

CHAPTER I INTRODUCTION

This chapter presents the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research and the operational definition.

1.1. Background of the Research

The 2013 curriculum has been implemented in all schools in Indonesia, so to implement this, teachers have an important role in implementing this curriculum. The curriculum is a school plan program provided by an educational institution that includes lesson plans. However, teachers sometimes find it difficult to design lesson plans. According to (Purnama Sari, 2018), a lesson plan is a document that provides an overview of the teaching and learning process for the aim of serving as preparation for one or more meetings.

According to (Srihidayanti et al., 2015) for the teaching and learning process. Pre-teaching activities involve physically and psychologically preparing students to participate in the teaching and learning process, as well as providing contextual incentive, answering questions to review previous content, and explicitly stating subject matter topics. In addition, educational activities should utilize learning models, learning methods, learning media, and learning sources that are appropriate for the student and the topic. Teachers should choose a way to teach that fits with the student's level of education and ability to learn. These competences consist of attitude competence, knowledge competence, and abilities. During post-teaching activities, teachers and students talk about what they learned, give feedback, to follow-up activities, and decide what the next meeting will be about.

Plans for lessons are very important for teaching and learning. According to (Sesiorina, 2014) A lesson plan is an essential component of the educational process, and it consists of several features (Goals, Objectives, Activities, Media, and Assessments). According to (Ratnawati, 2017) RPP is a written task used to assess the success of the teaching and learning proces. Teachers develop the Lesson Plan in order to direct the teaching and learning process in the classroom.

Some previous studies shows that teachers face difficulties in designing lesson plans based on 2013 curriculum. (Manalu, 2016) Some difficulties in lesson plan design, including identifying learning objectives and indicators and explaining the five steps of a scientific approach to learning technique. Moreover, (Jasmi, 2014) revealed a number of challenges experienced by instructors in developing lesson plans for the 2013 curriculum, such as teacher adjustments in making lesson plans from the internet, then modified according to student needs, the ability to adapt textbooks with material from the internet, aspects of student attitude assessment and lack of training in the 2013 curriculum implementation period. (Nurfitri Nurfitri, Regina Regina, 2020) some difficulties were found in the pre-design of lesson plans which included preparing time for preparing lesson plans, analyzing the syllabus and teachers not having time to construct their own learning plans.

The 2013 curriculum states that the teacher's task is to make teaching strategies based on what is in the curriculum. But sometimes it is difficult for teachers to make lesson plans. Therefore, the researcher focuses on the difficulties of teachers when designing the 2013 Curriculum RPP and the solutions they face. It is important to recognize the difficulties of English teachers in designing lesson plans, so that they can improve their skills in designing lesson plans. So this study intends to examine the difficulties of English teachers in designing lesson plans according to the 2013 curriculum at Ma Muallimat Kudus.

1.2.Statements of the Problem

Based on the background of the research above, the statements of the problem can be formulated as follow:

1. What are the difficulties faced by English teacher in designing lesson plans?
2. How do teachers english overcome their difficulties in design lesson plan ?

1.3. Objectives of the Research

Based on the statements of the problems written above, this research aims to:

1. To find out the difficulties faced by English Teachers in designing lesson plans.
2. To find out the way English Teachers overcome their difficulties in design the Lesson Plan.

1.4. Significance of the Research

The researcher has high hopes that the findings of this study will be both theoretically and practically applicable. It is hypothesized that the findings of this study will serve as a resource for educators developing lesson plans in accordance with the requirements of the 2013 curriculum.

Practically, I'm hoping that by conducting this study, I'll be able to shed light on the challenges that educators experience while developing lessons, and provide some suggestions for how to overcome them.

1.5. Scope of the Research

In this research researcher focus on the problems that teachers face when they design their lesson plans and the way they deal with their problems. The participants of this study is two English teachers of grade 12 MA Muallimat.

1.6. Operational Definition

Based on the research title, there are three terms that can be defined in the operational definition as follows:

1. The 2013 Curriculum has been implemented across the board in Indonesian educational institutions. Character education is mentioned in this year's curriculum.
2. A lesson plan is an important tool for teachers to use when teaching and learning. It has important parts like learning materials, learning methods, ways to test students, basic skills, core skills, and steps for learning activities.
3. The problem in designing lesson plans is the difficulty faced by teachers when making lesson plans that they have designed before teaching practice.