Abstract: This study aims to investigate the teachers’ difficulties in designing lesson plan based on the curriculum 2013 and the possible causes. A qualitative design in the form of semi-structured interviews was employed to collect the data in a senior high school in Cipatat which was implementing 2013 Curriculum. One English teacher was purposively selected as respondent. Findings indicated that the teacher did not have time to construct her own lesson plan; therefore she modified lesson plans from the internet. She also revealed that it is difficult for her to construct assessment in lesson plan since there are too many aspects to be assessed. Lack of contextual training is considered as one of the causes. Deeper knowledge on the implementation of the curriculum is recommended, as well as government-sponsored workshops and seminars.

Key words: Difficulties, Lesson plan, Curriculum 2013

Introduction

Since lesson planning is important in constructing effective teaching learning, teacher should know how to design it. Scripting out the lesson plan helps teachers to be more specific in their planning (Brown, 2001: 152). He added that in designing lesson plan, teacher should be familiar with the curriculum, should know students’ language needs, should determine the terminal objective and purposes of lesson, should choose suitable methodology and techniques carefully, should decide appropriate exercises, etc.

However, some teachers believe that lesson planning is unnecessary (Harmer, 2007: 156). Some teachers allow coursebook to do the planning for them (though in reality, most teachers will look at the book lesson before they take it into class) (Harmer, 2007: 364). It is supported by research that was held by Badriah (2013: 87). She found that teacher revealed that lesson planning found to be useless for she could follow textbook for engaging her students in learning English.

Another issue of lesson planning is that teachers also get difficulties in designing it whereas the newest curriculum 2013 demands high expectations for both teachers and students. So, this research is aims to investigate what kind of fundamental problem that teacher faced in designing lesson planning and to identify the possible causes of problems that faced by teachers in designing lesson plan based on 2013 Curriculum.

This study is intended to provide useful information for the teachers in term of difficulties in designing lesson plan. Particularly, it also can be a reflection of the teachers to improve their lesson plan as suggested by the recent curriculum, in this case, 2013 Curriculum.

Literature Review

The Reason for Planning

Without discussing about the definition of lesson plan, this literature review is straight forward to discuss about the reason for planning. The question is why teacher should plan a lesson? Harmer (2007: 156) response “a plan gives the lesson a framework, an overall shape”. It means that lesson plan guide teachers to carry out the teaching-learning activities systematically based on what then have drawn in lesson plan.

In addition, Woodward (2009: 181) proposed several reasons why teacher should plan their courses and lessons. First, it can reduce uncertainty and panic feeling in delivering material. By planning the lesson, teachers may feel confidence and clarity during the activity in the classroom. Second, it can inspire confidence in students who pick up a feeling of purpose, progression and coherence. Third, it can make teachers are easier in organizing the time and flowing the activities in classroom. Fourth, teachers get a balanced mixture of different kinds of materials, content and interaction types throughout the course. Fifth, it can develop teachers’ personal style in teaching, and so forth and so on.

To sum up those reasons which are proposed by the two experts, it is necessary for teachers to construct lesson plan before teaching because it will be useful for them in running classroom activities. Let say someone who enters to the jungle. Without bringing any preparation or provision and has no destination, he can get lost and does not know where to go. As similar as teachers who are teaching without constructing any lesson plan, they may get lost and have no idea how to complete a set of activities.
The Implementation of Curriculum 2013 in Indonesia

Reformation of education 21 century is characterized by continuous change in the curriculum time by time. It is because the curriculum itself is flexible and should follow the times and the needs are different in ever period. In 2013, the government has officially launched a “new” curriculum that is applied in the education in Indonesia.

This curriculum is developed from the recent curriculum. Syahmadi (2013: 1) in his book says “pengembangan Kurikulum 2013 merupakan langkah lanjutan Pengembangan Kurikulum Berbasis Kompetensi yang telah dirintis pada tahun 2004 dan KTSP 2006 yang didalarnya terdapat pengembangan peserta didik dalam hal kompetensi sikap, pengetahuan, dan keterampilan secara terpadu”. For advance, 2013 Curriculum is basically the revision of School Based Curriculum, specifically on its four National Education Standards (Standar Nasional Pendidikan): Standar Kompetensi Lulusan (SKL), Standar Isi (SI), Standar Proses (SP) and Standar Penilaian (Kusumawaty, 2014: 19, unpublished article).

However, this 2013 Curriculum has been discussing by many people in term of reducing and adding time allotment for every subject (Syahmadi, 2013: vi). In addition, another topic that is debated as Widarsa (2013) stated that students are given opportunity to learn another subject from another major. Students are free to choose major and up two cross-major subjects as early as they enter senior high school. Furthermore, removing English subject in primary school from compulsory subject to local content is also debated.

To sum up, by not discussing about problems and barriers of implementing 2013 Curriculum, the purpose of the revising of curriculum is necessary because curriculum is dynamic and should be revised continuously. The effort of government in revising curriculum is a reformation of educational system to provide good quality of national education output. Moreover, this globalization era demands the use of ICT especially in education world. So, it can be concluded that this curriculum also follows the demand of the current era.

Research Methodology

This research used qualitative research which is exploring a problem and developing a detailed understanding of a central phenomenon (Creswell, 2012: 16). For advance, this study can be specified a case study which the phenomenon is studied in detail, (Silverman, 2005: 126; Heigham & Croker, 2009: 68).

The sample of this research was called purposive sampling, because the researcher chose one school which has been piloting curriculum 2013. The researcher took only one English teacher of grade X in the research site to be investigated as respondent.

Instrumentations

Interview

Interviews were held by using Bahasa Indonesia and took about 30 minutes. Some of questions of the interviews were adapted from Puspandari (2008: 106) and modified by researcher by adding some questions required to gather the data needed. The list of guiding questions will be applied in appendix.

Data Analysis and Findings

Based on the transcript of interview, it demonstrated that the teacher revealed their school is requested by government to pilot the 2013 Curriculum. Yet, English teachers of the school did not follow the training of implementation of 2013 Curriculum. Only Bahasa Indonesia teachers have followed the training and seminar of it. It indicated that the teacher got difficulties in designing lesson plan based on 2013 Curriculum since she did not get any training or seminar.

Moreover, the teacher revealed that she adapted lesson plan from internet, she did not have time to design it by herself. But, however, she modified it by adapting or deleting several activities based on students’ needs. Although she adapted the lesson plan from internet, she really understood about the components of lesson plan.

Furthermore, in designing assessment in lesson plan, the teacher got some difficulties. She was confused in determining assessment because there were so many aspects which had to be assessed based on 2013 curriculum. Yet, she understood that in determining assessment, teacher should refer to the objectives and indicator. The materials can be assessed in many ways based on emphasized skill. Based on her statement: I usually provide the scoring rubric for each assessment, indicated that she tried to provide adequate evaluation for the students.

For advance, the teacher exposed that overall she got difficulties in implementing 2013 curriculum because she did not get any training or seminar. The most difficult was integrating character building in lesson plan and how to assess it. This acknowledgement of respondent is supported by theories which propose that character building is unmeasurable (Syahmadi (2014: 106) states “perlu dipahami bahwa penilaian sikap ini tidak bisa berdiri sendiri, tetapi mendampingi penilaian pengetahuan dan juga keterampilan”.

190
Since the teacher did not get any training in term of the implementation of 2013 Curriculum, she clarified that it was the reason why she got difficulties in implementing 2013 curriculum especially in designing lesson plan. However, she kept trying to dig more information of this 2013 curriculum particularly how to design it appropriately.

Conclusions and Recommendations

Conclusions

Based on the result of data analysis, the researcher can conclude some points. First, the teacher adapted lesson plan from internet and modified it based on her students’ needs. Second, the teacher adapted the materials from textbook and downloaded some other materials from internet such as video. Third, the teacher got some difficulties in determining assessment since she had to assess many aspects of it, particularly in assessing students’ attitude. The last, the main reason of this case was the teacher did not get any training or seminar yet in term of implementing 2013 curriculum. However, the teacher kept trying to get information related to the implementation of 2013 Curriculum by herself.

Recommendations

Here are some recommendations which the researcher can be suggested. First, the teacher should struggle more to understand the implementation of 2013 Curriculum particularly in designing lesson plan. Second, the teacher should try to make her own lesson plan because it is important in teaching-learning process. Third, the government should consider to facilitate the teacher more in term of implementing 2013 Curriculum. Fourth, other researchers who have similar interest in conducting this research should develop more instruments to obtain deeper data and findings.

References


Puspandari, Nugraheni Woro. 2008. Lesson plan analysis: from the construction to the implementation (a case study one senior high school in Tanjungpinang). bandung: indonesia university of education.


