

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, (4) significance of the study.

1.1. Background

English is recognized as global language. A language achieves truly global language, According to Crystal (2003), when it develops a special position that is recognized in every nation. As well as English which is well recognized in many countries make its status become a global language. English become the most widely taught subject at school and the most used language in the world. The use of English by different natives language speakers is called as English as a second language.

English subject is learned by students in Indonesia start from elementary school level to the university level in order to improve the quality of education and skills of foreign language. In teaching English, Indonesian schools use an appropriate curriculum according to the government regulations. Curriculum is the study of any and all educational phenomena (Egan, 2003). Curriculum develops by time to time. Curriculum development is primarily a realistic activity in order to enhance the quality of language teaching by implementing structured preparation, development, and evaluation practices in every aspect of a language program. (Richards, 2001).

Curriculum in Indonesia changes by time to time. Every new curriculum gives new innovation in developing the ideas and the implementation of the

previous curriculum. According to Widiyastono (2014), There are eleven times of the curriculum updates. Those are:

1. Curriculum of 1947
2. Curriculum of 1964
3. Curriculum of 1968
4. Curriculum of 1973
5. Curriculum of 1975
6. Curriculum of 1984
7. Curriculum of 1994
8. Vocational High School 1999 Curriculum (1994 Improvement Curriculum)
9. 2004 Curriculum (Competence-Based Curriculum)
10. 2006 Curriculum (School-Based Curriculum)
11. Curriculum of the 2013

Along with the development of the curriculum, schools in Indonesia also follow those changes time to time. Now Indonesian schools use the 2013 curriculum. The 2013 Curriculum in Indonesia is the most recent curriculum that concentrating on the students' competencies and also character development. (Kementrian dan Kebudayaan, 2013).

The aim of the 2013 curriculum is new and dissimilar from the curriculum before. According to ministry of education and culture (2013) Curriculum 2006 was developed into 13 Curriculum based on the idea of future challenges, namely the 21st century of science, knowledge-based society and future competencies.

Dealing with those purposes of the 2013 curriculum, it causes several problems to apply the 2013 curriculum in activities of English Language Teaching (ELT). One of the problem is the difficulties of designing the lesson plan appropriate on the curriculum of 2013.

To produce excellent outcomes in learning process, there are many approaches and techniques that can be used by the teachers in the class. Moreover, it is important for the teachers to plan a lesson before the class. A lesson plan is a helpful tool which provides guidance, reference, as well as written form concerning our teaching philosophy, number of students, materials, and, most importantly, the students' goals. (Jensen, 2001). By using lesson plan, teacher will teach appropriately to what has been planned before so that the teaching and learning process will run successfully. A lesson plan is similar to a map that can guide the teachers to do what they have planned in the class.

One of the difficulties in designing lesson plan is setting the learning activities in the class because the learning activities of The 2013 Curriculum is not similar to the learning activities of the previous curriculum that is KTSP Curriculum. (HM. Musfiqon, 2015) stated that the 2013 Curriculum use scientific approach. Scientific approach included five activities in the process of learning; the first one is observing, the second is questioning, the third is associating, the fourth is experimenting, and the last is networking. Scientific approach is so contrast with KTSP which is only consisted of 3 activities; exploration, elaboration, and confirmation.

Some teachers find it difficult to implement teaching materials based on the 2013 curriculum, in which the teacher's role is more dominant as facilitator while students are expected to be more active. The 2013 curriculum is also demanded the teachers to use English in learning process meanwhile the students' mastery of English vocabulary is lack and limited. This can cause misunderstanding among students in the class.

The preliminary study was conducted by interviewing the English teacher of MTs Patra Mandiri Plaju Palembang. The researcher asked some questions about the difficulties that the teacher felt in designing the lesson plan based on the 13 curriculum and the teacher confirmed that there are some difficulties in designing lesson plan based on the 13 curriculum. The teacher also said that is not easy to design her own lesson plan because of many factors occur. This outcome was supported by the previous related study that conducted by Nurfitri (2020) that found the teacher found difficulties in designing lesson plan based on the 2013 Curriculum on three stages.

Taking into consideration of the relationship between the 2013 curriculum and lesson plan to the English Language Teaching (ELT) activities, I am interesting in conducting a research about English teachers' difficulties in designing lesson plan based on the 13 curriculum at one of MTs in Palembang. I am interesting in conducting a research entitled "*English Teacher's Difficulties in Designing Lesson Plan Based on the 13 Curriculum; a case study at Mts Patra Mandiri Plaju Palembang*".

1.2 Problem of the Study

The research problem was formulated as follows in light of the background:

“What are the difficulties that faced by English teachers in designing lesson plan based on the 13 curriculum at MTs Patra Mandiri Plaju Palembang?”

1.3 Objective of the Study

The objective of the study is based on the problem mentioned above:

“To find out the difficulties that faced by English teachers in designing lesson plan based on the 13 curriculum at MTs Patra Mandiri Plaju Palembang.”

1.4 Significance of the Study

This study is expected to provide some advantages. First, it can give a reference in developing lesson plan for English based on the 13 Curriculum and this study can be used as a guide. For other researchers who want to do the same kind of research, this study can serve an example of teachers' problems to design a lesson plan based on the 13 Curriculum. It is also expected to be a helpful reference for future research.