

CHAPTER I

INTRODUCTION

1.1 Research Background

Nowadays, all schools in Indonesia implement 2013 Curriculum (*henceforth*: K-13). It is implemented to replace the previous curriculum which is known as School-based Curriculum. The purpose of the K-13 is to create a new model in teaching and learning; in this case, is teaching and learning English. According to the Ministry of Education and Culture (2013), the curriculum is implemented to develop better education system. It is a competency-based curriculum which has the following characteristics: (1) the formations of basic competencies are developed from core competencies; (2) learning indicators are formulated from the basic competencies; (3) learning activities are designed to achieve learning indicators and (4) learning indicators are used to measure the students' competence.

There are some differences between K-13 and the previous curriculum. One of the differences is in terms of approach which is implemented in designing the learning activities. In the previous curriculum, the approach that was used was different for every subject matter. The learning process was more focused on knowledge. The students learnt through exploring, elaborating and confirming information. On the other hand, K-13 applies the scientific approach for all subjects (*Permendikbud No. 103, 2014*). The learning process is not only focused on knowledge but also on skills and attitude. The students learn through scientific approach which consists of observing, questioning, exploring, associating, and

communicating. According to Sesorina (2014), scientific approach enables students to participate actively during the learning process.

In line with the statement above, the scientific approach implies that learning is centered on the students (*Permendikbud No. 22, 2016*). It means that students' role is changing from passive to active participants by improving their knowledge and skill as well as using them meaningfully. Learning activities provide opportunities for students to listen, speak, read and reflect on the content of the subject matter. The students learn more when they are involved in learning activities. In addition, learning activities can be implemented through discussion, role play, simulation, practice and presentation (James, 2015).

Learning activities are designed in five main procedures, namely observing, questioning, exploring, associating, and communicating. Scientific approach promotes an active learning process (Ministry of Education and Culture, 2013). The students have to do more than just listen to the teacher's explanation. They have to read, write, speak, discuss, or be engaged in solving problems. Wasserman (2009) state that the core unit of instructional design is a learning activity because it organizes a unit of time and it is applied to achieve learning objective. The teacher needs to select suitable learning activities to support the students to achieve learning indicators.

Fallon *et al.* (2013) explain that learning maximizes the students' involvement, participation and interaction. In order to strengthen students' competence in learning activities, the learning activities could: (1) be only slightly beyond students' current levels of proficiency, (2) make students demonstrate understanding throughout the activity, and (3) include feedback that helps students

to make progress. It can be said that effective learning activities will help students to get engaged in learning and enhance their competence and skill. Furthermore, according to *Permendikbud No 103 (2014)*, learning activities are described as an interaction among the students and between teacher and students.

During the implementation of K-13, it cannot be denied that some problems arise. According to *Puslitbang (2014)*, Junior High School teachers still have problems in designing lesson plans, especially in developing appropriate learning indicators, creating appropriate materials, designing learning activities based on scientific approach and developing appropriate assessment. In this research, the researcher focused on problems in learning activities based on K-13.

Wardani and Lestari (2015) conducted a descriptive study about an analysis of learning activities and learning indicators in K-13. The result showed that from the six teachers' lesson plans selected, no learning activities were relevant to the learning indicators. This occurred because of some inappropriateness of learning indicators generated from basic competences. Gunawan (2017) studied the processes of instructional management. He concluded that the processes consisted of planning the lesson plans and implementing the learning activities based on K-13. But, little is known how the lesson plans were organized and developed. Similarly, implementations of the learning activities were not described in detail, so that they are not easy to replicate in other situations.

Other research was conducted by Ekawati (2017). She studied the lesson plan preparation and application of teaching learning activities in EFL in Vocational High School. She observed that all teachers agreed in preparing the

lesson plans prior to learning implementation. However, it is not clear how the lesson plans were really prepared by teachers. Moreover, the criteria used to evaluate the lesson plan quality was not explained. The learning activities were not shown in accordance with the steps of learning in the scientific approach, namely observation, question, exploration, association and communication.

In addition, the problems in designing learning activities based on K-13 were also faced by the senior high school teachers in Bali. SMAN 1 Blahbatuh is a pilot school in implementing K-13 it has implemented K-13 since 2013. Even though K-13 has been implemented for six years, the teacher still found obstacles in designing and implementing learning activities. Besides, another factor that creates new challenge is the new revision on the curriculum.

Preliminary observation also showed that teachers perceived that the learning activities are important in accommodating the students to achieve the learning indicators. They also admitted that designing learning activities based on K-13 was not easy. The teachers still found difficulties in designing and implementing learning activities based on scientific approach. The teachers admitted that they were confused in designing learning activities which could accommodate the students' need. Furthermore, the teachers also found difficulties in implementing the learning activities, for example in questioning, the students were not reluctant in asking questions. Therefore, the teacher felt difficult to encourage the students. It can be seen that there were problems regarding the planning of learning activities based on K-13 and its implementation.

Considering the importance of learning activities in K-13 and phenomenon that happened in SMAN 1 Blahbatuh, this research was aimed at analyzing the

planning of learning activities based on K-13 and its implementation in teaching English at SMAN 1 Blahbatuh. Learning activities in this research were consisted of teachers and students' activities.

1.2 Research Questions

The research questions are stated as follows:

1. How are the EFL learning activities based on K-13 planned by the tenth grade teachers in SMAN 1 Blahbatuh?
2. How are the EFL learning activities based on K-13 implemented by the tenth grade teachers in SMAN 1 Blahbatuh?
3. What are the obstacles found in planning and implementing the learning activities based on K-13 by the tenth grade teachers at SMAN 1 Blahbatuh?

1.3 Research Objective

The research objectives could be formulated as general and specific objectives as follows:

1) General Objective

The general objective is to describe, understand the lesson plan components, their implementation, and obstacles in planning and implementing EFL learning activities at SMAN 1 Blahbatuh.

2) Specific Objectives

The specific objectives are as follows:

- (1) To describe and understand the lesson plan components for EFL learning activities in SMAN 1 Blahbatuh;

- (2) To describe and understand the implementation of the lesson plan for EFL learning activities in SMAN 1 Blahbatuh;
- (3) To identify and understand the planning and implementation obstacles found in EFL learning activities in SMAN 1 Blahbatuh.

1.4 Research Significance

The above research objectives are beneficial for the following purposes.

1) Theoretical Significance

This research was conducted to refine the planning and implementation based on K-13 in EFL learning activities in SMAN 1 Blahbatuh efficiently and effectively. Therefore, it can minimize the obstacles, in order to improve the planning and implementation quality. In addition, it can improve the competency.

2) Practical significance

The proposed research was useful for the following individuals.

(1) The EFL Students

This research can minimize the obstacles faced in EFL learning activities based on K-13 in order to improve the EFL competency. It was stated because this research showed how the learning activities were planned and implemented, and the obstacles which could affect the learning process.

(2) The EFL Teachers

This research can minimize the obstacles faced in planning and implementing EFL learning activities based on K-13 in order to improve the teacher's performance. It was stated because this research showed how the learning activities were planned and implemented, and the obstacles

which could affect the learning process. By knowing the obstacles found, the teacher can improve their quality of planning and implementing the learning activities.

(3) Other Researchers

This research can be used as a reference for the other researchers in conducting a study which is purposed to investigate a similar problem in EFL learning activities.

1.5 Research Scope

This study was focused on EFL learning activities which were planned and implemented based on K-13 in the Senior High School. This study also investigated obstacles which were found in planning and implementing EFL learning activities.

