**CHAPTER I  
INTRODUCTION**

## Background of the Study

The subject or objectives to be taught, the time block, the processes to be employed, the necessary resources, the questions, the individual practice, and the evaluation are standard lesson plan practices (Cicek, 2013). The training and knowledge of their pupils are often incorporated into assignments by teachers, who turn previously created curricula into lesson plans for their classes (William & Mary, 2022). Teachers use different learning planning strategies and incorporate particular lesson components. Lesson plans should be developed to evaluate the efficiency of teaching and learning (Ratnawati, 2017).

The most effective strategy for assisting students in succeeding is purposeful, thoughtful lesson planning to raise student accomplishment (Curran, 2015). However, teachers sometimes face difficulties when designing and implementing lesson plans. The research results from Srihidayanti, Ma’rufah, & Janah (2015) stated that teachers have difficulties making lesson plans. It is difficult to take into account students' diversity, needs, and interests as well as their reading and writing habits. It is also difficult to use themes, subject matter, learning characteristics, and cultural diversity. In addition, the findings of other researchers support the notion that teachers have difficulty implementing the 2013 Curriculum because of problems with the three components of the teaching and learning process, lesson planning, and teaching materials (Apsari, 2018).

Previous studies explaining teachers' difficulties in designing and implementing lesson plans, such as research from Maba & Mantra (2018), show that lesson planning, lesson implementation, and assessment practice are areas where teachers struggle to apply the 2013 curriculum. In addition, it was demonstrated that English teachers frequently believe that creating lesson plans is a complex effort. They sometimes feel burdened modifying lessons and teaching materials (Saputra, 2019). The results of other studies also show that the intensity of teacher knowledge in carrying out the 2013 Curriculum remains low. Three standards—the 2013 Curriculum's process requirements, evaluation standards for teachers, and teacher understanding of subject standards—can all be used to illustrate it (Gani & Mahjaty, 2017). This study extended the previous studies.

## Research Question

Based on the background of the study, the research question can be stated as follows:

What difficulties do English teachers face in designing and implementing the 2013 curriculum lesson plans?

## Research Objectives

Based on the Research Question, this research aims to determine the teachers' difficulties in designing and implementing lesson plans in the 2013 curriculum.

## Research Significance

This study is conducted to provide benefits to:

1. The Teachers

The results of this study are expected to be useful for teachers in designing and implementing lesson plans with different characteristics of students, and add insight for teachers on how to prepare a good lesson plan.

1. The researchers

This research can be used as a reference, providing information or reduction for subsequent researchers in terms of the difficulties faced by English Teachers in designing and implementing lesson plans.

## Definition of Terminologies

1. Lesson Plans

A lesson is a blueprint or a plan for completing a condensed curriculum section during a period. A strategy the teacher uses in the classroom while teaching is defined as a lesson plan (Raval, 2013).

1. 2013 curriculum

The 2013 curriculum is Indonesia's most recent national curriculum, and it urges students to develop the following four 21st-century skills: critical thinking, communication, cooperation, and cooperation (Mitra & Purnawarman, 2019).