

THE IMPLEMENTATION OF ENGLISH LESSON PLAN OF CURRICULUM 2013 AT SENIOR HIGH SCHOOL IN SLEMAN REGENCY, INDONESIA

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Abstract: This study aimed to describe the implementation of English lesson plan of curriculum 2013 at senior high schools in Sleman regency, the constraints experienced by the teachers in making the lesson plan, and the teachers' efforts to overcome the constraints. The particular research was survey research using quantitative approach and supported by qualitative approach. The research was conducted to 16 senior high schools in Sleman regency and total sample was 34 English teachers. Data collection techniques were questionnaires, interviews, and document analysis. The data analysis was quantitative descriptive and qualitative. The result showed that the implementation of English lesson plan in Sleman regency was conducted very good. The Lesson plan has been conducted based on the guideline of annual program, semester program, and principles of lesson plan of curriculum 2013.

Keywords: *Implementation, lesson plan, curriculum 2013*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan implementasi perencanaan pembelajaran bahasa Inggris sesuai kurikulum 2013 pada sekolah menengah atas negeri di kabupaten Sleman, kendala yang dialami guru dalam melakukan perencanaan pembelajaran, dan usaha yang dilakukan oleh guru dalam mengatasi kendala tersebut. Penelitian ini merupakan penelitian survei dengan menggunakan pendekatan kuantitatif dan didukung oleh pendekatan kualitatif. Penelitian ini dilaksanakan pada 16 sekolah menengah atas negeri di kabupaten Sleman dengan sampel penelitian sebanyak 34 orang guru bahasa Inggris. Pengumpulan data dalam penelitian ini menggunakan kuesioner, wawancara, dan analisis dokumen. Analisis data yang digunakan dalam penelitian ini menggunakan analisis deskriptif kuantitatif dan kualitatif. Hasil penelitian ini menunjukkan bahwa implementasi perencanaan pembelajaran bahasa Inggris Sekolah Menengah Atas Negeri di Kabupaten Sleman terlaksana dengan sangat baik. Perencanaan pembelajaran telah dilaksanakan berdasarkan pedoman penyusunan program tahunan, program semester, dan berdasarkan prinsip-prinsip perencanaan pembelajaran sesuai kurikulum 2013.

Kata kunci: *Implementasi, perencanaan pembelajaran, kurikulum 2013*

I. INTRODUCTION

In Indonesia, there have been ten times of curriculum system changing. And now, the education system of curriculum 2013 is adopted for elementary school, junior high school and senior high school. The curriculum system changing has implications for the change to many things in learning, as well as in learning English; the changing starts from lesson plan, learning implementation and assessment. This certainly also affects to teachers' perceptions due to teachers are main factor in the implementation of the curriculum (Ogar & Awhen, 2015; Sulaiman et al, 2017; Sundayana, 2015;). A research conducted by Pujiono (2014), found that the policy of curriculum implementation should examine the aspects of lesson plan conducted by teachers, such as lesson plan making and material contents or the proportion of learning materials. The same research result conducted by Waybin (2014), found that the lesson plan relates to the

implementation of lesson plan, where the lesson plan making must relate among the factors of basic competence, learning materials, learning activities, competence achievement indicators, assessment and learning resources.

Lesson plan requires the teachers to make and develop according to the guideline issued by the government. Lesson plans that should be made and developed by teachers are annual programs, semester programs, and lesson plan (Bailey, 1986, Farrel, 2002 ; Kunandar, 2015; Suryaman, 2012). Lesson plan must be made by the teachers because it becomes the guideline in the learning process (Earthman, 2009; Myers, 2012; Rusman, 2011).

A. Annual Program and Semester Program

The annual program is foundation of activities within a year of learning. The annual program has been developed by the teacher with the acc of the principal to

be used as learning guideline for one year. Cicek and Tok (2017) state, the annual program contains learning units for one year. Moreover, Kunandar (2015) states that the annual program contains teaching activities' plan by the teacher for one year, such as the total of effective weeks in one year. The argument of Kunandar is common matter in Indonesia where teachers must know the effective and ineffective weeks for learning before the teaching; in order the learning is proportional. Meanwhile, the semester program is derived from the annual program, but it only has lesson plan activities for one semester. In the context of education in Indonesia, semester program is a program for half year or six months.

B. Lesson Plan

Lesson plan is the design of learning (Cerbin & Kopp, 2006; Muslich, 2008, Priyatni, 2015). While Isaac (2017) states, lesson plan is a learning tool. Thus, the lesson plan making is important. Cerbin and Kopp (2006) also state the main focus of the lesson plan; they argue that it does not focus on what students should learn but rather how the students learn.

In lesson plan, the teacher must determine the students' learning goal in a teaching and learning process. Besides that, the teacher also should plan the material content, and ways to do the assessment (Nitko & Brookhart, 2011). It needs to understand the argument by Nitko and Brookhart, that the lesson plan is a step in targeting the expected learning goal, then, it is able to encourage and enhance the student learning. In addition, Doherty (2010) states, the first stage in the whole of learning process is the lesson plan making through identify the students' learning difficulties and finding solutions.

II. METHOD

a. Research Objectives

This study aimed to know the implementation of English lesson plan of curriculum 2013, the constraints experienced by the teachers in the implementation of curriculum 2013 lesson plan and the solution made by teachers to overcome the obstacles.

b. Population and Sample

The population of the study was all the English teachers in 16 Junior High Schools that implement the curriculum 2013. Based on the pre-survey activities, there were 50 English teachers of senior high schools in Sleman regency. By the 50 teachers, 34 teachers were taken as sample. The sample selection was based on the teachers' participation in the curriculum 2013 training. Means, the selected teachers have attended the curriculum 2013 training.

c. Research Instrument

There were three instruments of the particular study; questionnaires, interviews, and document analysis. The questionnaire contained 23 items of statements, and the statement has four scales; not good, mild good, good, and very good. In detail, the scale of not good has score 1, the scale of mild good has score 2, the scale of good has score 3, and the scale of very good has score 4. The structured interview was used in the research, and the questions have been prepared by researcher. And, document analysis used to see the availability of supporting document in the lesson plan. There are 17 items of documents that examined in the document analysis.

d. Research Procedures

The first step of the research was; conducting a pre-survey to identify the research subject. After found and determined the subject; continued to develop the research instrument. The developed research instruments were questionnaires, interview lists, and document analysis. In research procedures, the researcher gave questionnaires to respondents to obtain the quantitative data. Meanwhile, qualitative data was obtained through interview and document analysis. The questionnaires, interviews and document analysis were done at the same time to teachers in a school. And then, after the data was collected, then it continued to perform the data analysis by using descriptive analysis of quantitative and qualitative.

e. Data Analysis

Data analysis techniques in the particular research were quantitative descriptive analysis techniques and supported by qualitative analysis. Analysis was done by interpreting the data of each variable of the annual program, semester program and the implementation of lesson plan. The calculation results of the data analysis produced the achievement score, and continued to the data interpretation. The Standard Reference Guidelines adopted from Nurgiantoro (2012) was used to convert the mean and achievement score on each indicators into category of achievement, where the statements point assessment are converted using four-scales conversion; always (A), often (O), rarely (R) and never (N). The guidelines in quantitative descriptive analysis are presented in table 1.

Table 1. Four-Scale Conversion Guidelines

No	Interval of Score	Category
4	$ST \geq X \geq Mi + 1,5 SDi$	Very Good
3	$Mi + 1,5 SDi > X \geq Mi$	Good
2	$Mi > X \geq Mi - 1,5 SDi$	Less Good
1	$Mi - 1,5 SDi > X \geq SR$	Bad

Where:

Mi (X): Mean ideal

$$\frac{1}{2} (ST + SR)$$

SDi (s) : Standard Deviation Ideal

$$\frac{1}{6} (ST - SR)$$

ST : Ideal Highest Score

SR : Ideal Lowest Score

Model from Miles, Huberman, and Saldana (2014) which starts from data collection, data condensation, data display, and conclusion, was used in qualitative data analysis. The analyzed data are obtained from structured interviews and the teacher's curriculum 2013 documents.

III. RESULT AND DISCUSSION

A. Result

In the study, the data were analyzed based on the implementation of curriculum 2013 in English lesson plan according to curriculum 2013 development. The indicators are: Preparation of annual program, semester program and preparation of lesson plan according to the principles on Regulation of Ministry of National Education Number 22 of 2016 on Standard Process of Primary and Secondary Education, consider the students initial ability, encouraging the active participation of students, preparing the students learning-centered, developing the culture of reading and writing, providing positive feedback, strengthening, enrichment and remediation, relevance and integration among the basic competencies, learning materials, learning activities, assessment and learning resources in a learning experience, facilitating thematic learning, cross-learning integrity, cross-learning aspect, cultural diversity, information and communication technology.

Table 2. Analysis of Curriculum 2013 Implementation 2013 in Lesson Plan

Criteria	Score	Lesson Plan	
		Number of Teachers	Percent
Very Good	$ST \geq X \geq Mi + 1,5 SDi$	32	94,12%
Good	$Mi + 1,5 SDi > X \geq Mi$	2	5,88%
Less Good	$Mi > X \geq Mi - 1,5 SDi$	0	0%
Bad	$Mi - 1,5 SDi > X \geq SR$	0	0%
Total		34	100%

Data on the implementation of curriculum 2013 in a lesson plan at Senior High School in Sleman District (presented in table 2) was measured using a questionnaire with 23 items of statements by using a likert scale modified with score of 1 to 4. Questionnaires distributed to 34 respondents and analyzed using assistance Microsoft Excel and the questionnaire reports are placed in the attachment. Data from questionnaires, obtained

average score of 3.6. It shows that the implementation of curriculum 2013 in English lesson plan at Senior High School in Sleman Regency is very good category.

B. Discussion

Teacher is obligated to make a lesson plan before the learning and teaching process. Lesson plan actually means an effort performed by teachers in making the lesson plans to achieve the learning goal. Rusman (2011) states, the planning in learning will provide a direction for learning activity. Lesson plan should be made by teachers based on regulation of National Education Number 22 of 2016 on Standards Content - by adopted the components and principles into the lesson plans. Thus, teachers must prepare annual program, semester program, and lesson plan; those will be used as references in teaching and learning activities.

Based on the result of English Lesson Plan of curriculum 2013 which is presented in table 2, found that, the implementation of curriculum 2013 on English subject in Sleman regency in the terms of lesson plan are in very good category. The result showed that, almost all teachers has implemented the curriculum 2013 according to the guideline in the curriculum 2013. It is also supported by the results of the analysis or checking in the curriculum 2013 document, found that, all of the teachers have documents of annual program, semester program, syllabus, and Lesson Plan. Moreover, the results of interviews also indicated that, all teachers have made the annual program, semester program and Lesson Plan. Lesson Plan is very important to be prepared by the teachers; according to Cerbin and Kopp (2006) state, lesson plan is a framework or concepts that needed by teachers to teach in the classroom. Lesson plan becomes very important things for teachers due to the lesson plan will guide into the learning goal and learning objectives.

Pedagogic ability is an ability that must be mastery by the teacher. The pedagogic ability can be observed on how the teacher makes the lesson plan. According to research by Cicek and Tok (2017), lesson plan is prepared to be implemented in the learning process. Lesson plan becomes very important due to it relates to teachers' pedagogic skills. The teachers must be always to update their Pedagogical skills because the content in the lesson plan does not always the same (different or changing), and the curriculum 2013 is a new curriculum that has differences with the previous of Curriculum Level of Education Unit (KTSP). In the curriculum 2013, teachers must prepare an annual program in new academic year, a semester program including analysis of effective week and hours of teaching learning, and lesson plan in accordance with the principles of Lesson Plan on curriculum 2013. Every teacher has duty to prepare the lesson plan in complete and systematic in order the learning is interactive, inspiring, fun and challenging,

efficient, motivating the students to actively participate, and provide adequate space for innovation creativity, and independence based on the talents, interests, and physical and psychological development of students. Moreover, in the lesson plan, teachers need to associate and integrate the learning objectives, basic competencies and indicators of competencies achievement, learning materials, teaching methods, learning media, learning resources, learning steps, and the assessment of learning outcomes into a lesson plan in order to achieve the learning experience. Based on the interview, the teachers are actively to join the training activities of lesson plan Subject of English Teacher Council, the aim to improve the teachers' ability of pedagogic to make a good lesson plan that affect to the improvement and achievement the competences of attitudes, knowledge and skills of learners.

Based on the analysis of teacher interview results, found the constraints faced by teachers in the implementation of curriculum 2013 in lesson plan; the constraints are the number of administration that must be prepared and conducted by the teachers. The number of duties makes the teachers uncomfortable, because the information of curriculum 2013 workshop conducted by the government mentioned; the teachers will not be given any administrative activities, and teachers' duty is only focus to teach. In fact, in the implementation of curriculum 2013, teachers must conduct many administrations, even they are still charged to make syllabus but the syllabus actually must be provided by the government. The teachers' efforts to overcome the constraint are through preparing all the administrative. If they meet any difficulties, they will ask to others teacher, contact the instructors, and join in the discussion.

IV. CONCLUSION

The result showed that the implementation of English lesson of curriculum 2013 plan in Sleman district was conducted very good. The Lesson plan has been conducted based on the guideline of principles of lesson plan which is prepared by consider the competency standard, core competence, the relationship between basic competence, subject material, teaching learning activity, competency achievement indicator, learning appraisal, and learning resource into a learning experience.

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