

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of communication tools as well as a medium to express human ideas and feelings. Language is a special skill used to communicate ideas or feelings by using signs, voice, gestures, or codes. Sapir (1921, p.7) states that language has interaction function to communicate ideas, emotions, desires purely and noninstinctively. However, there is another major function of language, that is transactional function. It is used by humans showing their linguistic abilities to communicate knowledge, skills, and information. Language is needed to know each other with other people in the world, as it is stated in the Holy Quran in Surah Al-Hujurat 13 as follows,

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ
أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَمُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

This verse stated that God had created human beings of the world with many races and tribes who had various cultures, behaviors, religions, and languages. Therefore, in order to make the same understanding when people communicate and interact with other people out from their community, it is important to learn another language. Considering importance of the language, our

government has drawn up English as a foreign language that should be mastered by the students in Indonesia.

English is one of the subjects at schools in Indonesia. In Indonesia, English is a special or important subject. Government of Indonesia has decided that English must be taught from the beginning grade to university. English is learned by students in some Elementary Schools, Junior High Schools, and Senior High Schools. There are four skills that should be mastered by the students, namely listening, reading, speaking, and writing.

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.

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 2013 Curriculum. The 2013 Curriculum 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 2013 Curriculum. However, the 2013 Curriculum has been revised several times, the newest revision is in 2017. Some

aspects of 2013 Curriculum after 2017 Revision have changed and one of these aspects is lesson plan.

Indonesian Ministry of Education and Culture stipulated that the 2013 Curriculum was emphasized on competency, such as cognitive, psychomotoric, 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.

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,

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

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).

Before doing this research, the researcher had done an observation to a school, it was SMK Muhammadiyah 3 Banjarmasin. The researcher asked the English teacher whether the school implement 2013 Curriculum 2017 Revision. The teacher said yes. In 2014, the school implemented 2013 Curriculum, but in 2016 re-implemented *KTSP*. Then, in 2017, the school implemented the last curriculum, it was 2013 Curriculum 2017 Revision and pointed as the main cluster school. It was a school that guided another school in implementing 2013 Curriculum. The researcher thought that the school was good in implementing 2013 Curriculum. However, the teacher said that there were many problems in implementing the 2013 Curriculum 2017 Revision. One of the problems was in designing lesson plan.

Based on the information and findings above, the writer would try to conduct the research entitled English Teacher's Problems in Designing Lesson Plan Based on 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin.

B. Statement of Problem

The problems should be studied in this research are about English teacher's lesson plan based on the 2013 Curriculum 2017 Revision and English teacher's problems in designing lesson plan based on the 2013 Curriculum 2017 Revision. The problems will be formulated in the following questions:

1. Are the English teacher's lesson plans suitable to the 2013 Curriculum 2017 Revision?

2. What are the English teacher's problems in designing lesson plans based on the 2013 Curriculum 2017 Revision?

C. Research Objectives

Based on the questions above, the writer makes some research objectives as follows:

1. To describe whether the English teacher's lesson plans are suitable to the 2013 Curriculum 2017 Revision or not.
2. To identify English teacher's problems in designing lesson plans based on the 2013 Curriculum 2017 Revision.

D. Limitation of Study

Research limitation is needed to focus on the problem in this research. In this research, the researcher will analyze English teacher's lesson plans and the problems in designing lesson plans based on 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin.

E. Significance of Study

This study is expected to have benefits theoretically and practically. Theoretically, this study can give explanations about the 2013 Curriculum in the context of teaching and learning English. Practically, this study can provide English teachers in developing lesson plans based on 2013 Curriculum. Also, it is expected that this study can be used as information about 2013 Curriculum for further study.

F. Definition of Key Terms

1. Curriculum

According to *Undang-Undang Pendidikan* No. 20/2003 on the National Education System, curriculum is a set of plans consisting of learning objectives, content and learning materials as well as ways which are used as guidelines for the implementation of learning activities to achieve specific educational objectives. Based on this understanding, there are two dimensions of the curriculum. The first is the plan and arrangements about the purpose, content, and learning materials. The second is the means and strategies used for learning activities.

2. Lesson Plan

Lesson plan is a description of contents of the instructional course and the order in which they are to be taught. The lesson plan here is based on the 2013 Curriculum 2017 Revision that is systematically regulated in *Permendikbud* No.22/ 2016.

3. Teacher

In the Act no 14/ 2005, it is stated that “teacher is a professional educator with the main duty to educate, teach, guide, direct, train, assess, evaluate learner on every grade from early grade, elementary, junior, and senior high school”. The teacher I mean here is English teacher who teaches in SMK Muhammadiyah 3 Banjarmasin.

