

CHAPTER I

INTRODUCTION

This chapter begins with the background of the research, the research questions, the objective of the research, the limitation of the research, and the significance of the research.

1.1 Research Background

Curriculum is a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum. It is the planned interaction of students with instructional content, materials, resources, and processes for evaluating of educational objectives. That is why every teacher has to understand and follow the current curriculum before planning and developing a kind of teaching-learning process and the materials for the teaching-learning process. As the time passed the condition of Indonesian government has already changed.

But, the curriculum is often changed after an evaluation of the curriculum. The curriculum changes is done to make better future of national education. The curriculum in Indonesia has been changing and developing in many times. Nowadays, The National Education Department has changed the previous curriculum – School Based Curriculum (SBC) 2006 – with the new one called 2013 Curriculum.

The 2013 Curriculum is emphasized on competency, such as cognitive, psychomotor, and affective. In this globalization era, students are easier looking for an information. The curriculum change especially 2013 curriculum is purposed to reach better education system. The implementation of 2013 curriculum will run

well with the support of the teachers. The values of 2013 curriculum will be conveyed through them. The 2013 curriculum, there are three related dimensions. They cannot be separated. They are planning, teaching learning process, and learning evaluation. The planning will establish the materials will be taught, the media will be chosen, and the methods will be used in teaching learning process. In such away, the evaluation procedures will be used to know the product of teaching learning process and students' achievement.

Therefore, teachers are asked to be more active in preparing materials or informations for students. The approach expects learning should be scientific-based, meaning all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and communicating (Suhardi, 2013). Furthermore, teachers are asked to develop their teaching materials. It can be made by making or developing lesson plans.

Creating a lesson plan is very important to do by any teacher. Because in the RPP contains about the purpose of learning where each item will have different goals. In addition, RPP also includes planning materials, teaching methods and learning procedures. Exactly teachers made lesson plans will know what materials will the teacher teach to students the next day. Therefore every teacher, in the conditions and situations, however, the teachers still have to make a lesson plan (RPP), for planning an instructional guide lines.

Based on the interview with some English teacher in SMP N 8 Kota Jambi, there are some English teachers who still have difficulty in developing effective and systematic lesson plan for a teaching program. The teachers are not ready and hard to change their mindset and the content of the book which not

appropriate with the materials. Start from how they plan based on 2013 curriculum objectives. Then, the researcher focuses on lesson plan in English subject.

So, the researcher is interested in conducting a research entitled about The analysis of lesson plans made by English teachers based on 2013 Curriculum in teaching English at SMP N 8 Kota Jambi.

1.2 Research Questions

In this research, the researcher focuses on the lesson plan based on 2013 curriculum:

1. How do the teachers' lesson plans relevant to the 2013 Curriculum at SMP N 8 Kota Jambi?
2. What problems are faced by the teachers in developing the lesson plans based on the 2013 Curriculum at SMP N 8 Kota Jambi?

1.3 Research Objectives

According to the problems statement above the intentions of the research are as follows :

1. To investigate whether the teachers' lesson plans are relevant to the 2013 Curriculum or not at SMP N 8 Kota Jambi.
2. To examine the problems faced by the teachers in developing the lesson plans based on the 2013 Curriculum at SMP N 8 Kota Jambi.

1.4 Limitation of the Research

This research is conducted by focusing on the contents (core competence and basic competence, indicator of achievement competency, learning objective,

learning materials, method of teaching, instructional media, resources, teaching activity, assessment) in lesson plans made by English teachers based on 2013 Curriculum.

1.5 Significances of the Research

The significances of the research can be classified into three parts. Such as for the students, the teacher and also the researcher.

a. For the student :

The students can know what plan before teaching learning process in 2013 Curriculum and it can motivate the student to Learning based on 2013 Curriculum.

b. For the English teachers:

The finding of the research hopefully can help the teachers to identify problems in implementing 2013 curriculum and help them to solve these problem. It also gives contribution to the teachers in the form of suggestion to complete their role in the implementation of 2013 curriculum in the English learning process. The other benefit is to give reflection to the teachers to evaluate their work in achieve the goal of 2013 curriculum especially in English subject.

c. For the other researcher:

The research can be one of the references for other researchers who want to conduct a research about curriculum in language learning.