CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the theories that underlie the analysis of this research. The issues that are going to be discussed are curriculum, syllabus, lesson plan, reading lesson, and problems in implementing lesson plan.

2.1 Curriculum

Curriculum is prescriptive, and based on a common value, syllabus which simply establishes what topics should be understood and to what level to achieve a distinctive grade or standard. In addition, UU No 20, 2003, as cited in Hidayat (2013) stated that curriculum is a set of planning and regulation of goal, content, basic material and also the way which is used as a guidance of teaching and learning process to obtain the objective of specific education.

In Indonesia, Curriculum has started from Curriculum 1947 until Curriculum 2013. Curriculum 2013 is the newest and being applied in Indonesia. The content of Curriculum 2013 is appropriate with statement of Sukmadinata (2016). The patterns of organization in curriculum 2013 material are follows:

1. Correlated Curriculum, the organization material pattern or concept which studied in a study is correlated with another.

2. Unified or Concentrated Curriculum, the organization pattern is divided in some themes which covers material from some discipline studies.

3. Integrated Curriculum, teaching materials are integrated in problem, activity or slice of life.
4. Problem Solving Curriculum, the contents organization pattern which contains social problem solving that happens in the real life by using skills and knowledge which are acquired from learning.

2.1.1 The Purpose of Curriculum

The purpose of Curriculum cannot be separated from the purpose of teaching. According to Sukmadinata (2016), Curriculum of primary and secondary education 1975/1976 recognizes three types of purposes: long-term purpose, institutional purpose, and instructional purpose. Long-term purpose is the purpose that became an ideal destination education of Indonesian nation. Institutional purpose is educational target of an educational institution. Then, instructional purpose is the target to be achieved by a subject consisting of general instructional purposes and specific instructional purposes.

Based on the explanation above, it can be understood there are four purposes of curriculum according to Bahri (2011):

1. Reconstructing the previous curriculum;
2. Innovating;
3. Adapting to social change (positive side);
4. Exploring the hidden knowledge based on national education objectives that have been formulated.

In brief, the purpose of curriculum refers to the paradigm of shifting educational philosophy, social changing and shifting, and developing of knowledge, such as science and technology development. In other words, the
purpose of curriculum aims to respond the social issues that come with the turnaround time.

2.1.2 The Role of Teacher

A teacher has an important role in planning and implementing curriculum. She acts as a planner, an executor, and developer of curriculum in the classroom. As an executor of curriculum, a teacher creates learning activities for students. A teacher should have competent skills and abilities in creating atmosphere condition which is active, focus, and creative in the class (Sukmadinata, 2016). In short, the curriculum creates learning activities which are related to curriculum inside syllabus in designing of study in the class.

2.2 Syllabus

Syllabus is the arrangement and specification of a teaching program or pedagogic agenda which defines a particular subject for a particular group of learner (Widdowson, 1990, as cited in Khoshhal and Babaee, 2017). In the other words, the syllabus is the framework for course of study listing the contents of that course. The syllabus must consist of material that can be written and teacher can decide how long they need to spend on various parts of the syllabus and how they will need class to complete it. A syllabus specification is concerned with both the selection and the ordering of what is to be taught (Widdowson, 1990, as cited in Nia and Behfrouz, 2016). A syllabus is an idealized outline constructs which present as reference for teaching.
2.2.1 The Process of Syllabus

According to Mulyasa (2009), there are five important process of syllabus development:

1. Planning

   In planning, developer team must collect the information and reference, and identify the source of study including informant who is needed in developing of syllabus. Collecting of information and reference can be done by using technology and information, such as computer and internet.

2. Implementation

   The implementation of syllabus development can be done through the following steps:

   a. Fulfill the identity column
   b. Investigating and analyzing the standard competence
   c. Investigating and deciding the basic competence
   d. Developing competence indicator of learning outcomes
   e. Identifying the standard material
   f. Developing the experience/teaching learning activity (Standard process)
   g. Deciding the kinds of assessment
   h. Time allocation
   i. Deciding the learning resource

3. Evaluation

   Evaluating of syllabus must be done occasionally and continuously using evaluation models.
4. Revision

Basically, revision must be done occasionally and continuously since the beginning of arrangement draft until the syllabus is implemented in the real learning situation. Besides, syllabus must be done every moment as actualize from continuous quality improvement.

5. Development continuous syllabus

Development of syllabus must be done continuously and described into lesson plan, implemented, evaluated, and followed up by teacher.

2.2.2 The Components of Syllabus

According to Mulyasa (2009), there are some components of syllabus as follows:

1. Standard competence and basic competence

Standard competence and basic competence has function to instruct the teacher and learning facilitator related with the target which is achieved in learning.

2. Standard material

Standard material has function to give direction to the learners and teacher/facilitator about what must be learned in achieving the competence that has decided.

3. Learning activity

Learning activity in syllabus has function to instruct the learners and teacher in establishing the basic competence. It covers on beginning activity, middle activity, and final activity.
4. Indicator

Indicator in syllabus has function as direction about behavior change which will be achieved by learners related with learning activity has done which is appropriate with standard competence and standard material which is examined.

5. Evaluation

Evaluation in syllabus has function as a tool and strategy to measure the successful learning of the learners.

6. Time allocation

Time allocation in syllabus is time management for learning activity which is appropriate with educational calendar.

7. Learning resource

Learning resource in syllabus has function to instruct the learners and teacher about the learning references which is relevant to be examined and used to establish the learner’s competence.

2.3 Lesson Plan

According to Urr (1996), as cited in Jensen (2013), a lesson plan is an extremely useful tool that serves as combination of guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students. She also explains that lesson is also a record of what we did in class; this record serves as valuable resources when planning assessment measures such as quizzes, midterms, and final exams. This statement is supported by Richard (2002) that
Lesson plans are systematic records of a teacher’s entry into a classroom about what will be covered during lesson.

There are two reasons for planning lessons conducted by teacher, they are internal and external reasons (McCutcheon, 1980). Teachers plan for internal reason in order to feel more confident, learn the subject matter better, run more smooth lessons, and anticipate problems before it happen. Meanwhile, teachers plan for external reasons in order to satisfy the expectations of principal or supervisor and guide a substitute in case the class needs one.

Lesson plan is based on programatically philosophy or syllabus design. It relates reflection of teacher’s philosophy teaching and learning which reflects the methodology, syllabus, text, and the others course materials. Finally, the result is the specific lesson of study. Jensen (2013) states that lesson plan is created by teacher considering from the background of student, the objectives of the lesson, the skill to be taught, the activities, the materials and texts, the time constrains, and the connections to previous and future lessons.

In short, the lesson plan is combination of teacher’s philosophy and syllabus that will help teacher in teaching activities as record of reflection study.

### 2.3.1 The Kinds of Lesson plan

According to Cicek and Tok (2013), there are some kinds of lesson plan as follows:
1. Yearly lesson plan

Yearly lesson plan contains of the unit that will be taught along with the subtopics and created as a guideline when preparing the daily and weekly lesson plan that consist of the daily lesson plan. When preparing the yearly lesson plan, there are some points which need to be considered, they are:

a. Yearly lesson plan is prepared at the beginning of academic year.

b. Yearly lesson plan is categorized into monthly lesson plan, weekly lesson plan which consist of daily lesson plan.

c. Yearly lesson plan covers on the number of scheduled class periods, key learning goals students are supposed to achieve at the end of the school, major activities and events supporting teaching and learning in academic year.

d. When the lesson is taught, the subject matter mentioned in yearly lesson plan is paid attention.

e. In suggested period, it is determined that in which grade, month, and how many hours should be spent for each weekly lesson.

f. In yearly lesson plan, units are categorized based on subject matter, nd how much time needed for each subject matter is determined.

2. Daily lesson plan

Daily lesson plan is written note of what teacher wants to have happen during class period. It should contain the concept or objective, time block, the procedure, and instructional materials needed. Therefore, it should be noted
that daily lesson plan may be revised based on the needs that arise (Cicek, 2013).

3. Substitute teacher lesson plan

Lesson plan for substitute teacher have to be planned and written in detail and carefully. Detailed lesson plan will give feeling of confidence and security to the substitute teacher. Substitute teacher uses the same lesson plan with other teacher or it is provided a guide textbooks. Nevertheless, if there is no guide textbooks provided, the substitute teacher should still be strict and may give a test, puzzle, summarizing assignment, watch educational movies or documentaries as the last effort.

2.3.2 The Benefits of Lesson Plan

Farrell (2002) states that daily lesson plan can benefits English teachers in following ways:

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.
- A plan provides security (in form of a map) in the sometimes unpredictable atmosphere of a classroom.
- A plan is a log of what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher cannot teach (Purgason, 1991).

For the students, lesson plan takes into account the different background, interests, learning styles, and abilities of the students in one class.
2.4 Problems in Implementing Lesson Plan

According to McDonough et al (2013), it is possible to identify a number of important learner characteristics or ‘variables’ which influence planning decisions and the specification of goals. The relative importance of these variables, and their effect on program design, obviously depend to a certain extent on some of the situational factors. Those are learner’s factors and teacher’s factors.

2.4.1 Learner’s factors

a. Age

This will particularly affect topics chosen and types of learning activity, such as the suitability of games or role play.

b. Interests

As with age, this may help in the specification of topics and learning activities.

c. Level of proficiency in English

Teachers will wish to know this even where their classes are based on a ‘mixed proficiency’ principle rather than streamed according to level.

d. Aptitude

This can most usefully be thought of as a specific talent, in this case for language learning, as something that learners might show themselves to be good at perhaps in contrast to other subjects in a school.

e. Mother tongue
This may affect, for instance, the treatment of errors or the selection of syllabus items.

f. Academic and educational level
   Helping to determine intellectual content, breadth of topic choice or depth to which material may be studied.

g. Attitudes to learning
   This consists of the target of language of the teacher and students.

h. Motivation, at least in so far as it can be anticipated. Obviously a whole range of factors will affect this.

i. Reasons for learning
   With school-age pupils this may be less significant than with many adult learners, where it is often possible to carry out quite a detailed analysis of needs.

j. Preferred learning styles
   Helping in the evaluation of the suitability of different methods, for instance, whether problem-solving activities could be used, or whether pupils are more used to ‘rote learning’, where material is learned by heart.

k. Personality
   Personality can affect methodological choices such as a willing acceptance of role play and an interactive classroom environment, or a preference for studying alone.
2.4.2 Teacher’s Factors

a. The teacher’s status

The status of teacher deals with the level of achievement of teacher of the national and institutional levels, training, mother tongue, and attitude to their job, experience, expectations.

b. Management and administration

Management and administration is responsible for what level of decision, particularly to control points for employment of staff, budgets, resource allocation and so on.

c. Resources available

Resources available consist of books and paper, audio-visual material (hardware and software for cassette and video), laboratories, computers, reprographic facilities and so on. Design and choice of teaching materials will be particularly affected by available resource.

d. Support personnel

Support personnel consist of administrators, secretaries and technicians, and the specific roles in relation to the teaching staff.

e. The number of pupils

Number of pupils will influence the size of the classes. Overall numbers may affect the total number of teaching hours available.

f. Time available

Time available is considered as the significant factor that should be provided by teachers.
g. Physical environment

Physical environment consist of the nature of the building, noise factors, flexibility of tables and chairs, size of room.

h. The socio-cultural environment

Social cultural environment affect the suitability of both materials and methods. For example, some textbooks contain topics inappropriate to the setting, and some classroom methods require an unacceptable set of teacher and learner roles.

i. The types of tests used, and ways in which students are evaluated.

Assessment procedures may be done formally or informally and subjectively. Also, it can be done externally in the form of a public or national examination, or internal to the institution and the course.

j. Procedures (if any) for monitoring and evaluating the language teaching program.

This kind of evaluation may be imposed by ‘senior management’, or alternatively agreed between teachers as colleagues.