

CHAPTER I

INTRODUCTION

A. Background of Study

Since 2006, Indonesia has used Kurikulum Tingkat Satuan Pendidikan (KTSP) or school based curriculum, but the government has revised the new curriculum from KTSP to curriculum 2013. The curriculum change with the goals to improve and increase people in Indonesia being excellent characters includes productive, innovative, faithful and creative. This curriculum empowers schools to develop and manage their own curricula based on the standards outlined in the curriculum and under the surveillance of the government. This curriculum is expansion by taking into account to the potential and characteristics of the local area, the characteristics of the community or social cultural, and the characteristics of the learners.

According to Mulyasa (2009, p.12) KTSP is the operational curriculum that developed by the local government and educational unit. It can be expansion and implemented by the local government and school depending on the circumstances of each school. According to Kunandar (2007) KTSP is a curriculum concept that emphasized on ability development (competency) to convey the task through performance, so the students can understand the set of certain competencies. This curriculum is

designed to prepare students to be well informed such as emotionally, spiritually and socially mature.

The curriculum in Indonesia has changed several times in attempt to improve educational quality. But the changes still do not provide good education quality and instead still confuse teachers and students. Syllabuses, lesson plans, materials, methods and strategies developed taught previously by teachers must be changed and adjusted to the new curriculum, at least students are frequently perplexed by a new curriculum concept that introduced in the classroom. Since the curriculum 2013 was implemented throughout Indonesia, teachers were required to use appropriate materials, strategies and methods of instruction. As a result, to develop a good and systematic teaching and learning activities in the class, teachers must be able to create fun, interesting teaching and learning activities in the classroom. Now, teaching is a profession, and teachers are expected to be professional in their duties and responsibilities. Something that show a teacher's professional attitude is to carry out its responsibilities in creating a lesson plan. Concerning the significance of the success of a learning activity is determined by creating a lesson plan, as stated in the holy Quran, An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

However, in order to achieve an effective learning in the class, the teacher's role is very important. A teacher is required to have a various intelligence to maintain professionalism, and the teacher must organize the lesson plan interesting, creatively, cheerfully, and detail. Teachers must create the lesson plan refers to the Curriculum 2013 or the Minister of Education and Culture's Regulation No.22 year 2016: "The lesson plan was developed from the syllabus to the direct learner's learning activities to achieve basic competencies. The complete lesson plan is refers to the syllabus, textbook, and teacher's guidebook".

As the first step in the learning process, every teachers in the educational unit is required to create a comprehensive and systematic lesson plan. So that the learning process can take place inspiring, joyfully, challenging, interactive and efficiently in order to develop students' high level thinking skills. A lesson plan means as the heart of become a good teacher professionally. It is a effectively way that allows us to unite our understanding of second language with a knowledge of curriculum, as well as the teaching and learning surrounded.

Furthermore, the nature process, and outcomes of thinking are the primary foundations for planning, directing, and controlling students' learning based on the expected outcomes and impact.

Bloom's Taxonomy is a classification system that created by education psychologist Benjamin Bloom in 1956. Benjamin Bloom classified intellectual abilities and learning behaviors. Bloom identify six cognitive levels, they are knowledge, comprehension, application, analysis, syntesis, and evaluation, with experience increasing from basic knowledge to the highest level of evaluation. Anderson, as cited in O'Neill (2015, p. 3), revised and changed the cognitive domain in the learning taxonomy and created some modifications. The most noticeable changes are changing the names in the six categories from noun to verb form, and rearranging them slightly. And Remembering, understanding, applying, analyzing, evaluating, and creating are the revised cognitive domain categories. Bloom's Taxonomy can also be applied for grade levels and content areas, it can be used not only to teach English but also for any other subjects. Teachers can assess students on multiple learning outcomes that are arrange to local, state, and national standards and objectives using Bloom's Taxonomy in the classroom. There are some tasks that move students through the thought process at each level of the taxonomy. This activity shows how all levels of Bloom's Taxonomy can be achieve in the teaching and learning process.

Regarding the importance of the lesson plan above. Then, the researcher interesting to do research with the title ***“Designing of Bloom’s Taxonomy in English Teachers’ Lesson Plan”***.

B. Research Questions

Based on the background above, the researcher wants to investigate a research problem which is followed as follow:

1. How is the design of Bloom's Taxonomy in English teachers' lesson plan?
2. What are the obstacles faced by English teachers' in designing Bloom's Taxonomy for lesson plan?

C. Objective of Study

According to those problem above about "Designing of Bloom's Taxonomy in English Teachers' Lesson Plan" so, the objectives of this study are:

1. To describe how is the design of Bloom's Taxonomy in English teachers' lesson plan
2. To describe what are the obstacles faced by English teachers' in designing Bloom's Taxonomy for lesson plan

D. Significance of Study

The result of this study's expected to be useful for these contributions:

1. Theoretical Significance:

This research can be used as a reference in creating a good lesson plan, with the research entitled designing of Bloom's Taxonomy in

English teachers' lesson plan. The researcher hopes the quality of education in Indonesia will be better and produce systematic and effective learning that is useful especially for English teacher.

2. Practical Significances

a. For teachers

Before teaching and learning in the class, the teacher can prepare and design well about the material. Then, the teacher can consider the best way to assess and notice the measurement of the student's level. Finally, it can be used to provide feedback to teachers, particularly English teachers.

b. For further researcher

The findings of this study are expected to be useful to other researcher who wants to conduct a similar study in terms of designing of Bloom's Taxonomy for a lesson plan that takes the proportion and level of the students.

E. Definition of Key Terms

It is critical for the researcher to define the terms used in this study. To avoid misunderstanding or misinterpretation of the terms used in this study, a definition is required. The following terms must be defined:

1. Bloom's Taxonomy

Bloom's taxonomy is a classification system of learning objectives that should be as a reference by educators. With the

aimed developing communication of learning and as a tool in the identification by educators. In this research, the researcher only focus to analyzed three components in lesson plan such as indicator, learning activity, and assessment used Bloom's Taxonomy revised conducted by Lorin Anderson and David Krathwohl.

2. Designing Bloom's Taxonomy for lesson plan is creating the ideal lesson plan, classification for teacher in designing a good lesson plan include three aspects in Bloom's Taxonomy such as cognitive domain, affective domain and psychomotor domain.

3. Lesson Plan

One of the most important things to do before teaching to the class is creating a lesson plan. Since the lesson plan has always been the most important thing before beginning the teaching and learning process. The teacher should prepare and pay attention to the material and topic, which should include the activity on the inside. A lesson plan should include three aspects from Bloom's Taxonomy that the teacher should consider. It aims to improve students' knowledge, motivation, and performance in the teaching and learning process, many teachers do not consider these domains. Bloom Taxonomy focuses on making students active participants in the teaching and learning process. Each domain serves a distinct purpose that cannot be changed or

replaced by another domain. These fields are created to provide students to use logic and knowledge, as well as to feel their movement in the process of teaching and learning.