CHAPTER I INTRODUCTION

This chapter discusses about background of the study, research questions, objectives of the study, significance of the study to let the reader recognize about the value of the study result, scope and limitation of the study, and definition of key terms.

A. Background of The Study

Curriculum 2013 (K-13) has been applied since 2013 in Indonesia. K-13 is an advanced curriculum which developed by the government. This curriculum still related to KBK (*Kurikulum Berbasis Kompetensi*) or Competence-Based Curriculum which has been applied since 2004 and KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or School-Based Curriculum which has been applied since 2006. This new curriculum includes the competence of attitude, knowledge, and skills in an integrated manner. This curriculum is started by determining SKL (*Standart Kompetensi Lulusan*) based on students' readiness, national education goal, and need. This curriculum does not give the autonomy for the schools to design the syllabus, but the syllabus is designed in national level. Teachers only have a chance to develop teaching and learning process without any burden in designing the syllabus.¹ This curriculum is aimed to prepare the learners to have the ability to live as individual and citizen who obedient, productive, creative, innovative, affective, and able to contribute in the society.² Therefore, the teachers must find out the contextual need and curriculum standard in order to create effective educational system in Indonesia.

The Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School stated that there are six crucial aspects that must be considered in designing K-13 lesson plan; they are main competence and basic competence, indicator of standard competence achievement, material, resource, teaching activity, and assessment.³ This Curriculum 2013 also emphasizes the implementation of science approach and authentic assessment in learning process.⁴

In Indonesia, the curriculum has developed for several times as an attempt to improve its education quality. The curriculum development is accompanied with scientific approach including the new theories of study.⁵ Syllabuses, lesson plans, materials, methods, and strategies which have been designed and taught by

¹ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013*(Jakarta: PSDMPK-PMP Kemendikbud 2013), 74-78.

² Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan.....84.

³ Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 103 Tahun 2014, *Panduan Penyusunan Kurikulum 2013 Jenjang Pendidikan Dasar dan Menengah* (Jakarta, 2013), 4.

⁴ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....* 278.

⁵ Imas Kurniasih – Berlin Sani, Sukses Mengimplementasikan Kurikulum 2013 Memahami Berbagai Aspek Dalam Kurikulum 2013 (Yogyakarta: Katapena, 2014), 3-4.

the teachers previously must be developed and adjusted with the new curriculum. As the result, teachers and students are often confused with a new concept of curriculum applied in the classroom.

Syllabus and lesson plan, as the important component of curriculum, should be prepared and developed well and systematically by the teachers in order to create effectively, interesting and fun language learning in the classroom. Harmer stated that syllabus and lesson plan have a close relationship that cannot be separated. The lesson plan prepared by the teachers must be based on the syllabus design and the students' needs. It will lose direction if the lesson plan is not developed based on syllabus design.⁶ As asserted by Joseph and Leonard, "teaching without adequate written planning is sloppy and almost always ineffective since the teacher has not thought out exactly what to do and how to do it."⁷ It signs that without syllabus and lesson plan, the process of teaching learning will be disorganized because the teachers do not have appropriate concepts and aims of teaching. Therefore, students lose chance to get effective language learning and appropriate knowledge and skills.

Pre-service teacher program or Microteaching class, *Praktik Pengalaman Lapangan 1* (PPL 1) is a training subject that used to practice and learn how to teach well. It engages real teaching situation to develop skills and helps to get

⁶ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition* (New York: Longman, 1991), 295.

⁷ As cited by Mulyasa, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: PT Remaja Rosdakarya, 2011), 221.

deeper knowledge of the art of teaching.⁸ It is also one of the steps of students' teachers to develop competence in performing and teaching practice in real terms till the students ready to become a professional teacher.⁹ The teachers are required to have the pre-service teacher program since it often provides the first step in the professional development of teacher.¹⁰

Curriculum 2013 has presented the component required for the teacher with an expectation that this curriculum would create better learning process. Subarman said that a teacher at least must have three basic competences. They are competence of understanding subject or instructional materials, planning a teaching and learning program, and applying the teaching and learning program.¹¹ Regarding with this statement, the pre-service English teachers as candidates of the real teachers should be able to understand how to organize the teaching and learning process before teaching in the class of formal school.

However, there are some problems related with Curriculum 2013 especially in designing K-13 lesson plan. As asserted by Muhammad Nuh, the Minister of National Education in 2013, some teachers have difficulties in making authentic assessment that is part of K-13 lesson plan. In making authentic assessment the teacher not only gives the score but also provides the evidences why the students

⁸ Ambili Rames, "Microteaching; An Efficient Technique For Learning Effective Teaching". *Articles from Journal of Research in Medical Sciences*. Vol. 8 No. 2, 2013. 163.

⁹ Tim Penyusun Pedoman PPL II Tahun 2014, *Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2014* (Surabaya: FakultasTarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2014.), 1.

¹⁰ Sylvia Chong, et.al., *Pre-Service Teachers' Beliefs, Attitudes and Expectation: A Review of the Literature* (National Institute of Education: Nanyang Technological University), 1.

¹¹ Enggus Subarman, *Kemampuan Dasar Guru dalam Proses Belajar Mengajar* (Bandung: PT Remaja Rosdakarya, 1992), 30.

can get that score.¹² Another difficulty is the teachers do effort hard in combining Main Competence (KI) to Basic Competence (KD).¹³ Besides, teachers have difficulties in designing K-13 Lesson Plan because of the change of some components from the previous lesson plan.¹⁴ In addition, According to Daya Negri Wijaya, there are several things that cause less skilled teachers in designing K-13 lesson plan, such as the limited time in designing lesson plan, the ability in understanding the syllabus, the ability in developing the indicators, the ability in designing teaching method, and the ability in making authentic assessment.¹⁵ Furthermore, Marsigit stated in his study that some teachers have difficulties to develop syllabus and lesson plan and yet they are inactive to join the programs related to the socialization of lesson plan which is held by the school institution or government.¹⁶ Moreover, Badianti in her study clarified that most of teachers were not able make appropriate lesson plan because of her weakness in the formulating indicators, the instructional objectives, the teaching learning activities, the materials, and the assessments. Therefore, it is required

¹³ Nurul Hidayati, "Guru Mengaku Kesulitan Terapkan Kurikuum 2013",
(<u>http://edisicetak.joglosemar.co/berita/guru-mengaku-kesulitan-terapkan-kurikulum-2013-149276.html</u>, accessed on Juni 21, 2015).

¹² Muhammad Nuh, "Guru Sulit Lakukan Penilaian Autentik", (http://www.republika.co.id/berita/pendidikan/eduaction/14/07/22/n92vqz-guru-sulit-lakukan penilaian-otentik/, accessed on June 21, 2015).

¹⁴ Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 81 ATahun 2013, *Implementasi Kurikulum 2013* (Jakarta, 2013).

¹⁵ Daya Negeri WIjaya, "Seputar RPP Kurikulum 2013",(<u>https://mathyess.wordpress.com/2014/07/12/seputar-rpp-kurikulum-2013/</u>, accessed on June 21, 2015).

¹⁶ As cited by Abdul Hamidran, Thesis: "Analisis Kemampuan Guru Biologi dalam Penyusunan RPP Berdasarkan Kurikulum Tingkat Satuan Pendidikan Di SMA Se Kecamatan Medan Johor" (Medan: UPT. Perpustakaan UNIMED, 2012), 2.

more seminars and counseling of how to make a good lesson plan to teachers. From those theories, it can be concluded that the teachers in Indonesia have difficulties in designing K-13 lesson plan.

The students of Microteaching class (PPL 1) of English Teacher Education Department academic year 2015 are chosen as the subjects since they have taken all the courses emphasizing pedagogical competence, such as Teaching English of Foreign Language (TEFL), Curriculum Development (CURDEV), and Instructional Material (INMALT). Then, they are also expected to have better understanding of K-13 since K-13 is the current curriculum which has the change of some components from the previous curriculum. For that reason, it is considered to know whether the lesson plans designed by students of this department meet the requirements of K-13 or not and find out the difficulties in designing K-13 lesson plans.

Some studies have shown that many pre-service English teachers had difficulties in designing their lesson plan particularly in their training subjects such as matching goals, objectives, and form of evaluation.¹⁷ Based on the researcher's preliminary research to ten pre-service English teachers of English Teacher Education Department in PPL 1 academic year 2014, four of them faced difficulties in making authentic assessment. Two students had difficulty in

¹⁷ Peter D. John, "Lesson Planning and the Student Teacher: Re-Thinking the Dominant Model J. Curriculum Studies". Vol. 38, No.4, 2006, 498.

selecting resource. One student confused in formulating indicator. Three students had difficulty in applying scientific approach in the lesson plan.

Knowing that reason, the researcher was interested to conduct this research to the pre-service English teachers at English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya academic year 2015 to know whether K-13 lesson plans designed by students of this department meet the requirements of K-13 or not in order to be awareness and reflection for them to improve their knowledge and skills especially in designing a systematic and good lesson plan based on the governments' rules before conducting the English teaching at the real class of formal school which applies K-13. In this research, the researcher took K-13 lesson plans designed by the pre-service English teachers in PPL 1 of English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya academic year 2015.

B. Research Questions

Based on the problems stated in the background of the study, the researcher composed the research questions as follows:

- 1. Do the lesson plans designed by the pre-service English teachers meet the requirements of K-13?
- 2. What are the difficulties faced by the pre-service English teachers in designing K-13 lesson plans?

C. Objectives of The Study

The objectives of this study are:

- 1. To know whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not
- To find out the difficulties faced by the pre-service English teachers in designing K-13 lesson plans

D. Significance of The Study

The findings of this study explain whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not and the difficulties faced by the pre-service English teachers in designing K-13 lesson plans. They can be used as beneficial input for the lecturers of English Teachers Education Department, the pre-service English teachers of English Teachers Education Department, and the researcher.

1. For lecturers of English Teacher Education Department

After conducting this research, it is expected that the lecturers know whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not including the difficulties faced in designing K-13 lesson plans. Furthermore, they will get insight how to establish a better teaching-learning process dealing with designing K-13 lesson plan. 2. For the pre-service English teachers of English Teacher Education Department

The result of this research can be used by the pre-service English teachers of English teacher Education Department as a measurement to know how well they design their lesson plan and reflection on their work so that they can revise and improve their lesson plans for better work next time, especially in the case of designing K-13 lesson plan.

3. For the researcher

Since the result of this study is considered as essential instrument of teaching and learning process, it is important for the researcher as the future English teacher to be able to design a good lesson plan based on government's rule. After conducting this study, the researcher will know how to design and use the lesson plan well based on the requirements of K-13. Moreover, another researcher can use this study as one of the references to similar study related to lesson plan.

E. Scope Limit of The Study

The researcher limits the research on K-13 lesson plans which are written by English and Bahasa Indonesia by the pre-service English teachers. They are students of sixth semester of English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya taking PPL 1 academic year 2015. In this study, the researcher analyzes the lesson plans to know whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not. The researcher analyzes the lesson plans by matching them to the requirements of K-13 using checklist of K-13 lesson plan analysis adapted from the Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School and focuses on six aspects in the lesson plans. They are indicator of standard competence achievement, objective, material, resource, teaching activity, and assessment. Actually, objective is not crucial component which stated in K-13 but the researcher analyses objective because the pre-service English teachers are recommended to formulate objectives in K-13 lesson plans by lecturers in PPL 1. The researcher also examines the difficulties faced by the pre-service English teachers in designing K-13 lesson plans.

F. Definition of Key Terms

In this study the researcher provides definitions of some key terms to help the reader understand easily. They are described as follows:

1. Lesson plan is considered as a blue print, a guide map for action, or a comprehensive chart of classroom teaching learning activities. It is defined as elastic but a systematic approach to teaching of the concepts, skills, and attitudes.¹⁸ Lesson planning is described as considering the students, thinking

¹⁸ J.C. Aggarwal, *Principles, Methods, and Techniques of Teaching* (New Delhi: Vikas Publishing House Pvt. Ltd., 1996), 322.

of the content, materials, and activities that could go into a lesson to ensure the lesson is good.¹⁹ In this study, the lesson plan is produced by the preservice English teachers in PPL 1 academic year 2015 and designed as guidance in preparing an effective daily plan organizing content, materials, and activities in the classroom.

2. Curriculum 2013 (K-13) is the Autocomes-Based Curriculum which has been applied since 2013 in Indonesia and an advanced curriculum which developed from KBK (Kurikulum Berbasis Kompetensi) or Competence-Based Curriculum and KTSP (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum. This curriculum development aimed to achieve the competences which are formulated from SKL (Standart Kompetensi Lulusan) or Grading Competence Standard. In addition, this curriculum includes the competence of attitude, knowledge, and skills in an integrated manner.²⁰ Besides, K-13 emphasizes the implementation scientific approach and authentic assessment in learning process.²¹ In this study, the lesson plan is analyzed based on the requirements of K-13 determined by the Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School. There are six

¹⁹ Tessa Woodward, *Planning Lessons and Courses* (Cambridge: Cambridge University Press, 2009), 1.

²⁰ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....*74–75.

²¹ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013....* 278.

crucial aspects that must be considered in designing K-13 lesson plan; they are main competence and basic competence, indicator of standard competence achievement, material, resource, teaching activity, and assessment.

