

The English Teachers' Design of Lesson Plan Based on 2013 Curriculum

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Abstract: *Designing a lesson plan is indeed an administrative task, but it is one of the requirements of teacher certification. This research aimed to analyze the lesson plan designed by two English teachers of a junior high school in Pematangsiantar based on 2013 curriculum. By conducting content analysis, the researcher classified the data into seven categories (i.e. learning objective, indicator of competence achievement, material, media, method, procedures, and assessment), and then described and evaluated each component. In conclusion, the lesson plans were generally relevant to the demands of 2013 curriculum and can be used as a model of lesson plan based on 2013 curriculum. However, some mistakes were also found in determining learning objectives and indicators, and describing the five steps of scientific approach in the learning procedure.*

Keywords: *2013 curriculum, lesson plan, scientific approach*

I. INTRODUCTION

The emergence of 2013 curriculum brings new atmosphere to the teaching and learning process in classroom. Students, as learning subjects, are expected to be more creative, innovative, active, productive and affective. Teachers, as facilitator, should be more creative in integrating students' character building into learning materials, and utilizing recent media in delivering materials and assessing students' achievement.

In order to achieve those expectations, teacher needs to prepare him/herself before entering classroom by designing a lesson plan. Although planning a lesson is administrative, but it is a must. This statement is supported by Regulation of Minister of Education and Culture No. 103 of 2014 Article 3 Paragraph 1 which implies that every teacher in the educational unit is obliged to prepare lesson plans completely and systematically so that learning will be interactive, inspiring, fun, challenging, active and provide enough space for innovation, creativity, and independence in accordance with learners' talents, interests, and physical and psychological development.

Teachers, in 2013 curriculum, were only demanded to design their own lesson plans based on some principles suggested by the government. The syllabus and learning materials which were designed and developed by the teachers in the previous curriculums (2004 and 2006 curriculums), had been provided by the government. This was to help teachers in administrative tasks and foster them to focus more on the teaching and learning process in classrooms. However, this easiness still leaves constraints for teachers in designing lesson plan, especially English lesson plan.

Based on informal interviews with English teachers in Pematangsiantar, North Sumatera, the researcher assumed that English lesson plan is quite impossible to design since there was not a certain model provided by formal educational institutions and government. They argued that scientific approach, one of learning method suggested by 2013 curriculum, is not suitable since language learning is not a kind of scientific but communicative.

In line with their statements, a research by Ahmad (2014) in Makasar, South Sulawesi, concluded that designing lesson plan was quite difficult as teachers had not fully been equipped with the procedural knowledge and skills in designing the appropriate lesson plans in English lesson. As a result, teachers were still entangled in the old practice of administrative tasks in which they tended to acquire a sample of lesson plan of other subjects and made some adaptations.

Another research by Jasmi (2014) which was conducted to an English teacher of a senior high school in Cipatat, West Java, found 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 (including: affective, knowledge, and skill). She assumed that the cause of these constraints was lack of contextual training.

All of those difficulties faced by the English teachers have motivated the researcher to conduct a documentary research on the English teachers' design of lesson plan based on 2013 curriculum. The general problem of this research is: How are the lesson plans designed by the English teachers based on 2013 curriculum?

II. THEORETICAL REVIEW

2.1 Syllabus and Lesson Plan

Syllabus and lesson plan are famous terms used in educational field. Though having similar mission, which is to enlighten the future life of students, those terms are quite different in characteristics and use.

According to Richards and Schmidt (2010), syllabus is a description of the contents of a course of instruction and the order in which they are to be taught. In the implementation of 2013 curriculum, the Ministry of Education and Culture has developed a syllabus which consists of core and basic competencies, guidelines of learning materials, learning activities, assessment, time allocation, and sources of learning.

As well as syllabus, lesson plans also play an important role in learning activity. Lesson plan is a collection of activities to achieve the objectives of learning. A well thought and careful design of lesson plan can help teachers stay on track and ensure the effectiveness of learning process (Mulyasa, 2009: 154). Planning helps because it allows teachers to think about what they are going to do with their students at class. In the teaching practices, a plan helps to remind teachers what they intended to do, especially if they get distracted or momentarily forget what they had intended.

In conclusion, a syllabus is a product of curriculum development as further elaboration of core and basic competencies to be achieved. It is a written description of the contents and requirements of a course for one semester. Meanwhile, lesson plan is a detail description of the

procedures and organization of learning to achieve one basic competence which is targeted in the syllabus.

2.2 Basic Principles in Designing Lesson Plan of 2013 Curriculum

Lesson plan is one of teacher's creativity. Teacher is free to adopt model of lesson plan from any sources, but there are some basic principles to be considered. The Ministry of Education and Culture stated that a lesson plan should:

1. consider individual uniqueness of each learner;
2. encourage learners to be active;
3. develop reading and writing habits;
4. include feed-back and follow-up;
5. be thematic and integrated;
6. utilize information and communication technology

2.3 Core Competence (CC)

The Ministry of Education and Culture defines Core Competence (CC) as the implementation of the passing requirements in form of a quality standard those who have completed their education at a particular educational unit or level. It is an overview of the main competencies which are grouped into aspects of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) for learners to be learned in a school level, class and subject. CCs should describe the balance quality of the achievement of hard skills and soft skills.

CCs are designed in four inter-related groups, namely CC 1 (religious attitudes), CC 2 (social attitudes), CC 3 (knowledge), and CC 4 (skill). The fourth group was the reference of basic competencies and should be developed in any event integrative learning. CC 1 and CC 2 are integrated when the students learn about CC 3 and skill CC 4.

2.4 Basic Competence (BC)

Basic Competence (BC) is the competencies of each subject for each class derived from the CCs. BC is the content or the competencies consisting of attitudes, knowledge, and skills rooted in CC that must be mastered by learners. The competencies are developed by considering the characteristics of learners, the initial capability, as well as the characteristics of a subject. Subjects as a source to master the competencies are open and not always organized and oriented only according to the philosophy of essentialism and perennials. Subjects can be organization of content that is developed from different disciplines or non-disciplines allowed under the philosophy of social reconstruction, progressivism or humanism. Since the philosophy which adopted in the 2013 curriculum is eclectic as stated in philosophical foundation, hence the name of the subject and content of the subjects to the curriculum that will be developed is not necessarily tied to the philosophy of essentialism and perennials.

CORE COMPETENCIES	BASIC COMPETENCIES	ASPECT
1. Fully appreciating and accomplishing based on students' religion of each.	1.1 Being grateful to have opportunity to learn English as a lingua franca in international communication realized by desire to learn.	Religious Attitude
2. Appreciating and accomplishing behavior of honest, discipline, responsible, thoughtful (tolerant, cooperative), courteous, and confident, in social interaction and natural environment effectively within their community and existence.	2.5 Appreciating behavior of polite and thoughtful in interpersonal communication with teachers and classmates.	Social Attitude
3. Understanding knowledge (factual, conceptual and procedural) by curiosity about science, technology, art, cultural phenomena and visible events	3.1 Understanding the social function, the structure of the text, and linguistic elements in the expression of greeting, leave taking, thanking, and apologizing, and the responses, in accordance with the context of its use	Knowledge
4. Experimenting, Processing, and presenting concrete domain (using, elaborating, designing, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and composing) related with learning materials and other relevant learning sources.	4.1 Developing simple oral text to express and respond greetings, leave taking, thanking, and apologizing by considering the social function, the structure of the text, and correct linguistic elements and in context.	Skill

Table 1. Example of CC and BC for Junior High School Grade 1 Semester 1

2.5 Indicator of Competence Achievement (ICA)

Indicator of Competence Achievement (ICA) is a way of observing that CC 1 and CC 2 are being achieved, and also way of measuring and/or observing that CC 3 and CC 4 are being achieved. ICA is used to measure the impact of interventions and to monitor the performance of learning.

To determine a measurable ICA, teachers should follow Blooms' taxonomy (1956) in learning domain: cognitive, affective, and psychomotor.

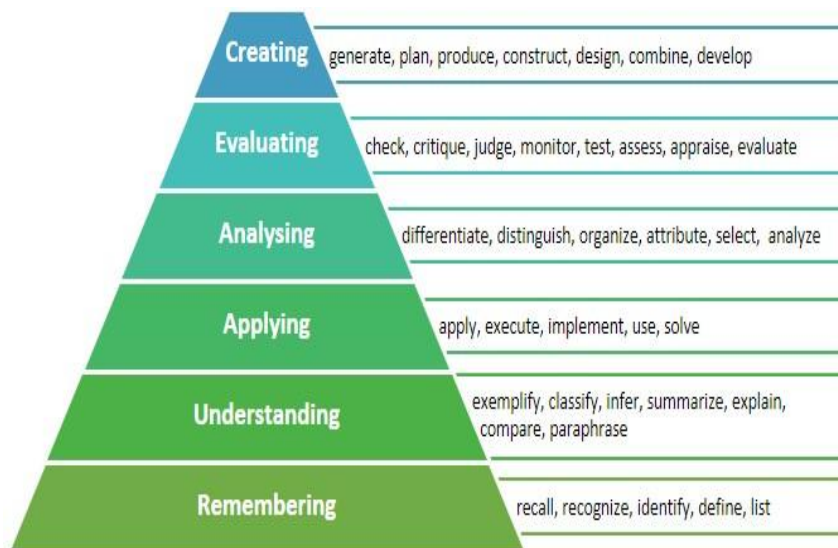


Figure 1. Cognitive Domain (A Revision of Bloom's Taxonomy of Educational Objectives, Anderson & Krathwohl, 2001)

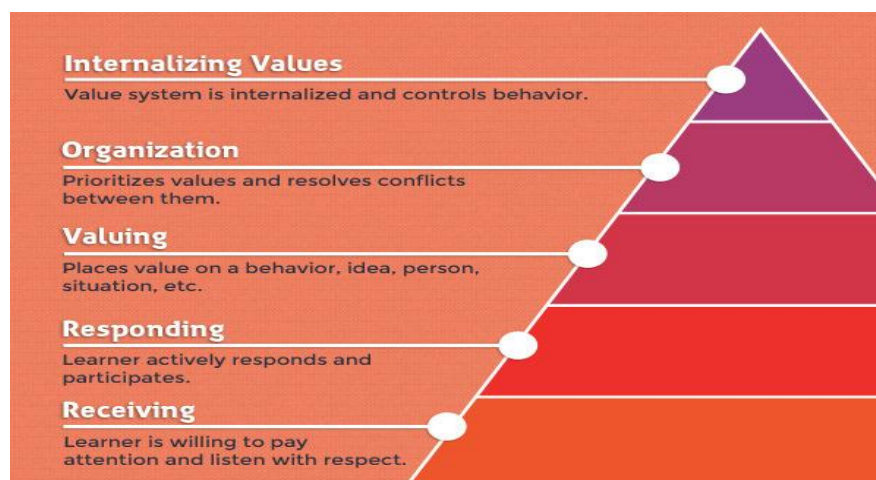


Figure2. Affective Domain (Bloom, Krathwhol and Masia, 1964)

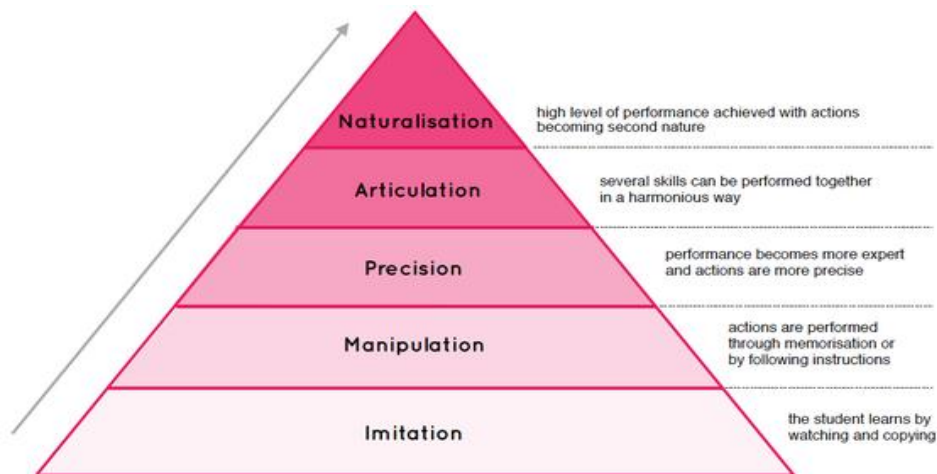


Figure 3. Psychomotor Domain (R. H Dave's model, 1970)

2.6 Learning Objective (LO)

A properly written objective tells us what specific attitude, knowledge, and skill are desired and what method of instruction and criteria for learner achievement are required. Writing clear LO is important because it defines what teachers will have the students do, and provides a link between expectations, teaching and grading.

A clear distinction between ICA and LO is that ICA is used to assess learning product, while LO assesses learning process.

To construct an effective LO, teacher should necessarily consider ABCD formula by Heinrich, et.al. (1996):

- 1) A (Audience): **Who?** Who are your audiences?
- 2) B (Behavior): **What?** What do you expect them to be able to do?
- 3) C (Conditions): **How?** What will the student be given or already be expected to know to accomplish the learning? Under what circumstances or context will the learning occur?
- 4) D (Degree of mastery needed). **How Much?** How much will be accomplished, how well will the behavior need to be performed, and to what level?

Below are examples of effective LO following ABCD formula:

- 1) (A) Students (B) will use participle verb to express activities in progress (C) after observing some examples given (D) in various simple sentences.
- 2) (A) Students (B) will express and respond greetings, leave taking, thanking, and apologizing (D) in a short dialog (C) by considering the social function, the structure of the text, and correct linguistic elements.
- 3) (C) Given a picture, (A) students (B) will describe pet animals (D) in a short paragraph.

2.7 Scientific Approach

Learning activity in 2013 curriculum refers to the application of scientific approach. According to Handelsman, et al., (2004 & 2007) scientific teaching approach refers to a pedagogical approach used in classrooms whereby teaching is approached with the same rigor as

science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students. It means a pedagogy which best enables students to have experiences in the process of building knowledge.

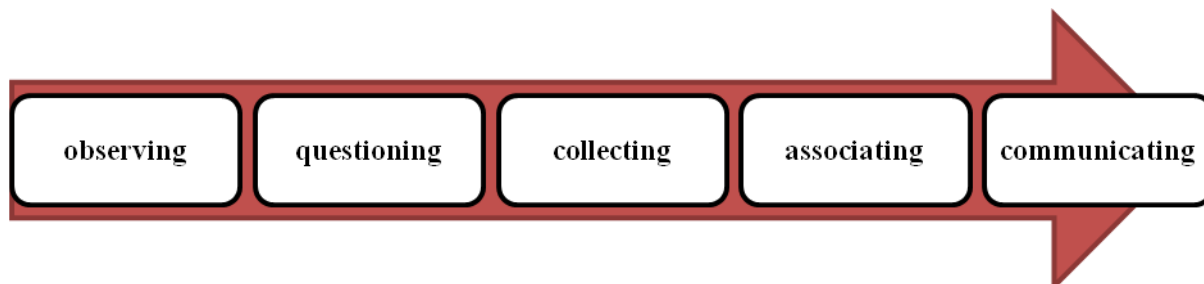


Figure 4. Steps of Scientific Approach

By this approach, students are expected to have good attitude, skills, and knowledge. The attitudes acquired through activities, for example "receiving lesson in a good attitude, doing tasks energetically and respecting other students in the group study". The knowledge is obtained through the activities of "remembering the material of lesson, understanding the material, and applying what is understood, analyzing, evaluating, and creating". The skills are acquired through activities of "observing the material that relates to lesson, questioning something to know deeper, implementing what have been understood, associating, and communicating what have been obtained to other students" (Ministry of Education and Culture, 2013).

2.8 Authentic Assessment

Authentic assessment is a kind of recent assessment method done by the teachers which aims to describe students' achievement and needs in the teaching learning process through reflection and monitoring. O'Malley and Pierce (1996: 4) defined authentic assessment as the multiple forms of assessment reflecting students' learning, achievement, motivation, and attitudes toward classroom instructional activities.

Related to the implementation of the 2013 curriculum, authentic assessment is highly relevant since it can describe the progress of students' achievement in line with the new approaches applied. It does not only portray students' learning progress and motivation but also give teachers chance to provide feedback and follow-up activities from the result of the assessment. In addition, four major skills of English such as speaking, listening, reading and writing can be covered by using authentic assessment. Besides, if authentic assessment is implemented to measure students' competence, teachers can decide to select some possible specific purposes in designing instructional activities both inside and outside classroom based on students' achievement and needs so that the assessment can assess all instructional activities conducted by the teachers. Therefore, authentic assessment offers a lot of benefits which are suitable to be implemented as one of assessment methods in the 2013 curriculum.

There are various types of authentic assessment used in classroom. English language teachers in Indonesia actually already use many types of this assessment. However, they do the assessment in informal way that does not have systematic purpose to collect information about students' learning or the goals of instruction. O'Malley and Pierce (1996) divided authentic assessment into performance assessment, portfolios, and students-self assessment. Performance assessment consists of any form of assessment such as oral reports, writing samples, individual or group projects, exhibitions, as well as demonstrations in which students respond orally or in writing and it requires students to accomplish complex tasks to scrutinize prior knowledge, recent learning, and relevant skills to solve problems. Then, portfolio is formed from a systematic collection of student' works that is analyzed to show progress over time regarded with instructional objectives. Last, student-self assessment encourages students to involve in the teaching learning process with highly motivation and attitude because it gives students freedom to make choices of planning their own learning activities.

Compared to those above types, the 2013 curriculum suggests three types of authentic assessment which can be performed in the classroom. Those are performance assessment, portfolio assessment, and project assessment.

a) Performance Assessment

Performance assessment, as explained before, is a kind of assessment which demands students to construct response, create a product or demonstrate application of knowledge in the form of individual or group works. It is aimed at dealing with students' attitude toward the lesson, the teachers, learning process, and the value or norms prevailed in learning process. The examples of performance assessment usually used are oral reports, story-telling or text retelling, writing samples, demonstration, etc. This kind of assessment can be carried out to assess each skill and integrated skills of English.

b) Portfolio Assessment

It is an ongoing assessment which can give reflection on students' learning progress. In portfolio assessment, students together with the teachers can determine what topic and kind of work they will do in the form of writing and certain period of time how long they will conduct it connected to the instructional objectives. During certain period of time, teachers supervise and observe students' progress and if there is problem, then both teachers and students solve it together and do some improvements. At the end of the period, students submit their work which will be evaluated by the teacher.

c) Project Assessment

Project assessment is a kind of assessment which assesses students' task in the forms of investigation starting from the planning, data collecting, organizing, analysis, and presenting within a period of time. This assessment purposes to know the students' understanding in applying and informing to a certain subject. As its name, project assessment demands students to complete or create a project on specific topic individually or in a small group agree with the instructional objectives. After that, the projects done by the students are presented through oral or written reports. This may be effective if the students are taught to deliver a procedural presentation about project description.

III. RESEARCH METHODOLOGY

3.1 Research Design

A documentary research was conducted in this study. Scott (2006) stated that documentary research involves the use of texts and documents as source materials: government publications, newspapers, certificates, census publications, novels, film and video, paintings, personal photographs, diaries and innumerable other written, visual and pictorial sources in paper, electronic, or other 'hard copy' form. The use of documentary methods refers to the analysis of documents that contain information about the phenomenon we wish to study (Bailey, 1994). This research intended to analyze documents of English teachers' lesson plans based on 2013 curriculum.

3.2 Research Data

The term data refers to the kinds of information researchers obtain on the subjects of their research (Fraenkel, Wallen, & Hyun, 2012: 111). The data of this research were documents of lesson plans designed by English teachers.

There were two data used in this research. The first data was lesson plan for the third grade students of Junior High School. It was written in English. It covered basic competence 3.4 (Applying text structure and linguistic elements to perform the social function of *stating and asking about the intention and purpose of doing an action/activity* in accordance with the context of its use), and 4.4 (Developing oral and written texts to *state and ask about the intention and purpose of doing an action/activity*, by considering the social function, the structure of the text, and correct linguistic elements and in context).

The second data was designed for the first year students of Junior High school. It was written in Indonesian. It included basic competence 3.2 (Understanding the social function, the structure of the text, and linguistic elements in *the expression of self-introduction*, and the response, in accordance with the context of its use), and 4.2 (Developing oral and written texts to *express self-introduction*, by considering the social function, the structure of the text, and correct linguistic elements and in context).

3.3 Source of Data

In order to get valid data, the researcher made some criterion in selecting the source, such as: 1) a certified professional teacher, 2) passed test of teachers' competency 2016 (*Uji Kompetensi Guru 2016*), and 3) actively participated in seminar and workshop of 2013 curriculum held by the government.

3.4 Procedures of Data Analysis

In analyzing the data, content analysis was occupied by following some procedures, such as:

- 1) Coding each lesson plan into seven categories (i.e. learning objective, indicator of competence achievement, material, media, method, procedures, and assessment)
- 2) Describing and evaluating learning objective by following rules of A, B, C, D (Heinrich, et.al., 1996)

- 3) Describing and evaluating operational words in indicator of competence achievement by using Bloom's taxonomy (revised version).
- 4) Describing and evaluating the material by considering the basic competence and learning objective.
- 5) Describing and evaluating the relevance of learning procedures, media, and method.
- 6) Describing and evaluating the assessment and its relevance to indicator of competence achievement.
- 7) Formulating research findings.

IV. FINDINGS AND INTERPRETATION

4.1 Findings

Some findings related to the English teachers' design of lesson plan based on 2013 curriculum are as follows

1. The format of the lesson plans generally consists of 11 components, namely: a) course identity, b) core competence, c) basic competence, d) learning objectives and indicators of competence achievement, e) learning materials, f) learning method, g) learning procedures, h) learning media, i) learning sources, and j) assessment.
2. Course identity includes name of school or unit, for what grade and semester, the topic of the material, what productive skill to be achieved, and time allocation.
3. Core competence (CC) and basic competence (BC) were quoted verbatim from the curriculum which has been determined by the Ministry of Education and Culture.
4. The learning objectives (LO) in data 1 and 2 were not effective because they did not completely follow A, B, C, D rules.
5. The indicators of competence achievement (ICA) in data 1 and 2 were achievable since they were stated procedurally and in line with Bloom's taxonomy revised version. However, there was a different concept of ICA design. In data 1, ICA was written as benchmark of LO has been achieved or not. Contrastively, in data 2, ICA was written as benchmark of BC has been achieved or not
6. The learning material in data 1 was well-arranged and suitable with the students' handbook "Think Globally Act Locally". In contrast, data 2 was lack of learning material.
7. The learning method in data 1 (i.e. scientific approach, cooperative learning model, and discussion technique) and data 2 (i.e. scientific approach, inquiry based learning, and observe-practice technique) were relevant to the demand of 2013 curriculum.
8. The learning procedure of data 1 was designed systematically and based on time allocation. The steps of scientific approach (i.e. observing, questioning, collecting data, associating, and communicating) were mentioned in the core stage of learning. However, the description of students' activity in each steps of scientific approach was not clearly explained and redundant (repetition of students' activities in different step). Meanwhile in data 2 there was inconsistency of learning procedures and method used. The core activity did not include the five steps of scientific approach.