

English teacher's difficulties in designing lesson plan based on Indonesian 2013 curriculum

Nurfitri Nurfitri¹, Regina Regina², Ryani Yulian³

¹Masters Study Program of English Language Education of Teacher Training and Education Faculty, Universitas Tanjungpura, Pontianak

Email: fitripopo91@gmail.com

²Masters Study Program of English Language Education of Teacher Training and Education Faculty, Universitas Tanjungpura, Pontianak

Email: reginapetronella@yahoo.com

³Economics and Business Faculty, Universitas Muhammadiyah Pontianak, Pontianak

Email: ryani.yulian@unmuhpnk.ac.id

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Abstract

The aim of this research was to gain deeper understanding concerning English teacher's difficulties in designing lesson plan based on the 2013 Curriculum. This qualitative case study employed observation, interview and document analysis. The instruments of collecting data consisted of observation checklists, an interview guide and field notes. The subject was one English teacher at SMP Negeri X Singkawang who has implemented the 2013 Curriculum. This research revealed that English teacher encountered difficulties in designing lesson plan based on 2013 curriculum on three stages. In pre design stage, the teacher found the difficulties in term of inability to formulate and design lesson plan due to limited time constraints. In whilst design stage, the English teacher experienced difficulties in assessment with many variables. In post-design stage, the English teacher coped with students' reluctance in the teaching learning proces since the learning process was not appropriate with the lesson plan and lacked of facilities at school. It is recommended that the teacher should put more efforts to improve professional competencies by participating in activities such as training and workshop and accelerate knowledge improvement, creativity and technology to be able to apply the 2013 curriculum effectively.

Keywords: designing lesson plan, English teachers difficulties, 2013 curriculum

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A curriculum is the most important point for the success of the teaching-learning process in education. In Indonesia, there had been several times changes and improvements of the curriculum. Curriculum 2013 was officially launched on July 15, 2013 by the Ministry of Education and it has already been implemented for more than five years. There are many socialization and training which has already been conducted throughout teachers training program gradually. Teachers are the key factor to reach the national education goal and to realize what is written in the curriculum. In line with this, Cooper (1990:2) states that:

“The teachers are trained and hired by societies to help fulfill the purposes of the curriculum and teachers in the formal educative process of schooling are social agents hired by society to help facilitate the intellectual, personal, and social development of those members of society who attend schools”.

Curriculum changes to accord with the dynamic needs. In Indonesia, the curriculum has changed several times as an attempt to improve its education quality. The implementation of the 2013 Curriculum has been running effectively for about 5 years. In Singkawang, from 34 Junior High Schools, there are 25 schools that have implemented 2013 curriculum. This 2013 curriculum is unique, different, and full of planting attitudes, knowledge, values, and character of students compared to previous curriculum. The difference is all syllabus, learning plan, teacher handbooks, and student handbooks provided by government. In the past the teacher were busy with making learning devices, such as syllabus, teaching plans. Now the teachers just have to teach and develop education to achieve the common goals that we will achieve based on the outline outlined in the 2013 curriculum. This curriculum also focuses on attitude, knowledge, skills, and characters based on a scientific approach.

Since 2013 curriculum is relatively new, it is possible for the teachers to get problems in implementing this curriculum. An important problem that is often faced by teachers in learning activities is preparing an appropriate lesson plan in order to help students achieve competence. This is due to the fact that in the curriculum or syllabus, the lesson plan is only outlined in the form of reference material for teaching. It is the teacher's job to describe the reference material for teaching so that it becomes a complete teaching material.

The quality of the education system is closely related to the quality of teachers and the success in the implementation of 2013 curriculum depends on the teachers' readiness and education institution (schools) in preparing and implementing their learning process and assessment. As the part of the curriculum, creating lesson plan is very important to do by every teacher because lesson plan contains the purpose of learning where each item will have different goals.

In its brief context, lesson plan is a toolkit of teacher to conduct the teaching-learning process as a directive that refers to a basic competence in one set of it in

order to achieve the learning objective of students. Lesson planning is a crucial process in an instruction. The process helps teachers manage instruction more effectively. The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning. Some teachers feel that lesson planning takes too much time. In addition, lesson plans can also document for administrating the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the teacher only has to refer to that day's lesson plan. Regarding the important components within the curriculum, Harmer (2001:307) states that:

"Before we start to make a lesson plan we need to consider a number of crucial factors such as the language level of our students, their educational and ltural background, their likey levels of motivation and their different learning styles."

Exactly teachers who made lesson plan know what materials can teacher teach to students the next day. For the teachers, a lesson plan may be used as the base for the better future lesson plan and guidance in teaching. A lesson plan also provides accountability by providing a record of work for the school's authorities, inspector and parents.

Because 2013 curriculum is relatively new, it is possible for the teachers to get problems in implementing this curriculum. An important problem that is often faced by teachers in learning activities is preparing an appropriate lesson plan in order to help students achieve competence. This is due to the fact that in the curriculum or syllabus, the lesson plan is only outlined in the form of reference material for teaching. It is the teacher's job to describe the reference material for teaching, so that becomes a complete teaching material.

Based on the researcher preliminary observation, it showed that there are 25 Junior High Schools in Singkawang that have implemented the 2013 curriculum. In the interview conducted on September 18th, 2017, with the representative English teachers in SMP Negeri 4 Singkawang, the researcher found that the teachers got problems in implementing 2013 curriculum especially in designing lesson plan based on the 2013 curriculum. The teachers experienced a problem because she had no time to construct her own lesson plan, and the teacher tended to imitate or even copied the ones provided in the textbook and the internet.

The teacher got a problem to understand the formulation of the standard of competency, indicator and to choose the appropriate material with the students'

need, to determine instrument for assessment. The teachers got problem to make active students in the teaching-learning process. However the curriculum is not ideal without supported by the teacher's ability to implement it; it will not be meaningful as an instrumental input in achieving the goals of education. In the same way, teaching learning activity without curriculum as a guideline would not be effective. Thus, the role of the teacher is a key position in the implementation of 2013 curriculum. Therefore, preparation and guidance for the teachers for the implementation of 2013 curriculum are the necessity.

As explained previously, in 2013 curriculum, teachers are no longer in charged of developing the syllabus but make the lesson plan only. There are several difficulties faced by the teachers in designing the lesson plan based on 2013 curriculum. The difficulties were found in pre-design, whilst-design, and post-design stage. The teacher had no time to construct her own lesson plan, work load, and was confused to develop indicator based on Basic Competence and Core Competence. The teacher also found it difficult to do an assessment. Students are not active in the teaching learning process, and there was overload capacity of students in the class.

The teachers' problem was very technical which actually occurred during preparing lesson plan before the teaching-learning process in the class. Indeed, English teacher difficulties in designing a lesson plan were similar to iceberg phenomenon. The iceberg phenomenon gives birth to the concept of theory or meaning in life, iceberg appears on the surface or looks only about 20 percent, while 80 percent is hidden in the sea. This iceberg phenomenon is very relevant to explain various English teacher problems. It may not be easy to see behind it. The internal aspects are actually more important to be analyzed, studied and emulated. The internal aspect is the actual, critical condition, how a person makes difficult and bold decisions. Brown (2001:166) states that:

"Some difficulty is caused by tasks themselves; therefore, make your direction crystal clear by writing them out in advance".

Based on the explanation in the research background, the main focus of this research was to analyze the English teachers' difficulties in designing lesson plan and what were the causes of the difficulties related to designing lesson plan based on 2013 curriculum in SMP Negeri 4 Singkawang in academic year 2017/2018. This research aimed to gain deeper insights about the English teachers' difficulties in designing lesson plan and what were the causes of the difficulties related to lesson plan preparation before the teaching-learning process in the class based on 2013 curriculum.

METHOD

In this research, the researcher used qualitative research which is exploring a problem and developing a detailed understanding of the central phenomenon (Creswell, 2012). For advance, this study can be specified as a case study because it was conducted in a small case, a single case and focus on one particular instance of educational practice. Yin (2003:2) argues that:

“Case study method allows investigators to retain the holistic and meaningful characteristic of real life events such as individual life cycles, organizational relations, and the maturation of industries.”

For this concentration, the researcher analyzed the English teacher difficulties in designing lesson plan based on 2013 curriculum. This is so-called a kind of qualitative examination of content analysis of the lesson plan. Case study research design was used in this study because this study focused on a case that involved in bounded context happened in one of junior high school in Singkawang. The researcher concerned to investigate deeply about the English teachers' difficulties in designing lesson plan based on 2013 curriculum. Case study is important because by using it, the researcher is able to collect the sufficient data as the focus was on the small population.

The subject was the teacher A, 36-years-old teacher of English who taught English subject and developed the lesson plan for the first and second semester of SMP Negeri 4 Singkawang. There was one teacher as the research subject in this study. The subject was chosen using purposive sampling technique in order to get specific data regarding the English teachers' difficulties in designing lesson plan based on 2013 curriculum. According to Fraenkel (2012:100):

“Purposive sampling is the persons chosen are themselves representative of the population, but rather that they possess the necessary information about the population.”

To obtain the data in the field, the researcher employed two instruments; interview guide and content analysis checklist. In order to dig information deeply about the data, the researcher also conducted an interview. By doing an interview with the English teacher, the researcher obtained more explicit information. It was useful to complete the data about the pre-design, whilst-design, and post-design stage of lesson plan that should be in accordance with 2013 Curriculum. The technique of data analysis used in this study was qualitative content analysis since the raw material for the research worker may be in the form of communication, usually written material such as lesson plan. Next, the data were collected, analyzed and the results were provided and reported by the researcher in a narrative.

FINDINGS

The research conducted by the researcher related to deep investigation toward the English teacher' difficulties in designing lesson plan based on 2013 curriculum at the 7th grade of SMP Negeri 4 Singkawang covered 4 main aspects that are difficulties in pre-design, whilst-design, post-design stage, and the causes of the difficulties in designing of lesson plan. In this session, the presentation of research finding and discussion were mixed. Research potrayed those four aspects orderly, and each aspects as presented through each English teachers' views and followed by the discussion.

1. The difficulties teachers encountered in pre-design stage of lesson plan.

Related to pre design of lesson plan, the data revealed that the teacher had no time to construct her own lesson plan. The English teacher was difficult to understand the formula of the lesson plan based on 2013 curriculum because this 2013 curriculum is unique, different, and full of planting attitudes, knowledge, values, and character of students compared to previous curriculum. The difference is all syllabus, learning plan, teacher handbooks, and student handbooks provided by government. This was aimed at facilitating teachers in teaching, educating, and developing education. In the past the teacher was busy with making learning devices, such as syllabus, teaching plans, now the teacher just has to teach and develop education to achieve the common goals that will be achieve based on the outline outlined in the 2013 curriculum This curriculum also focuses on attitude, knowledge, skills, and characters based on a scientific approach.

2. The difficulties teachers encountered in whilst-design stage of lesson plan.

In this aspect, the English teacher executed the lesson plans she had been prepared. The activities of a learning process created by the teacher in the class should have the characteristics as mentioned in *Permendikbud* number 103 of 2014, they are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners. According to *Permendikbud* number 81 (2013) aspects that have to be considered in identifying learning material are: (a) the identity of the school, subject or theme, class/ semester, and the allocation of time; (b) core competence, basic competence and indicators of competencies achievement; (c) learning materials; (d) learning activities that include preliminary activities, main activities, and the post activities; (e) assessment, enrichment; and (f) media, tools, materials, and learning resources. The logical learning sequence of scientific approach (5M) is also written in it.

Teacher said that she has many obstacles. It was difficult for her to arrange the leson plan because he had some difficulties in describing the core competence and based competence as indicators because the indicators should be parralel with

the revised Bloom Taxonomy. Based on the interview, the teacher 1 had difficulties in designing indicator. The specific difficulty in using the appropriate operational verb was to design the indicator. The teacher also claimed that the difficulty in designing indicator was to choose the right operational verbs that match with the basic competence. The teacher felt confused and difficult to memorize the operational verbs when start designing the lesson plan. English teacher had difficulties in applying scientific approach (5M) especially in determining and classifying the activities to meet the requirements of 2013 Curriculum scientific approach stage in proportional time. She had also difficulties in connecting the activities to the real life. In addition she had difficulties in questioning stage especially in engaging students to get involved in giving question.

In selecting assessment, the English teacher had difficulties in establishing technique of authentic assessment, such as oral assessment, written assessment, and portfolio, etc. There were many assessments in authentic assessment that had to be analyzed. There were cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects. Most of the English teacher had difficulties in making assessments and their detail rubric. There is a concrete assessment in each aspect in the 2013 curriculum, in which indicators are provided to help teachers check easily the students' achievement. The teacher should assess many aspects from the students such as attitude consists of spiritual and social attitude, and knowledge, moreover in English the aspect is larger. The change of evaluation system includes assessment of attitude, cognitive assessment, and skill assessment. Almost of the teacher assumed that the scoring criteria are complicated and very time consuming. She should assess many aspects from each student, it is really hampered them. In order to give the objective score for the students the teacher should know well the students one by one. In fact she cannot do it. There were many students which they taught. It was not easy to know each student.

As mentioned in *Permendikbud* number 104 of 2014, learning evaluation is conducted through authentic and non-authentic assessment, but authentic assessment is the main approach. Authentic assessment is the assessment that requires the students to appear good in the attitude, use the knowledge and skill they gained from learning in doing a task on real situation. Data showed that only English teacher who created the guideline of scoring based on the characteristic of 2013 curriculum. As it is related to the implementation of authentic assessment, the finding showed that only English teacher who performed authentic assessment properly. According to Gulikers (2004:69):

“Authentic assessment is an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes, that they need to apply in the criterion situation in professional life.”

3. The difficulties teacher encountered in post-design stage of lesson plan.

Everything which is planned on the dimension of planning by the English teacher has a big influence in the success of English learning process based on 2013 curriculum. The students' condition is the main reason. The students can be categorized as the lowest between the state junior high school in Singkawang. The teacher was not easy to make them active in class especially in the questioning process. When the teacher gave them opportunity to ask question they seemed confused. The students did not know what they should ask to the teachers. On the other hand, the students cannot respond well when the teacher gave them question. The students cannot be active to ask question and they also cannot follow the teachers' instruction well. As a result, the English teacher must give motivation for silent students. Besides, questioning the condition of passive students also influenced the communication process. Communication is the process of delivering the result of observation. The conclusion was based on the written analysis, oral analysis, and other media. In the closing activity, the teacher usually asked the students to deliver the conclusion of the learning. There were no students wanted to be volunteer, so the teacher gave more times for them and then the teacher pointed some of them to come to the class. This process was very time consuming and made the lesson cannot run like the lesson plan. There were many factors which made the students cannot be active in the English class. They lacked of vocabulary and they totally did not understand English. Not all of the students were passive but on average the students followed the English learning process with less passion.

There were many activities that the teacher wrote on the lesson plan. Sometimes the teacher cannot implement all of the activities in the lesson plan because of the limited time. In every material, the teacher needed more than a meeting. As a result, she could not teach all existing material. She chose important material and omitted less important materials for students. Moreover, the teacher endeavored to teach all of the materials, although she only gave short explanation in each material. It showed lack of time in 2013 curriculum. The existing material was abundant, so the teacher cannot teach all of the materials.

DISCUSSION

Overall, the data revealed that the teacher had no time to construct her own lesson plan. The English teacher was difficult to understand the formula of the lesson plan based on 2013 curriculum because the 2013 curriculum is unique, different, and full of planting attitudes, knowledge, values, and character of students compared to the previous curriculum. In the past, the teacher were busy with making learning devices, such as syllabus, teaching plans but nowadays, the teacher just has to teach and develop education to achieve the common goals based on the outline outlined in the 2013 curriculum This curriculum also focuses on attitude, knowledge, skills, and characters based on a scientific approach.

The English teacher has difficulties in conducting authentic assessment. As explained before, the teacher did not find the right instrument. At last, the teacher

conducted non-authentic assessment as the main approach to evaluate students' learning result. Everything planned on the dimension of planning by the English teacher has a big influence in the success of English learning evaluation based on 2013 curriculum. There is a concrete assessment in each aspect in the 2013 curriculum, in which indicators are provided to help teachers easily check their students' achievement. The teachers should assess many aspects from the students such as attitude which consist of spiritual and social attitude, and knowledge. Moreover, the aspect is larger in English.

The change of evaluation system includes assessment of attitude, cognitive assessment, and skill assessment. The teacher assumed that the scoring criteria were complicated and very time consuming. She should assess many aspects from each student which was really hampering. In order to give the objective score for the students, the teachers should know well the students one by one. In fact, she cannot do it because of the large numbers of students. It is not easy to know each student. Most of the teachers do the assessment especially the attitude assessment subjectively although the rubric assessment was provided.

The form of the assessment in authentic assessment can be portfolios, performance assessment, project assessment, and written assessment. Each teacher uses different assessment for the class adapted to the materials. However, the teacher faced with the limited time allocation, she cannot use authentic assessment perfectly. The instrument for assessing the aspect of knowledge and skill was appropriate. There are many points in each skill which make the teachers got difficulties. Besides, the limited time allocation makes the teacher cannot use authentic assessment perfectly. The teacher should assess the students objectively. It is better if the teacher knows all of the students. Although it is a little bit difficult but the teacher should know all of the students to get real authentic assessment. The teacher should be able to apply personal approach to be close and friendly so that the students feel comfortable. As a result, it will be easier for the teacher to conduct authentic assessment.

CONCLUSION

This research aimed to investigate the English teacher's difficulties in designing lesson plan covered 4 main aspects namely difficulties in the pre-design stage of the lesson plan, difficulties in making whilst-design stage of lesson plan, difficulties in making post-design stage of lesson plan, and the causes of the English teacher's difficulties in designing of lesson plan. In its practice, the implementation of the 2013 curriculum faced some difficulties especially in designing the lesson plan.

In the aspect of pre-design of lesson plan which covered the activity of preparing time to construct the lesson plan, analyze the syllabus and all the aspect in the 2013 curriculum lesson plan, the teacher had no time to construct her own lesson plan. It was implicated from the workload and the implementation of five

days in this school. It means that the teacher spent most of her time at school, copied materials from internet and modified them based on the students' needs.

In the aspect of whilst-design stage of designing a lesson plan based on 2013 curriculum in SMP Negeri 4 Singkawang, the learning evaluation was conducted by the teacher based on the plan. The biggest portion of the evaluation was using non-authentic assessment that contributed the biggest emphasis on the cognitive domain. It was not identical as the mandate of 2013 curriculum in *Permendikbud* to use authentic assessment. The teacher organized the teaching-learning process based on the prepared lesson plans. It used scientific approach well. Moreover, the use of media was not optimal by the teacher. There were many points that should be assessed by the teachers. It made the teacher a little bit confused. The teacher assessed the students' attitude subjectively. She did not use all of the rubric assessment based on the lesson plan.

In the aspect of post-design stage of designing the lesson plan, most of the students cannot be active in English learning process especially in the step of questioning. They seemed reluctant to speak using English. The limitation of time made the teachers cannot implement 2013 curriculum perfectly. The teacher cannot use scientific method in each meeting. The limitation of time also made the materials cannot be taught fully and the learning process was not appropriate with the lesson plan.

SUGGESTION

After conducting research about the English teacher's difficulties in designing a lesson plan based on 2013 curriculum, the researcher found that it needed evaluation in order to get the improvement in the future. Dealing with this result, many factors were seen as the cause of the problem. To overcome this problem, many stakeholders need to cooperate well. The role of government as a policymaker, the stakeholder as the supervisor, and the teacher as the executor of the curriculum are absolutely crucial.

As the result, there are several important things that can be suggested as the implications of this research and it is hopefully can be useful for:

1. For the Teacher

The teacher plays important role in implementing the national curriculum. Whatever the curriculum is, the failure or success is determined by the teacher. The teacher should struggle more to understand the implementation of the 2013 curriculum particularly in designing a lesson plan. The teacher also should manage her time and try to make her own lesson plan because it is important in the teaching-learning process. Students are also an important aspect of education. The students should be able to be closer to the students, so she can know the students well and she can do authentic assessment effectively. The problem with the ratio between the

teacher and students also should be minimized in order to make the English teaching-learning process optimal.

2. For the Government

The national education system is the key to improve Indonesian human resources. Curriculum developed by the government has to be relevant with both the necessity in the global era and Indonesian ideology. The lack of supervising and monitoring is one of the problems in this case. Supervising and monitoring are absolutely necessary to guarantee that the implementation runs on the track. The real guidance in the training is very important to improve teachers' competences. Based on the findings of this research, the implementation of the 2013 curriculum was of low quality; it means that the teacher as the spearhead of the curriculum has less understanding of the 2013 curriculum. In addition, the format of workshop and training perhaps should be conducted based on the difficulties faced by the teacher. Therefore, intensive training and followed by evaluation can be a solution for maximizing the implementation of the 2013 curriculum.

To overcome this problem, many sides need to cooperate well. The role of the government as a policy maker, the stakeholder as the supervisor, and the teacher as the executor of the curriculum is absolutely crucial in order to achieve the goal of the 2013 curriculum.

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Authors' Brief CV

Nurfitri just completed her degree in Masters of English language education in Universitas Tanjungpura, Pontianak – Indonesia

Regina obtained Bachelor of Education in English language teaching in Universitas Tanjungpura, Masters of education in English language teaching in IKIP Negeri Malang, and Doctor in English language teaching in Universitas Negeri Malang. Now she is an associate professor in the Faculty of Education and Teacher Training of Universitas Tanjungpura.

Ryani Yulian is a lecturer at Economics and Business Faculty Universitas Muhammadiyah Pontianak. She has been teaching English as Academic Purposes and Business English since 2015. Her latest research was intensely focused on developing materials for English for Economics and Business based on multimodality approach.