

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

The increasing of education quality should be acquired through the practice of good education system in which teachers have very strategic roles and position. Teachers are often seen as the agents largely responsible for students' success in all aspects (Luciana, 2004). As a professional in teaching formal as well as informal education levels, teachers should have competencies such as pedagogic competence, personality competence, social competence, and also professional competence which are developed through education of profession.

Government Regulation No. 19 Year 2005 regarding to the standard process indicates that teachers are expected to be able to develop the learning plans, including managing the plans for the learning process which then demands the educators to develop lesson plan, or what is called Rencana Pelaksanaan Pembelajaran (RPP) in Indonesia. In line with this, the Regulation of the Minister of National Education No. 16 Year 2007 about the academic qualification and teachers' standard competencies states various competencies that should be acquired by educators. For teachers, pedagogic competence and professional competence have strong connection with the ability of teachers in developing appropriate lesson plans.

Pedagogic competence is the capability of managing students' learning process including understanding towards the students, designing and applying the lessons, evaluating students' learning results, and also developing the students to actualize the potentials they have. There are four sub competencies which teachers should pay attention to in this competency – understanding the students, designing the lesson, doing evaluation, and developing students' potential. Understanding the students refers to the developments of cognitive, affective, and psychomotor aspects as well as students' prior knowledge and skills.

Cognitive, affective, and psychomotor are the three domains which have become the main educational objectives in which through these domains, students are expected to be able to know things they do not know before. These three domains are stated by Benjamin Bloom and are the major parts of Bloom's Taxonomy. Bloom et al. (2003) believe that through this taxonomy the student behaviors which represent the intended outcomes of the educational process can be classified. Bloom's Taxonomy has been used as the parameter of the education across the world, including in Indonesia.

Currently, there are two curricula which are being implemented in Indonesia – the School Based Curriculum or what is called KTSP and also the 2013 Curriculum or what is called K-13. The K-13 is still a new curriculum which has not been implemented in unison and widely across the country, which is why there are still a lot of schools which still

implement the KTSP as their base curriculum. KTSP is an operational curriculum arranged and implemented by each of the education unit (BSNP, 2006). This curriculum is developed by referring to the content standard and also the graduate competence standard stated by BSNP. The learning instruction of KTSP is written into the Standard Competence and Basic Competence. Through these competencies will the schools, teachers, and also lesson plan designers arrange and design the learning tools such as indicators, materials, media, and etc.

Curriculum development based on the National Education Standard (SNP) needs steps and strategies that should be examined based on accurate and in-depth analysis. The analysis is done towards the competency demands which are written in the Standard Competence as well as Basic Competence. Standard Competence and Basic Competence are described as two of the parts in curriculum development which is done through the development of syllabus and lesson plan. The main verbs that are written in the Standard Competence as well as Basic Competence of the example provided, which are “communicating”, “understanding”, and “mentioning”, somehow show that KTSP is dominated mostly by the cognitive domain which deals with the recall or recognition of knowledge. Knowing what the dominant concern of the standard will be very useful in designing appropriate lesson.

Designing lesson means that teachers should be able to arrange the lesson plan (RPP) and to apply them in the teaching-learning process

based on the time allocated. Also, teachers should have the ability to do good evaluations in the form of ongoing evaluation as well as evaluation at the end of the lessons.

Last, developing the students' potential indicates that teachers should be able to facilitate students in developing both their academic potential and non-academic potential. In the teaching-learning process, teachers should be able to manage the learning process and deliver the materials in a planned and systematic way in order for students to master or acquire the learning goals effectively and efficiently. Teachers' ability in running appropriate teaching-learning process is shown by the ability in developing the curriculum through the lesson plan, recognition of students' characteristics and prior capability, continued by diagnosing, assessing, and responding to every change of the students' behaviors.

Lesson plan is a plan which shows the learning procedures and organizations in order to reach a Basic Competence set on the Standard Competence and has already been described in syllabus. Lesson plan is one of the important learning tools to help teachers running the class in a structured and clear ways. There are numbers of elements in a lesson plan, one of which is learning indicators. Learning indicators give a brief picture or explanation of what activities will be done by the students. These activities will then become one of the ways to measure the ability of the students. Arranging unclear and haphazard indicators will complicate and confuse teachers in assessing the students. Therefore, arranging learning

indicators should not be neglected by teachers in order to arrange the lesson plans.

Unfortunately, teachers nowadays are used to arranging lesson plans without really paying attention to each of the elements, including in arranging learning indicators. Most teachers simply copy them from lesson plans found in internet and some even ask other people to arrange the lesson plans for them. The teachers do not realize the importance of learning indicators and are quite lazy to think and arrange their own learning indicators. Due to this, the learning indicators found in lesson plans are mostly improper and irrelevant with the students' activities and materials and even are often different from the descriptions of learning activities as well as materials written in lesson plans, which then create an unproductive and idle teaching and learning process.

As what is found from the analysis of second semester of Grade X lesson plans of SMK TKJ Yayasan Pendidikan Harapan Bangsa Kuala, the basic concept of arranging learning indicators has been applied well by the teacher but has not fulfilled the characteristics of appropriate learning indicators issued by BSNP. Problems were found such as the incompatibility between standard competences and the learning indicators arranged and also incompatibility between the learning indicators arranged and the learning materials as well as learning activities. Below is the table which shows the learning indicators arranged by the teacher at SMK TKJ Yayasan Pendidikan Harapan Bangsa.

**Table 1.1**  
**Learning Indicators of SMK TKJ YPHB**

Basic Competence	Indicators
1.6 Understanding the memo and simple menu, schedule of travelling and traffic lights.	<ul style="list-style-type: none"> <li>- Message is written in the form of memo correctly.</li> <li>- Memo available is explained correctly.</li> <li>- Menu is written and explained correctly.</li> <li>- Signs (such as traffic lights) are explained correctly.</li> <li>- Various kinds of timetable are made and explained correctly.</li> <li>- Adjectives and adverbs are used correctly to compare things.</li> </ul>

*(AS, 2015)*

As what can be seen on the table above, the main verb of the Basic Competence is “understanding”, which indirectly refers to reading and/or listening skills but the main verbs of the indicators arranged by the teacher dominantly refer to the skills of writing and/or speaking which are shown by the verbs “written” and “explained”. This data shows that there is incompatibility between the basic competency demand and the competencies planned by the teacher.

Based on the preceding explanation, it is a reasonable step or action to analyze then to develop the indicators to help improving the learning quality in class and the students’ competency achievement.

### **B. The Problem of the Study**

Based on the background of the study described above, problem of the study being identified is as follows:

How are appropriate learning indicators of English lesson plans developed based on the theory of Bloom's Taxonomy?

### **C. The Objective of the Study**

In line with what has been stated in the problem of the study, this study tries to develop appropriate learning indicators of English lesson plans based on the theory of Bloom's Taxonomy.

### **D. The Scope of the Study**

This research will focus on learning indicators arranged by English teacher in the English lesson plans. The scope of this study is the first semester of Grade X English lesson plans arranged by the English teacher at SMK Teknik Komputer Jaringan (TKJ) Yayasan Pendidikan Harapan Bangsa Kuala.

### **E. The Significances of the Study**

The significances of the study are classified into two – theoretically and practically. Theoretically, this study is expected to add a new horizon towards the curriculum development theories regarding to the learning objectives or indicators. Also, it is expected that the users of the theories realize the importance of understanding and applying the theories appropriately to produce appropriate learning indicators. Meanwhile, the practical significances of the study are as follows:

1. The teachers can have standard and criterion in developing learning materials, designing learning activities, developing learning tools, and designing as well as implementing the assessment or evaluation.
2. The students can have structured activities which also have clear objectives and functions to their acquisition of knowledge, skills, and behaviors.
3. Teachers and school can hopefully keep on developing the arrangement and development of indicators which can be used as the reference in the learning process and assessment.
4. Other researchers who are interested to conduct further research regarding to the development of learning indicators or other curriculum aspects.