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ANALYZING SYLLABUS' LEARNING OBJECTIVES IN THE LESSON PLAN

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ABSTRACT

Introduced to relatively new curriculum, KTSP, teachers are given the challenge to develop the curriculum, the syllabus, the lesson plan and the activities in the classroom, yet the teachers seem still have the difficulties in developing the curriculum, integrating the learning objectives in the syllabus into activities lay in lesson plan thus this study is conducted in purpose to find out how teachers interpret the learning objectives in syllabus into the lesson plan, discover the difficulties and how the teachers overcome the difficulties. Qualitative-Descriptive design was used in conducting the study. The study found that teachers using the existed syllabus and lesson plan, which can be provided by school or available on the internet. They do not modify or revise the syllabus; they use it as guidance for their teaching. They modify the lesson plan by seeing the condition of the class and students' character without stating it into formal form of lesson plan. Yet the teachers are able to interpret and implement the objectives in the syllabus into learning activities well and create the appropriate situation in the classroom. The difficulties faced by the teachers are mainly because they are inexperienced teachers, with relatively short period of time they are still in the process of recognizing and understanding the surroundings, relate to the aspects within the school, students and curriculum itself.

Keywords: curriculum, KTSP, lesson plan, qualitative-descriptive, syllabus.

INTRODUCTION

As the agent who interacts directly with the components of curriculum, teacher is expected to have ability in dealing with the change. Introduced to relatively new curriculum,

KTSP, teachers are given the challenge to develop the curriculum, the syllabus, the lesson plan and the activities in the classroom. The curriculum itself demands high creativity and independency in the development, whether in developing the syllabus and integrating it into the lesson plan.

Yet in reality there are many teachers still only copy from the others because of many reasons. This is the evidence that the teachers seem still have the difficulties in integrating the objectives in the curriculum into activities lay in lesson plan, thus this study is conducted in purpose to find out how teachers implement the objectives in KTSP curriculum into syllabus and the lesson plan, discover the difficulties and how the teachers overcome the difficulties. The research questions and aims of the study are to describe the interpretation of objectives in syllabus in to the lesson plan, to discover the difficulties teachers faced in interpreting the objectives in syllabus into a lesson plan, and to find out the solutions of the difficulties

Considering the aims of this study, those involve a process of analysis. That is why this study represents a qualitative study, since it is carried out in natural setting. Because of this study is to analyze and describe the real situation, condition and setting, it is best to use descriptive technique. Descriptive study is an investigation that tries to describe the existing phenomenon, current events, condition and situation. The study is conducted in one of private senior high schools in Bandung. The school curriculum is analyzed to gain the information to answer the first research question. The syllabus of English lesson of second semester of the first grade of senior high school is analyzed to relate the relevance to the curriculum and first research question. To gain more information about the implementation of objectives, lesson plans are also analyzed.

As the analysis is based on the curriculum, syllabus and lesson plan, the participants of this study are the teachers who teach first graders of senior high school. There are two teachers who will be asked to have the interview and to show their syllabus and lesson plan. They are about 24-25 years old. One is female and the other one is male. They have been teaching in the school for about two years. They are chosen based on the consideration that they are new to the education field in reality and may have the difficulties in dealing with the curriculum, which can lead to the answer of second and third research questions. This qualitative study is associated with particular data collection strategies, as follow:

Document analysis

The main data for this study will be gained from the analysis of document. The documents are curriculum, school curriculum, syllabus, and lesson plans. The English syllabi will be analyzed along with the lesson plans. It is limited only for the second semester of first

grade of senior high school. Second semester of English syllabi consists of 14 lesson plans and cover 4 learning skills, listening-speaking, reading-writing.

Interview

Two teachers are interviewed to obtain information about their understanding and implementation of curriculum, objectives lay in it, contents including syllabus and lesson plan. When interviewed the teachers, tape recorder was used to record the interview, so that the record can be replayed and the data can be analyzed easily. The researchers recorded the information from the interview by taking notes or using audiotapes. During the interview, taking notes was conducted since the need of a transcription was important (Creswell, 1994).

After getting the data, they were categorized to get the ‘theoretical sensitivity’ dealing with data collection as it is stated by Glasr in Alwasilah (2007). The data gained from document analysis is used to answer and describe the first research question. The curriculum, syllabus and lesson plans are analyzed to portray how teacher integrate the objectives in curriculum into their lesson syllabi and lesson plans. The data from the interview were also used for cues reflected the aspects related to the implementation of curriculum objectives. The interview data were analyzed based on three research questions. There were three steps of analyzing the interview data. Firstly, the interview data was transcribed. During the transcribing the researchers used initial name to keep its objectivity toward the respondents in analyzing further data. After transcribing, the interview data were returned to the respondents to ensure that the transcription really reflects of what they mean and if it was possible to get input from them. Then the transcribed data were categorized into the topic of this study based on the research questions to be interpreted and compared with the theories underlining this study. Second and third research questions which cover the difficulties and the solution to the problem are mainly answered by the data gained from interview. The data are coded into several themes and listed to make sure that all of the participants’ views have been inserted. Triangulation data from all data resources were analyzed to ensure that all the data refer to the same conclusion. This was done to confirm the validity to make the conclusion.

Curriculum

The term curriculum refers to a very broad field of inquiry that deals with what happens in schools and other educational institutions, the planning of instruction, and the study of how related parties collaborate to accomplish the objectives. As stated by Richards (2001) a curriculum in a school context refers to the whole body of knowledge that children acquire in schools. In addition, Harmer (2007) stated that curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils

learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Four fundamental questions must be answered in developing any curriculum and plan of instruction. These are: educational purpose to attain, educational experiences can be provided to attain the purpose, these educational experiences be effectively organized, evaluation (Tyler 1950) in Posner (1992). In conclusion, in curriculum there are basic essentials, which cover objectives or aim, process of learning which has methods and content and the last one is evaluation or assessment.

Syllabus

Syllabus is a part of curriculum which describe the details of curriculum, especially in Indonesia, syllabus specify Standar Kompetensi (SK) and Kompetensi Dasar (KD). According to Nunan (2001), syllabus is ‘a specification of what is to be taught in a language program and the order in which it is to be taught’. In addition, Nunan (2001), in his book titled “Syllabus Design”, has provided some idea of the scope of syllabus design.

In making a language syllabus, there are necessary components which need to be considered. They are: grammatical structures, functions, notions, topics, themes, situations, activities, and task’. These components are important for teacher and syllabus designer in developing their own syllabus. According to Posner (1992) syllabus is a plan for the entire course which includes the goals and/or rationale for the course, topic covered, resources used, assignments given, and evaluation strategies recommended. Syllabi might also include learning objectives, learning activities, and study questions. Rodgers (1989, 26) in Richards (2001) commented that syllabi, which prescribe the content to be covered by a given course, form only a small part of the total school program.

As we know, in recent years, a major trend in language syllabus design has been the use of information from and about learners in curriculum decision-making. Thus the syllabus has to take the students’ characteristics into account. For that reason, government accommodates this account in to the policy of KTSP curriculum which allows teachers flexibility and space to develop curriculum into functional syllabus and lesson plan.

Lesson plan

In giving more detail description from the syllabus, and clearer steps of teaching-learning activity in the classroom, teachers need ‘a map’ to be followed to reach specific learning objectives. Thus teachers need to plan the ‘route’, which is called lesson plan. Lesson plan can be very useful for both teachers and students, accordance to it, Harmer

(2007) stated that ‘by encouraging teachers to plan lessons with essentially linear aims, we might be producing teachers who are unaware of the complex patterns that are woven in the interaction between learners and the language to which they are exposed, and which they produce’ In addition, he added for inexperienced teachers, a plan – a mental structure- ‘might be just the map for the student too, like to know what their teacher has for them, help them through the landscape. According to Harmer (2007) there are some features that we have to consider in making the lesson plan: aims, class profile, assumptions, personal aims, skill and language focus, timetable fit, potential learner problems and possible solutions, and success indicators. A study conducted by Ratnawati (2017) claimed that lesson plan is highly needed to develop in order to overcome problems in teaching and learning process

Learning Objectives

Objective is one of the most fundamental things in every program. There is no planning without the objectives, it is used to give direction in learning process and allow the evaluation to refer to. Learning objectives are the intended educational consequences of particular courses or units of study. Whenever and however we are able to express what we want students to learn, we are dealing with learning objectives. Tyler in Richards (2001) argued that educational objectives should describe learner behavior (not teacher behavior) and should identify what changes have come about in learners as a result of teaching.

In order to give a more precise focus to program goals, aims are often accompanied by statements of more specific purposes. Richards (2001) proposed that an objective refers to a statement of specific changes a program seeks to bring about and results from an analysis of the aim into its different components. Objectives generally have the following characteristics: describe what the aim seeks to achieve, provide a basis for the organization of teaching activities, and describe learning in terms of observable behavior or performance. Because the objectives are statements of more detail aims so the objectives’ statements should meet the characteristics as proposed by Richards (2001): describe a learning outcome, should be consistent with the curriculum aim, should be precise, and feasible.

METHOD

This research used a qualitative descriptive, where Qualitative is a research design which describes the phenomenon (Creswell, 2015: Ary, et al. 2010). This study used a document analysis and interview as instruments to gather the data. The instruments had been validated by the expert judgments. The method of data collection were (1) gathering the syllabus and lesson plan of the first grade of senior high school, (2) analyze the lesson plan, (3) conducting

the interview to the teacher. The data were analyzed by several steps using Mile, Huberman & Saldana (2014). Those steps are (1) Data Gathering, (2) Data Display, (3) Data Reduction, (4) Conclusion.

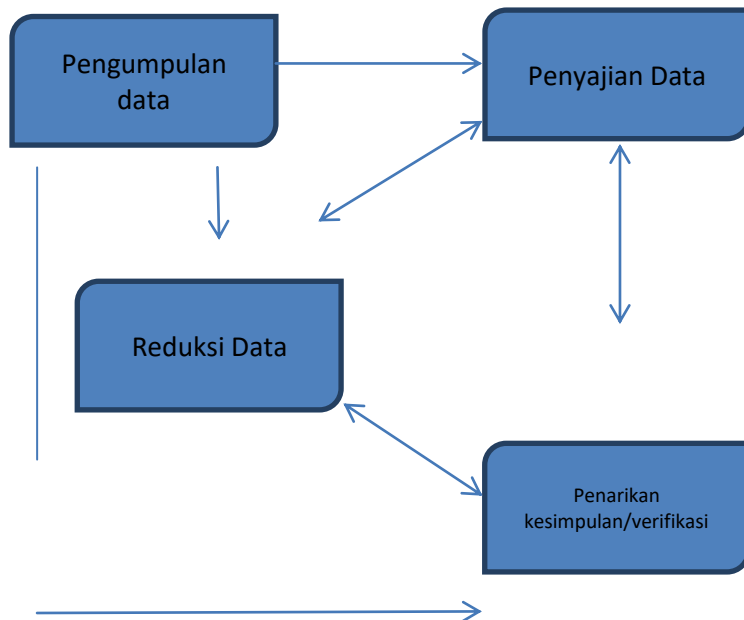


Figure 1. Analysis of Qualitative Data

FINDINGS AND DISCUSSION

The data is taken from the first grade of Senior High School; it is limited only for the second semester and covers four skills in language learning. Syllabus development focus on two components: *Standar Kompetensi* and *Kompetensi Dasar*. Beside these two, syllabus has other features: *Materi Pembelajaran* (content), *Kegiatan Pembelajaran* (process of learning including the method or technique), *Indikator Pencapaian Kompetensi* (learning objectives), *Alokasi Waktu* (time allocation), *Sumber Belajar* (source of learning, including textbook or media) and *Penilaian* (evaluation). Since KTSP also has character-building aspect, thus syllabus has also included aspect of *Nilai Budaya dan Karakter Bangsa* (nationality-characterized) and *Kewirausahaan/Ekonomi Kreatif* (entrepreneurship and economic-creative).

Table.1
SK-KD in Listening skill

Standar Kompetensi	Kompetensi Dasar
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Mendengarkan

7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: **berterima kasih, memuji, dan mengucapkan selamat**

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: **menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan**

8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative, descriptive*, dan *news item* sederhana dalam konteks kehidupan sehari-hari

8.1 Merespon makna yang terdapat dalam **teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.)** resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari

8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam **teks berbentuk; narrative, descriptive, dan news item**

SK-KD is two elements in *Standar Isi* which lead to the development of syllabus, 7.1 is receptive skill, listening. The bold-italic-underlined sentences are the content or material should be covered in the process of learning which lead to the indicator and learning objectives in lesson plan.

Table 2
Indicators and Learning objectives of listening skill
10th grade 2nd semester

Indikator Pencapaian Kompetensi (in syllabus)	Tujuan Pembelajaran (in lesson plan)
•Mengidentifikasi kata yang didengar	<input type="checkbox"/> Siswa dapat mengidentifikasi kata yang didengar
•Mengidentifikasi makna kata	<input type="checkbox"/> Siswa dapat mengidentifikasi makna kata
•Mengidentifikasi hubungan antar pembicara	<input type="checkbox"/> Siswa dapat mengidentifikasi hubungan antar pembicara
•Mengidentifikasi makna tindak tutur berterima kasih	<input type="checkbox"/> Siswa dapat mengidentifikasi makna tindak tutur berterima kasih
•Merespon tindak tutur berterima kasih	<input type="checkbox"/> Siswa dapat merespon tindak tutur berterima kasih
•Mengidentifikasi makna tindak tutur memuji	<input type="checkbox"/> Siswa dapat mengidentifikasi makna tindak tutur memuji
•Merespon tindak tutur memuji	<input type="checkbox"/> Siswa dapat merespon tindak tutur memuji
•Mengidentifikasi makna tindak tutur mengucapkan selamat	<input type="checkbox"/> Siswa dapat mengidentifikasi makna tindak tutur mengucapkan selamat
•Merespon tindak tutur mengucapkan selamat	<input type="checkbox"/> Siswa dapat merespon tindak tutur mengucapkan selamat
•Mengidentifikasi konteks situasi	<input type="checkbox"/> Siswa dapat mengidentifikasi konteks situasi

The word ‘identifying’ and ‘responding’ are used in stating the indicator of competence achievement in listening skill. The indicators are re-stated in the learning objectives, which according to Richards (2001) has four characteristics: *objectives describe a learning outcome*. Expression used in the learning objectives is ‘able to identify’ and ‘able to respond’. It can reflect the competency expected to achieve by the learners.

Objectives should be consistent with the curriculum aim, in listening skill the aim or SK (standar kompetensi) is understanding the meaning in transactional and interpersonal conversation in daily life context (memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari). Because the aim relates to transactional and interpersonal conversation in daily life context, an objective in the domain of identifying the meaning and responding the expression of thanks, compliment and congratulation is consistent with the aim.

Objectives should be precise. Objectives should precisely and specifically describe. In the objectives, it is stated the kinds of the conversation. The interpersonal conversation covers expression of thanks, compliment and congratulation, how to identify and respond to the expressions.

Objectives should be feasible. This character is closely related to the time allocation. In the syllabus it is stated that the time allocation for the conversation which involve the expressions of thanking, complementing and congratulating (*berterima kasih, memuji, dan mengucapkan selamat*) is 3 meetings which consist of 2x45 minutes each meeting. Different from the conversation which contains expression of surprised/shocked, accepting the invitation and offer (*menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan*). The time allocation for each objective is considering the material, the process of learning including the learning activities and time available during the course.

Table 3
SK-KD in speaking skill

Standar Kompetensi	Kompetensi Dasar
Berbicara 9 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkap-kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan <u><i>melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</i></u> 9.2 Mengungkap-kan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosiali-sasi) resmi dan tak resmi

<p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: <u><i>menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</i></u></p> <p>10.1 Mengungkap-kan makna dalam bentuk <u><i>teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.)</i></u> resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>10.2 Mengungkap-kan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam <u><i>teks berbentuk: narrative, descriptive, dan news item</i></u></p>
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Table 4
SK-KD in Reading skill

Standar Kompetensi	Kompetensi Dasar
Membaca	11.1 Merespon makna dalam teks fungsional pendek
11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<u><i>(misalnya pengumuman, iklan, undangan dll.)</i></u> resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari
	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan <u><i>untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item</i></u>

Table 5
SK-KD in writing skill

Standar Kompetensi	Kompetensi Dasar
Menulis	12.1 Mengungkapkan makna dalam bentuk <u><i>teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.)</i></u> resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari
12 Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari	
	12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam <u><i>teks berbentuk narrative, descriptive, dan news item</i></u>

Table 6
Indicators and Learning objectives of writing skill
10th grade 2nd semester

Indikator Pencapaian Kompetensi (in syllabus)	Tujuan Pembelajaran (in lesson plan)
<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan teks fungsional pendek 	<ul style="list-style-type: none"> ▪ Siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat ▪ Siswa dapat menulis gagasan utama ▪ Siswa dapat mengelaborasi gagasan utama ▪ Siswa dapat membuat <i>draft</i>, merevisi, menyunting ▪ Siswa dapat menghasilkan teks fungsional pendek

In productive skill, like writing above, learning objectives are stated in relatively vary statements. The aim or SK in writing skill is to express the meaning in functional written text, to define it more precisely objectives are stated using ‘use’ ‘write’ ‘elaborate’ ‘make the draft’ and ‘produce functional text’. The four characters of objectives proposed by Richards (2001) have been applied in the syllabus and integrated well in the lesson plan.

Since the main purpose of KTSP curriculum is to give space to each school to develop its potential, the syllabus has to deal with the vision, mission and the purpose of the school itself, which is must be different from the other school. And in relation to the characterized-syllabus, the values of culture and nationality characters and the entrepreneurship have also been stated in the syllabus, the lesson plan and reflected in the learning activities in the classroom. The characters below are the stated values in relation to the writing skill.

Table 7
Vision, Mission and Purpose of the school

Vision	Mission	Purpose
“Berakhlak mulia, berwawasan kebangsaan, unggul akademik, unggul vokasional, dan mampu bersaing di tingkat nasional maupun internasional”	<ul style="list-style-type: none"> • Mewujudkan budaya RM2KDI (budaya religi, budaya mutu, budaya malu, budaya kreatif, budaya disiplin dan budaya inovatif) • Mewujudkan peserta didiknya menjadi duta keenian daerah di tingkat nasional maupun internasional. • Mewujudkan lingkungan hidup sekolah yang nyaman, bersih, dan berestetika standar internasional. 	<ul style="list-style-type: none"> • Terbentuknya siswa yang berakhlak mulia dan cinta akan budaya daerahnya. • Membina siswa untuk mneguasai ilmu pengetahuan, teknologi, dan seni sehingga dapat mewujudkan cita-cita melanjutkan pendidikan ke jenjang yang lebih tingi maupun terjun ke masyarakat. • Siswa memiliki bekal potensi bidang non-akademis yang berguna dalam menunjang kehidupan di masyarakat.

In relation to the vision and mission of the school which emphasizes on religion (*berakhlak mulia*), vocational, culture and art, these aspects are reflected in the culture and entrepreneurship values in the syllabus and lesson plan.

Table 8
Content of cultural and nationality character as character building features in the syllabus

Nilai budaya & karakter bangsa	Kewirausahaan/ekonomi kreatif
Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)

All of the aspects in the syllabus have been integrated well into the lesson plan, from the aim (SK-KD) into objectives in lesson plan and features which accommodate the vision, mission and purpose of the school itself. Syllabus and lesson plan of two teachers were analyzed, yet it was found that no differences in two syllabus and lesson plan between the two teachers, since the female teacher teaches in the regular classes and the male teacher teaches in the international-based classes.

We can conclude that they share the same syllabus and lesson plan. From the interview both teachers said that they do share the syllabus and lesson plan without giving any improvement or adjustment to the condition of their school, whereas KTSP gives the flexibility in developing different syllabus which can accommodate the different situation in the school. They said that when they are teaching, they only see the content and the learning objectives of the syllabus and developing it in the classroom activities considering the situation, condition of the class and the characters of the students.

The development itself can be in the shape of modifying the material, technique, methods, and the source of material, media or even the time allocation. The decision is taken considering the students' needs, condition and character in each class. These two teachers do not take note their changing plan into fixed plan, or what we called lesson plan. The plan is running in their mind and they just do it in the class room. They said that the most important thing is to accomplish the learning objectives.

As it is found that in fact, both teachers share the same syllabus and lesson plan, it may be an evident that they face the difficulties in implementing KTSP curriculum, while

KTSP can accommodate their creativity and students' need in terms of teaching-learning activities. The main data for answering this second research question is from the interview of the two teachers. From the interview, it was revealed that they have several difficulties:

1. The complex statement of SK-KD.

Though the statement is written in Bahasa Indonesia, they found that the construction and meaning embedded is complex and hardly to understand. They need more elaboration to integrate it into more instructional or operational term.

2. It is found that the existence of example syllabus and lesson plan from BSNP itself become a barrier.

Actually, the school expects teachers can develop their own syllabus regarding to the example but in the reality, teachers think because of the example is made by the expert, and they feel that it is compatible with the condition and situation in their fields, so the example is become the fixed-syllabus. They apply it without any improvement, revision or development. Though, they manage their daily lesson plan by considering students' characters and condition.

3. Less-experienced teacher.

As our subjects of the research are two teachers who have just been teaching for about 2 years, we found that they have lack of experience in dealing with the curriculum changing. They seem have a little background knowledge of curriculum, though they were graduated from educational degree. So they have difficulties in modifying the syllabus which meet the students' need, students' characters, class condition and government or school expectations.

4. Reluctance in writing the lesson plan.

Teachers make up the lesson plan in their mind without writing it into the fixed lesson plan. They usually see the SK-KD and indicators which reflect the objectives and they go on with their own way. This may be caused by less time of preparation of the teacher in planning the lesson.

5. The separation between lesson and character score, in relation to the character-building or *syllabus berkarakter*.

In the syllabus we have to insert the characters which can be built during the session in the classroom. Teachers see that it is an awkward thing, they perceive that characters are embedded or integrated in the lesson itself, and there is no need to separate the division of lesson and character. This is one reason why they are reluctant to develop the curriculum.

6. Students and teachers' readiness in dealing the Genre-Based Approach.

As this study is within the scope of language teaching, especially English as foreign language and its relation to the intention of increasing Indonesia literacy, government apply Genre-Based Approach. The approach emphasizes the use of variety texts in purpose to increase students' ability to read and later to write. Teachers see this situation as an obstacle, in the field they see the reality that the students are 'helplessly' conduct this approach. Even for reading an English text the students still cannot pronounce the words well, moreover in understanding and comprehending the content of the text. This is the confusion of teachers, whether they have to accommodate two basic needs of government in this case school and students.

Teachers' strategies to overcome the difficulties

The raised problems above later on will have to be solved. These two teachers have been about 2 years in teaching field, it means they have applied KTSP curriculum in their teaching experience. This section proposed on how teacher implement KTSP curriculum, define objectives into syllabus and integrate those objectives in the lesson plan, this section deals with the way teachers overcome their problem during the implementation of KTSP. The data is derived from the interview of both teachers. It is found that they apply several strategies to cope with the problem aroused.

1. Sharing and gathering.

Good coordination in sharing the knowledge of curriculum between senior and junior or less-experienced teacher can enhance everybody's horizons in the community. We assume that senior teachers also may face the difficulty in implementing this relatively new curriculum. By sharing the ideas among the teachers it is expected to decrease the confusion and difficulties in implementing the curriculum into syllabus and lesson plan.

2. Do on their own ways.

Regardless the deeper understanding of the implementation of KTSP, teachers have to run the teaching-learning activity. Their creativity is required to deal with the problem arouse. The most important thing is they know well their adjectives, know the students' characteristics and needs, know the expectations of school and government. As long as they can meet these elements, they will survive in accomplishing the objectives.

3. Coordination and collaboration among teachers or between school and teachers.

It is stated by the teacher, that he believes that the success of the foreign language depends on the ability of students in their first language, in this case Bahasa Indonesia. It is better to have the coordination among the language teacher to have the same vision, for example the need of improving the literacy level is not solely responsibility of English teachers but

also all subject teachers. It is suggested that language teachers in school have the linear objectives. It can be possibly done, for example our objective is to improve the literacy level, by giving the same assignment through reading or writing the journal in Indonesia, English even in Japanese or Sundanese, it is highly expected that students are able to get used themselves to the 'literacy' environment.

4. Find the source to learn.

The reluctance of developing the curriculum must be solved. One way of doing that is by reading more, find the literature about the curriculum and keep learning. One of the indications of reluctance of developing the curriculum is lack of understanding of the matter. Being a teacher is not merely to teach but also to learn, learn new things, not only the technique, methods, sources but also beyond those things. Teachers also need to understand the system and circumstances in this country, to build the awareness and will to hand in hand with the government through school to reach the main purpose, to increase the literacy level of Indonesia.

CONCLUSIONS

When talking about curriculum especially in education field, we talk about something which is very broad and involves many parties, components and aspects. As one of the components of curriculum, objectives play a crucial role in defining the whole process of making the syllabus and lesson plan. After analyzing the learning objectives in syllabus and in the lesson plan, it is found that the two aspects are congruent or relevant; unfortunately teachers do not show that they have modified or revised the syllabus and lesson plan. Since it is found that they share the same syllabus and lesson plan. In the process of implementing the relatively new curriculum, KTSP teachers sometimes find difficulties. The difficulties cover the elements of curriculum, in the level of syllabus or even in the lesson planning. The difficulties start from the complex statement of SK-KD, the existence of example syllabus and lesson plan from BSNP itself become a barrier, Less-experienced teacher, reluctance in writing the lesson plan, the separation between lesson and character score, to students and teachers' readiness in dealing the Genre-Based Approach. The possible strategies in dealing with the problem are by sharing and gathering, teachers initiate and creativity in modifying the syllabus and lesson plan on their own ways, coordination and collaboration among teachers or between school and teachers, and the last one is find the source to learn.

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