



## Developing Lesson Plans on Curriculum 2013 : EFL Teachers' Perception

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### ABSTRACT

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.

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### 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.

## 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:

Table.1 English teachers' perceptions on developing lesson plans  
(Data from the questionnaire)

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.

Table 2:  
Data form interviews of English teachers' perceptions on developing lesson plans.

Question	Answer
1. What about developing a lesson plan, do you like the activity?	<b>Respondent 1:</b> <i>MGMP provided it, so I am rarely developing it. I found difficulties in designing the K-13 lesson plan since I did not get enough contextual training in 2013 curriculum.</i>
2. What kind of difficulties that you encounter while developing it?	<i>I think I can't</i>
3. Can you achieve your teaching objectives without having a lesson plan?	<b>Respondent 2:</b> <i>I think it was time-consuming since we can use the MGMP product. Selecting material, sequencing activities, and deciding on assessment are the problems. I don't think so. The lesson plan is guidance for us in teachings. Without it, teachers do trial and error.</i>
	<b>Respondent 3:</b> <i>I am eager to do it, and it is like our mind mapping in teaching. We can create and explore interesting material, activities, and assessments for our students. Of Course, No. Learning objectives are deal with the activity and assessment that are written in the lesson plan.</i>
	<b>Respondent 4:</b> <i>Absolutely No. Designing a lesson plan is complicated and frustrated. I did not understand working on it. I can't. I didn't create a lesson plan by myself, but I know the teaching objective is a goal of the teaching-learning process.</i>
	<b>Respondent 5:</b> <i>If I can say, it is a challenging activity, but I adopt the MGMP lesson plan. I have too much schoolwork, so arranging the steps of the learning activity and distributing time allotment is difficult. No, I can't. Without stating the objective in the lesson plan, I am confused about how to arrange the activity and assessments.</i>

The interview data indicate that most all the respondents had negative perceptions of the developing lesson plan. The readiness of MGMP lesson plan products becomes the primary resistance in developing a lesson plan. In addition, they found that developing a lesson plan is a challenging activity. The inadequate time, training, and overwork become an additional reason in developing a lesson plan. Nevertheless, there is a teacher of English that eager to develop a lesson plan by herself. She is passionate about creating and exploring interesting material, activities, and assessments for our students.

#### **4. Conclusion**

Most English teachers have negative perceptions in developing a lesson plan. They are unhappy, not encourage, and unenthusiastic, although they realized developing a lesson plan will facilitate and achieve their objective in teaching English. Surprisingly, the MGMP lesson plan product comes as resistance in developing lesson plans.

It is suggested to the teachers who implement curriculum 2013 to be creative and open-minded to learn something new to fulfill the objectives of teaching.

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