

**TEACHERS' DIFFICULTIES IN LESSON
PLANNING:
DESIGNING AND IMPLEMENTING**

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Abstract

This study aimed to investigate teachers' difficulties in designing and implementing 2013 Curriculum. To do so, seven English teachers of Senior and Vocational High School were involved in this study. The data were revealed through interview and open response items of questionnaire. The results shows that the teachers have difficulties in the area of the components of lesson plan, basic principles of lesson plan and implementing lesson plan. Regarding to components of lesson plan, the teachers get difficulties in determining time allotment, determining learning objectives, determining teaching method, and determining assessment. In basic principles of lesson plan, the teachers get difficulties in designing lesson plan related to students' differences; designing lesson plan related to students' interests and needs; developing reading and writing behavior; and using cohesiveness of themes, subject matter, learning aspects and cultural variety. Meanwhile, in implementing lesson plan, the teachers get difficulties in implementing steps of learning activities, preparing students' readiness, and giving learning activities which are attitude competence oriented.

Key words: *designing lesson plan, implementing lesson plan, teachers' difficulties*

INTRODUCTION

Every teacher has responsibility to design lesson plan which is related to the elements of 2013 Curriculum. However, teachers sometimes feel difficult in designing lesson plan. Mulyani (2013) reported that the teacher of Senior High School in Banda Aceh has difficulties in designing KTSP: difficulty in developing lesson plan based on *KTSP* in relation with students' individual differences and students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' learning styles. In addition, Jasmi (2014) also found that the teacher of Senior High School in Cipatat got some difficulties in determining assessment, particularly in assessing students' attitude. Lastly, Nissa & Jayadi (2014) revealed that a teacher of Vocational High School in Cimahi did not understand about 2013 Curriculum design, confused to design some elements of lesson plan in terms of phases of *Scientific Approach* (SA), and to determine the time allotment for each activity.

Besides, there are a number of reasons why designing the lesson plans is important. Brown (2001) states that lesson plan is very useful to help teachers specifying their planning and it can help them to prevent classroom difficulties when they get confuse in explaining something. Then, Harmer (2007) also explains that a lesson plan gives framework for teachers of an overall shape of the lesson and gives students confidence in the teacher. Moreover, Gafoor and Farooque (2010) assume that lesson plans could help inexperienced teachers organize content, materials, and methods. Regarding to 2013 Curriculum, the teacher should make coherency among outcome standard, content standard, process standard and assessment standard. Therefore, lesson plan is one of significant aspects that should be considered by teachers to achieve successful learning.

The Components of the Lesson Plan

In 2013 Curriculum, designing the lesson plan should refer to the Regulation of Ministry of Education and Culture, number 65, 2013 which stated that the lesson plan should at least cover the learning objective, the learning material, the learning method, the learning source, and the assessment of students' achievement". Particularly, the components of the lesson plan are (1) identity (school name, subject, class/semester, major content, and time allotment); (2) core competence (aspects of attitude, knowledge, and skill that should be learned by students in certain school level, class, and subject); (3) basic competence and indicator of competence achievement; (4) learning objective; (5) learning materials; (6) teaching method; (7) resources (tools and media); (8) teaching activities; (9) Assessment.

Basic Principles of 2013 Curriculum

Basic principles which are considered in designing lesson plan based on the regulation of Ministry of Education and Culture number 65, 2013 are individual differences of learners, participation of learners, learners' center activities, literacy activities, feedback and follow up of lesson plan, cohesiveness among the components of lesson plan, and integrated implementation of Information Communication and Technology (ICT) based on the context. Therefore, in implementing 2013 curriculum teachers should consider the basic principles in designing lesson plan, and implement it in teaching and learning process.

Implementation of Teaching Learning Process

Conducting teaching learning process means to implement the lesson plan which involves pre- teaching activities, whilst teaching activities, and post- teaching activities. Pre-teaching activities involve preparing students physically and psychologically to participate in teaching and learning process, to give motivation contextually, to address questions to review previous material, to explain learning objective and indicators, and to state explicitly topic of lesson materials. Besides, whilst teaching activities uses learning model, learning method, learning media, and learning sources related to students' characteristics and subject matter. Teacher should select teaching approaches that are related to learning competence and level of education. Those competences are attitude competence, knowledge competence and skill competence. Meanwhile, in post-teaching activities, teachers and students conduct the reflection activity to evaluate: learning activities, giving feedback, conducting follow up activity, and informing lesson material of next meeting.

Some previous research dealing with this issue were conducted by some researchers (e.g. Nurichsania and Rachmajanti, 2012; Mulyani, 2013; Jasmi, 2014; Utari, 2014; Nisa and Jayadi, 2014; and Cicek and Tok, 2014), but the previous research only discussed teacher's difficulties in designing lesson plan especially in KTSP Curriculum. Thus, this present study is an attempt to fill this gap by investigating the teachers both in designing and implementing the lesson plan. In details, this study seek to provide the answers for this question, 'What are teachers' difficulties in designing and implementing lesson plan of 2013 Curriculum?'. Therefore, this study aimed to investigate teachers' difficulties in designing and implementing lesson plan in context of 2013 Curriculum.

METHODOLOGY

This qualitative design study employed open-response items questionnaire, and interview to collect the data about teachers' difficulties in designing and implementing lesson plan in 2013 Curriculum. Seven English teachers of Secondary School in Bandung, West Java are as respondents of this study. The participants of this study were selected according to purposive sampling considering that they are Secondary School teachers who have implemented 2013 Curriculum in their teaching learning process. In other words, they have experienced in designing and implementing lesson plan according to 2013 Curriculum.

The collected data were then analyzed. Firstly, the collected data of open-response items questionnaire were reviewed and organized, while the recorded audio of interview were transcribed. Then, the data were coded and categorized into three working area that are about lesson plan component, basic principles of lesson planning, and implementation of teaching learning process. Then, the responses of respondents were sorted to select which the most difficult activities in designing and implementing lesson plan in 2013 Curriculum. After that, responses that were not involved to the difficulties of these were reduced. Finally, the data were displayed in the discussion.

FINDINGS AND DISCUSSION

Two data collection techniques reveal teachers' difficulties in designing and implementing lesson plan of 2013 Curriculum. Seven teachers have difficulties in the area of the components of lesson plan, basic principles of lesson plan and implementing lesson plan.

The Components of Lesson Plan

The results of open response questionnaire and interview revealed that almost respondents have difficulties in designing lesson plan in the matter of determining time allotment, determining learning objectives, determining teaching method and determining assessment.

Determining Time Allotment

The findings revealed that some teachers felt difficult in deciding time allotment of each learning activities in designing lesson plan of 2013 Curriculum. The reason is that time allotment of English subject per week is limited (ninety minutes per week), but SA takes much time to be implemented in the classroom. In addition, some teachers also said that sometimes their time allotment

planning is not appropriate with classroom situation for certain time. This difficulty is in line with Brown (2001, p.153), 'timing is the most difficult aspect of lesson planning to control'. Also, it is in line with Nissa & Jayadi (2015) revealing that a teacher of Vocational High School in Cimahi has difficulty in allotting time of the activities based on SA 2013 Curriculum.

Determining Learning Objectives

Results of data collection shows that some teachers have difficulties in determining learning objective according to 2013 Curriculum demands. In particular, teachers felt difficult in determining learning objectives that should be formulated according to basic competence using operational verbs that are observable and measurable and should cover attitude competence, knowledge competence, and skill competence and it is so complicated to formulate learning objectives according to 2013 Curriculum demands that should cover three competences mentioned. A teacher also said that to make learning objective which involve attitude, knowledge and skill to be coherent is difficult to do. Another teacher said that she felt difficult to put basic competence on syllabus of 2013 curriculum to be specific learning objective. Teachers' difficulties in determining learning objectives are in line with previous research of Badriah (2013) and Utari (2014).

Determining Teaching Method

An interview results also revealed that a teacher felt difficult in determining teaching method in the lesson plan of 2013 Curriculum. Particularly, she has difficult in selecting teaching techniques and methods that are appropriate with learning materials and basic competence. She also felt difficult in selecting appropriate method in lesson plan. This issue is supported by Ministry of Education and Culture (2013), 'teaching methods used by the teachers should develop learning process to achieve basic competences that are appropriate with students' characteristics'. In addition, the teachers' difficulties in determining teaching method are also in line with Mulyani (2013).

Determining Assessment

The next difficulty in accordance with lesson plan component is that some teachers face difficulty in determining assessment that is based on appropriate core competence, basic competence and indicator. Some reasons of this difficulty were revealed. First, this difficulty is because of the complicated rubric of attitude assessment and a lot of description in each aspect. Second, a large number of students make it difficult to determine attitude

assessment. Third, a teacher also seemed that she does not understand much in assessment so that she felt it difficult. This finding is in line with Jasmi (2014) who found that determining assessment of 2013 Curriculum is difficult for a teacher, especially when the teacher determines assessment of students' attitude.

Basic Principles of Lesson Plan in 2013 Curriculum

The data collection techniques also revealed that there are some teachers' difficulties in designing lesson plan in terms of basic principles of lesson plan in 2013 Curriculum. Those difficulties are about teachers' difficulties in designing lesson plan related to students' differences, students' interests and needs, developing reading and writing behavior, and using thematic integrated, cohesiveness of across subject matter, across learning aspects and cultural variety.

Designing Lesson Plan Related to Students' Differences

It is revealed that most of respondents said that it is difficult to design lesson plan that are related to students' differences i.e. proficiency, learning style, motivation and ability. The reason is that a number of students in a class are in a large number in which they have many different-cultures, learning styles, and proficiency. This issue is in line with Mulyani (2013) who reported that the teacher felt difficult in developing KTSP lesson plan related to students' individual differences and students' learning styles. Brown (2007, p.368) also stated that it is more difficult to ascertain what all the different individuals in a class or indeed a whole student population want.

Designing Lesson Plan Related to Students' Interests and Needs

Another difficulty faced by the teachers is designing lesson plan of 2013 Curriculum related to students' interest and needs. The teachers have a lot of learning load so that they cannot concern to each individual who are involved in the classroom. In other words, the amount of students in each class is too big, so it is so difficult to understand every student's interests and needs and to cover all of them in designing lesson plan. Then, another teacher said that it is difficult to design the lesson which can support the students who do not have interest to involve in the teaching learning process and make it a need for them. However, according to Brown (2001, p.154), your lesson plan should also take into account the variation of ability in your students, especially those who are well below or well above the classroom norm

Developing Reading and Writing Behavior

According to interview, it is revealed that a teacher felt difficult in designing lesson plan of 2013 Curriculum that can develop reading habits, understanding various reading text, and expressing various written form. The teacher felt it is difficult because she has lack understanding in genre based or text based approach because she is teaching in Vocational High School which focuses on communicative approach. She also said that she needs training about those subjects. Those are the factors affecting the teacher's difficulties in designing lesson plan that develop reading and writing behavior.

Using Cohesiveness of Themes, Subject Matter, Learning Aspects and Cultural Variety

The last difficulty of designing lesson plan related to basic principles of lesson plan in 2013 Curriculum is the teachers have difficulties in designing lesson plan to use thematically integrated, and cohesiveness among subject matter, learning aspects, and cultural variety. The reasons are the teachers either have lack of cultural knowledge or do not understand every individual culture in the classroom. It makes teachers difficult to design lesson plan integrated the subject matter and cultural variety based on Ministry of Education and Culture (2013), particularly, cultural variety should be considered in designing lesson plan to create the lesson integrated with learners' culture.

Implementing Lesson Plan

In the area of implementing lesson plan, the teachers have difficulties in the term of implementing steps of learning activities, preparing students' readiness, and giving learning activities which are attitude competence oriented.

Implementing Steps of Learning Activities

Implementing steps of learning activities stated in the lesson plan into the classroom is difficult or what the teachers have written in the lesson plan is sometimes difficult to be implemented in the classroom. They did not see the lesson plan when they were teaching so that they sometimes did not concern about what have planned in the lesson plan. Then, another reason is that classroom condition are not always the same with their expectation in the lesson plan. For example, unplanned school events that are not included in school agenda e.g. a teacher meeting takes little time in a lesson so that whole planned learning activities cannot be implemented in such lesson completely.

Teachers' difficulty in implementing steps of learning activities are in line with Badriah (2013) who revealed that the teacher of Senior High School in Cianjur considered lesson planning found to be useless for her because of following textbook or relying on her imagination in teaching a lesson.

Preparing Students' Readiness

Some teachers have difficulties in preparing students' readiness in the classroom. In particular, they felt difficult in preparing students physically and psychologically to involve in TLP. Their reasons are presenting interesting activities in the beginning of the lesson is difficult because it does not always work to attract students' attention. Another reason is that students are sometimes difficult to be arranged because of their individual mood. This result is in line with the previous research of Utari (2014) who revealed that teachers of Vocational High School in Majalengka modified their lesson plans in their implementation because of adjusting the instruction to the class condition.

Giving Learning Activities Which Are Attitude Competence Oriented

The last difficulty is giving learning activities involving attitude competence oriented. The teachers said that it is difficult because there is no clear indicator of attitude competence in the syllabus. Particularly, teachers felt difficult in concerning what appropriate attitude to be integrated in certain activity and make it sense for students. This issue is in line with Jasmi (2013) who revealed that the most teachers' difficult is integrating character building and how to assess attitude in the classroom.

CONCLUSION AND SUGGESTION

Reviewing the findings of this study, it can be concluded that teachers' difficulties in designing lesson plan are determining some components in lesson plan such as time allotment, learning objectives, teaching method, and assessment; designing lesson plan related to basic principles of 2013 Curriculum, namely involving students' differences, students' interests and needs, developing reading and writing behavior, and using cohesiveness among thematically integrated, subject matter, learning aspects and cultures; and implementing lesson plan in the term of implementing steps of learning activities, preparing students' readiness, and giving learning activities which are attitude competence oriented.

With respects of the findings, it is suggested for the teachers to improve their understanding about 2013 Curriculum. For Ministry of Education and Culture, it is suggested to enhance the teacher's

competence by providing seminars, workshops, or trainings more frequently in order to improve competence of the English teacher.

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