

CHAPTER I

INTRODUCTION

1.1 Research Background

Regarding Law number 20 of 2003 regarding the National Education System, education is defined as an intentional attempt to build a learning process and a learning environment. It makes students actively develop their capacity to have self-mastery, attitude, intellect, good character, religious spirit, and the skills needed by themselves, society, nation, and state. In terms of developing the students' potential, a good education is essential.

In the learning activities, a good preparation and planning is needed to make the learning process more straightforward since it helps teachers carry out effective, efficient, and structured learning activities. The lesson plan is an essential aspect that the teacher needs to plan to help and guide them to make the learning process effective, efficient, and structured.

Haynes (2010) states that preparing a lesson plan before the lesson helps the teachers to visualize the activities that they want to do in the classroom. The lesson plan is an essential requirement for the teachers before they begin the lesson. Teaching without structured guidance, according to Callahan & Clark (1988), would result in insufficient learning because the teacher does not plan what they should do in the class.

In designing a lesson plan, it must adapt to the curriculum. The education system in Indonesia changed in the term of the curriculum. Curriculum 2013 is a curriculum that applies in today's education system in Indonesia. The change of curriculum then follows the change of the lesson plan. The lesson plan components

in this new curriculum are different from the previous curriculum, which is that the new curriculum is shorter than the previous (Ilma & Pratama, 2015). Ghanaguru et al. (2013) states that a lesson plan is a beneficial way to help the teachers in teaching, and a lesson can be more effective and understandable by students. Because a lesson plan is one factor that can lead the activities while the teaching and learning process, the teacher should prepare the lesson plan well. Therefore, the lesson will be structured and directed.

The finding of the research conducted by Ilma & Pratama (2015) reveals the educators' perspective toward the Curriculum 2013 as a new curriculum is too early to implement. However, implementing a new curriculum affects teachers in creating a lesson plan because of the requirements of the lesson plan. On the other hand, Jaedun et al. (2013) conducted a study in the vocational schools in Yogyakarta, which aims to identify the teachers' readiness in developing and implementing the teaching and assessment process of Curriculum 2013. The result of this study was teachers do not grasp the principles of the scientific approach in the Curriculum 2013. Teachers are not ready to implement the scientific approach primarily because of the lack of preparation. Palobo et al. (2018) conducted a study about the difficulties faced by the junior high school teachers while they developed the lesson plans of Curriculum 2013. This study was conducted by Palobo and aims to describe the teachers' difficulties, identify the causes of difficulty, and find out the strategies for solving these difficulties. It showed that the teachers faced difficulties in developing the Curriculum 2013 lesson plan, such as developing competency achievement indicators, developing the scheme to address essential competencies, developing pre-activities, developing main activities, designing

post-activities to conclude the lesson, and developing assessments. This study was also concluding that the teachers still need improvement in preparing the Curriculum 2013 lesson plan. The previous research (Ilma & Pratama, 2015; Jaedun et al., 2013; Palobo et al., 2018) concluded that the previous lesson plan format in Curriculum 2013 is still complex to use.

The difficulties of the teachers in using the lesson plan's format seem noticed by the government. The government recently released new regulations about the new format of a lesson plan, including Circular Letter Number 14 of 2019 regarding the lesson plan's simplification. The regulation states that the new lesson plan components are shorter than the previous format, with 13 components to fulfill. The new format only needs to fulfill three components, which are focused on the main components, such as learning objectives/goals, learning activities, and learning assessment, while the others are optional. From this regulation, the Indonesian government believes that the teachers can arrange the lesson plan simpler than the previous format by fulfilling three principles, which are effective, efficient, and student-oriented. Effective means that the written lesson plan can achieve the learning objectives. Efficient means that the written lesson plan should be done correctly and save time and energy. Student-oriented means that the written lesson plan should consider the readiness, interest, and students' need in the classroom (Iskandar, 2020).

Besides the government's perspective, the teacher's perspective must be considered in these regulations, especially for experienced and novice teachers in the education field, especially English teachers. The teachers' perspectives can be derived from the novice and experienced teachers because they are the ones who

can put the lesson plan in action. There are differences between experienced and novice teachers in several aspects. In their study, Griffey & Dale Housner (1991) found the differences between experienced and novice teachers, in terms of pedagogical knowledge and decision-making. The differences of experienced and inexperienced teachers in designing the lesson plan are the amount of information delivered in the classroom and significant differences in the instructional strategy that they will use during the lesson.

Furthermore, Koni & Krull (2018) found the difference between novice and experienced teachers in lesson planning. They conclude that the experienced teachers are better at handling unexpected events that can happen in the classroom than the novice teachers. Previous research about the differences between novice and experienced teachers concluded that novice and experienced English teachers might have different perspectives on one-page lesson plans.

Since novice and experienced English teachers have a different perspective in the education field, this research aims at analyzing the novice and experienced English teachers' perspectives whether they have a different perspective towards the one-page lesson plan. The research was conducted in SMKN 3 Singaraja because it has two novice and two experienced English teachers and already implements a one-page lesson plan format in the teaching and learning process.

1.2 Problem Identification of the Study

Several studies were conducted according to the difference of experienced and novice teachers (Chi, 2006; Repo, 2004; Mustafa, 2013; Berliner, 2004; Sanaky, 2006). Afterwards, various previous studies have been conducted

regarding the implementation and challenges faced in using Indonesia's lesson plan (Gani et al., 2017; Jaedun et al, 2013; Palobo et al., 2018; Saputra, 2019; Maba & Mantra, 2018). The previous studies regarding the lesson planning in Indonesia mentioned beforehand have been conducted without differentiating the experienced and novice teachers. Moreover, the studies have concerned the previous lesson plan format called the 2013 curriculum. Recently, in Indonesia, the Ministry of Education has set the one-page lesson plan as the lesson plan format used at schools. Hence, identifying the experienced and novice teachers' perspectives toward the one-page lesson plan need to be conducted. Furthermore, two experienced and two novice teachers from SMKN 3 Singaraja were chosen to participate in this study. This school was chosen because it met the research criterias, which are detailed in the setting section.

1.3 Problem limitation of the Study

Implied to the problem identification, this research is specified to analyze experienced and novice English teachers' perspectives on the fulfillment of one-page lesson plan principles and the completeness of the lesson plan components at SMKN 3 Singaraja. Moreover, it is also limited in terms of participants, which uses two experienced English teachers from functional position group IV and two novice English teachers from functional position group III.

1.4 Statement of Research Questions

There were three research questions in this research, which were formulated as follows;

- a) How was the perspective of experienced English teachers towards their fulfillment to the principles of developing one-page lesson plan states in Circular Letter Number 14 of 2019 regarding the simplification of lesson plan?
- b) How was the perspective of novice English teachers towards their fulfillment to the principles of developing one-page lesson plan states in Circular Letter Number 14 of 2019 regarding the simplification of lesson plan?
- c) How was the fulfillment of experienced and novice teachers' lesson plan components described?

1.5 Purpose of the Study

There were three purposes of this research based on the research questions statements, which are represented as follows:

1. To analyze the experienced English teachers' perspectives towards their fulfillment on one-page lesson plan's principles stated in Circular Letter Number 14 of 2019 regarding to the simplification of lesson plan
2. To analyze the novice English teachers' perspectives towards their fulfillment on one-page lesson plan's principles stated in Circular Letter Number 14 of 2019 regarding to the simplification of lesson plan
3. To discover the experienced and novice teachers' lesson plan components completeness

1.6 Significance of the Study

This study has two significance, namely, theoretical and practical. The following as having described the two significance.

1.6.1 Theoretical

Theoretically, the findings of this study were supposed to be utilized as resources and to expand knowledge about a one-page lesson plan. It is primarily concerned with experienced and novice teachers' perspectives on the fulfillment of one-page lesson plan principles and observed the completeness of the lesson plan component in vocational high school, as well as providing information on comparing perspective about one-page lesson plans.

1.6.2 Practical

In practice, the findings of this study were taken into account by the Ministry of Education before drafting a new regulation primarily related to improving the lesson plan in Indonesia.

