ENGLISH TEACHERS' DIFFICULTIES IN DESIGNING A LESSON PLAN (RPP) BASED ON KTSP (A STUDY ON ENGLISH TEACHERS AT VOCATIONAL HIGH SCHOOLS IN BENGKULU CITY)

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Abstract : *This research aimed to find out the difficulties faced by the English teachers in Vocational High Schools in designing a lesson plan (RPP) based on KTSP. It employed a descriptive quantitative method. The population of this research was 23 respondents, from all teachers which have followed KTSP training. The sample was taken by using total sampling techniques. To collect the data, the researcher used the questionnaire. It was consist of 37 questions that it was divided into 9 aspects in a lesson plan namely; standard of competence, basic competence, indicator, the aims of learning, teaching material, the methods/techniques, the steps of learning activity, the tools/sources of material, and evaluation. It used the percentage formula and weighted mean formula to analyze data. The result of the research showed that there were not any significant difficulties in designing a lesson plan (RPP) based on KTSP faced by the English teachers in Vocational High Schools because all aspects were in sometimes/moderate predicate. It indicated that in designing a lesson plan (RPP) based on KTSP was not significant difficult. Beside that, according to the result above, the most difficult aspects were none aspect because it also with sometimes predicate. It indicated that the English teachers in Vocational High School did not find any significant difficulties in writing all aspects of the lesson plan.*
Keywords : English teacher, Lesson Plan (RPP), KTSP.

Abstrak : *Penelitian ini adalah penelitian deskriptif kualitatif yang bertujuan untuk menemukan kesulitan guru bahasa inggris di SMKN dalam merancang rencana pelaksaan pembelajaran (RPP) berdasarkan KTSP. Objek penelitian diambil berdasarkan Total Sampling Technique. Untuk mengumpulkan data, peneliti menggunakan kuisioner yang terdiri dari 37 pertanyaan yang dibagi menjadi 9 aspek dalam rencana pelaksaan pembelajaran yaitu, standar kompetensi, kompetensi dasar, indikator, tujuan pembelajaran, materi pembelajaran, method/teknik, langkah-langkah kegiatan pembelajaran, alat/sumber materi, dan penilaian. Dan dianalisis dengan rumus persentase dan bobot rata-rata. Hasil penelitian ini menunjukkan bahwa tidak ada banyak kesulitan yang berarti dalam merancang rencana pelaksaan pembelajaran (RPP) berdasarkan KTSP oleh guru bahasa inggris di SMKN karena seluruh aspek berpredikat kadang-kadang/moderat. Ini menandakan bahwa dalam merancang rencana pelaksanaan pembelajaran (RPP) berdasarkan KTSP adalah tidak begitu sulit. Disamping itu, berdasarkan hasil pembelajaran, bentuk yang paling sulit adalah tidak ada karena itu juga berpredikat kadang-kadang. Ini menunjukkan bahwa guru bahasa Inggris di SMKN tidak menemukan kesulitan yang berarti dalam menulis semua aspek dalam rencana pelaksanaan pembelajaran.*
Kata Kunci : Guru Bahasa Inggris, Rencana Pelaksaan Pembelajaran (RPP), KTSP.

INTRODUCTION

Before teaching and learning process in the classroom, a teacher should have a guideline in controlling the classroom. The guideline is a lesson plan. Preparing the lesson plan is very useful to reach a successful in teaching and learning process. According to Puskur Balitbang (2006), a lesson plan is a plan that describes the procedures and the organization of learning to reach one basic competence that have been included in standard of contents and explained in syllabus. The important things in lesson plan that it consists of one basic competence that have one indicator or the other indicators for one meeting or more. There are many aspects that connected to each other in a lesson plan, such as the teaching material, the tools/sources material, the teaching techniques, the aims of learning, the standard of competence, the steps of learning activity, and evaluation.

Successful teachers in designing a good lesson plan influence the teaching and learning process. Without it, the teacher will not be ready in teaching in the classroom and their explanation in material will not be clear. It makes the objective of the curriculum can't be achieved. As it is mentioned above that a lesson plan influences the teaching and learning process. So, the experiences and readiness of the English teachers at Vocational High Schools in following KTSP training influences toward their skill in making a good lesson plan. They can make a lesson plan with good which is shown by a good lesson plan would bring a good condition in the classroom. The teaching process, which is well planned, makes the students be able to understand the material and brings a good result of the study. On the other hand, if the teachers do not prepare themselves, the result of teaching process will be questionable because actually the teaching activity which is not planned well, would not be easy to counter the unpredictable problems which arise when the teaching process go on

KTSP is operational curriculum that arranged and implemented by each school (BSNP : 2006). It is a new curriculum that has differences from the previous curriculums. Futhermore, the ministry of education through the degree No. 20/2003 and No. 19/PP/2005 states that the National Standar of Education which is in educational autonomy, each school is free to design the syllabus based on the KTSP. This policy is changed from the centralistic to the decentralistic systems where the government only fixes the essential materials and the teaching-learning materials are designed by the school based on standard of competency, standard of graduated competency and school. The school can develop the competences which are appropriate with its own condition.

Reality, the change of the curriculum can probably make teachers have difficulties in understanding and designing it. The teachers can found many difficulties in making a lesson plan based on

KTSP. Since the curriculum change, the role in making the lesson plan must change too. And this change causes the teachers face difficulties in making a good lesson plan.

Based on the explanation above, the researcher will be interested to conduct the research related to the problems that are encountered by the English teachers of Vocational High Schools (SMKN) Bengkulu City in designing the lesson plan (RPP) based on KTSP curriculum.

METHODOLOGY
Participants

The population of this research was the English teachers at Vocational High Schools in the Bengkulu City that consist of twenty three English teachers. And all of those English teachers have ever followed KTSP training that were usually obligated to attend the MGMD/MGMP.

Total sampling was used in this research, because they are only focus on the English teachers which have followed KTSP training that were obligated to attend th MGMD/MGMP. Arikunto (1998) states that if the population of the research is below 100, the researcher has taken all of them as a sample. They were twenty three English teachers who taught at Vocational High Schools in Bengkulu City. Condition of sample in this research is shown on the table 1.

Table 1: Population and sample of the research

No	Name of School	Population	Sample	Total
1.	SMKN 1 BENGKULU	5	5	5
2.	SMKN 2 BENGKULU	8	8	5
3.	SMKN 3 BENGKULU	5	5	5
4.	SMKN 4 BENGKULU	3	3	3
5.	SMKN 5 BENGKULU	2	2	2
Total number of population		23	23	23

(Source : Diknas : 2008)

Instruments

The data was collected by using questionnaire. Those questionnaire was given to English teachers who have followed KTSP training. It was consists of 37 questions. The questionnaire is used to get the data of English teachers' difficulties in designing a lesson plan (RPP) that based on KTSP curriculum.

The data of this research was collected by distributing questionnaire based on the model of Likert Scale in which each item will have five possible answer : Very Often (VO), Often (O), Sometimes (ST), Seldom (SL), Rarely (R). Each respond was then associated with a particular point and every respondents scores were then determined by summing up the points of each statement.

Table 2. The Likert Scale

Statement	VO	O	ST	SL	R
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Design of the research

This research used descriptive quantitative method. According to Sudjana (1998), a descriptive method is to describe recent phenomenon or events. In education term, it was function tend to solve pratical educational problems rather than developing knowledge. Relating to the problem raised in this research survey was considered appropriate to gather information from the sample of this research. Based on the theory, the researcher would describe the English teachers' difficulties in designing a lesson plan (RPP) based on KTSP.

Procedures of the research

In collecting the data, the researcher would have 3 stages :

a. First stage, the questionnaire was given to English teachers at Vocational High School.

b. Then, the researcher analyzed the validity and reliability of each item to find out the effectiveness of the data.

c. The last, the data effective, the questionnaire then used all the data of the research.

Data Analysis Techiques

Analysis for the data of this was based on previous study by Arasuli and Suwarno (2004) which applies the following statistic formula:

1. Weighted Mean

The percentage of the answer was found out by using this formula:

$$M = \frac{\sum F.W}{\sum F}$$

Where :

M : The weighted mean score of each statement

F : The frequency of respondents who choose an alternative answer

W : Weight/the score of an alternative answer

$\sum F$: The frequency of respondents in all choices

$\sum F.W$: Number of frequency multiplied to the score of each alternative answer

The mean for the entire items for a group was found out by applying the following formula :

$$Mg = \frac{\sum M.N}{\sum N}$$

Where :

Mg : The mean of the whole statements for a group (group average)

M : The mean of each statement

N : Number of respondent answering each statement

$\sum N$: The totally number of respondents

$\sum M.N$: Number of all respondent for the whole statement (for a group).

2. Proportion (Percentage)

The percentage of the anwer was found out by using this formula :
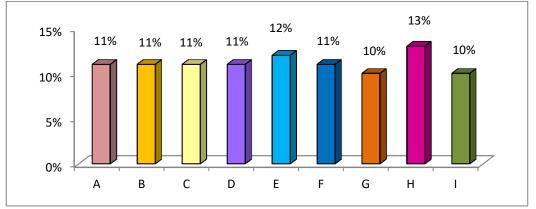
$$P = \frac{f}{\sum f} \times 100\%$$

Where :

F : Frequency of responses for each category for a statement

∑F : Number of responses in the whole, for a statement

3. Interpretation of Mean

The researcher would determine the interval of score with criterion of respondents as below:

Table 3. The classification of class interval

Class	Classification
4.30 – 5.00	Very Often / Very Hard
3.50 – 4.20	Often / Hard
2.70 – 3.40	Sometimes / Moderate
1.90 – 2.60	Seldom / Easy
1.10 – 1.80	Rarely / Very Easy

RESULT AND DISCUSSION

RESULT

Chart 1. The Percentage of the Difficulties on the Whole Aspects

A. Standard of Competence (2.89)
B. Basic competence (2.71)
C. Indicator (2.85)
D. The aims of learning (2.84)
E. Teaching material (2.93)
F. The methods/techniques (2.93)
G. The steps of learning activity (2.56)
H. The tools/sources of material (3.09)
I. Evaluation (2.46)

Chart 1. Indicated that from overall difficulties in the quesionnaire, there were (11%) with mean score was 2.89 of English teachers faced the difficulties in standard competence aspect and weighted mean score was

2.71 with (11%) of English teachers faced the difficulties in basic competence aspect. Then, with weighted mean score was 2.85 with (11%) of English teachers faced the difficulties in indicator aspect. It is followed by of English teachers encountered the difficulties in the aims of learning aspect with weighted mean score was 2.84 with (11%). On the chart above, it can seen that weighted mean score was 2.93 with (12%) of English teachers faced the difficulties in the teaching material aspect. After that, with weighted mean score was 2.83 with (11%) of English teachers faced difficulties in the methods/techniques aspect in teaching and learning process. The seventh component, the steps of learning activity showed with weighted mean score was 2.56 with (10%) of English teachers faced the difficulties in this aspect and the tools/sources of material that used by English teachers in teaching and learning process showed that weighted mean score was 3.09 with (13%) of English teachers faced the difficulties in this aspect. And the last, there are weighted mean score was 2.46 with (10%) of English teachers faced the difficulties in evaluation aspect.

From the chart 1, it could be seen that the highest rank is the tools/sources of material aspect with the weighted mean score was 3.09 with (13%). The teaching material was the second rank with the weighted mean was 2.93 with (12%). And the third rank was shown by standard of competence aspect with the weighted mean score was 2.89 with (11%). Then the last, the lowest percentage was the evaluation aspect that showed by total weighted mean score was 2.46 with (10%).

DISCUSSION

After the data had been calculated and analyzed, almost all aspects in designing a lesson plan (RPP) were not any significant difficulties to the English teachers with class interval 2.70 – 3.40, it could be seen that all aspects considered to have "sometimes" predicate. And it could be described as follows : 1) Standard of competence aspect, the English teacher faced the difficulties in designing a lesson plan (RPP) based on the standard of competence aspect was sometimes/moderate predicate with total weighted mean score 2.89 (11%). It indicated that it was not significant difficult. This condition could be caused by less information that the English teachers have. And also KTSP curriculum was the newest curriculum, so it made them still confused in understanding it. Therefore, the English teachers should learn more active in understanding KTSP curriculum and always be up to date to get the new information.

2) Basic competence aspect, the English teachers faced difficulties in designing a lesson plan (RPP) based

on basic competence aspect was sometimes/moderate with total weighted mean score 2.71 (11%). It indicated that it was not significant difficult. It could be caused by English teachers that have lack understanding about it and can not use their ability well in improving their quality in teaching and learning process. In designing a lesson plan the indicator aspect in KTSP have same ways in designing a teaching scenario on previous curriculum (CBC curriculum).

Number, 3) Indicator aspect, the English teachers faced difficulties in designing a lesson plan (RPP) based on indicator aspect was sometimes/moderate predicate with total weighted mean score 2.85 (11%). It indicated that it was not significant difficult. It could be seen that the English teachers still confused in matching the indicator into each skill. And this condition could be caused by confuseness of English teachers in choosing, using and understanding operational words, or they lack of understanding toward KTSP curriculum. 4) The aims of learning aspect, the English teacher faced difficulties in designing a lesson plan (RPP) based on the aims of learning aspect was sometimes/moderate predicate with total weighted mean score 2.84 (11%). It indicated that it was not significant difficult. This condition showed that the English teachers still faced difficulties in this aspect

because it was probably caused by their lack understanding toward KTSP curriculum and less motivation of the English teachers to increase their understanding and ability. It can be seen that many of English teachers seldom to follow KTSP training. 5) Teaching material aspect, the English teachers faced difficulties in designing a lesson plan (RPP) based on teaching material aspect was sometimes/moderate predicate with total weighted mean score 2.93 (12%). It indicated that it was not significant difficult. Therefore, the English teachers need to learn more, because teaching material in designing a lesson plan (RPP) should have more attention of the English teachers because the successful of teaching and learning process influenced by how the English teachers explained and transferred the material to the students to make the students understand the material. In the teaching material, the content of the subject/lesson that was given to the students should relate to KTSP curriculum. Since the curriculum was changed, make the English teachers still confused in this aspect. This condition could be caused by the English teachers did not understand the material optimally yet and did not focus in teaching and it could be seen that many of English teachers still used same methods/techniques in teaching and learning process. It meant that many of English taechers did not care about their job because

most of them just think how to finish their job without doing their job seriously and without improving their style in teaching and learning process. But, in real fact, the English teachers should be able to design the teaching material with different methods/techniques that appropriate with the real context. It also meant the English teachers should be able to support to the students in teaching and learning process which will guide the the students in learning. According to Meier (2000), in teaching material, the teachers should able to help students to create positive relationship with the materials that they will learn with ways: give positive suggestion, clear aims and meanings, explain to students about advantages the lesson, create to the student's curiosity, preparing good environment and give support, bring the students out from strangeness and enter into communicates, and also make experiences into humanly.

Number 6) Teaching methods/techniques, the English teacher faced difficulties in designing a lesson plan (RPP) based on teaching methods/techniques aspect was sometimes/moderate predicate with total weighted mean score 2.83 (11%). It indicated that it was not significant difficult. This condition could be caused by lack of skill of the English teachers in varying their knowledge in teaching and learning process. Then, it could be caused by the English teachers lack motivation

and still monotonous in the teaching and learning process. Futhermore, a teacher should be able to match the teaching methods/techniques in teaching and learning process with real context. Such as: contextual teaching and learning approach where it was a concept of learning which help the teachers to combine the learning matter with with the learners' real context in order to make students' motivate in learning with relating their own knowledge with implementation in their daily life. There are seven main learning components in contextual teaching and learning approach namely: constructivism, questioning, inquiry, reflection, learning community, modeling, and authentic assessment. 7) The steps of learning activity aspect, the English teacher faced difficulties in designing a lesson plan (RPP) based on the steps of learning activity aspect was seldom predicate with total weighted mean score 2.56 (10%). It indicated that it was not significant difficult.

8) The tools/sources of material aspect, the English teachers faced difficulties in designing a lesson plan (RPP) based on tools/sources of material aspect was sometimes/moderate predicate with total weighted mean score 3.09 (13%). It indicated that it was not significant difficult. Therefore, the English teachers still need necessary more knowledge about it because the tools/sources of material aspect are

one of the most important aspect in teaching and learning process. The successful of the teachers in teaching material influenced by the tools/sources of material that appropriate while they were teaching material in the classroom. This condition could be caused by their difficulties in doing job because the English taechers had problems in using limited facilities in the schools, so it made them had limited scope in explaining and developing material of teaching and learning process in real context. Beside that, it could be caused by the existing of students' book that was not relevant with the implementation KTSP curriculum. So the English teachers should have good skill in adapting books which is relevant or appropriate with the curriculum. Then, the English teachers still had poor skill in teaching. Futhermore, they should learn and be up to date to get new information so they can use and create various media to make students active and pay attention in studying in the classroom. Beside that, English teachers should give a new thing in order to make the student had a curiosity toward something. So their motivation would increase to learn actively in teaching and learning process. It meant that in KTSP curriculum, the tools/sources of material were the most important aspect that English teachers needed in implementing curriculum itself. Lastly, 9) Evaluation aspect, the

English teacher faced difficulties in designing a lesson plan (RPP) based on evaluation aspect was seldom predicate with total weighted mean score 2.46 (10%). It indicated that it was not significant difficult.

In conclusion, the English teachers did not find a significant difficulties in designing a lesson plan based on KTSP. It was showed that there were eight aspects got sometimes/moderate predicate and one aspect with seldom predicate. It could be concluded that the English teachers were able to design a lesson plan based on KTSP.

CONCLUSION AND SUGGESTION
CONCLUSION
There were not any significant difficulties in designing a lesson plan (RPP) based on KTSP because there were seven aspects indicated sometimes/moderate predicate. It meant that in designing a lesson plan (RPP) the English teachers did not face significant difficulties. Futhermore, there were two aspects that were seldom predicate. It meant that the English teachers did not find significant difficulties in those aspects because it was clear enough for them. Finally, the conclusion was that there were not any significant difficulties that faced by English teachers in designing a lesson plan (RPP) based on KTSP curriculum with total weighted mean score was 2.82 from

23 English teachers that have predicate "sometimes".

SUGGESTION

Based on the conclusion above, the researcher would like to give some suggestions as follows:

1. For each schools especially Vocational High Schools, it was hoped to complete the tools/sources of material and media in teaching and learning process because in KTSP curriculum the equipments in teaching and learning are very needed to improve the education systems. And also by completing the equipments, the students can learn with real context continually.

2. For the English teachers, it was hoped to improve their ability or competence in teaching and get much knowledge and up to date information in education. Then, they should create new thing that can be used the past time, now and the future. And also, they are doing their job with high quality and professionalism in teaching and learning process.

3. To other researchers, it was hoped to find the other components that make English teachers feel difficult in designing a lesson plan (RPP) based on KTSP curriculum. Such as; evaluation or assessment and the steps of learning activity. Also in implementing KTSP curriculum in teaching and learning process in the classroom.

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