacher and student will find the lesson not meaningful and interesting as well. The worst, it will destruct students' motivation to learn. It will be different if lesson planning is accomplished properly and meaningfully, teacher will lead instruction effectively and of course it helps build teachers' confident to teach, because teacher does not worry about what to do next. At the same time, the student will find the lesson easy to understand. Hence, the opportunity for students to reach optimal achievement seems easy to get.

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<sup>16</sup>Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 2.

In this subchapter the writer discusses the definition of lesson plan, basic of lesson plan development, components and systematic of lesson plan, stages in developing lesson plan and the use of lesson plan.

**a. Definition of lesson plan**

Teaching is a complex process that requires careful planning for its success. For this reason, teacher should realize the importance of planning for effective instruction and classroom management. Arranging effective teaching to create effective instruction is one of teachers' responsibilities. Therefore, all step must be taken in the classroom should be planned well.

Lesson plan is the art of mixing a number of different elements into a lesson,<sup>17</sup> so that a lesson can maximize students' learning. Hence, planning a lesson becomes a fundamental aspect that bring lesson to an effective instruction. In line with that, lesson plan is an activity what teacher and students will be doing.

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From the definitions, it is noticeable that lesson planning cannot simply defined as planning time to decide material, knowledge, or skills that will be given to students because planning a lesson should be aimed at maximizing students' achievement.

Lesson planning is conducted to get effective instruction. Effective instruction can be meant an instruction that enable student to acquire specified skills, knowledge, attitude and student can enjoy.<sup>19</sup> Then, it can be concluded that a lesson will be good for students if students do not only get knowledge or something to learn, but also enjoy the instruction as well. Furthermore, effective instruction is the instruction that motivates students to learn affirms the presence a validity of diverse learning style maximizes the climate or conditions for learning in the classroom through the use of instructional design principle that

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<sup>17</sup>J Harmer, *The Practice of English Language Teaching*. (third edition), (Essex : Longman, 2001), p. 78.

<sup>18</sup>Reiser, R. W. Dick, *Instructional Planning: A Guide for Teacher*,(Massachusetts: Allyn and Bacon, 1996), p. 1.

<sup>19</sup>Reiser, R. W. Dick, "*Instructional Planning.....*", p. 3.

value learning differences and increase the possibility of success for all students.<sup>20</sup>

From that statement, it can be seen that in planning a lesson a teacher should create a high quality lesson plan, i.e. lesson plan that should give experience, knowledge, and skill to the students. It also demands teachers to consider a number of crucial factor such as the language level of the students, their educational and cultural background, their level of motivation, and their different learning style before starting to make a lesson plan.

In brief, planning a lesson is a way of ensuring the lesson whether it will be good for students or not. A lesson will be good for students if students can get something and enjoy the teaching and learning process as well.

#### **b. Basic of lesson plan development**

Basic legal rules in lesson plan development can be seen in the following paragraph.

- 1) Government rules of Republik Indonesia No.65/2013 about process standard stated that “*RPP dijabarkan dari silabus untuk mengarahkan kegiatan belajar peserta didik dalam upaya mencapai KD*” (planning of learning process is spelled from syllabus to direct student learning activity to reach basic competence )<sup>21</sup>
- 2) Government rules of republic Indonesia No.19/2005 about National Standard of Education article 20, which stated that “ *perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar, dan penilaian hasil belajar*” (planning of learning process includes syllabus and learning realization planning that cover minimally learning objective, content material, learning method, learning source and evaluation of the result of learning )<sup>22</sup>

#### **c. Component and systematic of lesson plan**

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<sup>20</sup>Linda Border &Note Chism,*Teaching for Diversity. New Direction in Teaching And Learning, No.49* (San Fransisco: Jasey Bass. 1992), p. 23.

<sup>21</sup>Pusat Kurikulum. “*Standar Proses Dikdasmen*”. Available at [http://www.puskur.net/si/11Kerangka\\_Dasar.pdf](http://www.puskur.net/si/11Kerangka_Dasar.pdf) Accessed at March 10 2014.

<sup>22</sup>Nur Saifi, “*RPP (Rencana Pelaksanaan Pembelajaran)*”, <http://himatika-uinwalisongo.blogspot.com>, Accessed at March 10 2014.



At least lesson plan consist of: 1.learning aims 2. Learning material  
3.Learning method 4.Learning source and 5.Assessment.<sup>23</sup>

Component and systematic of lesson plan are:<sup>24</sup>

School :

Subject :

Class :

Core material :

Time allocation :

Core Competence

Basic Competence and Indicator

..... (KD in KI-1)

..... (KD in KI-2)

..... (KD in KI-3)

Indicator : .....

..... (KD in KI-4)

Indicator : .....

Note : KD 1 and KD 2 from KI-1 and KI-2 must not developed in indicator because both of them achieve from indirect learning process. Indicator developed only for KD-3 and KD-4 achieving from direct learning process
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Learning aims

Learning material

Learning method

Media, tools, and learning source

Media

Material

Source

Learning activity

1. first meeting

First activity (.....minutes)

Core activity (.....minutes)

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<sup>23</sup>Reiser, R. W. Dick, "Instructional Planning: ....", p. 7

<sup>24</sup> Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

Closing (.....minutes)

2. second meeting

First activity (.....minutes)

Core activity (.....minutes)

Closing (.....minutes)

Assessment

1. Kind of assessment
2. Form of assessment
3. Technique of assessment

**d. Stages in Developing Lesson Plan**

1) Analyzing syllabus

Commonly, for each core material in syllabus consist of four KD based on core competency aspect (attitude to God, attitude to self, environment, knowledge, and skills). To achieve these basic competency, in syllabus it is explained that student's activity in learning process based on process standard. This student's activity is consisting of exploration, elaboration, and confirmation, there are: observing, questioning, experimenting, associating and communicating. These activities that have to be explored in lesson plan and teacher must make their student active. Analyzing of syllabus also consist of formulating indicator and assessment.

2) Identifying learning material

Some aspects that have to be considered in identifying learning material are:<sup>25</sup>

- a) Students' potential
- b) Relevancy to local characteristic
- c) Physical, intellectual, emotional, social, and student's spiritual
- d) Usefulness for student
- e) Knowledge structure
- f) Actual, deep, wide learning material
- g) Relevancy between students' needs and environment
- h) Time allocation

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<sup>25</sup>Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

3) Deciding learning aims

Learning aims refer to indicator, at least consisting of 2 aspects: audience (students) and behavior (skill).

4) Developing learning activity

Some aspects that have to be considered in identifying learning material are:<sup>26</sup>

- a) Learning activities are arranged to make easy teacher so they teach professional.
- b) Learning activities consist of activities done by teacher as in syllabus.
- c) The steps of learning activities for each meeting are done by teacher to make students active.

5) Formulating assessment

Some aspect that have to be considered in formulating assessment are:<sup>27</sup>

- a) Assessment purposed to measure competence achievement, KD-KD in KI-3 and KI-4.
- b) Criteria of assessment are based on what students achieve in learning process.
- c) Using sustainable assessment.
- d) Result of assessments used to decide the next step.
- e) Assessment has to be suitable with learning experience that done in learning process.

6) Deciding time allocation

In deciding time allocation for each KD, it is based on effective week and time allocation for each subject.<sup>28</sup>

7) Deciding learning source

Learning sources are object or thing used in learning activity e.g.: nature, culture, social, physical environment. Etc.<sup>29</sup>

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<sup>26</sup>Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

<sup>27</sup>Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

<sup>28</sup>Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

**e. The use of lesson plan**

Lesson plan is one of curriculum tools and teachers have to master in conducting the lesson plan. The benefits of lesson plan as 2013 curriculum tools:

1. If curriculum tools are good, it will make a positive effect in learning process.

Curriculum tools will help the teacher in teaching and learning process<sup>30</sup>

2. Learning process will be systematic and in a good direction, also achieving the objective because curriculum tools are preparation for teacher in arranging a meaningful learning process.

3. Although curriculum tools can make a good contribution in creating an effective learning process, there are some factors that obstruct developing/conducting curriculum tools especially in 2013 curriculum, are as follows :

a) Lot of changes took place in term of curriculum policies in Indonesia. It causes teachers to feel indolent in conducting and developing curriculum tools e.g. lesson plan.

b) Sample of curriculum tools from related to educational authorities are used by teachers although it is not balanced with situation and condition in the school. One of the reason is the teacher didn't want to be burdened with such activities.

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<sup>29</sup>Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

<sup>30</sup>IfanRikhzaAuladi, "Acuan Pengembangan KTSP, Manfaat Bagi Guru dan Sekolah", Available at <http://edukasi.kompasiana.com/2011/02/10/> Accessed at December 15 2012.

