

CHAPTER I

INTRODUCTION

In this point , There involves (A) Background of study, (B) Research Question , (C) Subject the study , (D) Significance of Study, and (E) Definition of keyterm, Each of them Describe clearly as below:

A. Background of The Study

Quality of education is a goal to be achieved in the implementation of education at schools. To achieve that goal is carried out the process of teaching and learning in the classroom. Teaching and learning activities should refer to the applicable curriculum. Based on the reason to improve the quality of education, curriculum has changed became curriculum 2013.

Curriculum 2013 has a different characteristics with curriculum before, in this curriculum students has more chance to express their ability , but teacher still has their obligation in the classroom to give the explanation and lead the process of teaching and learning in the classroom. New curriculum has two parts, it can be more easier or more complicated, especially in teaching English because it is a foreign language.”Language is a system of express and report what happens on the nervous system. The variety of language has been written in Holy *Qur’an*, as follow in *Q.S Ar-Ruum*22

﴿لِّلْعٰلَمِيْنَ لَا يَسْتَدْرِكَ فِيْ اِنَّ وَالْوٰلِيْنَ كَمَا اَلَسِّنْتِكُمْ وَاٰخْتَلَفُوْا اَلْاَرْضِ السَّمٰوٰتِ حَلْقُءِ اٰيٰتِهٖ ؕ وَمِنْ

The next signs of God power are the different of languages. There are Arabic, Tartar, Roman, French, Barbarian, Habsyi, Hindi, Ajam, Amenian, English, and many more.

In education, curriculum has an important role in Indonesia. According to *Kemendikbud* (2012, p.2), 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; (2) educated person; and (3) responsible person.

The Minister 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. This curriculum 2013 also emphasizes the implementation of science approach and authentic assessment in learning process.

In Indonesia, the curriculum has changed for several times. The most recent is when the Indonesian Ministry of Education announced the

new curriculum in the end of 2012. It is Curriculum 2013. The Curriculum 2013 is made to change the last curriculum, 2006 Curriculum (*Kurikulum Tingkat Satuan Pendidikan* or *KTSP*). By variety of reasons, the Curriculum 2013 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 from different levels in Indonesia have implemented the Curriculum 2013. However, the Curriculum 2013 has been revised several times, the new revision in 2017. Some aspects of Curriculum 2013 after 2017 Revision have changed and one of these aspects is lesson plan.

Indonesian Ministry of Education and Culture stipulated that the Curriculum 2013 was emphasized on competency, such as cognitive, psychometric, and affective domain. In 2017 revision, lesson plan must integrate literacy, HOTS (Higher Order Thinking Skill), PPK (*Penguatan Pendidikan Karakter*) and 4C (Communication, Critical Thinking and Problem Solving, Creativity and Innovation). Therefore, teachers are asked to be more active in preparing materials or information for students and to develop their teaching materials. One of the ways is by developing lesson plans.

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.

Lesson plan has great influence on successful teaching and learning process (Brown, 2001, p. 149). It is stated in the Holy Quran in Surah Al-Hasyr 18 as follows:

تَعْمَلُونَ بِمَا حَبِطَ اللَّهُ إِنِ اللَّهُ وَاتَّقُوا الْعَدِيدَ قَدْ مَتَّ مَا نَفْسٌ وَلْتَنْظُرِ اللَّهُ اتَّقُوا أَمْنُوا الَّذِينَ يَتَأْتِيهَا

This verse stated that God commands humans to plan before doing something in order to get the maximum results expected. Furthermore, research has found that planning skills are essential part of successful teaching. It helps teachers to fulfill the essential elements of good teaching (Badriah, 2013, p. 1).

Based on the interpretation of the verse above, we must look at ahead and plan everything, with a plan learning the lesson plan schedule becomes more focused and also useful for teachers and students, because planning is related to determining what will be done, considering that planning is a process to determine the learning objectives to be achieved.

In accordance with the objectives of the curriculum 2013 to produce participants be educated as independent human being and do not stop learning, process learning in lesson plan is designed to be students-centered to develop motivation, interest, curiosity, creativity, initiative, inspiration, independence, enthusiasm for learning, learning skills and study habits.

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. Therefore, the teachers must find out the contextual need and curriculum standard in order to create effective educational system in Indonesia.

Curriculum 2013 has presented the component required for the teacher with an expectation that this curriculum would create better learning process. They are competence of understanding subject or instructional materials, planning a teaching and learning program, and applying the teaching and learning program. 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.

B. Research Questions

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

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

C. Objectives of The Study

The objectives of this study are:

1. To identify whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not
2. 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. Definition of KeyTerms

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. Lesson planning is described as considering the students, thinking of the content, materials, and activities that could go into a lesson to ensure the lesson is good. In this study, the lesson plan is produced by the pre- service English

teachers in PPL 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. Besides, K-13 emphasizes the implementation scientific approach and authentic assessment in learning process. 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 of Elementary School and Secondary School. There are six crucial aspects that must be considered in designing K-13 lesson plan; they are main competence, basic competence, indicator of standard competence achievement, material, resource, teaching activity.