

The Using of Paper-mode Quizizz in EFL Classroom

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Abstract

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This study aims to investigate EFL teachers' perception on developing lesson plans on curriculum 2013. There are 16 teachers of English in Junior High School in Cilacap who participated in this study. To investigate teacher's perceptions, questionnaires and interview were used. Guttman and Likert scale questionnaires were used to collect their insights on developing a lesson plan. An interview was administered to get in-depth information about teachers' perceptions of developing lessons plans. The finding indicates that teachers of English have a negative perception on developing lesson plans. They feel unhappy, not encouraged, and unenthusiastic, even when they realize the developing lesson plan would facilitate and achieve their objective in teaching English. Unpredictably, the MGMP lesson plan product arises as resistance in developing a lesson plan. It is proposed to the teacher who implements curriculum 2013 to be creative and innovative to fulfill teaching objectives. The study examines how English as a Foreign Language (EFL) teachers view the process of creating lesson plans under the Curriculum 2013 framework. Sixteen English teachers from junior high schools in Cilacap participated in the research. The researchers used questionnaires and interviews to gather information. They employed Guttman and Likert scale questionnaires to collect teachers' opinions on lesson plan development. Interviews were conducted to obtain more detailed insights. The results show that the teachers generally have a negative attitude towards developing lesson plans. They feel unhappy, unmotivated, and unenthusiastic about the process, even though they understand that lesson plans help them achieve their teaching goals. Unexpectedly, the study found that the MGMP (subject teachers' association) lesson plan product acts as a barrier to individual lesson plan development. This suggests that teachers may be relying on pre-made plans rather than creating their own. The researchers recommend that teachers implementing Curriculum 2013 should be creative and innovative in their approach to meet their teaching objectives, rather than relying solely on standardized plans.

Key words: EFL teachers, Perception, Lesson plans, Curriculum 2013, education, learning

1. Introduction

There is always a gap between planning and implementation and the Curriculum 13 (K13). Before implementing K13 in the classroom, the government had trained teachers to have adequate knowledge and information in implementing this curriculum. One of the K13 training activities is developing a lesson plan. The lesson plan should align with the curriculum, primarily related to Basic Competence (KI) and Core Competence (KD) as stated in the syllabus and the regulation from The Ministry of Education.

The lesson plan mentioned by Woodward (2009) is teacher planning that leads them to teach well and the students to learn or learn. The Indonesian Ministry of Education and Culture no. 65/2013 explained that the Rencana Pelaksanaan Pembelajaran (RPP) lesson plan is the preparation of teaching-learning activities for a meeting or more. It is a plan of instruction that outlines its elements (learning objectives, teaching-learning materials, methods and techniques, media, sources, and assessment).

There are seven basic principles of the lesson plan that should be fulfilled (Saputra: 2019). First, Knowledge should at least cover the understanding with language patterns, groups of words, functions, topics, themes, culture, and other subjects. The teacher also needs to understand how the language works. Second, Consideration of individual differences means teachers should try to design appropriate techniques to engage students to learn actively. Third, the ability in changing activity to develop and provide different variations to accommodate different situations. Fourth, coherence and cohesiveness connect every element of the lesson plan to construct the lesson intertwined as a comprehensive activity (Regulation of Ministry of Education No. 65/2013). Fifth, flexibility is creating the classroom activity to run effectively and efficiently by adapting and creating a better situation. Sixth, feedback should be delivered appropriately, intending to motivate students to learn. Seventh, ICT should be integrated into their teaching process, technology as a medium to improve teaching activities.

Teachers should consider the above principles when developing a good lesson plan. Creativity

is required to achieve the objectives of learning. Based on the background above, this study aimed to achieve research objectives through following question: What are EFL teachers' perceptions on developing lesson plan on K-13?

2. Methodology

This study is classified into mixed methods. This study aims to investigate the teachers' perception on developing lesson plans on curriculum 2013. 16 of 21 Junior High School English teachers under the Department of Education and Culture in Kesugihan, Cilacap, participated in this study. A purposive sampling technique was used to select the participants. To investigate teacher's perceptions, questionnaires and interviews were used. Guttman and Likert scale questionnaires were used to collect their insights on developing a lesson plan. There are five statements with four options. The respondents are asked to choose strongly not encourage, not encourage, encourage, and strongly encouraged. These scales can be used to describe attitudes, opinions, and perceptions of the subject (Sugiono, 2008). In distributing the questionnaire, the researcher used internet access and supported it with Google form. The questionnaires were sent through WhatsApp and email so the respondents could flexibly complete the questionnaires. An interview with 5 EFL teacher through VideoCall was administered to get in-depth information about teachers' perceptions of developing lessons plans. The researcher analyzed the data used statistical percentage analysis. Next, questionnaire items were analyzed one by one following the provided dimension classification of the items. Then, qualitative data were described for a deeper perception of the participants' insight on the issue. The result was further discussed comprehensively. The last, the researcher drew a conclusion and gave suggestions.

Google Scholar. After collecting some articles, the researcher read the articles that have been downloaded. The researcher skimmed and scanned the data, then making notes. A summary of the key points, the study strategy, and the conclusions was recorded in a Word document.

3. Findings and Discussion

The finding based on the single formulated research question “English teachers’ perceptions on developing lesson plans on curriculum 13” can be seen as follows. The research question aims to understand how English teachers view the process of creating lesson plans under Curriculum 13. This study explores teachers’ thoughts, opinions, and experiences regarding lesson planning within this specific curriculum framework. The goal is to gain insights into the challenges, benefits, and overall perceptions of English teachers as they develop their instructional plans in accordance with Curriculum 13 guidelines.:

Table.1 English teachers’ perceptions on developing lesson plans

No	Statements	Scale	Number of participants/ percentages
1	Since K-13 is implemented in my school, I am... to develop the lesson plan.	Very unhappy	2 /12,5%
		Unhappy	9 /56,3%
		Happy	4 /25%
		Very happy	1 /6,3%
2	Since K-13 is implemented in my school, I am...to develop the lesson plan.	Strongly not encourage	2 /12,5%
		Not encouraged	10 /62,5%
		Encouraged	3 /18,8%
		Strongly encouraged	1 /6,3%
3	Since K-13 is implemented in my school, I am... to develop the lesson plan.	Very unenthusiastic	0 /0%
		Unenthusiastic	11 /68,8%
		Enthusiastic	3 /18,8%
		Very enthusiastic	2 /12,5%
4	When I develop the lesson plan, my objectives in teaching English are ...	Completely not facilitated	1 /6,3%
		Not facilitated	2 / 12,5%
		Facilitated	12 / 75%
		Completely facilitated	1 /6,3%
5	When I develop the lesson plan, my objectives in teaching English are ...	Completely not achieved	0 / 0%
		Not achieved	7 / 43,8%
		Achieved	9 / 56,3%
		Completely not	0 / 0%

In developing the lesson plan, the participants gave their negative attitudes toward the selected item offered.

First, based on table 1, more than half of the respondents were unhappy with developing a K-13 lessons plan. There were 9 respondents or about 56.3% felt that the new curriculum was

troublesome. It indicates that they considered developing lesson plans as an annoying job that consuming their time. On the other hand, 25% or it was equal with 4 teachers thought that new curriculum was an exciting job, and they seemed to show their positive responses on developing a lesson plan.

Second, on item number 2, 10 of 16 participants were not encouraged to develop the lesson plan of curriculum 2013. The statistical data showed that about 62.5% and 12.5% or 2 teachers stated they were totally not encouraged to play with the lesson plan. It indicates that they had bad perceptions of this issue and felt not motivated to develop the lesson plan.

Third, 68.8% or it was about 11 of 16 participants showed that they were unenthusiastic to develop the lesson plan. It means that developing a lesson plan was a kind of exhausting activity. Yet, no one teacher or 0% stated that they were numb in developing the lesson plan of K-13. However, about 12.5% or 2 English teachers said that they felt passionate about developing the lesson plan. The fourth item related to their teaching objective. Surprisingly, about 12 of 16 or 75% of the participants seemed to admit that developing lesson plan would facilitate them to attain their teaching objectives.

Afterward, the result in the last item of developing a lesson plan that 56.3% of the participants or it was equal with 9 English teachers in this study approved that their teaching objective was accomplished by developing the lesson plan of curriculum 2013.

On the contrary, 43.8% of English teachers did not feel that developing the lesson plan reached their teaching objective. It can be inferred that the demands of developing lesson plan were surely needed because it helps teachers achieve their objectives.

A number of questions were delivered to the respondents to identify more about their perceptions on developing lesson plans. The following was the questions which aimed at leading the participants to show their feeling toward this activity. The development of lesson plans in accordance with the 2013 curriculum has shown mixed results among English teachers. While a majority (56.3%) of participants reported that their teaching objectives were accomplished through this process, a significant portion (43.8%) felt that developing lesson plans did not

fully meet their goals. This disparity highlights the complexity of implementing new curricular requirements and the varying levels of success experienced by educators.

The need for developing comprehensive lesson plans is evident, as they serve as a crucial tool for teachers to achieve their instructional objectives. However, the differing perceptions among teachers suggest that there may be challenges or areas for improvement in the current approach to lesson planning. To gain a deeper understanding of these varying experiences, researchers posed additional questions to the respondents. These inquiries were designed to elicit more detailed insights into the teachers' feelings and perceptions regarding the process of developing lesson plans, potentially revealing both the strengths and limitations of the current system.

Conclusion

The findings reveal a range of perceptions among English teachers regarding the development of lesson plans under Curriculum 2013. The study highlights that a majority of teachers (56.3%) view the process as challenging, citing it as time-consuming and burdensome. These negative attitudes are further supported by the fact that 62.5% of respondents expressed a lack of motivation, while 68.8% reported feeling unenthusiastic about the task. Despite these challenges, a smaller proportion of teachers (25%) found the activity engaging and valuable, indicating a division in how the curriculum's demands are received. Interestingly, most teachers (75%) acknowledged that developing lesson plans helped them achieve their teaching objectives, showing a recognition of its utility despite its perceived difficulties.

This dichotomy underscores the complexity of aligning teacher perceptions with curricular goals. The mixed reactions suggest the need for a more supportive framework to alleviate the challenges associated with lesson planning while enhancing its benefits. Teachers' recognition of lesson planning as a means to meet educational objectives points to its importance in effective pedagogy. However, the significant portion of respondents who remain unmotivated and unenthusiastic raises concerns

about the implementation process and potential gaps in professional development. Addressing these issues could lead to more consistent and positive experiences for educators, ultimately supporting the effective execution of Curriculum 2013.

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