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The Implementation of Curriculum 2013: English Teachers' Perceptions on Developing Lesson Plan and Teaching Materials

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Abstract

Curriculum 2013 has been implemented in both primary and secondary schools in Indonesia. To execute this, teachers are supposed to be the only medium that has a major role in running this curriculum. However, they do not seem to have well preparations to implement the 2013 curriculum. Some fundamental aspects in this curriculum such as planning lesson and teaching materials need to have more attention in order to run the program well. Moreover, teachers should be well informed regarding these aspects, yet the implementation of 2013 curriculum in English teaching learning is not completely perfect. Considering the issue above, this research aims to investigate English teachers' perceptions towards developing lesson plans and teaching materials. A questionnaire was used to collect the data about their insights on developing lesson plan and teaching materials. To triangulate the data, this research also administered an interview. The finding indicates that the English teachers tended to feel that structuring lesson plan is not an easy task. They sometimes felt burdensome in modifying the lessons and teaching materials. Besides, 80% of the participants stated that their teaching objectives were achieved after concerning those aspects. The results indicate that teachers needed sufficient knowledge and strong motivation to deal with these important aspects.

Keywords: Curriculum 2013, lesson plan, teaching materials

INTRODUCTION

Indonesia government realizes that curriculum change is mandatory in order to improve the education aspects. Due to that essential demand, Indonesia Ministry of Education creates Curriculum 2013 in which it hopefully can give better effects to both teachers and students. Currently, the 2013 curriculum has been implemented for the past five years. However, teachers seem to have difficulties to implement this. One of the gap among what the government demand and the teacher is the government expects that this curriculum can give better teaching and learning processes but it seems that the teachers still have less knowledge regarding this curriculum. It can be occurred because they may not fully understand the concept of the new curriculum itself.

The characteristics of new curriculum differ from the latter curriculum where teachers' methodology was mostly teacher-centered, directed by the textbook and oriented towards preparing students for the tests. Curriculum 2013 focuses on students-centered, developing textbooks and teaching materials and the needs of teachers' creativity. The change of curriculum then leads to some arguments from both teachers and students side. It is a normal situation because as Hamied (2014) states that debate on curriculum development and implementation have been around in this country since educational activities began to take place a long way before the 1945 Independence Day.

This new curriculum required teacher to make changes in their practice of teaching. These changes among others can be seen from the lesson plan they create. This lesson plan should be in line with the curriculum, especially realized in the syllabus. In the teaching of English, the lesson plan should follow the requirement as stated in the syllabus and the regulation from The Ministry of Education related to Basic Competence and Core Competence.

Because of the changing in the national curriculum policy, the teachers have to use appropriate materials, strategies as well as methods of teaching in the classroom. As Tomlinson (2008) mentions that language teaching materials should be taught in context where language use is determined and interpreted in relation to its context of use. It is in line with the goals of curriculum 2013 where teachers should create or develop their own teaching materials and then develop the materials based on their students' needs and environmental situations. However, not all teachers acknowledge the needs of developing both lesson plan and teaching materials.

Despite the greatest importance given to the newest curriculum, there have not been many researches dealing with the 2013 Curriculum, especially on how teacher writes the lesson plan and teaching materials. First, a research was done by Tutus (2014) who investigated the problem faced by English teachers in implementing the 2013 curriculum. She found that there were 14 kinds of problems that are faced by the English teachers in implementing curriculum 2013 of SMA N 1 Kudus in academic year 2013/2014. According to the English teachers, from 14 kinds of problems there are 11 problems coming from the teacher's themselves. Moreover, there was a research conducted by Nurfajriah (2013) about teachers' perceptions on curriculum 2013. She concludes that almost all the English teachers in her research have a deep understanding theoretically about K-13, but practically they encounter difficulties in implementing the curriculum in their teaching and learning process.

There was only one similar study conducted by Firmansyah (2013). He did a research about the principals and teachers' perceptions on curriculum 2013 and its implementation. He found that almost all the principals perceive their role in the implementation of K-13 positively.

Thus concerning with those previous research, the researcher feels the needs to conduct a research in order to get more understanding and more information on teachers' perceptions towards developing lesson plan and teaching materials. There should be an analysis to teachers' perceptions toward the K-13 to determine its success.

The main issue of this study is broken down into the following research questions:

1. What are English teachers' perceptions on developing lesson plan on K-13?
2. What are English teachers' perceptions on developing teaching materials on K-13?

Curriculum 2013 (K-13)

The issue of curriculum 2013 implementation in Indonesia is getting popular among educational practitioners. Its main purpose is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to civilization (Syahmadi, 2013). The belief and also the expectations of this curriculum differ from the latter one. Lengkanawati (2017) mentioned that the implementation of 2013 curriculum gives new expectations in the learning process since the curriculum expects that there should be a change in the teaching and learning process, from transferring knowledge or giving information by the teacher to the students to allowing students to find information by themselves.

It was also mentioned by the Minister of Education (2012) that there were four interrelated reasons that the curriculum 2013 had to be introduced. They were current global challenges, required competencies, current negative phenomena especially among young people, and discouraging perceptions among Indonesians regarding education. This curriculum has orientation on developing the learners' competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters (Kemendikbud, 2012).

As mentioned above, in applying curriculum 2013, a teacher has very important roles. One of the most fundamental roles is to guide students in having the creative and critical thinking in learning processes. Syahmadi (2013) also claims that the aim of English teaching in secondary and tertiary school is to develop students' communicative skills both written and

spoken as well to be able to use the appropriate language based on the function and implement the characterized values in the social contexts. Curriculum 2013 adds not only the cognitive aspects but the affective and values also put into considerations of the existing of this new curriculum.

Developing Lesson Plan in K-13

Lesson plan has been widely defined by many experts in education. Planning the instruction is another part of teacher's job including planning what the teacher and students will be doing in the classroom or sometimes outside the classroom (Reiser & Dick, 1996). Woodward (2009) added that lesson plan is teacher's preparation which will help him or her to teach well and the students to learn a lot or simply some thinking and preparing before class (Harmer, 2007). Indonesia Ministry of Education and Culture no. 65/2013 stated that lesson plan or widely known *Rencana Pelaksanaan Pembelajaran (RPP)* is the planning of teaching-learning activities for one meeting or more. Thus, it is an instructional plan which describes its components including learning objectives, teaching-learning materials, methods and techniques, media, sources, and assessment.

In drawing up lesson plan, Nation (2010) mentioned several basic principles that are required to be fulfilled. They are i) knowledge, ii) consideration of individual differences, iii) variety, iv) coherence and cohesiveness, v) flexibility, vi) feedback, and vii) integrating ICT. First, knowledge refers to possession of thorough knowledge of the subject matter that exceeds the textbook materials (Borg, 2003). Woodward (2009) described teacher's knowledge should at least cover the familiarity with language pattern, group of words, functions, topics, themes, culture, and other subjects. The teacher also needs to know how the language works.

Second, consideration of individual differences refers to the way that students differ in term of their ability to learn language under apparently the same conditions of learning (Badriah, 2013). Students may differ in term of their memory span, attention, awareness, motivation, emotion, learning style, special needs, background of culture and environment (regulation of Ministry of Education No. 65/2013). By considering those differences, teachers should try to design appropriate techniques in order to engage students to learn actively. Third, Woodward (2009) said that teacher should also have the ability in changing activity to create many different variations to suit different situations. Furthermore, the lesson plan should be varied in terms of topics (content), skill over the length of the course, time spent on various activities, and classroom organization (Jansen, 2001).

Fourth, coherence and cohesiveness refer to the connection of every element of lesson plan to make the lesson intertwined as a complete activity (Regulation of Ministry of Education No. 65/2013). It means that each lesson is connected to the others. Thus, students will be easier to follow the lesson. Fifth, flexibility refers to creating the classroom activity run effectively and efficiently by adapting and creating the good situation. Harmer (2007) said that good teacher listen and watch, and use both professional and personal skills to respond to what they see and hear, and be able to adjust the plan.

Sixth, feedback refers to information provided to the students about the accuracy of their knowledge or performance, same as the knowledge of result (Arends & Kilcher, 2010). This aspect should be delivered in an appropriate way in order to motivate students to learn. Seventh, integrating ICT refers to the ability for the teachers to operate the technology in their teaching process. So, teachers use the technology as a medium to improve teaching activities.

The principles above should be considered by teachers in developing good lesson plan. Thus, teachers in applying curriculum 2013 should be able to develop the lesson plan and they are asked to be creative to make the learning objectives fulfilled.

Developing Teaching Materials

Most teachers are not creators of teaching materials but providers of good materials. Dudley- Evans and St. John (1998: 173) suggest that a good provider of materials will be able to 1) Select appropriately from what is available, 2) be creative with what is available, 3) modify activities to suit learners' needs. 4) Supplement by providing extra activities (and extra input). Thus, teachers need to provide themselves with good attitude to choose and pick the best materials among the best that suit to their teaching objectives and their students' needs as well.

Instructional materials are assumed as the key components in the successful of language practices that occurs in the classrooms (Richards, 2001). Tomlinson (2001) added that tools, resources, and materials can be considered as “anything that can be used to facilitate the learning of the language”. According to Tomlinson (2001), they are four categories of materials; Instructional, experiential, elicitive and exploratory. Instructional means that they inform learners about the language. The resources contain instructional materials needed by the user to use the language. Experiential provide exposure to the language use where the user is given the opportunity to have experience on using the language. Elicitive means that

the materials stimulate the user to use the language and the last is exploratory where the materials seek discoveries and alternatives about language use.

Mulyasa (2006) defined teaching materials as the sources of learning. He then added that teaching materials can give students information, knowledge, experiences and skills in teaching and learning process. There are four kinds of teaching materials (Mulyasa, 2006);

1. Human being; it is the person delivering the message directly in learning process. It can be the teachers or the administrators who delivered the message by designed.
2. Instructional media; it can be anything contained of education substance that assist learning process. In general, the teachers use printed materials such as books, which are licensed by central government, handout, module, brochure articles, etc.
3. Environment; it is related to the setting for learning process happened. For example, it can be classrooms, library, laboratories, and museums.
4. Tools and devices; it is the sources of learning for production or applying another tool for instance: camera for photograph, tape recorder, LCD projectors, television, radio, etc.
5. Activity; it is the source of learning that consists of the combination of some teaching methods in learning process. It covers events or facts that are happened.

METHOD

Research Design

In accordance with the field of investigation, this study employs quantitative and qualitative methods (mixed methods). Malik and Hamied (2014) state that mixed methods paradigm is a new approach as it aims to put quantitative and qualitative data together. Gay and Mills (2006) also added that researchers can creatively combine quantitative and qualitative method to make the best sense for the study they want to do. Furthermore, they mention that one of the examples of analytic and interpretive procedures is comparing results in which the result from qualitative data collection are directly compared with results from quantitative data collection. Quantitative data were collected first through survey using Guttman and Lickert scale questionnaires to seek teachers' perceptions on developing lesson plan and teaching materials of curriculum 2013. These scales can be used to get the description of attitudes, opinions and perceptions of subject (Sugiono, 2008). To get in-depth information about teachers' perceptions on developing those aspects above, a qualitative method is also applied. An interview is conducted in collecting data.

Research Site and Participant

The participants are 30 teachers who are teaching English at senior high school. This research, using purposive sampling techniques: the sampling technique focuses on the units

that are investigated are based on the judgment of the researcher whose particular characteristics who will effectively assist the researcher in conducting the research. This research used the questionnaires from Eka Firmansyah (2015) who has conducted a research about *the principals and teachers' perceptions about curriculum 2013 and its implementation*. These questionnaires have been validated since he has conducted a pilot study for the items stated in the questionnaires. In the aspects of developing lesson plan, there are five statements and then the participants are asked to choose one of the options for each statement. They are asked to choose *strongly not encourage, not encourage, encourage and strongly encouraged*. The other aspect, developing teaching materials, has eight statements and the teachers were also asked to choose one answer for each statement.

To gain deeper information and to answer the research questions about teachers' perceptions, the interview is also conducted. Kvale (1996) defined an interview as an interaction between two people with the interviewer and the subject acting in relation to each other and influencing each other.

The study was conducted on Monday, march 20, 2017. In distributing the questionnaire, the researcher used an internet access and supported with *Google form*. The questionnaires were sending through the respondents email or even *Whatsapp*. By using this way, the respondents can flexibly complete the questionnaires. After that, the researcher interviewed the participants. Then data is collected.

Data Analysis

The data were analyzed using statistical percentage analysis. The statistical percentage analysis was conducted to present teachers' perception on developing lesson plan and teaching materials. The researcher analyzes the items of questionnaire one by one following the provided dimension classification of the items. Afterwards, qualitative data were described for the deeper understanding on the participants' insight of the issue. The findings were further discussed comprehensively. Lastly, the researcher drew a conclusion, and gave suggestion.

FINDINGS AND DISCUSSION

This section exhibits the finding based on the single formulated research question "English teachers perceptions on developing lesson plans and teaching materials". The finding will be broken down into two parts. First part will be about English teachers'

perceptions on developing lesson plans and second part is about English teachers' perceptions towards developing teaching materials.

Table 1. English teachers' perceptions on developing lesson plans (Data from questionnaire)

No	Statements	Scale	Number of participants/ percentage
1	Since K-13 is implemented in my school, I am _____ to develop the lesson plan.	1. Very unhappy	1. 1/ 3,3%
		2. Unhappy	2. 9/ 30%
		3. Happy	3. 19/ 63,3%
		4. Very happy	4. 1/ 3,3%
2	Since K-13 is implemented in my school, I am _____ to develop the lesson plan.	1. Strongly not encouraged	1. 1/ 3,3%
		2. Not encouraged	2. 3/ 13,3%
		3. Encouraged	3. 23/ 76,7%
		4. Strongly encouraged	4. 2/ 6,7%
3	Since K-13 is implemented in my school, I am _____ to develop the lesson plan.	1. Very unenthusiastic	1. -
		2. Unenthusiastic	2. 9/ 30%
		3. Enthusiastic	3. 20/ 66,7%
		4. Very enthusiastic	4. 1/ 3,3%
4	When I develop the lesson plan, my objectives in teaching English are _____	1. Completely not facilitated	1. 1/ 3,3%
		2. Not facilitated	2. 4/ 13,3%
		3. Facilitated	3. 23/ 76,7%
		4. Completely facilitated	4. 2/ 6,7%
5	When I develop the lesson plan, my objectives in teaching English are _____	1. Completely not achieved	1. -
		2. Not achieved	2. 5/ 16,7%
		3. Achieved	3. 24/ 80%
		4. Completely not	4. 1/ 3,3%

In developing lesson plan, the participants surely gave their positive attitudes towards the selected items given. First, we might see that in table 1 more than half of the respondents were happy to develop lesson plan of the new curriculum which is K-13. It was 19 respondents or it was about 63.3% mentioned that they did not feel that new curriculum was burdensome. It indicates that they considered developing lesson plan as such exciting job that they like to do it. On the other hand, 30% or it was equal with 9 teachers thought that new curriculum was consuming their time and they seemed to show their negative responses on developing lesson plan.

Second, on item number 2, 23 of 30 participants were encouraged to develop the lesson plan of curriculum 2013. The statistical data showed that it was about 76.7% and 6.7% or 2 teachers states that they were totally feeling encouraged to play with lesson plan. It indicates that they had good perceptions on this issue and they felt motivated to develop the lesson plan.

Third, 66.7% or it was about 20 of 30 participants showed that they were enthusiastic to develop the lesson plan. One teacher or 3.3% stated that she was very passionate to have herself developing the lesson plan. There was none of the participants felt very unenthusiastic to develop the lesson plan of K-13. It implies that they had a strong drive to take the position of lesson plan developers. However, it was about 30% or 9 English teachers said that they were apathetic in doing so. They who were not showing the positive responses stated that developing lesson plan was kind of exhausted activities.

Fourth item related to their teaching objective. More than half of English teachers in this study or about 76.7% of the participants seemed to admit that developing lesson plan would facilitate them to attain their teaching objectives. Surprising result in the last item of developing lesson plan that 80% Of the participants or it was equal with 24 English teachers in this study acknowledged that their teaching objective were accomplished by developing the lesson plan of curriculum 2013. Conversely, there were still English teachers who did not feel that developing the lesson plan reached their teaching objective. It can be inferred that the demands of developing lesson plan were surely needed because it helps teachers to achieve their objective.

A number of questions were delivered to the respondents in order to identify and understand more about their perceptions on developing lesson plan. The following was the first questions which aimed at leading the participants to show their feeling toward this activity.

Table 2. English teachers' perceptions on developing lesson plans (Data from Interview)

No	Question	Answer
1.	What about developing lesson plan, do you like the activity? What kind of difficulties that you encounter while developing it? Can you achieve your teaching objectives without having the lesson plan?	<p>Respondent 1: <i>I did not find any difficulties, but at first it really confusing to make a lesson plan using k-13, but day by day, it gets easy. But whatever the curriculum is, make a formal lesson plan is always boring. I prefer to have kind of my own note that I called "my lesson plan" before come to the class.</i></p> <p><i>No, because lesson plans is important, even it just non-formal lesson plan like mine. The step and the objective that you should take in the class should be clear before the lesson start.</i></p> <p>Respondent 2: <i>Yes, I felt hard with the format.. at the beginning of implementation, the format of lesson plan liked to change many times. but I like the activity. it is good enough for language learning.</i></p> <p><i>Of course not. Because lesson plan just like guidance for the teacher to teach in classrooms. Without it, teachers can get lost.</i></p> <p>Respondent 3: <i>Yes, 2013 Curriculum actually has given me a clear direction regarding the objectives, materials and its sequence, and assessment type. So, I can explore more sources to fit the students' characteristics in developing the lesson plans.</i></p>

I can, but not maximally. That's why lesson plan really helps me to better realize what I am going to teach and to bring about the objectives properly and meaningfully.

Respondent 4

Personally, in applying K-13, I feel that structuring lesson plan is quite complicated. However, it is my responsibility to give my best in teaching the students so, before coming to the class I am happily prepare any activities that I am going to do in the class. Sure, I am both encouraged and enthusiastic but, I expect that there will be other curriculum that is more flexible but achievable.

Absolutely no I can't, because without preparing it, It will be very difficult for me to arrange the relevant activities which support the teaching objectives

Table 3. English teachers' perceptions on developing teaching materials (Data from Questionnaire)

No	Statements	Scale	Number of participants/ percentage
1	Since K-13 is implemented in my school, I am _____ to develop teaching materials and to look for some topics which are familiar to the students.	1. Very unhappy	1. -
		2. Unhappy	2. 6/ 20%
		3. Happy	3. 20/ 66,7%
		4. Very happy	4. 4/ 13,3%
2	Since K-13 is implemented in my school, I am _____ to look for textbooks which meet the learners ' need and their environmental condition	1. Very Unhappy	1. 1/ 3,3%
		2. Unhappy	2. 8/ 26,7%
		3. Happy	3. 20/ 66,7%
		4. Very happy	4. 1/ 3,3%
3	Since K-13 is implemented in my school, I am _____ to develop teaching materials and to look for some topics which are familiar to the students.	1. Strongly not encouraged	1. -
		2. Not encouraged	2. 6/ 20%
		3. Encouraged	3. 20/ 66,7%
		4. Strongly encouraged	4. 4/ 13,3%
4	Since K-13 is implemented in my school, I am _____ to look for textbooks which meet the learners ' need and their environmental condition	1. Strongly not encouraged	1. -
		2. Not encouraged	2. 7/ 23,3%
		3. Encouraged	3. 21/ 70%
		4. Strongly encouraged	4. 2/ 6,7%
5	Since K-13 is implemented in my school, I am _____ to develop teaching materials and to look for some topics which are familiar to the students.	1. Very unenthusiastic	1. -
		2. Unenthusiastic	2. 7/ 23,3%
		3. Enthusiastic	3. 19/ 63,3%
		4. Very enthusiastic	4. 4/ 13,3%
6	Since K-13 is implemented in my school, I am _____ to look for textbooks which meet the learners ' need and their environmental condition	1. Very unenthusiastic	1. -
		2. Unenthusiastic	2. 8/ 26,7%
		3. Enthusiastic	3. 20/ 66,7%
		4. Very enthusiastic	4. 3/ 10%
7	By developing the teaching materials, my objective in teaching English are _____	1. Completely not facilitated	1. -
		2. Not facilitated	2. 5/ 16,7%
		3. Facilitated	3. 20/ 66,7%
		4. Completely facilitated	4. 5/ 16,7%
8	By developing the teaching materials, my objective in teaching English are _____	1. Completely not achieved	1. -
		2. Not achieved	2. 4/ 13,3%
		3. Achieved	3. 23/ 76,7%
		4. Completely achieved	4. 3/ 10%

From the data presented in table 2, it showed that almost more than half of the participants surely gave their positive attitudes towards each statement. However, they were still one or two who did not feel that developing teaching materials made their students or their teaching performance become well. First, the participants in this study seemed to feel good if they were asked to develop teaching materials and to choose the topics that are appropriate to their students. The topics are also need to be topics that are their students' are familiar with. From the table, it showed that 66.7% loved to do those activities and surprisingly 4 English teachers or 13.3% were very keen to do that as well. However, 6 participants did not want to do that. They seemed to use what the principals offers them to use. As what Richard (2001) mentioned that inadequately trained teachers may not be able to make effective use of teaching materials no matter how well they are designed.

Second, 66.7% or 20 English teachers felt happy to look for the English textbooks which suit with their learner needs and conditions. Moreover, 1 participant was totally willing to do so. They were very eager to choose the materials and develop them in order to foster students' motivation in learning. However, 8 English teachers or 26.7% did not see to accept this challenge. Richards (2001:99) mentioned that teachers have lots of things to do in school, some may welcome the chance to try out a new syllabus or materials and some will not.

Third, it was 70% of the participant got motivated to work on learners' needs. They somewhat thought that textbooks should be chosen based on the students' needs. Moreover, there were 2 English teachers or about 6.7% felt strongly encouraged through this activity. On the other hand, 23.3% of the participants did not eager to work on this item. They seemed to follow the textbooks given only without examining the contents whether the contents are appropriate or not.

Next item was about their willingness in looking for appropriate materials and textbooks. Apparently, there were 20 or 66.7% English teachers in this study that showed their enthusiastic towards this items which meant they felt energetic to develop the textbooks and to looks the appropriate topics for their students. Surprisingly, 13.3% of the participants stated that they were very enthusiastic in doing these activities because they believed that teachers needed to be creative in order to be able to make the lesson easy to be delivered.

Fifth, the participants mostly agreed that they were enthusiastic to select some textbooks which were in line with the learners' needs and their environmental conditions. 66.7% or equal with 20 participants answered that they were excited to develop teaching

materials and to find the appropriate textbooks. Amazingly, there were 3 English teachers who surely felt keen in enhancing the materials used and choosing the books that suit to their learners' needs and environmental conditions. However, about 26.7% of the participants showed their negative attitude towards this. It implies that the teachers were responsible to place themselves as curriculum developers particularly in building up teaching materials.

The last, most of the participants declared that developing their own teaching materials helped them facilitate (66.7%) and achieve (76.7%) their teaching objectives. There were five English teachers (16.7%) and three participants (10%) who felt that developing teaching materials were totally helped them to achieve their objective in teaching. It can be inferred that the teachers are assisted by their own materials. As a conclusion, developing teaching materials is perceived by the teachers as such an interesting job that most of them get happiness and advantage from that job.

Table 4. English teachers' perceptions on teaching material and its development
(Data from Interview)

No	Question	Answer
1.	Do you like developing teaching materials? By using the materials that you have selected, are your objectives in teaching facilitated and achieved?	Respondent 1: <i>No, the curriculum is too complicated, because I didn't understand working on it.</i> <i>Not facilitated. It was too complicated.</i>
		Respondent 2: <i>I really like it. It drives my curiosity and professionally as a teacher to not only knows how to teach, but also know what the students should learn and why they should learn it.</i> <i>Generally yes because it's undeniably that the major aim is to get the students through the learning process well.</i>
		Respondent 3: <i>I really like it. It drives my curiosity and professionally as a teacher to not only knows how to teach, but also know what the students should learn and why they should learn it.</i> <i>Generally yes because it's undeniably that the major aim is to get the students through the learning process well.</i>
		Respondent 4 <i>Yes, I do. Because using materials in textbook cannot always meet the learners' needs and level, so by preparing and developing our own teaching materials, we can create the materials which meet the learners' needs and characteristics.</i> <i>Yes, they are. By choosing the teaching materials that the teachers choose by themselves, it directly meets the learners' needs and level. Since the teachers are the central of the classroom who know about the students' needs and level,, developing the teaching materials on their own will facilitate teaching objectives.</i>

Based on the data from the interview above, it indicates that mostly all the respondents had positive perceptions on the developing teaching materials. It was only one English teacher who did not know how to modify the teaching materials. She said that developing them was complicated and frustrated. It did not give any contribution in the achievement of their objectives in teaching. However, the rest of the participants showed the contrast. They surely thought that by developing teaching materials by themselves, their learning objectives become well and it did not the difficult things to do. They also felt encouraged and enthusiastic exploring this activity. From their statement, they tried to combine the existing materials with other materials taken from the others resources. Furthermore, they believed that good materials should be easy to follow. It is in line with Macalister and Nation (2010:9) that the material needs to be presented to learners in a form that will help learning and it should involve the use of suitable teaching techniques and procedures.

CONCLUSION

All of English teachers well aware that developing lesson plan and teaching materials are their responsibility. Their positive perceptions were shown by their pleasure, encouragement and enthusiasm in developing K-13. When it comes to developing lesson plan, most of English teachers recognize that lessons plan is helping them to better design their lessons, thus the whole process is something definitely worth their while. For them, lesson planning is something both exciting and constructive. However they are still having problems in adjusting and balancing their lessons. Related to English teachers' perceptions in developing teaching materials and media, most of them feel aided by their existence. Again the respondents acknowledged that developing teaching materials and media is something rewarding and stimulating.

Consequently, all English teachers are expected to keep on improving their knowledge in order to be able to play their roles as curriculum developers. Thus it is suggested to the teachers who implement curriculum 2013 to be creative and to be open minded to learn something new in order to fulfill the objectives of teaching.

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