Teacher Beliefs About The 2013 Curriculum Reform in English Lesson for Secondary School in Indonesia

by Imroatus Solikhah

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Abstract
This qualitative study aims to explore teachers' beliefs about the specific English curriculum change from a content-based to a competence-based curriculum. The core problem of developing teaching materials for lesson plans is focused on. This study applies a qualitative approach with content analysis. The participants of this study were secondary school English teachers in Surakarta, Indonesia, all of who were involved in the Teacher Forum. A collection of 12 English-lesson plans and related teaching materials were evaluated. Data about the teachers' beliefs were collected through semi-structured interviews and checklists, which were analysed using thematic analysis. This study reveals that teachers believe that the curriculum changes have had a positive impact on the development of the teaching profession, relating to the core competences, standard competences, learning objectives, learning outcomes, teaching materials, Specifically, teachers' problems show that teachers are unable to develop the teaching materials and assessments required in the instructional design and link them to the learning outcomes. The findings of this study imply that future research should look at a larger number of participants and that the government should look at providing more practical training in implementing the K-13 curriculum, placing critical evaluation as a priority.

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1. Introduction

This study evaluates lesson plans that were devised as teaching outlines for the English-language courses of secondary schools. The evaluation focuses on how an instructional design should be developed and how the teaching components are paved. Primarily, this indicates that teachers' beliefs have changed to some extent following the shift from the Content-Based Curriculum (CBC) to the 2013 thematic-based curriculum (K-13).

Research into secondary school curriculum reforms and teaching-material developments (e.g. Bire, 2015; Budiharso, 2015; Solikhah, 2016) affirms that problems with curriculum mismatch occur when formulating the teaching objectives and organising the curriculum (Ortega, 2018). More specifically, the lesson plans as

teaching guidelines focus more on fulfilling schools' administrative processes, and teachers are more occupied with non-academic programmes. The development of abilities and skills that equip teachers to innovate and improve their teaching competences are also not well defined (Elmiana, 2018).

Teachers' beliefs about the CBC differ from those for K-13. When designing teaching materials, especially for lesson plans, teachers face challenges that are difficult to overcome. The problems pertain to learning outcomes, learning objectives, standard competences, core competences, teaching-material development, and assessments. CBC outlined learning objectives and standard competences as a guide for development. In the K-13 curriculum, in contrast, learning objectives are not employed but rather replaced by the core curriculum and characteristic objectives that are very rigid. Predominantly, teaching materials are biased, specific skills in the materials are not precisely defined, and the literacy that should be accomplished based upon the teaching materials is not clarified. The language contents and skills are too general and too broad.

This change affects the process of understanding how teachers conceptualise their work. Richards et al. (2013) define the change as viewed from the beliefs and principles they employ. Teachers' beliefs strongly affect the materials and activities they choose for the classroom.

2. Research Questions

The questions we sought to answer were:
1) What beliefs do English teachers hold about the curriculum change from CBC to K-13 when developing English-lesson plans?
2) What core problems do the teachers face when developing these lesson plans because of the curriculum change?

3. Literature Review
3.1. Teaching Materials

Language instruction has five important components: students, a teacher, materials, teaching methods, and evaluation. Allwright (1982) argues that the materials should teach students to learn, that they should be resources for ideas and activities for instruction and learning, and that they should provide teachers with the rationale for what they do. O'Neill (1981), in contrast, argues that materials may be suitable for students' needs, even if they are not specifically designed for them. Materials influence learning and teaching in that they control the content, methods, and procedures of learning. Materials are at the centre of instruction and one of the most important influences on what happens on in the classroom.

This approach to teaching considers learners to be more important than teachers, materials, curriculum, methods, or evaluation. Curriculum, materials, teaching methods, and evaluation should be designed to meet the learners' needs. It is therefore the teacher's responsibility to ensure all elements of the learning process work well for the learners and adapt them if necessary. The learners should be at the core of instruction and learning, and the role of teachers is to help them to learn. Teachers have to follow a curriculum while providing, making, and selecting materials. They may adapt, supplement, and elaborate on materials after monitoring the progress and needs of the students and finally evaluating then.

Littlejohn and Windeatt (1989) argue that materials have a hidden agenda that includes attitudes towards knowledge, attitudes towards teaching and learning, attitudes

towards the role and relationship of the teacher and student, and values and attitudes related to gender, society, and so on. Materials have an underlying instructional philosophy, approach, method, and content, including both linguistic and cultural information (Yahya, Said, Ruqiyyat & Masruddin, 2019).

3.2. Lesson Plans

A lesson plan is a teacher's detailed description of the course of instruction, a sort of learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning (Wikipedia) and act as the teacher's outline for running a particular lesson. It includes a goal (what the students are supposed to learn), how this goal will be reached (the method or procedure), and a way of measuring how well the goal was reached (through a test, worksheet, homework, etc.).

Milkova (2013) asserts that a lesson plan is the instructor's roadmap for what students need to learn and how this will be effectively achieved during class. Before developing a lesson plan, teachers need to identify the learning objectives for the class meeting, design appropriate learning activities, and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates three key components: (1) the objectives for student learning, (2) the teaching/learning activities, and (3) strategies to evaluate student understanding. Specifying concrete objectives for student learning helps teachers to determine the kinds of teaching and learning activities in class, and other activities define how teachers can check if the learning objectives have been accomplished.

The details of a lesson plan will vary depending on the preferences of the teacher, the subject being covered, and the needs the students. There may be requirements mandated by the school system for the plan. Most lesson plans contain some or all of the following elements, typically in this order:

- The title of the lesson;
- The time required to complete the lesson;
- A list of required materials;
- A list of objectives, which may be behavioural objectives (what the student should be able to do after the lesson) or knowledge objectives (what the student should know after the lesson);
- The set (or lead-in or bridge-in) that focuses students on the lesson's skills or concepts, including showing pictures or models, asking leading questions, or reviewing previous lessons;
- An instructional component that describes the sequence of events that comprise the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas;
- Independent practice that allows students to extend their skills or knowledge autonomously;
- A summary where the teacher wraps up the discussion and answers questions;
- An evaluation component to test the mastery of the instructed skills or concepts, such as a set of questions to answer or a set of instructions to follow;
- A risk assessment where the lesson's risks and the steps needed to minimize them are documented;
- An analysis component that the teacher uses to reflect on the lesson itself, including what worked and what needs improving; and

- A continuity component that reviews and reflects on content from the previous lesson (Wikipedia).

Milkova (2013) defines six steps to prepare a lesson plan:(1) outline the learning objectives, namely what students should learn and be able to do at the end of class; (2) develop the introduction, namely the specific activities needed to get students to understand and apply what they have learned; (3) plan the specific learning activities (the main body of the lesson), and there are several different ways to explain the material (e.g., real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles; (4) plan specific questions to check students' understanding, writing them down and paraphrasing them in different ways; (5) develop a conclusion and a preview, thus describing the material covered in class by summarizing the main points of the lesson; and (6) create a realistic timeline by listing two or three key concepts, ideas, or skills that students can realistically learn and adjusting the lesson plan during class depending on what the students need.

The CBC version of the lesson plan was set down by the Ministry of National Education in Decree No. 19, Article 20 of 2005 as RPP (*Rencana Pelaksanaan Pembelajaran*). According to this regulation, the RPP should comprise (1) a competence standard (SK), (2) basic competence (KD), (3) indicators and instructional objectives, (4) main teaching materials, (5) learning strategies, (6) assessment, and (7) sources of materials.

In practice, the English-lesson plans that the researcher identified in this study used the format from the Office of National Education Standards (BSNP).All standardized components were present: (1) standard competency,(2) basic competence, (3) indicators, (4) instructional objectives, (5) main teaching topic, (6) teaching methods, (7) teaching steps, (8) sources of learning, and (9) assessment. Each component was used appropriately for the BSNP format, but the content of each component was problematic. SK and KD in the lesson plan were relevant to the BSNP's list, but the indicators and instructional objectives did not match with the SK/KD.

In principle, indicators are developed using criteria audience behaviour (B) and condition (C).An indicator is stated using an action verb plus a teaching topic. For practical use, a statement is developed before the indicator by starting with the instruction audience, such as "After the materials are taught, students will be able to…" In each indicator, the writer states just one action verb and one topic of teaching. For example, *after the teaching materials are taught, students will be able to*:

1. *Identify the main topic in the passage*
2. *Mention three main pieces of information in the passage*

In addition, because indicators are developed based on the KD, and the indicator is used to formulate the instructional objectives, indicators should refer to the KD and the instructional objectives. Teaching topics are presented in the KD, indicators, and instructional objectives being analysed.

3.3. Goal, Learning Objectives, and Learning Outcomes
Goal or Aim: Descriptions of the goal, objectives and learning outcomes in this section are developed based on the opinion of Aerola (1998), who states that a goal, as an aim, is a statement of the intended general outcome of an instructional unit or

programme. A goal's statement describes a more global learning outcome, and it is a broad definition of student competence. Examples goals could include that:

- Students will be competent in critical questioning and analysis.
- Students will appreciate the necessity and difficulty of making ethical choices.
- Students will know how to make connections between apparently disparate forms of knowledge.

Objective: Aerola (1998) defines a learning objective as a statement of one of several specific performances, the achievement of which contributes to the attainment of the goal. A course objective describes what a teacher will cover in a course. This is generally narrower than goals and broader than student learning outcomes. Learning objectives fall into three areas: (1) *cognitive objectives* (i.e. 'What do you want your graduates to know?'); (2) *affective objectives* (i.e. 'What do you want your graduates to think or care about?'); and (3) *behaviour objectives* (i.e. 'What do you want your graduates to be able to do?'). An example objective is set out below:

Objective
Given a set of data, the student will be able to compute the standard deviation.

The terms 'goals' and 'objectives' are sometimes used interchangeably, but this is wrong because they are different concepts. Goals are broad and sometimes difficult to measure directly. The important thing about goals is how they help us focus on the important bigger picture. From this goal, one can then develop a set of related specific learning objectives. A single goal may have some specific subordinate learning objectives, as exemplified below.

Goal
The goal of the Learning Assessment course is to enable the students to make reliable and accurate assessments of learning.

Learning Objective 1
Given a learning objective, the student will be able to develop an appropriate multiple-choice question to measure a student's achievement of an objective.

Learning Objective 2
Given a printout from an item analysis of a multiple-choice exam, the student will be able to assess the accuracy of the test scores.

Learning Objective 3
Given the discrimination and difficulty indices of an item, the student will be able to determine if the item contributes to the reliability of the exam.

In addition, the Queen Mary University of London (2013) asserts that a learning objective is a statement of what students will be able to do once they have completed instruction. A learning objective therefore describes a competency or performance

capability that the learner will acquire. A learning objective has three major components:

1. *Behaviour*: This describes what the student will be able to do. An objective must describe the competency to be learned in performance terms. The choice of verb is of paramount importance here. Commonly used terms like know, understand, grasp, and appreciate do not suffice here. If the verb used in stating the objective fully identifies an observable student behaviour, then the basis for a clear statement is established. In addition, the type or level of learning must be identified. See Section II for a description of the types of learning and their levels.

2. *Condition*: This represents the conditions under which the student will perform the task. An objective should clarify how well a learner must perform something to be judged as adequate. This can be achieved with a statement indicating a degree of accuracy, a quantity or proportion of correct responses, or another metric.

3. *Criterion*: This is the criterion/criteria for evaluating student performance. An objective should describe the conditions under which the learner will be expected to perform in the evaluation situation. It should also make clear what tools, references, or other aids will be provided or forbidden. Learning objectives are guides for (1) the selection of content, (2) the development of an instructional strategy, (3) the development and selection of instructional materials, and (4) the construction of tests and other instruments for assessing and then evaluating student-learning outcomes. When writing a learning objective, a teacher should (1) focus on student rather than teacher performance, (2) focus on the product rather than the process, (3) focus on terminal behaviour rather than subject matter, and (4) include only one general learning outcome in each objective (Queen Mary 2013; Aerola 1998).The way a learning objective is defined has been recognised as the A-B-C-D approach, as exemplified below.

Objective
　　　At the end of this course, students will be able to develop three components of a good paragraph up to 90%.

Students	: Audience (A)
Develop	:Behaviour (B)
Condition	:three components of a good paragraph (C)
Criterion	:90% (D = degree)

Learning outcomes: These are a detailed description of what a student must be able to do at the conclusion of a course. Simply put, learning outcomes are the skills and knowledge that students are expected to demonstrate by the time of the assessment process following course completion. The intention of learning outcomes is to give students an idea of what is expected from them during the course (Queen Mary, 2013; Aerola, 1998).

The objectives state what the teacher plans to achieve, while the outcomes state what the students will achieve. Objectives are therefore *intended* results or consequences of instruction, curricula, programmes, or activities. Outcomes, meanwhile, are the *achieved* results or consequences of what was learned (Aerola 1998).Learning outcomes addresses the following questions:

1. What knowledge, skills, abilities, and dispositions should the ideal student demonstrate on graduating from the programme?
2. How will students be able to demonstrate their capabilities?
3. How well does our programme prepare students for careers, graduate and professional study, and lifelong learning?
4. What assessments can we employ to demonstrate the growth in students' knowledge, skills, abilities, and dispositions as they progress through our programme?

When writing outcomes, it is helpful to use verbs that are measurable or describe an observable action. Such verbs help the faculty (and students) avoid misinterpretation. The best outcomes will include a description of the conditions (e.g. 'When given x, you will be able to…') and the acceptable level of performance (Minikova, 2013).

Example learning outcome: Students should be able to recognize and articulate the foundations of assumption, central ideas and dominant criticisms of psychoanalytic, gestalt, behaviourist, humanistic, and cognitive approaches to psychology up to 90%.

The outcomes should be knowledge-based (knowledge and understanding), application-based (a practical skill), and/or skill-based (an intellectual, transferable skill). More specifically, when writing the learning outcomes, (1) use the future tense (e.g. "By the end of this module, students will be able to..."); (2) do not use learning outcomes to replace the syllabus but rather keep the number of outcomes between 4 and 6; (3) make sure the outcomes are achievable and assessable; (4) use language that students will understand; (5) include processes as well as products (e.g. 'Be able to plan and implement a research project'); (6) write at the appropriate level for the course; and (7) balance different types of outcomes (Aerola, 1998; Queen Mary, 2013).

4. Methods
4.1. Participants
The study participants consisted of 85 junior high school (SMP) and senior high school (SMA) English teachers in Surakarta Indonesia joined in the association of English teacher forum. A class of SMA teachers consisting of 35 teachers and two classes of SMP teachers each of which were 25 were recruited as participants. They have regular monthly meeting to discuss any matter of teaching learning problems to enhance their knowledge in pedagogical problems and English proficiency. A senior teacher or an external expert from a university majoring in English language teaching was regularly invited in the meeting.

4.2. Data and Sources of Data
The primary data of this study were features of instructional development in each lesson plan. The instructional development included: learning outcomes, learning objectives, teaching materials, teaching learning process, and assessment. The sources

of data were 30 lesson plans, the selection of which represented 10 from SMA teachers and 20 from SMP teachers. From 35 SMA teachers we collected 29 lesson plans and we identified 10 most proper lesson plan. Similarly, from two classes of SMP teachers we selected 20 most qualified lesson plans making our total lesson plans as the sources of data were 30 lesson plans. For the needs of analysis, the 30 lesson plans were classified into 10 fair, 10 good, and 10 very good. Characteristic of instructional contents were analyzed in each lesson plan and the results were compared.

4.3. Data Collection and Analysis Techniques

The data for this study included results from documentary analysis that consisted of facts, statements, artefacts, and logic that described the lesson plans prepared by the English teachers. Statements in the lesson plans included learning objectives, teaching materials, indicators, assessment, and other elements of the lesson plan that were obtained from the documents. The data for the teachers' statements about the problems when developing lesson plans were obtained through interviews and checklists.

With this view in mind, this study used documentary analysis as the main technique to collect data, while interviews and checklists were applied to collect perceptions about the teachers' beliefs. The interview method was chosen to get access to their attitudes. The subjects were able to answer in their own words in a semi-structured format where all questions were prepared in advance and put together in an interview guide. This made the answers easier to analyse and structure in the results-and-analysis phase. When presenting results from the interviews, the teacher in question is represented by a fictitious name.

The data were analysed using thematic techniques. First,the results of the document review and the teachers' perspectives were confirmed. Second, thematic evidence was identified. Thematic analysis, according to Braun and Clarke (2006:79), involves six phases: (1) getting familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) compiling the report. Consistent with these steps, the researcher read and reread the lesson plans, coded significant features of the relevant data, and generated definitions and names for each theme.

5. Results
5.1. Beliefs about Curriculum Change

Five of the six teachers interviewed confirmed that they received notification of the curriculum change from CBC toK-13 in 2004 as a new policy. Curriculum changes are perceived as a consequence of progression in teaching and government policy. Teachers accept the changes, and they adopt and adhere to them. They are aware that such changes have implications for teaching strategies, teaching-materials development, and assessment. As government teachers, they are bound to adhere to the policies and rules of their schools.

The curriculum change is also perceived as a problem by the teachers because they no longer have to work on teaching preparation for the semester and annual programmes. Teachers instead need to administer the syllabus, annual analysis, teaching materials, assessment instruments, and weekly teaching materials in terms of the lesson plan. Different opinions exist for the best practices for teaching preparation, however. First, the curriculum changes require teachers to engage in new administrative work. Second, teaching preparation is a complicated, time- and energy-consuming process.

For example, as **Edy testifies**:

> *Curriculum change **caused** problems for me, but we have to obey the rules. We must develop new teaching materials that are very rigid. I get problems when I have to develop contents that are different from before.*

In addition, Emi asserts:

> *Of course, we cannot refuse the assignment. It is a consequence as a government teacher. But I take it easy. I browse the internet and **copy and** paste for my work. I also copy the work of my colleagues for my own administration.*

Preparation in terms of developing syllabus and lesson plans is perceived differently. Syllabus preparation is considered easier, because teachers spend a relatively short time on it only once per semester. In contrast, when preparing lesson plans, teachers work on them every week, updating the teaching materials and developing assessment in line with the updated teaching materials.

According to Riska, a lesson plan is complicated if it is done in a perfect format, so she works in a way she thinks is acceptable:

> *A lesson plan is complicated. We have to make an update every week, prepare new teaching materials other than from textbooks, devise assessment, and serve teaching techniques for classroom presentation. To prepare the lesson plan, we have to type and copy. Of course, we have to computerize and print it out. It takes time and energy. I often feel reluctant to do this, so I just write by hand or modify similar materials for different topics.*

A senior teacher, Michael, also commented:

> *What makes it hard to do is if I have to make modification to the substance of the lesson plan. It is very difficult to specify the focus of teaching. We have to refer to SK, KD or Kompetensi Inti. Then we have to select what the teaching focus is. I personally get problems because the KD is abstract. The topic is reading, but the statement is to teach discourse for daily use…*

All the interviewed teachers are asked to list their problems in the implementation of K-13 and the writing of teaching materials. Table 1 presents a list of problems that the teachers deemed complicated and unsolvable.

Table 1. Problems when developing lesson plans using the concept of K-13

Problem	Frequency N=85	Percent

K-13 is complicated	76	89.41
Concepts of teaching in K-13 are biased	84	98.82
Learning objectives are difficult to perceive	70	82.35
Patterns of RPP are complicated and biased	82	96.47
Teaching materials are too broad and too general	83	97.64
No specific indication of English-skill teaching materials	85	100
No specific indication of grammar and vocabulary teaching	85	100
No space to innovate teaching materials other than what is stated	80	94.12
Concepts of core competence, standard competence, and indicators are hard to define	82	96.48
Teaching material sources are problematic due to the limited sources	72	84.71
Preparation for weekly teaching materials is hard and complicated	83	97.65
The taught English skills (i.e. reading, writing, speaking, listening, and grammar and vocabulary) are difficult to define	80	94.12
As focus of teaching is discourse, it is difficult to determine students' attainment of literacy	72	84.71
Assessment is problematic as there are too many administrative matters	85	100

5.2. Core Problems when Developing Lesson Plans

The teachers reported the core problems they encounter when developing lesson plans and instructional materials. First, the substance of the instruction materials that teachers should design in their lesson plans is conceptually complicated and beyond the ability of the teachers. Training and supervision for instructional design is insufficient to equip teachers with proficiency, because when training is given, teachers are only drilled in the administrative materials. Second, the lesson plans for the syllabus submitted as the administrative semester programme need to be devised at the beginning of each semester, with supplementary materials such as handouts of weekly teaching materials attached to the lesson plans and assessment instruments included. This is a lot of work for the teachers, so they often just copy pre-existing lesson plans and adapt them.

5.2.1. Complicated Lesson Plan Format

Profiles showing the differences in substance between CBC and K-13 are identified in terms of their characteristics of standard competences, as stated in the statements of objectives that confuse teachers. Table 2 shows how CBC and K-13 are distinguished.

Lesson plan formats are stipulated in the following decrees of the Ministry of Education and Culture (Permendikbud):

- Ministry Decree No. 81A Year 2013 for the implementation of K-13.
- Ministry Decree No. 58 Year 2014 on K-13 for SMP
- Ministry Decree No. 59 Year 2014 on K-13 for SMA.

Table 2.Characteristics of CBC and K-13

CBC	K-13
English skills are defined, namely listening, speaking, and reading, and writing.	English skills are not defined or extrapolated in the themes.
Genre-based (e.g. recount, narrative, descriptive, report)	Theme-based teaching, as stated in the learning activities
Language function includes the transactional and interpersonal.	Language function is specified in the text and discourse structure.
Grammar is not specified but embedded in text function.	Grammar is not defined but embedded in text function.
Vocabulary is not specified but attached to the themes.	Vocabulary is not specified but implicitly defined in the themes.

The findings for the different lesson plan formats using CBC and K-13 are presented in Table 3. A summary of what is defined and the distinctions of each lesson are based upon Ministry Decree No. 81A/2013 and Ministry Decree No. 103/2014.

Decree No. 8A/2013-CBC	Decree No. 103/2014—K13
Learning objectives and teaching methods are explicitly defined	Learning outcomes and teaching methods are not defined explicitly
The term assessment is used	Used terms: assessment, remedial, enrichment
Indicators are used for KI-3 and KI-4	Indicators: KI-1 to KI-4, KI (core competence) includes: believing in God, characters and morals, the implementation of knowledge, and application of the knowledge in practice.

Substantial problems in the regulations from the decrees include complicated concepts on how teaching materials are used in lesson plans, making teachers confused. Typically, the teaching materials that should be the cornerstones of teaching development and how they should be focussed on the development of core competences for teaching are not defined clearly. The statements to acquire teaching materials are biased, the English skills that should be developed are unclear, and the literacy attainment for language skills is not specified. Consequently, the learning objectives are

missing, so no definite learning objectives are required. The following analysis indicates how teaching materials are described in such a biased manner.

Table 3.Lesson format differences between CBC and K-13

CBC	K-13	K-13
Permen 81A/2013	Permen 58/2014	Permen 103/2014
Identity	Identity	Identity
A. Standard competences	A. Core competences	A. Core competences
	B. Core competences	B. Standard competences
B. Basic competences	(KI) and indicators	1. KD of KI-1
	1. KD ofKI-1	2. KD of KI-2
	2. KD of KI-2	3. KD of KI-3
	3. KD of KI-3	4. KD of KI-3
	Indicator:___	
	4. KD of KI-4	
	Indicator:___	
C.Indicator	C. Learning objectives	C. Indicators of competence attainment
		1. Indicator KD of KI-1
		2. Indicator KD of KI-2
		3. Indicator KD of KI-3
		4. Indicator KD of KI-4
D. Character values	D. Teaching materials	D. Teaching materials
E. Learning objectives	E. Media/tool, materials and source of learning	E. Teaching activities
F. Teaching materials	F. Teaching method	F. Assessment, remedial and improvement
G. Method	G. Steps of teaching activities	G. Media/tool, materials and source of learning
H. Teaching and learning process	H. Assessment	
I. Source and Teaching Media		
J. Assessment		

5.2.2. Description of Biased Teaching Materials

The syllabus's description of the teaching materials, which is issued by the ministry and confuses teachers, derives from the definitions of core competences and standard competences that the syllabus provides. The teaching materials are biased and unclearly defined as follows:

- Learning objectives are not defined because they are implicitly embedded in the standard competences and core competences.
- Teaching materials are not defined as they are implicitly defined in the topic of discourse.

- Teaching materials in the CBC are predictable, and statements of materials for language skills are defined. However, the teaching materials forK-13 are unclear and attached to the core and standard competences.

Tables 4 and 5 show how the descriptions of teaching materials in CBC and K-13 (the latter being unclear) are served.

Table 4.Basic and standard competences of English for SMA grade XI

Reading 1. Understanding the meaning of short functional text and simple essays in the form of recount, narrative, and procedure in the context of everyday life and to access science	5.1 Responding to meaning in short functional text (e.g. announcements, advertisements, invitations, etc.),formally and informally in an accurate, fluent, and acceptable manner in the context of everyday life and to access science 5.2 Respondingto the meaning and step of the rhetoric of written text of an essay accurately, fluently, and acceptably in context of everyday life and to access science in terms of recount, narrative, and procedure
Writing 6. Expressing meaning in short functional text and simple essays in the form of recount, narrative, and procedure in the context of everyday life	6.1 Expressing meaning in the form of short functional written text (e.g. announcements, advertisements, invitations, etc.), formally and informally, using a variety of written language accurately, fluently, and acceptably in the context of everyday life 6.2 Revealing the meaning and steps of rhetoric accurately, fluently, and acceptably by using a variety of written language in the context of everyday life in the form of text for recount, narrative, and procedure

Table 4 presents the syllabus of the English course for SMA grade XI that uses CBC. The standard competences clearly define teaching materials, as stated in terms of reading and writing. This helps teachers to define learning objectives in accordance with sources of teaching material. In addition, the standard competences of the defined skills make it easier for teachers to decide what teaching materials should be used and define assessments.

Teachers are awestruck when they examine the syllabus for K-13.As table 5 indicates, problematic obstacles appear, starting with the inclusion of core competences, standard competences, and teaching materials embedded in these competences. Philosophically speaking, core competences are those that students have by their graduations. It includes praise of God and idealistic characters as an affective domain, the implementation of abstract thought as a cognitive domain, and implementation of a concrete domain as a psychomotor domain. The prescribed competences are considered ideal in the K-13, and any teaching materials should adhere to this formula.

However, problems immediately arise when teachers need to design teaching materials and establish how the teaching itinerary should follow this formula. In EFL contexts, teaching English and accomplishing English literacy through basic grammar and vocabulary dominate. Practically speaking, for students to achieve competences to communicate through speech and writing, they need to achieve certain proficiency. The teacher's job is therefore to design appropriate teaching materials to equip students with these competences and sustain the learning progress.

Table 5. Core competences & basic competences of English for SMP Grade VII

CORE COMPETENCES	BASIC COMPETENCES
1. Appreciate and embrace their religion.	Be grateful for the opportunity to learn English as the language of international communication and become steeped in the spirit of learning.
2.Respect and appreciate the honesty, discipline, responsibility, care (tolerance, mutual help), behaviour, courage, and confidence when interacting effectively with the social and natural environment within the reach of the association and its existence.	2.1. Demonstrate polite and caring behaviour when carrying out interpersonal communication with teachers and friends. 2.2. Demonstrate honest, disciplined, confident, and responsible behaviour when carrying out transactional communication with teachers and friends. 2.3. Show the behaviour of responsibility, care, cooperation, and love of peace when carrying out functional communication.
3. Understand the knowledge (factual, conceptual, and procedural) based on a curiosity about science, technology, art, culture-related phenomena, and visible events.	3.1 Understand the social functions, structure of the text, and linguistic elements in the expression of greetings, farewells, thanksgiving, apologies, and responses, as well as the context of their use. 3.2 Understand the social function, text structure, and linguistic elements of the expression of self-introduction, as well as its response, according to the context of its use.
4. Trying, processing, and serving in a concrete domain (using, parsing, stringing, modifying, and making) and abstract domain (writing, reading, computing, drawing, and composing), as learned in school and other sources through the same viewpoint/theory.	1.1 Prepare simple oral text to recite and respond to greetings, goodbyes, expressions of gratitude, and apologies, taking into account the correct contextual function of the social, textual structure, and linguistic elements. 1.2 Prepare simple oral and written texts to express, question, and respond to very short and simple self-introductions, taking into account the correct context-appropriate social functions, text structures, and linguistic elements.

6. Discussion

The findings of this study clearly show the teachers' beliefs about the curriculum changes and their awareness are of a need to adjust to the paradigm. The changes have encouraged them to demonstrate better teaching strategies, develop better teaching materials, and other aspects of pedagogy. On perceiving the change of CBC to K-13 for an English course, teachers undertake a variety of teaching improvements that support their work at schools.

To some extent, however, challenges exist that are beyond the teachers' abilities. In general, problems in perceiving the concepts of K-13 are prominent when undertaking teaching design, especially the materials, which are difficult to define. More specifically, it is hard to see any elaboration in the components of K-13 about where teaching concepts and instructional designs should be applied. Internally, teachers encounter problems in understanding the concepts of the curriculum and the development of teaching materials that focus on the lesson plan for the daily needs of the classroom.

This study evidently reveals that the main concept of the curriculum that confuses teachers is the design of teaching materials. The curriculum assigns that materials are divided into core competences, basic competences, and indicators. The presence of these competences has replaced a core essential teaching principle, namely learning objectives. This is the first factor blurring the teaching focus, and the teaching materials needed to achieve literacy and skills are not defined. Another problem occurs with the elaboration of teaching materials in the syllabus into a lesson plan, which teachers need to develop for their daily teaching needs.

From the perspective of instructional design, the first thing a teacher does is to create an objective, a statement of purpose for the whole lesson. Such a statement should in itself say what students should be able to do by the end of the lesson. Wong (1998) states that an objective must begin with a verb stating the action to be taken to demonstrate accomplishment. This objective drives the entire lesson, and it is the reason for the lesson's existence. Care must be taken when creating the objective for each day's lesson, because this will determine the activities that the students engage in. The teacher must also ensure that the lesson plan's goals are compatible with the developmental level of the students.

The next step is teaching materials. Materials are usually considered a core resource in language-learning programmes (Richards, 2010). However, little has been done on materials development and the whole area is very under-developed. The overall form of the materials-design process usually first involves the selected content being defined, analysed, and divided into learning units, and then the materials are created for teaching corresponding to the units. Although students should be at the centre of instruction, in many cases, teachers and students rely on materials, and these become the centre of instruction. Since many teachers do not have the time or inclination to prepare additional materials, textbooks and other commercially produced materials are very important to language instruction. It is therefore important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials. Materials for a lesson plan are not exceptional, but teachers find it hard to prepare them because the materials are needed daily in teaching. Practically speaking, materials can be obtained from textbooks or online sources, but the way the materials are devised with regards to the lesson plan is a different problem that teachers find hard to solve.

The characteristics of a lesson plan for K-13 show apparent contradictions that may discourage teachers to prepare and develop better teaching methods. First, the absence of learning objectives and learning outcomes has the impact that the teaching materials needed in teaching preparation are unclear. Second, the focus of teaching is not well defined because the material contents are not clarified. Third, the inclusion of competences, thus bypassing learning objectives, is detrimental because it blurs the teaching outline. In this way, the contradiction between CBC and K-13 for the development of lesson plans should be viewed as a serious drawback, and all stakeholders should take this into consideration.

7. Conclusion

This study has two main objectives: to identify teacher's beliefs about the curriculum change from CBC to K-13 and the core problems and contradictions for lesson plans in CBC and K-13.The first finding reveals that teachers believe that the curriculum change has had a positive effect in that teachers are encouraged to improve their teaching skills. Teachers are shocked in that the lesson plan is a main concern, because they need to prepare it for their daily teaching needs. Teachers also perceive some substance of K-13 as unclear and blurred, making them confused. The second finding, meanwhile, reports the presence of core and standard competences, as well as undefined teaching materials, in the syllabus. The format of lesson plan in K-13 does not equip teachers with professional knowledge in terms of specifying learning objectives, learning outcomes, teaching materials, and English literacy and skills as the ultimate goal of teaching English within a EFL context.

8. Pedagogical Implications

Teacher beliefs in English lesson for secondary schools in Indonesia have been proven to associate with the curriculum reform. Teacher beliefs indicate strong attitude, motivation and knowledge for the teachers' self efficacy in the development of continuous professional development; and awareness on the level of proficiency on English lesson plan development is the knowledge of curriculum, teaching materials, teaching methods and assessment, thus engaging English proficiency of the teachers. It implies that in developing the teachers professional skills, teachers beliefs are significant to contribute, and the competences on curriculum and materials development indicate the professional expertise in teaching, thus English proficiency of the teachers are required to a sustainable improvement.

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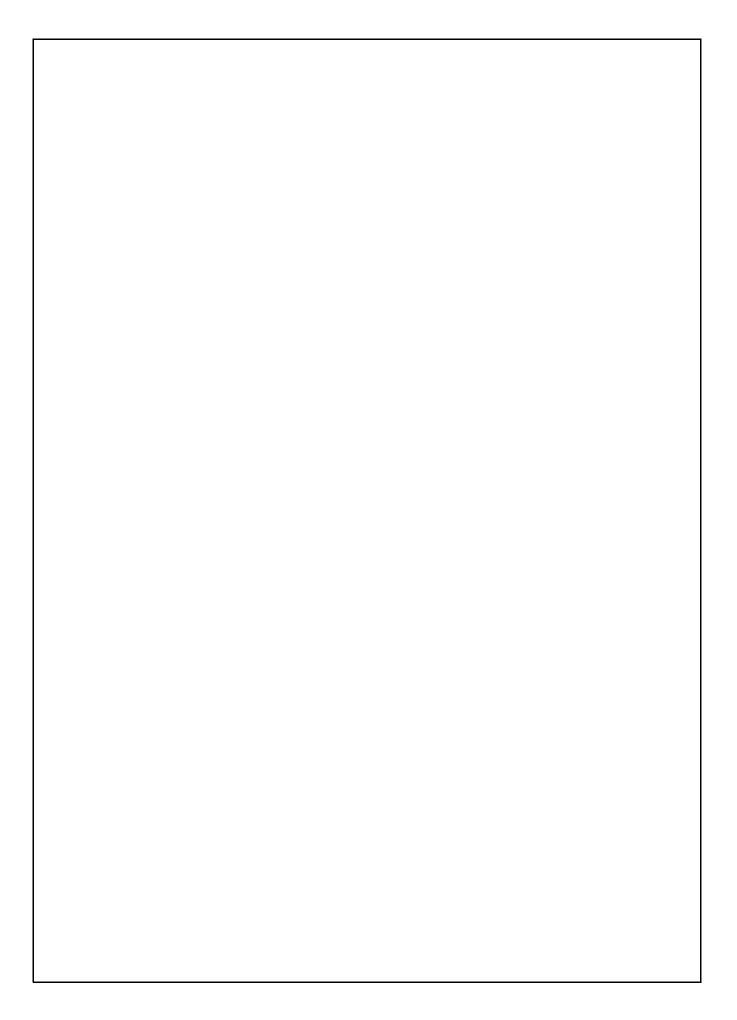Allwright, R. L. (1981). What Do We Want Teaching Materials for? *ELT Journal,* 36(1): 5-18.
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