

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussions.

4.1 Research Finding

There were some findings presented in this chapter. The research findings were related to the English Teachers' Difficulties in Designing Lesson Plan Based on the 13 Curriculum; a case study at Mts Patra Mandiri Plaju Palembang.

There were two data collection techniques reveal teachers' difficulties in designing lesson plan of 2013 Curriculum. Some of teachers have difficulties in the area of the components of lesson plan such as in adjusting the learning materials with the time allocation, determining teaching model, arranging learning stages and designing assessment.

4.1.1 Themes and codes

Table 4.1.1: Themes and codes for perceptions in the English Teachers' Difficulties in Designing Lesson Plan Based on the 13 Curriculum; a case study at Mts Patra Mandiri Plaju Palembang

Themes	Codes
Adjusting the learning materials with the time allocation	a. hard in adjusting the learning materials with the limited times given. b. The limited times with many students
Determining Teaching Model	a. difficult to choose the

	<p>appropriate teaching model</p> <p>b. The use of the same model of teaching repeatedly.</p>
Arranging Learning Stages	<p>a. arranging the interesting activities in Pre-Activities stage.</p> <p>b. difficult to carry out five components of active learning in Whilst-Activities.</p> <p>c. deciding activities that can be followed by all of the students.</p> <p>d. arranging activities to make students give feedback.</p> <p>e. following the same activities repeatedly.</p>
Designing Assessment	<p>a. too many aspects to be assessed based on the 2013 Curriculum.</p> <p>b. assessing many aspects of the students one by one.</p>

Themes and codes formulated from the qualitative data as listed in table 4.1.1 were described to know the English Teachers' Difficulties in Designing Lesson Plan Based on the 13 Curriculum; a case study at Mts Patra Mandiri Plaju Palembang. The descriptions are as follows:

4.1.1.1 Adjusting the learning materials with the time allocation

Based on the data the researcher gained, the researcher found one of the difficulties in designing lesson plan based on the 13 Curriculum was the teachers need to adjust the learning materials with the time allocation given.

The results of the interview revealed that all of the teachers had difficulties in adjusting the learning materials and planning the activities with the limited times given. The teacher explained that sometimes the time allocation was not enough to finish all the activities because in teaching English, the teachers need

more time to explain the materials. The reason was that the time allocation of English subject per week was limited (ninety minutes per week), but national standard of 2013 Curriculum takes much time to be implemented in the classroom.

Based on the data obtained from the interview, the researcher got the information from teacher A said that: *“It is not enough. We know that in elementary school, most of the students did not learn English subject so we need time to explain the materials to them. Sometimes it is hard to arrange the activities with the time allocation given because we have to finish the activities with the limited times.”* (Personal Communication, December, 23rd, 2021.)

Meanwhile, teacher C mentioned that it was hard to adjust the learning materials in three learning stages with the time allocation given moreover there are many students in one class with different abilities in understanding materials. Teacher C stated that *“Actually it is not enough. Sometimes it is hard to adjust the learning materials because there are three stages of learning meanwhile the time is limited and also in one class, there are more than 30 students to teach with different abilities in comprehending the lesson.”* (Personal Communication, December, 26th, 2021). It could be concluded that the teachers have difficulties in designing lesson plan based on the 13 curriculum such as adjusting the learning materials with the time allocation given. In this case, the teachers felt difficult to adjust the learning materials because of the limitation of time.

4.1.1.2 Determining Teaching Model

The researcher found the other difficulties in designing lesson plan based on the 13 curriculum was determining the teaching model. Teaching model is the specific instructional plan that designed according to the learning materials. In determining teaching model, the teachers need to adjust the context to the materials that will be taught in the class.

Based on the data gained from the interview, the researcher found that the other teachers' difficulties in designing lesson plan based on the 13 curriculum was to determine the appropriate teaching model to scientific approach method. In this case, the teacher also felt difficult to deliver the lesson if the teaching model was not appropriate to the students' characteristic in the class, as said by Teacher B *“Scientific Approach needs the right model to be used. Teacher needs to consider what model that is appropriate to the students' ability and condition. For example, I plan to have Project Based Learning model but my students are less active, so it will be hard then to use that.”* (Personal Communication, December, 15th, 2021). It is also supported by Teacher A that most of the students are lack of English vocabulary that make them become silent in the class.

Based on the data obtained from the interview, a teacher explained that she needs to make the students become more active in the class. In this case the teacher felt difficult because not all students can speak well. In order to make the students speak, the teacher usually use one teaching model repeatedly, that is discussion. As stated by teacher C *“I usually use discussion to make my students speak out their thoughts but in some situation, not all of the students can speak well. That is the problem that usually happen.”*(Personal communication,

December 26th, 2021). In conclusion, the teachers still have difficulties to determine the appropriate teaching model that can be followed by the students in the class and one of the teacher sometimes use the same teaching model repeatedly.

4.1.1.3 Arranging Learning Stages

Learning stages is the main component that must be listed in the lesson plan that containing the steps of learning started by Pre-Activities, then followed by Whlist-Activities, and ended by Post-Activities. In arranging the stages, the teachers of MTs Patra Mandiri Plaju Palembang felt some difficulties. The difficulties happened in arranging those three steps of learning.

Based on the data gained from the interview, the teacher have difficulties in arranging pre-activities because in pre activities it should contain an interesting learning atmosphere in order to make the students ready to study. As the teacher C stated that *“Yes I have difficulty in arranging pre activities stage. I need to arrange the interesting activities to encourage my students’ motivation in studying English. Sometimes students are not ready to study so when we have question and answer section, students keep silent and the class become boring. Choosing interesting acitivity is important, sometimes I add game, sing a song but still related to the preview lesson or the lesson that will be learnt.”* (Personal Communication, December 26th, 2021). In short, the teacher felt difficult to arrange interesting activities in pre activities stage.

Based on the interview, the researcher found that another difficulty was to make the students ready to study. It is supported by Teacher A that the problem

happened because of the students in the class were not ready to study. Teacher A stated that *“when we design the pre-activities, we do not have any difficulties matter but the problem comes when we wanted to implement what we have planned before to the classroom situation. For example the students in the class are not ready to study. It is hard because we need to get our students’ focus in this stage so the students can follow another stages (whilst activities and post activities) easier”* (Personal Communication, December 23rd, 2021). The researcher discovered that the difficulties in arranging the pre-activities stage were creating the interesting materials and the factor was because the students sometimes were not ready to study.

The researcher found the other difficulty for the teachers in designing lesson plan based on the 13 curriculum, it was arranging learning stages of whilst-activities. Based on the interview, the researcher found that the teachers need to carry out five components of active learning in Whilst-Activities. The 2013 curriculum required the learning process that carried out through a scientific approach that focused on five learning activities, namely observing, asking questions, gathering information, associating (processing information), and communicating. As stated by the teacher A *“Yes it is difficult to arrange activities in whilst activities stage. The whilst activities of 13 Curriculum must have five components, those are observing, questioning, experimenting, associating, and communicating. The problem is how to arrange those five components in whilst activities that appropriate to our students’ ability in the classroom. It is not easy to decide activities that can be followed by all of the students because they have*

different ability.” (Personal Communication, December 23rd 2021). It is also supported by Teacher B that it is difficult to carry out five components of active learning in whlist activities.

Another difficulty was to decide activities that can be followed by all of the students. As stated by Teacher B *“Yes I found it difficult to arrange some activities in whlist activities that can carry out five components of active learning but still can be followed by the students. For example, in communicating, the students are required to speak so all of the students need to speak.”*(Personal Communication, December 15th, 2021). This statement also supported by teacher C, She stated that *“the difficulty is that I have to think what activities that can be followed by all of my students in the class because every student needs to follow the activities.”*(Personal Communication, December 26th, 2021). From the teachers’ statements it could be concluded that there were two difficulties in arranging whlist-activities, those were carrying out five components of active learning and determining activities that can be followed by all of the students.

Another difficulty in designing lesson plan based on the 2013 curriculum was arranging the learning stages of post-activities. Based on the interview it can be found that in arranging post-activities, the teacher needs to arrange activities to make students give feedback. The teacher A said that *“In post activities, it is the time to know whether our students understand or not with the lesson that we have discussed before. So it is important to arrange activities that can make our students give feedback.”*(Personal Communication, December 23rd, 2021). This statement was similar to what teacher C stated, *“In post activities, it is important*

to know the students' understanding. In this stage also the teacher can tell a little bit information about the next lesson." (Personal Communication, December 26th, 2021). It could be conclude that teachers difficult to find out the activities in post activities stage that could encourage students' feedback.

Based on the data from interview, it can be found that one teacher just followed the same activities repeatedly. As stated from teacher B *"I just followed the activities that have already done before like having short discussion and question and answer section."*(Personal Communication, December 15th, 2021). It could be conclude that the teacher often use the same activities in post activities stage.

4.1.1.4 Determining Assessment

The last difficulty in designing lesson plan was that the teachers faced difficulties in determining assessment based on the 13 curriculum. Assessment in curriculum 13 consisted of four aspects, cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects.

Based on the data obtained from the interview, the researcher got the information from teacher A said that there were too many aspects of assessment in 13 curriculum. The teacher A said that *"It is difficult because there are three kinds of assessment in the 13 curriculum, namely attitude assessment, cognitive assessment, and skills assessment. What we find difficult is skill assessment. Children are sometimes not able in writing or carrying out conversations in the circumstances or situations they are doing."*(Personal Communication, December 23rd, 2021).

Because of too many aspects in 13 curriculum assessment, the teacher faced another difficulty in determining assessment it was the teachers should assess many aspects of the students one by one. As teacher B mentioned *“The difficulty occurs because in lesson plan of 13 curriculum, there are some aspects that need to be assessed. There are sttitude, cognitive, and skills assessment. It is hard to asssess many students in different aspects.”*(Personal Communication, December 15th, 2021). This statement was also supported by teacher C said that *“There are so many kinds of assessment. It is hard to assess students’ skills and attitude one by one.”* (Personal Communication, December 26th, 2021). It could be concluded that too many aspects of assessment and number of the students were the factors of the difficulties.

4.2 Disscussion

After analyzing the data by using thematic analysis, the researcher found that there were various information about the English teachers’ difficulties in designing lesson plan based on the 13 curriculum at Mts Patra Mandiri Plaju Palembang. Those consisted of (a) adjusting the learning materials with the time allocation, (b) Determining the teaching model, (c) arranging the learning stages, and (d) designing assessment.

The first difficulty was adjusting the learning materials with the time allocation. The teachers felt difficult to adjust the learning materials because of the limiation of time. The materials of English were so many to be implemented in the class. The teachers said that they need more time to teach English because

the abilities of every students are different. Additionally, teachers need to finish the activities that have planned before so the teachers felt that the time allocation of English subject was not enough. Furthermore, in adjusting the materials the teachers should consider the numbers of students in one class. There were more than 20 students in one class with the different abilities. The outcomes were related to a study by Susena et.al (2016) which highlighted certain difficulties in developing lesson plan based on the 13 curriculum, including the development of allocation of time. The difficulties that faced by teachers were lots of the materials and the differences of the students ability.

The second was the English teachers of MTs Patra Mandiri Plaju Palembang felt difficult in determining the teaching model. Teaching model is a part of the learning process. Teaching model is a guide in the form of program or instructional teaching strategy designed to achieve a learning objectives. There are some kinds of teaching model that the teacher should know. In determining teaching model, the teachers need to consider some factors including the learning goals, the appropriate model to the learning materials and the students' ability. The teachers felt difficult to choose the appropriate teaching model that was related to scientific approach. It was in line with Adha, Karma and Husniati (2021) who argued that most of the teachers felt difficult to choose and determine teaching model and method that appropriate to the students' characteristics and appropriate to the learning materials in every meeting.

Additionally, the teacher said that she sometimes use the same teaching model repeatedly to the students. It is better for the teachers to use the variation of

teaching model in order to make the learning process become more interesting. The teacher revealed that she used discussion repeatedly to make the students speak out their thoughts. It was in line with Mutmainnah and Imran (2016) that stated the teacher used the same teaching model that made the learning process boring and the students less enthusiastic in following it.

The third difficulty was arranging the learning stages. There were three learning stages that teachers need to arrange in lesson plan. Those were pre activities, whilst activities, and post activities. In arranging learning stages, the teachers felt difficult to arrange the learning stages from pre activities, whilst activities, post activities. Pre activities stage is an effort to create an atmosphere or condition ready to learn before entering the stage of core learning activities. Whilst Activities stage is the main activities of students to learn the material that has been planned. Post activities stage is the final stage of learning.

Pre activities aim to "create the ready conditions" for students (physical, mental, emotional and social) to take part in learning. One way that can be done is to grow motivation to learn. Meanwhile in arranging pre activities, the teachers felt difficult to arrange the interesting activities that can motivate students to study.

Furthermore, the teachers also felt difficult to arrange whilst activities. In arranging whilst activities, the teachers explained that it was hard to carry out five components of active learning that consisted of observing, questioning, gathering information, associating, and communicating. It was in line with Adha (2021) that

revealed in arranging the learning stages, the teachers had difficulties to arrange the appropriate activities with scientific approach and to carry out five active learning components.

Moreover, the teachers also found that it is difficult to arrange activities in post activities stage. Post activities contain activities that wrap up the lesson in that day and it can also giving some information related to the next lesson. In post activities, teachers should create the activities that encourage the students to give feedback about the lesson because in this stage the teachers need to know whether the students understand or not with the lessson. The activities should be vary to make the learning process interesting meanwhile a teacher said that she usually use the same activities in post activities stage.

The last difficulty was designing assessment. Assessment is a part of lesson plan. The teachers should design assessment before the class. However, in designing assessment the teachers faced some difficulties. The teachers said that there were too many aspects to be assessed based on the 2013 Curriculum. Curriculum 2013 authentic assessment includes three types of assessment: (1) attitude assessment, (2) knowledge assessment, and (3) skill assessment. The assessment of attitudes is divided into two categories: spiritual attitude and social attitude. It was in line with Jasmi (2014) that said the teacher confused in determining assessment because there were so many aspects which had to be assessed based on the 2013 curriculum.

Furthermore, the teachers also felt difficult to design assessment because the teachers should assess many aspects of the students one by one. It was taking a lot of times that teachers need to assess many aspects from each students. It could be concluded that it took much time to make and do the assessment based on the 13 curriculum. This outcome was in line with Nurfitri (2020) stated that almost of the teachers assumed that the scoring criteria were complicated and very time consuming.