

**PERCEPTIONS OF ENGLISH TEACHERS  
ABOUT LESSON PLANS  
FOR THE KTSP AND THE 2013 CURRICULA**

By  
**Sofyan A. Gani**  
**Teuku Zulfikar**  
**Tri Sulisdawati<sup>1</sup>**

*Syiah Kuala University, Banda Aceh*

**ABSTRACT**

This study was aimed at investigating what the English teachers at *SMAN 1 Banda Aceh* felt about the *KTSP (School-Based Curriculum)* and the 2013 Curriculum, to find out the challenges faced by these English teachers at *SMAN 1 Banda Aceh* in creating lesson plans based on the *KTSP* and the 2013 Curriculum, and to find out what might help them to deal with these challenges. The participants in this research were two English teachers at *SMAN 1 Banda Aceh* who have been teaching both the *KTSP* and the 2013 Curriculum. Based on the interview results, the researchers found that the teachers felt that they were familiar with using English lesson plans for the *KTSP* but they needed more time and training in order to prepare English lesson plans for the 2013 Curriculum because it was still new to them. The researcher also found that the teachers did not face challenges in creating English lesson plans for the *KTSP* but they faced challenges in creating English lesson plan for the 2013 Curriculum mainly in terms of developing assessment rubrics and formulating indicators for the 2013 curriculum lesson plans. Furthermore, assistance for teachers to deal with these challenges in creating such English lesson plan could come from (i) consultation with fellow teachers, (ii) attending training and (iii) discussions with fellow English teachers at *MGMP (Subject Teachers Meetings)*. Analysis of their English lesson plans showed that their designs had incomplete rubric assessments and they did not have time limits for their teaching-learning activities.

---

<sup>1</sup> Corresponding author: [trisulisdawati@yahoo.co.id](mailto:trisulisdawati@yahoo.co.id)

Keywords: *Perception, lesson plans, KTSP Curriculum, 2013 Curriculum.*

## INTRODUCTION

In educational reform, there are many issues that need to be highlighted, one of which is the renewal of curriculum, and the curriculum considered a better substitute in Indonesia is the 2013 Curriculum. The previous curriculum, implemented in schools was the *KTSP* (School-Based Curriculum) which was first implemented in 2006. Moreover, the change from the *KTSP* to the 2013 Curriculum has become a big challenge for teachers to implement in their schools. They carry the main responsibility for implementing it in their classrooms but the government also has a big role in preparing the teachers to be implementers with knowledge about the curriculum as stated by *Departemen Pendidikan dan Kebudayaan (I)* (Ministry of Education and Culture, 2013, p. 2), viz: “the government is responsible for preparing teachers and principals to implement the new curriculum”. This means that the government should provide enough training for teachers and principals to improve their ability, so that they understand and can run the new curriculum as expected in their schools.

Furthermore, Richards (2001) has stated that the government needs teachers’ active participation in the implementation of the curriculum. In other words, teachers are a key factor in the successful implementation of a curriculum. Moreover, being a key factor in achieving a successful implementation of new curriculum, teachers should know the elements for the implementation of a new curriculum. A lesson plan is one element that teachers should know how to prepare to get a successful implementation of a curriculum in their school. Lesson plans help them in the implementation of the curriculum in their school, since teachers can be helped to think about the lessons before they are taught. Teachers can organize facilities, equipment, teaching aids, time and content to achieve the learning objectives as effectively as possible as well as linking the objectives and procedures to the overall objectives of the subject taught

Furthermore, SMAN 1 Banda Aceh now applies two curricula, namely *KTSP* (School-Based Curriculum) and 2013 Curriculum. *KTSP* is still used to teach students in class XII, while the 2013 Curriculum is used in classes X and XI. Thus, the teachers must teach by using both

curricula in one school. Besides, some teachers must have knowledge of both curricula they should also have good ability in the preparation of lesson plans, so that applications in the classroom will run smoothly and optimally. Therefore, based on the above, the researchers believe that this issue is interesting to be investigated to find out the teachers' perceptions of English lesson plans in both the KTSP and the 2013 curricula.

### **Research Questions**

1. How do English teachers at SMAN 1 Banda Aceh perceive the *KTSP* and the 2013 Curricula for preparing English lesson plans?
2. What are the challenges faced by the English teachers at SMAN 1 Banda Aceh in creating English lesson plans based on the *KTSP* and the 2013 Curricula?
3. What might help the English teachers at SMAN 1 Banda Aceh to deal with these challenges?

## **LITERATURE REVIEW**

### **Definitions of Perception**

People have the ability to think and perceive things that happen around them based on their understanding. For example, they can recognize their favorite food by smelling its aroma. They can recognize a chocolate by its shape, sweet flavor and color. They can know songs by listening to the melody, the singer's voice and the lyrics. They can also get information by reading newspapers, magazines and books or watching television programs. Furthermore, perception is also our recognition of information that we get around us and how we respond to it and use it to interact with other people in our society (Williams, 2005).

Richards et al. (1985, p. 211) define perception as the recognition and understanding of events, objects, and stimuli through the use of the senses (sight, hearing, touch, etc.). Furthermore, perception is the process of getting new information through the senses (eyes, ears etc.) which will produce and deliver specific meanings or significance for the responses generated. Everyone has different capacities to understand information in accordance with their level of intelligence. Therefore, it can be said that perception is the ability to interpret

information relating to the intelligence having received and processed that information (Majid, 2009).

### **KTSP (School-Based Curriculum)**

The *KTSP* was designed to give more autonomy to individual schools. It has been defined as an operational curriculum developed and implemented by each school institution (*Badan Standar Nasional Pendidikan*; Board of National Standards of Education, 2006). In developing the *KTSP*, schools should refer to the Curriculum Policies and Curriculum Guidelines provided by the central government. Schools are given autonomy to plan and develop aspects of the curriculum which include the development of syllabi for each learning area plus appropriate lesson plans. Furthermore, schools can decide on the frequency of teaching certain subjects on a weekly basis and on the teaching of local content.

### **Components of a KTSP (School-Based Curriculum) Lesson Plan**

Every teacher in the educational unit is obliged to prepare a complete lesson plan, and the learning should take place systematically in an interactive, inspiring, fun, challenging, motivating way for learners to actively participate in and should provide enough space for innovation, creativity and independence in accordance with the talents, interests, and physical and psychological development of all learners. The lesson plan is prepared for every basic competence which can be implemented in one or more meetings. Teachers have to design lesson plans for each subject customized with scheduling for the education unit.

According to the Decree of the Minister of Education No. 41 of 2007, the lesson plan components of the *KTSP* (School-Based curriculum) are: identification of subjects, standard competencies, basic competencies, competence of indicator achievements, purpose of learning, teaching materials, time allocation, learning methods, learning activities, assessments of learning, and learning resources.

### **2013 Curriculum**

The 2013 Curriculum was implemented in the academic year 2013/2014 in specific schools (limited). This curriculum was officially launched on 15 July 2013. It emphasized balancing the cognitive (intellectual), psychomotor (motion) and affective (attitudinal) Learning in contrast to the 2006 *KTSP* curriculum (the School-based

Curriculum) which focussed mainly on cognitive aspects. According to *Departemen Pendidikan dan Kebudayaan (II)* (Ministry of Education and Culture, 2013), in the process of learning, the 2013 Curriculum put emphasis on the scientific and contextual approach in which the standard process was originally focused on exploration and elaboration, and the later confirmation focussed on observing, questioning, associating, experimenting, and communicating.

### **Components of a 2013 Curriculum Lesson Plan**

Referring to the Decree of the Minister of Education and Culture, No. 103 of 2014 concerning the implementation of Curriculum, each teacher is obliged to prepare lesson plans because they are very helpful for teachers in the teaching-learning processes in the classroom. So, teachers must understand how to prepare lesson plans. Furthermore, development of lesson plans can be done by the teachers independently or jointly through Subject Teachers Meetings (*MGMP*) in a particular school facilitated and supervised by the principal or a senior teacher selected by the principal. In addition, the development of lesson plans is also done in groups through inter-school or inter-region *MGMP* supervised and facilitated by the district supervisor of education.

According to the Decree of the Minister of Education No. 103a of 2014, the lesson plan components of the 2013 Curriculum are: identification of subjects, core competence, basic competence, competence of indicator achievement, learning materials, steps in learning activities, assessments, remedial work, enrichment activities, teaching-learning media, instruments and learning resources.

## **RESEARCH METHODOLOGY**

### **Research Design**

Qualitative research is done to discover and understand a phenomenon, a process or a perspective and/or worldviews of the people involved (Merriam, 1998). Furthermore, qualitative research studies are aimed at describing and analyzing phenomena, events, social activities, behavior, truths, perceptions and individual or group opinions (Sukmadinata, 2010). The data can be gathered through interviews plus document analysis which will be described and analyzed by the researcher.

## **Data Collection Techniques**

In completing this study, the researcher collected the data from the teachers through interviews and document study.

### ***Interview***

In order to get information about the teacher's perception of English lesson plans for the *KTSP* Curriculum and the 2013 Curriculum, the challenges faced by teachers in the creation of EFL lesson plans and what might help them to deal with the challenges, the researcher interviewed two teachers personally (the English teachers who have been teaching using both the *KTSP* and the 2013 Curricula). In order to get actual, factual data, the time and place of the interviews were set as well as possible and the study required the teachers to give real opinions and insights about their English lesson plans for both the *KTSP* and the 2013 Curricula.

### ***Document Analysis***

Document analysis was also needed in order to support this research. The teachers' lesson plans became part of the important data in this study. The researcher collected the English teachers' lesson plans for both curricula. Then the researcher examined whether they suited what the Indonesian curriculum suggested or had they been modified.

## **Data Analysis**

Data analysis was conducted after systematically organizing the collected data. The researchers collated the interview results, field notes and other related materials such as school documents for this study. Then, the information gathered from the interviews was analyzed by the researchers through the process of data reduction which included the processes of reduction, data display and drawing conclusions, which is in accordance with Miles and Huberman (1994) who have proposed that qualitative data follows three procedures: data reduction (extracting the essence), data display (organizing for meaning, we may display the data in the form of tables, charts, networks and other graphical formats) and drawing/conclusions verifying and explaining the research findings. Additionally, the study of documents was used to strengthen the data gathered from the interviews. The data from the documents studied were the teachers' lesson plans. The researcher then

analyzed them to see whether they matched what the Indonesia curriculum suggested or had been modified.

## **RESULTS AND DISCUSSION**

### **Results**

#### ***English lesson plan for KTSP (School-Based Curriculum)***

According to the teachers, their lesson plans are very useful to support them in achieving success with their teaching-learning processes. In arranging their lesson plans, the teachers must follow the rules set by the government. Moreover, important points that the teachers should know when creating a lesson plan include the ability to decide what components to include and how to design all the components of the lesson plan well.

Teachers at State Senior High School No. 1 (*SMAN 1*) Banda Aceh have been implementing the *KTSP* for 10 years, so they have had adequate time to be accustomed to the curriculum. Teacher, Ms. E stated “ It’s just that we have become accustomed to using the *KTSP*, so we feel much easier in creating for it, while the 2013 Curriculum is a new curriculum, so it needs to be studied again”. This teacher’s explanations show that she is more familiar with the implementation of lesson plans in the school for the *KTSP* than for the 2013 Curriculum. She has been implementing *KTSP* for approximately 9 years now, so she has had much experience and has much ability in preparing *KTSP* lesson plans. Thus, the long period of implementing the *KTSP* curriculum can give many positive impacts for the teachers in building and developing knowledge about their lesson plans. They have had much time to learn about implementing the *KTSP* curriculum, especially the lesson plans; they already know what works and what doesn’t.

Based on the interview results, both teachers understand the learning activities in the *KTSP* well which uses three steps of learning. Teacher, Ms. Y stated “Previously, I used *eksplorasi, elaborasi, konfirmasi*, known as “*EEK*” (exploration, elaboration and confirmation). In this process, the teacher becomes a source of learning and is someone who can solve problems”. Furthermore, they also gave good explanations when the researcher asked them about their understanding of the learning processes in the *KTSP* (School-Based Curriculum) through the 3 processes: exploration, elaboration and confirmation.

In this curriculum, the teachers focussed more on assessing the cognitive aspects of the students than on the other two aspects – i.e. affective and psychomotor. So, there were not many forms or rubrics for assessment in the *KTSP* English lesson plans.

### ***English Lesson Plans for the 2013 Curriculum***

In the 2013 Curriculum, the teachers must design the lesson plans by using a scientific approach. The scientific approach uses learning that takes learning steps to build scientific knowledge through a scientific method.

The teachers need to adapt in order to design and prepare a lesson plan for the 2013 Curriculum. They have to understand and know about the components of the lesson plan in the 2013 Curriculum in order for them to be able to design the lesson plan as set by the government. Ms. E states “actually, I still learn and adapt how to create English lesson plan for this curriculum. In other words, because the lesson plans for the 2013 Curriculum are still being newly implemented in the school, so the teachers must try to do their best in designing for it and using it. As they are direct implementers in the field, the teachers have to become accustomed to preparing English lesson plans for the 2013 Curriculum which is a new thing for them.

The interview results show that both of the teachers understand that the 2013 Curriculum lesson plans must use a scientific approach for the teaching-learning processes in the classroom. They must design the lesson plans by using the five steps of the learning process, viz: Observing, Questioning, Experimenting, Associating and Communicating. Furthermore, the teachers assume that the learning process using the scientific approach will be better because it will tend to make the students more active in learning.

Furthermore, the 2 teachers together try to implement English lesson plans for the 2013 Curriculum by studying other lesson plans for the 2013 curriculum and finding out more information about them. This shows that the teachers know that their role is important to support the national education program.

The teachers feel that 2013 Curriculum has a more detailed assessment, because it has many forms of assessment and also uses authentic assessments, so it is more difficult for the teachers to do assessments. Besides they are more complex assessments where teachers must not only assess the students’ output but also their inputs and the processes in the students’ learning. They must also assess not



only the cognitive aspects but also the psychomotor and the affective aspects of learning. In addition, according to the results from the analysis of the teachers' lesson plans for the *KTSP*, it shows that the teachers have used authentic assessments in their lesson plans.

The interview results showed that the teachers feel that conducting assessments for the 2013 Curriculum is complicated. This is because they are still new to the implementation of the 2013 Curriculum. Besides, they say that the 2013 Curriculum has many forms and models of assessment. This was proved by the results from the analysis of the English lesson plans which showed that the teachers had not completed the designs for the assessment rubrics; Ms. E had not completed preparing the rubric for peer assessment and Ms. Y had also not completed giving the tasks to her students. These teachers say that assessing the process and outcomes of learning based on the 2013 Curriculum is still rather difficult for them because it is still new and they are still unfamiliar with it.

### ***Challenges Faced By Teachers in Creating English Lesson Plans for KTSP (School-Based Curriculum) and for the 2013 Curriculum***

Based on the interviews with the participants in this research, the researchers found that the teachers did not have any further challenges in creating English lesson plans for the *KTSP* but they still faced challenges in creating English lesson plans for the 2013 Curriculum, these were as follows:

#### 1. Difficulties in creating assessments for the 2013 Curriculum

The teachers had difficulties in creating assessments for the 2013 Curriculum because it has many rubrics for assessment, so that the teachers needed more time to understand it. Based on the interview results, Ms. E said "the challenges are in the models and the forms of assessment which are rather difficult for the 2013 curriculum lesson plans. I am accustomed to creating the previous curriculum lesson plans for the *KTSP* (School-Based Curriculum), so we feel easy when implementation it in the classroom". Concerning the assessments for the 2013 curriculum, the teachers have to assess not only the cognitive aspects but also the affective and the psychomotor aspects. Therefore, to be a good assessor for their students, they need to have adequate knowledge to master how to do assessments for the 2013 Curriculum based on the rules set by the National Education Department.

## 2. Difficulties formulating achievement indicators for the 2013 curriculum

Indicators are one component of the lesson plans for the 2013 Curriculum which teachers have to know how to formulate. In the previous curriculum, *the KTSP* (School-Based Curriculum), the teachers did not need to formulate indicators because they were included in the syllabus, which had different indicators to the 2013 Curriculum where they have to formulate indicators by themselves. In consequence, formulating indicators has become a potential obstacle for the teachers in preparing their lesson plans.

### ***Assistance for Teachers to Deal with Challenges in Creating English Lesson Plans for the KTSP and the 2013 Curricula***

Based on the interviews with the participants in this research, we found some points that might help the teachers to deal with these challenges.

#### 1. Consultations with fellow teachers:

The teachers have to teach their students based on the appropriate curriculum. Certainly, they faced some difficulties when applying the new curriculum in the school. The lesson plans should be arranged early on and be well done in order to teach an effective lesson to the students. In designing and implementing English lesson plans sometimes they faced some difficulties. So, they can ask other teachers and share amongst each other, anywhere and anytime, at school, in the canteen and at home. In other words, when they face difficulties in preparing a lesson plan, they should normally ask a fellow teacher to help them. They can also often share their obstacles, successes and challenges with them when preparing or applying their plans. In addition, the teachers should not only communicate with their fellow English teachers but also with other subject teachers because each teacher also has to prepare their lesson plans in accordance with the applicable curriculum.

#### 2. Attending training

Training is an important support for improving teaching ability. According to their explanations, teachers know that training is important for them and they need to attend it. Training becomes an important thing that helps them solve their problems. In other words, teaching difficulties can be resolved by asking help from education

experts met in the training. By taking part in training, the teachers can find new methods and apply them in order to improve the achievements of their students.

### 3. *MGMP* (Subject Teachers Conferences)

According to the interview results, obstacles in the teaching-learning processes can also be solved by having discussions with other English teachers in the *MGMP* (Subject Teachers Conferences). Teachers can join the *MGMP* according to their field of study. The *MGMP* are forums where teachers can increase knowledge about many things related to their field of education. Teachers can get new knowledge and share their teaching experiences such as the latest information about their curriculum, lesson plans, teaching methods, etc.

## **Discussions**

### ***English lesson plans for the KTSP (School-Based Curriculum)***

Lesson plans are very important in the teaching-learning process. Both of the English teachers said that their lesson plans support them in the teaching-learning processes. They feel they are close to them like to a teaching partner. They help them to ensure that their lessons to run smoothly. They can also help them control the time and to think about content, materials, methods and activities before they start teaching in order to be able to reach a successful outcome in a lesson. This is supported by Richards (1998) who states that the lesson plan is useful for teachers to support them to reach success in teaching-learning. Teachers need to have plans before starting the teaching-learning processes with their students. They make them able to think before teaching, thinking about the content, the materials, the timing and the activities that will be done in the lesson.

The interview results showed that the period over which the curriculum has been implemented affects the perception of the teachers to that curriculum. Both English teachers feel that they are familiar with preparing English lesson plans for the *KTSP* because they have had enough time in implementing them before. They know that the English lesson plan in *KTSP* uses three processes in the learning activities, i.e. exploration, elaboration and confirmation. This is in line with the Decree of the Minister of Education No. 41 of 2007 which states that the main activities of the English lesson plan are carried out through the processes of exploration, elaboration and confirmation. The teachers also said that they were used to implementing it and did not

face any difficulty implementing it at school. Moreover, they stated that they have had long enough time to understand how to do assessments and they did not need many forms of rubrics for assessment.

### ***English Lesson Plans for the 2013 Curriculum***

The teachers' perceptions of the English lesson plans for the 2013 Curriculum are as follows: they need to adapt their lesson plans for the 2013 Curriculum because it is still new to them and they have to learn about it. The English lesson plans for the 2013 Curriculum have become a challenge for them in teaching. They know that the 2013 Curriculum uses a scientific approach that consists of five processes in the learning activities, namely observing, questioning, experimenting, associating and confirmation.

Next, the teachers also perceived that formulating the indicators for the 2013 Curriculum lesson plan is a challenge for them because they have to formulate them by themselves. They also have to focus on how to formulate them in order to be appropriate for the basic competencies. This is supported by Mulyasa (2011) who states that teachers have to formulate the indicators based on basic competence. Furthermore, indicators are useful to assist teachers in determining success when carrying out teaching activities. By paying attention to the achievement indicators, the teacher can determine techniques /instruments of assessment and learning methods. Indicators are also useful for students to help them focus on their goals. The teachers need to realize that students can determine their learning strategies and choose learning resources by using the time allocation. In the previous curriculum, they did not need to formulate them because the indicators were stated in the syllabus. Furthermore, the main direction of the learning implementation was to achieve the stated objectives.

### ***Assistance for Teachers to Deal with Challenges in Creating English Lesson Plans for the KTSP and the 2013 Curricula***

Based on the interviews with the participants, it was found that the teachers were helped in creating English lesson plans for the *KTSP* (School-Based Curriculum) and the 2013 Curriculum by: consultation with fellow teachers, attending training and by discussions with fellow English teachers at *MGMP* (Subject Teachers Meetings).

Firstly: *consultation with fellow teachers*. Both teachers had the same perception that if they face a problem in teaching, they can ask their fellow teachers. They can also share with each other about

teaching experiences so that they can learn from exchanging their experiences. This was also supported by Saragih (2014) who states that the role of a teacher is to teach, but at the same time the teacher is always required to learn. By sharing knowledge, the teacher can join in producing a process of mutual learning that can improve and transform potential into maximum competence. Asking and sharing with fellow teachers, is proved can also improve the performance of teachers in teaching.

Secondly: *attending training*. Teachers perceived that training supports them a lot in the teaching process, because attending training has a good impact on them. They can increase their knowledge about teaching-learning. They can also learn new methods and how to apply them by joining training. This research finding is similar to what Yusmiwati (2009) concluded in her research that training has many positive impacts for improving teachers' professionalism.

Thirdly: *discussions with other English teachers at MGMP* (Subject Teachers Meetings). Through MGMP, teachers can share their teaching-learning problems and find potential solutions to solve their problems. They can also get important information about their field of education. This is also supported by Mulyasa (2011) who has stated that *MGMP* is an organization that can improve teachers' professionalism. It is expected that through *MGMP* many problems faced by teachers in the teaching-learning processes can be solved. Thus, the results from MGMP can improve the quality of education at schools through more effective teaching.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

The first conclusion is that the teachers felt that preparing English lesson plans for both the *KTSP* and the 2013 Curriculum helped them transfer their knowledge to students in the teaching-learning processes in their schools. The length of the period of implementation of the curriculum affects the perceptions of the teachers to the curriculum. They feel familiar with lesson plans for the *KTSP* because they have had a decade to create such lesson plans and solve any problems that they face in the implementation of such lesson plans. Meanwhile, the teachers felt that they needed more time to adapt to preparing English lesson plans for the 2013 Curriculum because it is still new to them and they have to learn more, about how to prepare for it.

Secondly, this study found that the teachers faced challenges in creating English lesson plans for the 2013 Curriculum such as: difficulties in creating assessment rubrics for English lesson plans for the 2013 curriculum, and difficulties to formulate the achievement indicators for the 2013 curriculum English lesson plans. Meanwhile, the teachers did not face such challenges in creating English lesson plans for the *KTSP* because they have been accustomed to preparing and implementing them at their schools.

Thirdly, this study found that there are three points that might help teachers to deal with these challenges, namely: consultation with fellow teachers, attending training, and discussions with other English teachers at *MGMPs* (Subject Teachers Meetings).

### **Suggestions**

There are several suggestions which are offered based on the findings of this research. The first suggestion deals with the incomplete rubrics assessments in the lesson plans. Teachers should understand the models for all rubrics assessments well in order to help them assess their students.

Secondly, even though the lesson plans have been set appropriately for the teaching-learning conditions, it is suggested that the teachers have to reconsider the time limits for their teaching-learning activities. This is important to be formulated because it can show the appropriateness between the subject materials and the allocation of time.

Thirdly, the government should regularly invite teachers to take part in training that will assist them to improve their ability and knowledge about formulating lesson plans. Hopefully, by attending such training teachers can learn how to prepare and implement better lesson plans in accordance with the government regulations.

### **REFERENCES**

- Badan Nasional Standar Pendidikan. (2006). *Panduan penyusunan kurikulum tingkat satuan pendidikan jenjang pendidikan dasar dan menengah*. Jakarta: Badan Standar Nasional Pendidikan, Departemen Pendidikan Nasional.
- Depdikbud. (2013). *Elemen perubahan kurikulum 2013*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Depdikbud. (2013). *Strategi implementasi kurikulum 2013*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

- Majid, A. (2009). *Perencanaan pembelajaran: Mengembangkan standar kompetensi guru*. Bandung: PT. Remaja Rosdakarya.
- Merriam, S. B. (1998). *Qualitative research case study applications in education*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A.M. (1994). *Qualitative data analysis: An Expanded sourcebook* (2<sup>nd</sup> ed). Thousand Oaks, CA: Sage.
- Ministry of Education and Culture. No. 103. (2014). *Tentang implementasi kurikulum*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Ministry of Education and Culture. No. 41. (2007). *Tentang standar proses*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Mulyasa, E. (2011). *Kurikulum tingkat satuan pendidikan: Sebuah panduan praktis*. Bandung: PT Remaja Rosdakarya.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (1998). What's the use of lesson plans? In J. C. Richards (Ed.), *Beyond Training* (pp.103-121). Cambridge: Cambridge University Press.
- Richards, J. C., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistic*. Harlow, UK: Longman Group Ltd.
- Saragih, D. (2014). *Sharing knowledge sesama guru*. Retrieved April 6, 2016, from <https://deasisaragih.wordpress.com/2014/01/10/sharing-knowledge-sesama-guru/>.
- Sukmadinata, N. S. (2010). *Metode penelitian pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Williams, Y. (2005). *What is perception in Psychology? Definition and theory*. Retrieved January 30, 2016, from <http://study.com/academy/lesson/what-is-...n-psychology-definition-theory-quiz.html>.
- Yusmiwati. (2009). *The impact of English teacher training on teachers' personal and professional skills (A survey toward teachers of SMA Negeri Banda Aceh)*. (Unpublished Thesis). Syiah Kuala University, Banda Aceh.