

CHAPTER I

INTRODUCTION

1.1 Research Background

Language is one of the key to open the world. Someone who masters some languages in the world acquire more access to learn many things from various places, especially, those who come from the academic background should be skilled in mastering some languages. Many books from worldwide still use local languages to serve the knowledge. The researcher believe that the skill in mastering some languages influence somebody's capability to acquire new knowledge from all over the world.

English is language that has special function in worldwide today in order to communication. People could access many things such as internet, machine guideline, books, and literature from all over the world. In the other word, the researcher believe that English has the important roles in many countries including Indonesia. English becomes one of the subject that examined in the secondary schools' Final Examination. It means Indonesian Government has high awareness to the needs of English for students in this country. Indonesian government believes that students have to able to speak English so that they are ready to compete globally. In fact, University entrance examination in some foreign country demands the participant to have good scores in TOEFL, and IELTS. It indicates that there is competition in mastering English in the Worldwide.

The development of English to students in Indonesia is influenced by some aspects such as the curriculum and teachers awareness toward the implementation. Curriculum is the rule of the education's system that must be used as a guide by teachers. Indonesia applies the Curriculum 2013 which is also called curriculum of character building. This curriculum to be released by the Ministry of Education in 2013. It accentuates the comprehension, skill and character building. The transformation from *Kurikulum Tingkat Satuan Pendidikan (KTSP)* to 2013 Curriculum demands the readiness of schools especially for Headmasters, vice headmasters the teachers and the instructional design in teaching-learning process. Teachers get be used to all of the components in a curriculum so that they can implement the contents of curriculum. Before a curriculum is implemented in a teaching-learning process, it has to prepare in a format called teaching program. It covers Syllabus, lesson plan, worksheet and evaluation instrument. The transition of curriculum makes the changed of the lesson plan. The problem appears as Liyarti in

Tempo (2013) states that teacher have difficulty in comprehending core and basic competence and developing lesson plan. In accordance, Maisyaroh et al (2014) argues teachers have difficulties in arranging and developing lesson plan. Lesson plan contains of some components such as school identity, standard and basic competence, indicator, objective, material, time allocation, method, activity evaluation and references. All aspects needed by teachers has been provided by the Ministry of Education through the current curriculum. It means that curriculum provided some components such as objective, materials, teaching strategy, and evaluation. All of the lesson plan's components have to originally arrange and provide by teacher by observing some aspects' for examples: class atmosphere, students learning style, and level thinking of students. Curriculum and teaching-learning process cannot be separated each other. All aspect in teaching have to be adapted from the curriculum. The teachers' competence in implementing curriculum will affect to the student ability in English. The researcher assumed there is a problem in designing lesson plan based on the curriculum 2013. To prove the assumption, the researcher conducts the research in order to analyze the teacher perception toward the transformation KTSP to 2013 Curriculum and the teacher obstacles in implementing 2013 Curriculum. The type of this research is qualitative and multisite case study conducted at 7th and 8th grader Junior High School in Kulon Progo Regency. They are SMP N 1 Nanggulan and MTs N 4 Kulon Progo.

1.2 Research Questions

- 1.2.1 How is the teachers' perception toward the transformation from KTSP to 2013 Curriculum?
- 1.2.2 What are the teachers' problems in designing the lesson plan based on The 2013 Curriculum?

1.3 Research Objectives

- 1.3.1 To describe the teachers' perception toward the transformation from KTSP to 2013 Curriculum.
- 1.3.2 To find the teachers' problems in designing lesson plan based on The 2013 Curriculum.

1.4 Scope of the research

The research specifies the implementation of lesson plan based on 2013 curriculum in 7th and 8th graders junior high school. The research is conducted in SMP N 1 Nanggulan and MTs N 4 Kulon Progo. Teaching program covers syllabus, lesson plan, worksheet, and evaluation. The

researcher bounded the scope for the lesson plan. Practically, the other components of teaching program are compared as a tool in a way to check the propriety of the lesson plan.

1.5 Research Benefits

1.5.1 Theoretically

First, the benefit of the research that be gotten by the researcher. The researcher believes that the result of this research will be ready to arrange the lesson plan in curriculum 2013 after the researcher graduate from the undergraduate degree. The researcher will learn from the obstacle found in this research to provide the appropriate lesson plan.

1.5.2 Practically

The result of the research can be as a decision maker by the headmaster or the vice by reviewing the teacher ability in providing lesson plan. The important is to know whether the 2013 curriculum is well implemented by the teacher or not especially in designing lesson plan.

The research benefits are to give descriptions to teacher about the problems in implementing lesson plan in curriculum 2013 so that they will improve their ability to the better education of Indonesia

This research will give improvement quality of the teaching-learning process as the government arrange in curriculum of 2013. The students will get benefits in a way to achieve the suitable teaching-learning process.

1.6 Definition of terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Curriculum

Set of planning, objectives, content, material and the rule in conducting learning teaching process to achieve certain education aims (Sukmadinata, 2012)

2. Lesson Plan

Lesson plan is a structure that explain the beginning until the end of the lesson and the process to get there. Callum (2000) states that lesson plan is the detail description of teaching learning process conducted by teacher.