

**AN ANALYSIS OF LESSON PLAN CONSTRUCTED BY STUDENTS
AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF
UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to fulfill one of the requirement for the award of Sarjana Degree in
English Education and Language Teaching Islamic University of Riau*



NOVITA SARI
NPM. 176310556

Advisor

Estika Satriani., S.Pd., M.Pd
NIDN. 1010117003

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

THESIS APPROVAL

**AN ANALYSIS OF LESSON PLAN CONSTRUCTED BY STUDENTS AT
THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF
UNIVERSITAS ISLAM RIAU**

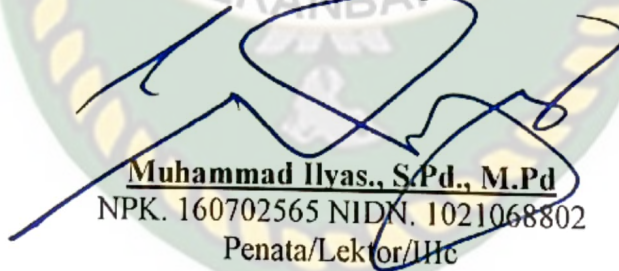
Name : Novita Sari
Student Number : 176310556
Place/Birth : Terantam, July 28th 1999
Faculty : Teacher Training and Education
Study Program : English Language Education

Advisor



Estika Satriani., S.Pd., M.Pd
NIDN. 1010117003

Head of English Language Education



Muhammad Ilyas., S.Pd., M.Pd
NPK. 160702565 NIDN. 1021068802
Penata/Lektor/IIIc

This thesis is submitted in partial fulfillment of requirement for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, December 2nd 2021

The Vice Dean of Academic



Dr. Miranti Eka Putri., S.Pd., M.Ed
NIDN. 1005068201

THESIS

AN ANALYSIS OF LESSON PLAN CONSTRUCTED BY STUDENTS AT
THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF
UNIVERSITAS ISLAM RIAU

Name : Novita Sari
Student Number : 176310556
Study Program : English Language Education
Faculty : Teacher Training and Education

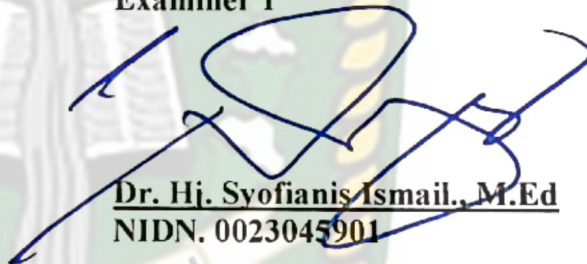
THE CANDIDATE HAS BEEN EXAMINED
Thursday, 2nd December 2021

Advisor



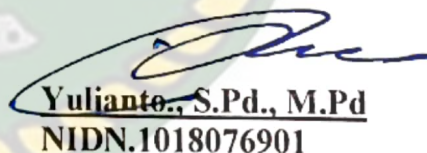
Estika Satriani., S.Pd., M.Pd
NIDN. 1010117003

Examiner 1



Dr. Hj. Syofianis Ismail., M.Ed
NIDN. 0023045901

Examiner 2

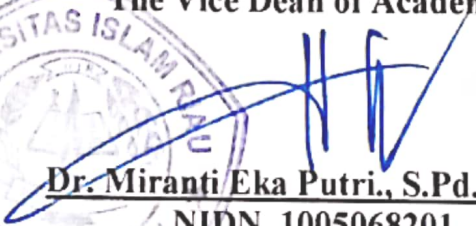


Yulianto., S.Pd., M.Pd
NIDN.1018076901

This thesis has been approved to be one of requirement for the award as Sarjana Degree in English Language Study Program, Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, 2nd December 2021

The Vice Dean of Academic



Dr. Miranti Eka Putri., S.Pd., M.Ed
NIDN. 1005068201

LETTER OF NOTICE

The Advisor hereby notifies that :

Name : Novita Sari
Index Number : 176310556
Faculty : Teacher Training and Education
Subject : English Language Education
Study Program : English Study Program

Has been completely written a thesis which entitled:

**AN ANALYSIS OF LESSON PLAN CONSTRUCTED BY STUDENTS AT
THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF
UNIVERSITAS ISLAM RIAU**





It has been to be examined. This letter is made to be used as it needed.

Pekanbaru, December 8th 2021

Advisor



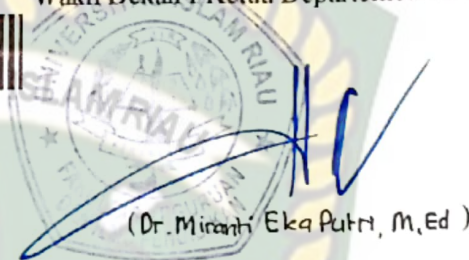
Estika Satriani., S.Pd., M.Pd
NIDN. 1010117003

11.	Tuesday October, 19 th 2021	Chapter IV & V	Revised and checked the result of analyze data from all aspect	
12.	Wednesday November, 10 th 2021	Chapter I, II, III, IV & V	Revised all chapter (Passive Voice, Abstract, and Conclusion)	
13.	Thursday November, 11 th 2021	Thesis Approved	Approved to join Thesis Examination	
14.	Thursday December, 2 nd 2021	Thesis Examination	Thesis Examination	

Pekanbaru, 8 Desember 2021
Wakil Dekan I/Ketua Departemen/Ketua Prodi



MTC2MZEWN2U2



(Dr. Miranti Eka Putri, M.Ed)

Catatan :

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopiannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali melalui SIKAD

DECLARATION

Name : Novita Sari
NPM : 176310556
Study Program : English Language Education
Faculty : Teacher Training and Education

I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data presented in this paper.

Pekanbaru, December 8th 2021

The Researcher,



Novita Sari
NPM.176310556

ACKNOWLEDGEMENT

First of all I wanted to give my great thanks to God who has given his blessing to me in completing in this thesis entitle "An Analysis of Lesson Plan Constructed by Students at the Sixth Semester of English Language Education of Universitas Islam Riau".

In writing this thesis, I believed that without having directed guidance, meaningful advice, love and support from the people around me, this thesis would never been finished. Therefore, I would like to give my sincere and deep gratitude to :

1. Dr. Hj. Sri Amnah., S.Pd., M.Si as the dean of Faculty of Teacher Training and Education of Universitas Islam Riau and Dr. Miranti Eka Putri., S.Pd.,M.Ed as the vice dean of academic of English Language Education Study Program of Universitas Islam Riau who have given the assistance for completing this thesis.
2. Muhammad Ilyas, S.Pd., M.Pd as the head of English Language Education and Sri Wahyuni., S.Pd., M.Pd as Secretary of English Language Education who gave me support permission to write this thesis.
3. My advisor Estika Satriani., S.Pd., M.Pd. Thank you very much for the precious time and place during the guidance. Who has always patient in giving me advice, guidance, support, spirit, suggestion and correction for the completeness of this thesis.

4. My examiners Dr. Hj. Syofianis Ismail., M.Ed and Yulianto, S.Pd., M.Pd. Thank you very much for showing deep premises concern for me to correction and revision this thesis till this thesis is complete.
5. The English Study Program lecturers and staffs who gave knowledge and guidance to the researcher.
6. My parents Jhontua and Martiani who always understand me with their love and caring, always be patient, give support, spirit, motivation, and pray. Last, for my sister Elsa Yunita and Ema Novriza and my little brother Noel who always support. The researcher is so lucky to have them all.
7. All of the researchers' beloved friend, especially for Roberta Alfrina, Ainun Mardiah and Tantri Novalia. Thank you for your help and and support in writing this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this research.

Pekanbaru, December 2nd 2021

The Researcher,



Novita Sari

ABSTRACT

Novita Sari, (2021): An Analysis of Lesson Plan Constructed by Students at the Sixth Semester of English Language Education of Universitas Islam Riau.

Keywords: *Analysis, Lesson Plan, Students' Lesson Plan.*

Lesson plan is a vital components in supporting teaching and learning process. Planning a lesson becomes a challenging task for teacher, this is also occur to the student at Faculty of Teacher and Training Education which requires prospective teachers to be able to construct their own lesson plan. The objective of this research is to describe and reveal the result of assessment from lesson plan that constructed by students.

This research was descriptive quantitative research. The research was conducted at English Language Education of Universitas Islam Riau. The data was taken from the sixth semester students at English Language Education of Universitas Islam Riau. The researcher took thirty five students' lesson plans from sixth semester in 6C class as sample. The instrument of the research was document analysis. The data was collected from the students were computed and analyzed. In order to find out the individual students' score, the researcher was used assessment of lesson plan. The students' score was from all aspect of assessment lesson plan. Then, to classify the scores obtained from students' lesson plan, the researcher has established four categories; very good, good, enough, and bad.

Based on research finding, the result of students' score in constructing lesson plan from all aspect of assessment, that the students at the sixth semester of English Language Education of Universitas Islam Riau were almost categorized as good category with range score (80-90) in constructing a lesson plan. Therefore, the students are need to improve their knowledge about how to construct a lesson plan well because it is very important for them. Moreover, they will be teachers in the future.

TABLE OF CONTENTS

THESIS APPROVAL	i
THESIS	ii
LETTER OF NOTICE	iii
THESIS GUIDANCE AGENDA	iv
DECLARATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xii
LIST OF FIGURE	xiii
LIST OF DIAGRAM	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION	
1.1 Background of the Problem	1
1.2 Identification of the Problem	4
1.3 Focus of the Problem	5
1.4 Research Questions	5
1.5 Objective of the Research	5
1.6 Significance of the Research	6
1.7 Definition of the Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Relevant Theories	8
2.1.1 Definition of Lesson Plan	8
2.1.2 Principle of Constructing Lesson Plan	10
2.1.3 Component of Lesson Plan	11
2.1.4 Format of Lesson Plan	15
2.1.5 Steps of Constructing Lesson Plan	16
2.1.6 Function of Lesson Plan.....	17
2.1.7 Criteria of Good Lesson Plan	19

2.1.8 Aspect of Assessment a Lesson Plan	20
2.2 Relevant Studies	21
2.3 Conceptual Framework	23
2.4 Assumption	25

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design	26
3.2 Location and Time of the Research	26
3.3 Source Data	27
3.4 Instrument of the Research	28
3.5 Data Collection Technique	30
3.6 Data Analysis Technique	30

CHAPTER IV RESEARCH FINDING

4.1 Data Presentation	32
4.1.1 The Presentation of the Students' Score in Constructing Lesson Plan	32
4.1.2 The Presentation of the Students' Score in Constructing Lesson Plan from Each Aspect of Assessment Lesson Plan.....	34
4.1.2.1 Completeness of Lesson Plan	35
4.1.2.2 Formulation of Learning Objective ...	38
4.1.2.3 Learning Activity	39
4.1.2.4 Assessment	40
4.1.2.5 Reflection	42
4.2 Data Interpretation.....	43

CHAPTER V

5.1 Conclusion	46
5.2 Suggestion	48

REFERENCES

LIST OF TABLES

Table 3.1 Population of the Research	27
Table 3.2 Assessment of Lesson Plan	29
Table 3.3 Criteria Score	30
Table 3.4 Criteria Assessment	31
Table 4.1 Presentation of Students' Score in Constructing Lesson Plan	33
Table 4.2 Students' Score Classification in Completeness of Lesson Plan	35
Table 4.3 Students' Score Classification in Formulation of Learning Objective	38
Table 4.4 Students' Score Classification in Learning Activity	39
Table 4.5 Students' Score Classification in Assessment	40
Table 4.6 Students' Score Classification in Reflection	42

LIST OF FIGURE

Figure 2.1 Conceptual Framework 24



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

LIST OF DIAGRAM

Diagram 4.1 The Students' Percentage in Constructing Lesson Plan ... 44



LIST OF APPENDICES

Appendix 1 Blueprint (Assessment of Lesson Plan)	54
Appendix 2 The Presentation of the Students' Score in Completeness of Lesson Plan	56
Appendix 3 The Presentation of the Students' Score in Formulation of Learning Objective	62
Appendix 4 The Presentation of the Students' Score in Learning Activity	64
Appendix 5 The Presentation of the Students' Score in Assessment...	66
Appendix 6 The Presentation of the Students' Score in Reflection	68
Appendix 7 Document of Lesson Plan (RPP)	70

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Teaching is part of professions. As this profession plays a crucial role in the field of education. Thus, teachers' ability in transferring knowledge influence the successfully of students' achievement in learning. Certainly, there are some aspects of the professionalization of teachers that should be well known and prepared by a teacher before teaching. One of the essential aspects in learning and teaching process in classroom is preparing lesson plan. According Mulyasa (2011) a lesson plan is a plan which describes procedure and management of study in order to reach one or more basic competencies regulated in Standard of Content and syllabus. Preparing a lesson plan previous teaching, such as organizing the content, choosing material, teaching technique, and making ready instruction in accordance with the necessary of students. By preparing lesson plans, it assures better management class properly during teaching materials.

Since planning a lesson becomes a challenging task for teacher, this is also occur to student at Faculty of Teacher and Training Education, foremost to student at English Language Education of Universitas Islam Riau. In which, the transition from a student to a teacher and become an effective teacher is a challenging task in the

teaching field. While, effective teaching is a multifaced way which is needed severe planning, provision and interest. As a teacher required to know the needs of student by understanding the students' priorities. Then, it will help student-teacher and teacher to be an effective teacher. Because, a powerful teaching can be done best with a powerful planning. Therefore, lesson plan is a vital component before teaching that teacher have to come across as student in teacher education program.

It has been realized that lesson plan is considered one of important component to support teaching and learning process. It regards with how combination of some theories that will be presented in teaching and learning activity by a teacher. According to Spratt, Pulverness and Williams (2005) lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Hence, before conducting teaching and learning process in the classroom, teachers should have written description includes what materials, method, time allocation, and methods for evaluating the students that will be applied.

Therefore, fruitful teacher in writing lesson plan will influence to teaching and learning process. Because, an educator will not be ready teaching in the classroom without a lesson plan and their explanation about lesson will not be clear. Undoubtedly that a lesson plan is a necessary product before teaching. In addition, the improvement of prospective teacher in teacher education program affirms in growing teachers who are not only knowledgeable but also have capability in shifting their educational skills into practice and one of the manner is through constructing a lesson plan.

Particularly, Regulation of Republic Indonesia No.14/2005 stated that teacher in Indonesia must have academic qualifications acquired through higher education degree program. Furthermore, teachers should have competence includes competence of pedagogic, personal, social, and professional. One of the competencies that requires a teacher in lesson planning is pedagogic competence. Hence, students have to learn how to construct lesson plan properly based on national education standard. However, there are still many students have difficulties in constructing a lesson plan.

Meanwhile, there are still some problems in constructing lesson plan faced by students at the sixth semester of English Language Education of Universitas Islam Riau. First, the students have problems in formulating indicator of achievement and learning objective. The students are still not capable in formulating indicator of achievements which refers to behaviors that can be measured or observed students consists of knowledge, attitude, and skill based on basic competence. Second, the students have deficiencies in describing learning activity in appropriate with the lesson objective. Third, the students have obstacles in deciding time allocation. Because, it deals with the necessary for reaching basic competence and learning load. Last, the students have difficulties in formulating learning assessment. They did not master assesment for evaluation clearly, because there are some aspects of assessment should be used such as self-assessment, skill assessment, and group assessment.

With those phenomenon, the researcher is interested to analyze the lesson plans made by students. From this research, the researcher is hope to be able to identify things

that are less controlled by students, especially to the students from sixth semester at English Language Education of Universitas Islam Riau in constructing lesson plan, so that the results of this research can provide input to the student or institution to increase prospective teachers to have the ability in constructing lesson plans properly.

Based on explanations above, the researcher is interested to analyze the lesson plan that constructed by students. The researcher assumes that the research will be useful for the students at Faculty of Teacher and Training Education in order to make students more comprehend in constructing lesson plan and give the students reflection how to construct lesson plan well. Finally, the researcher is interested to conduct the research which is titled as **“An Analysis of Lesson Plan Constructed by Students at the Sixth Semester of English Language Education of Universitas Islam Riau”**.

1.2 Identification of the Problem

Based on the explanation in background of problem, the students should have ability in constructing lesson plan properly due to the fact they may be a teacher within the future. However, some students from the sixth semester at English Language Education of Universitas Islam Riau still have problems to construct a lesson plan. S, the students have problems in formulating indicator of achievement and learning objective, the students have deficiencies in describing learning activity in appropriate with the lesson objective, and the students have obstacles in deciding time allocation. Because, it deals with the necessary for reaching basic competence and learning load.

Last, the students have difficulties in formulating learning assessment. However, this research was focused on analysis of lesson plan that constructed by students.

1.3 Focus of the Problem

This research was focused to analyze the lesson plan constructed by students at the sixth semester of English Language Education of Universitas Islam Riau. By using some aspect of assessment a lesson plan; the completeness of lesson plan, formulation of learning objective, learning activity, assessment, and reflection.

1.3. Research Question

Based on focus of the problem above, the research question of this research is “How good is lesson plan constructed by students at the sixth semester of English Language Education of Universitas Islam Riau?”

1.4. Objective of the Research

The main objective of this research was to know how good the lesson plan constructed by students at the sixth semester of English Language Education of Universitas Islam Riau.

1.5. Significance of the Research

The significances for this study are as follows:

1. For the students

To give some meaningful information to the students of English Language Education about constructing lesson plan in order to make students more comprehend and give the students reflection to construct lesson plan.

2. For the lecturer

For the lecturer, this research can elevate and focus on training students to construct lesson plan by giving suggest and solve the students' problem.

3. For the researcher

This research is expected to enrich writers' knowledge in constructing lesson plan and to find out how good students in constructing lesson plan at the sixth semester of English Language Education of Universitas Islam Riau.

4. For the readers

To provide some information to reader in constructing lesson plan based on national education standard foremost to the students of English Language Education.

1.6. Definition of Key Term

The researcher provides the definition of the term in order to prevent misunderstanding and misinterpretation about some terms used in this research :

1. Construct

Construct is a way, act, or build something or put something together (Oxford Learner's Pocket Dictionary, Fourth Edition). In this research, constructing means all the scope of materials that needed to teaching and learning process is arranged into one in the form of written description or a guideline based on students' need.

2. Lesson Plan

According Spratt, Pulverness, & Williams (2005) that lesson plan is a series of course plan which provides a guideline for a teacher of what kind of materials study to be taught and how to teach them. So that a lesson plan is a preparation prior to teaching in the form of guideline that describes the scope of materials that will be taught by the teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Definition of Lesson Plan

Lesson plan is a vital components in supporting teaching and learning process. It regards with how combination of some of theories that will be presented by teacher in teaching and learning activities. It is also considered as preparation that helpful to achieve a successful in teaching and learning process in a school or institution.

Ministry of Education and Culture No.22/2016 defined lesson plan is a face-to-face learning activity plan for one or more meetings. According to Spratt, Pulverness, and Williams (2005) states a lesson plan is a series of course plan which provides a guideline for a teacher of what kind of materials of study to be taught and how to teach them. It means lesson plan is a preparation prior to teaching in the form of guideline that describes the scope of materials that will be taught by teacher and teaching technique. Whereas, Harmer (2007:308) adds lesson planing is the art of combining various different elements into a coherent unity so the lesson has a character that students can identity, work within, and react to. It means that all elements of that needed in teaching and learning process is constructed into one based on the needs of students.

Meanwhile, Farrell (2002) defined a lesson plan as a unit in which it is a sequence of correlated lessons around particular theme or it can be specified as a systematic record of a teachers' thoughts about what will be covered during a lesson (as cited in Nesari and Heidari, 2014). Hence, before conducting a teaching and learning process in the classroom, teachers should have written description includes what material, method, time allocation, and method for evaluating the students are described in detail.

In other explanations, Amininik et al. (2000) believes that lesson plan preparation by faculty members is one of the appropriate ways for promotion of education quality; it can help the lecturers in teaching as guidance. Additionally, Coppola et al. (2004) lesson plan is main foundation of educational structure and it is core of education. For this reason, teacher should not serve the students in classroom without a lesson plan due to the fact that necessary for a success teaching. Therefore, the student-teachers have to learn how to construct lesson plan properly. Because, it is required to teacher before teaching. Moreover, lesson planning is an important thing to the prospective teacher to getting experience. Because, it encourages them to reflect the way to teach, the way to train, and the way to evaluate.

Based on theory descriptions above, it can be known lesson plan is a plan in the form of written description or a guideline that must be prepared by teacher before conducting teaching and learning activity to reach the learning objective.

2.1.2 Principle of Constructing Lesson Plan

Permendikbud No. 22/2016 stated lesson plan is developed from syllabus to direct the learning activities of students in an effort to achieve basic competence. Lesson plan is prepared in accordance with basic competence (KD) or sub-themes which are held at one meeting or more times. In preparing lesson plan (RPP) should pay attention to the following principles below :

- a. Individual differences in students include initial abilities, intellectual level, talent, potential, interest, motivation to learn, social ability, emotion, learning style, special need, learning speed, cultural background, norm, value, and students' environment.
- b. Active participation of students.
- c. Student-centered to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, innovation and independence.
- d. Development of a reading and writing culture that is designed to develop a passion for reading, comprehension of various reading, and expression in various forms of writing.
- e. The provision of feedback and follow-up to the lesson plan includes a program design for providing positive feedback, reinforcement, enrichment, and remedies.

- f. Emphasis on the linkage and integration of basic competence, learning material, learning activity, competency achievement indicator, assessment, and learning resource in one whole learning experience.
- g. Accomodating thematic-integrated learning, integration across subject, learning aspect, and cultural diversity.
- h. Application of information and communication technology in an integrated, systematic, and effective manner in accordance with the situation and condition.

2.1.3 Component of Lesson Plan

Permendikbud No.22/2016 about Primary and Secondary Education, Standard of Process and (BPMSDMPK-PMP, 2014), the components of lesson plan are described as follows:

- a. Identity

The identity includes; identity of school, subject or theme/sub-theme identity, class/semester, number of meeting, and time allocation.

- b. Core Competence

KI as the Core Competence to be achieved by the students have stated in the school syllabus. In the KI there are four competencies to be reached by the students, including spiritual, social, knowledge, and skill competence.

- c. Basic Competence

KD as Basic Competence is derived from core competence (KI) which in turn it should be referred to the statements of core competence. Basic Competence (KD) is the manifestation of core competence (KI). The embodiment of core competence (KI) in Basic Competence (KD) will make a 'red line' of the interrelatedness of both of them.

d. Indicator of achievement of competence

Indicator should be created by referring to KI and KD which have been chosen. In Curriculum 2013, for example, the indicator refer to Knowledge Competence (Kompetensi Pengetahuan, KP) points 3.1 to 3.11 and Skill Competence (Kompetensi Keterampilan, KK) points 4.1 to 4.13 (BPMSDMPK-PMP, 2014b).

e. Learning Objective

Learning objectives are formulated based on basic competence (KD), using operational verbs that can be observed and measured, which include attitude, knowledge and skill.

f. Learning Material

Learning material contains relevant fact, concept, principle and procedure, and written in the form of items in accordance with the formulation of competency achievement indicator.

g. Learning Method

Learning method is used by teacher to make a learning atmosphere and learning process so that students achieve basic competence that suitable to the characteristic of students and the basic competencies to be achieved.

h. Learning Media and Resource

Learning media is in the form of learning process aids to deliver subject matter. And Learning resource can be in the form of book, printed and electronic media, natural surrounding, or other relevant learning sources.

i. Learning Activity

Learning activity is carried out through pre-activity, core activity, and post activity.

j. Assessment

Assessment is process of collecting and processing information to determine the achievement of student learning outcomes.

Additionally, Ministry of Education and Culture No. 14/2019 concerning with Simplification of Lesson Plan. It is stated that following up on the Regulation of the Minister of Education and Culture related to implementation of the 2013 curriculum:

1. The preparation of Lesson Plan is carried out on the principles of efficient, effective, and student oriented.
2. There are 13 components of lesson plan that have been regulated in the Regulation of the Minister of Education and Culture No. 22/2016 concerning

Primary and Secondary Education Standard of Process, the core components are learning objective, learning step, and learning assessment which must be carried out by teacher. Whereas, other components are complementary.

3. Schools, groups of teachers of similar subjects in schools, Teacher Working Groups/Subject Teacher Deliberations (KKG/MGMP), and individual teachers can freely choose, make, use, and develop the lesson plan format independently for greatest possible student learning success.
4. Lesson plans that have been made can still be used and can also be adjusted to the provisions referred to numbers 1, 2, and 3.

Clearly, the current policy of Ministry of Education and Culture states lesson plan is known as the core components in lesson plan, namely: (1) learning objective, (2) learning step, and, (3) learning assessment, while the other 10 components are called supporting components. However, a policy will of course be adjusted from time to time.

2.1.4 Format of Lesson Plan

The format of lesson plan shown below :

1. Permendikbud No.22/2016

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah :	
Mata Pelajaran :	
Kelas/Semester :	
Alokasi Waktu :	
A. Tujuan Pembelajaran	
B. Kompetensi Dasar (KD) / Indikator Pencapaian Kompetensi (IPK)	
C. Materi Pembelajaran	
D. Metode Pembelajaran	
E. Media Pembelajaran	
F. Sumber Belajar	
G. Langkah-langkah Pembelajaran	
a) Kegiatan Pendahuluan	
b) Kegiatan Inti	
c) Kegiatan Penutup	
F. Penilaian Hasil Pembelajaran	

2.1.5 Steps of Constructing Lesson Plan

Mulyasa (2011) affirms that there are several steps in developing a lesson plan.

The steps are:

- a. Fill out identity column. The identity includes: name of school, subject, subject matter, and class/semester.
- b. Determine time allocation.
- c. Determine core competence and basic competence as well as indicators to be used which are available on the syllabus. Commonly, there are four core competencies in the syllabus which are aspect attitude to God (KI 1), attitude to self and environment (KI 2), knowledge (KI 3), and skills (KI 4). To achieve these basic competencies, it is explained in syllabus that students' activity in the learning process based on standard of process. The students' activity is consisting of exploration, elaboration, and confirmation, there are: observing, questioning, experimenting, associating and communicating. These activities have to be explored in lesson plan and teacher must make their student actively.
- d. Conceptualize objectives of study based on core competence, basic competence, and indicators determined. It decided with the operational verb that observed and measured the attitude, knowledge, and skill.
- e. Identify standard of material in accordance with main materials which are available on syllabus. It must include factual, conceptual, and procedural. Furthermore, some aspects have to be considered in identifying learning

material are students' potential, relevancy to local characteristic, physical, intellectual, emotional, social, and students' spiritual, usefulness for student, knowledge structure, actual, deep and wide learning material, relevancy between students' needs and environment.

- f. Determine method of teaching to be applied.
- g. Conceptualize steps of teaching or teaching activity consisting of pre-teaching, while-teaching, and post-teaching.
- h. Determine resources to be used.
- i. Arrange rubric assessment, observation sheet, example of questions, and technique of scoring. Assessment has to be suitable with the learning experiences that done in the learning process

2.1.6 Functions of Lesson Plan

According to Graves (2000), as cited in Heidari & Heidari, 2020 p. 142, Lesson plan divided into two functions. First, giving the lesson a framework, an overall form to ease a teacher in preparing the materials suitable for students and managing teaching and learning process in the classroom. Second, reminding a teacher of what teacher is going to do, especially if teacher gets perplexed or temporarily forgets what teacher has intended. Therefore, it is a fruitful and meaningful effort if a teacher spends their energy and time on thinking and developing a lesson plan to meet the quality of teaching and learning process in the classroom.

Meanwhile, Nurdin (2005) states that there are four functions of lesson plan :

- 1). To decide teaching and learning activity. It means that before the teacher is going to teach, he/she has to decide a good material, simple instruction and good activities for students, so that student will interest and enjoy with the learning process.
- 2). To give the content and the goal. It means that the teacher is not only prepare a good material but also look for the material which has a good content and goal that he/she will give to the student in the class.
- 3). To decide the way to get the goal that has been appointed. It is still not enough when the teacher finds the material with good content and goal. It is because teacher has to decide the best way to reach the goal that he/she has been chosen.
- 4). To measure how far the goals has been reached and what are the steps that should be done if the goal has not been reached yet. When teacher teaches with lesson plan, he/she will get feedback from that activities about what is missed out on his/her planning. So the teacher will make the correction of that learning process and next he/she will try to find the best way to reach the goal of that learning.

2.1.7 Criteria of Good Lesson Plan

A good lesson plan is based on the needs and levels of target students. According to Kizlik (2004:146) in writing a good lesson plan, there are four criteria need to be considered :

- 1). The expected learning outcomes should specify what the pupils will actually do (or be expected to do) that are observable to the teacher. (Appropriate learning objectives and learning outcomes).
- 2). Adequate and relevant resources (including time).
- 3). Effective instructional strategies for the level of intended pupils learning.
- 4). Motivating activities which contribute directly and effectively to the lesson objectives, including fair and accurate evaluation of pupils' understanding of concepts or mastery of skills.

Meanwhile, Wikanengsih (2015) stated that a good lesson plan has to fulfill the following components :

- 1). Subject Identity: it contains a clear identity,
- 2). Standard of Competence: appropriate to the curriculum,
- 3). Basic Competence: appropriate to the curriculum,
- 4). Competency Achievement Indicator: it contains operational and measurable words,

- 5). Learning Objective: it covers three learning domains, cognitive, attitude, and psychomotor,
- 6). Teaching Material: Materials given to students must be in accordance with their level of development; organizing the material must be interesting in order to encourage students to learn,
- 7). Time Allocation: suitability of timing based on the needs of each step,
- 8). Learning Method: accuracy of method selection,
- 9). Learning Activity: it shows the learning process that activates students in achieving the three learning domains,
- 10). Assessment of Learning Outcomes: it refers to the learning objectives, and
- 11). Learning Resources: it empowers various kinds of learning resources.

2.1.8 Aspect of Assessment a Lesson plan

There are five aspects of assessment in assessing a lesson plan that should pay attention from guideline of micro teaching (Yulianto & Sri Yuliani, 2021). The following aspects are :

a. Completeness of Lesson Plan

In this aspect of assessment a lesson plan, it has eight indicators. The eight indicators are: there is identity of school, there is basic competence, there is learning objective, there is learning material, there is time allocation, there is learning activity, there is assessment, and there is reflection.

b. Formulation of Learning Objective

The second aspect is formulation of learning objective. In formulating learning objective, learning objective should derive from basic competence. Then, learning objective should outline into competencies to be achieved.

c. Learning Activity

The third aspect is learning activity. In learning activity, it should have supporting documents from the beginning of activity till the closing activity.

d. Assessment The fourth aspect is assessment.

It has three sub indicators. First, there is assessment for aspect of knowledge. Second, there is assessment for aspect of skill. Third, there is assessment for aspect of attitude.

e. Reflection

The last aspect is reflection. In reflection, there is reflection activity. In planning a lesson, reflection is needed in the end of learning process.

2.2 Relevant Studies

To have more references and make aware of the value of this research, a review of the previous findings is obviously needed. There are some studies that were conducted on analysis of lesson plan constructed by students.

First, Zulhermindra and Rahmawati (2017) conducted a research entitled “An Analysis of Lesson Plans Written by English Student-Teachers for Young Learners”. The objectives of their research were explained the use of consistency principles in constructing lesson plans of teaching English for young learners made by students. They found that the documents of learning process planning made by students from the English Tadris Study Program have not implemented the principles of syllabus and development of the lesson plan. While, the consistency principles in the development of syllabus has been implemented in the document, however it still found some documents that do not show the consistency between basic competence, indicator, learning material, learning experience, learning resource and assessment.

Second, Devita Herviani and Riana Eka Budiastuti (2018) in their journal entitled “An Analysis of Prospective Teachers’ Lesson Plan in SMA N 9 Semarang”. The study aims at analyzing the appropriateness of lesson plan created by prospective teachers in SMA N 9 Semarang based on Permendikbud No.22 Tahun 2016. Additionally, it aims to know the level of prospective teachers’ understanding to renewals in the lesson plan of revised curriculum 2013. The researchers found that the degree appropriateness of prospective teachers’ lesson plan in SMA N 9 Semarang are still relatively low. It was caused by the extent understanding and mastery of prospective teachers’ lesson plan that was not comprehensive.

Third, Ayşegül Zingir Gülten (2010) conducted a research entitled “Am I planning well? Teacher trainees' voices on lesson planning”. The objectives of this

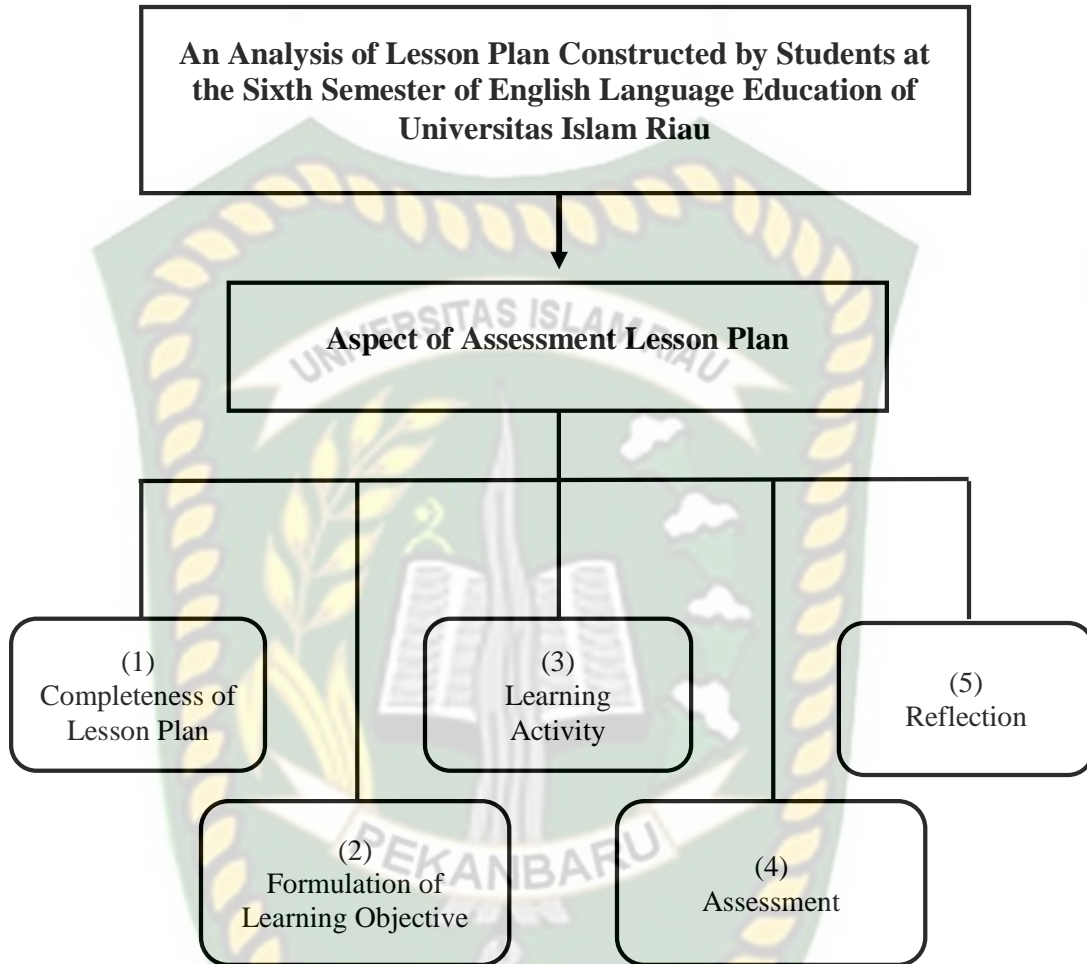
study was to explore the first lesson planning experience of the teacher trainees' and pick out their reactions. He found that the results underline while making plans, teacher trainees face with issues like formulating objectives and choosing suitable activities for certain levels. Predominant demanding situations encompass teacher trainees' hesitations about the process, timing difficulties, deficiencies in sequencing and choosing activities, preparing effective transitions and finding sources.

Based on some related studies above, the researcher concludes that from the view of similarity all of the research above are focused on analysis of lesson plan constructed by students. However, none of the past studies above are conducted in Riau which is lead the researcher conduct the study with the title “An Analysis of Lesson Plan Constructed by Students at the Sixth Semester of English Language Education of Universitas Islam Riau”. Furthermore, this study became the newest research that focus to analyze lesson plan that constructed by students.

2.3 Conceptual Framework

The conceptual framework underlying in this research is given in the following figure.

Figure 2.1 Conceptual Framework

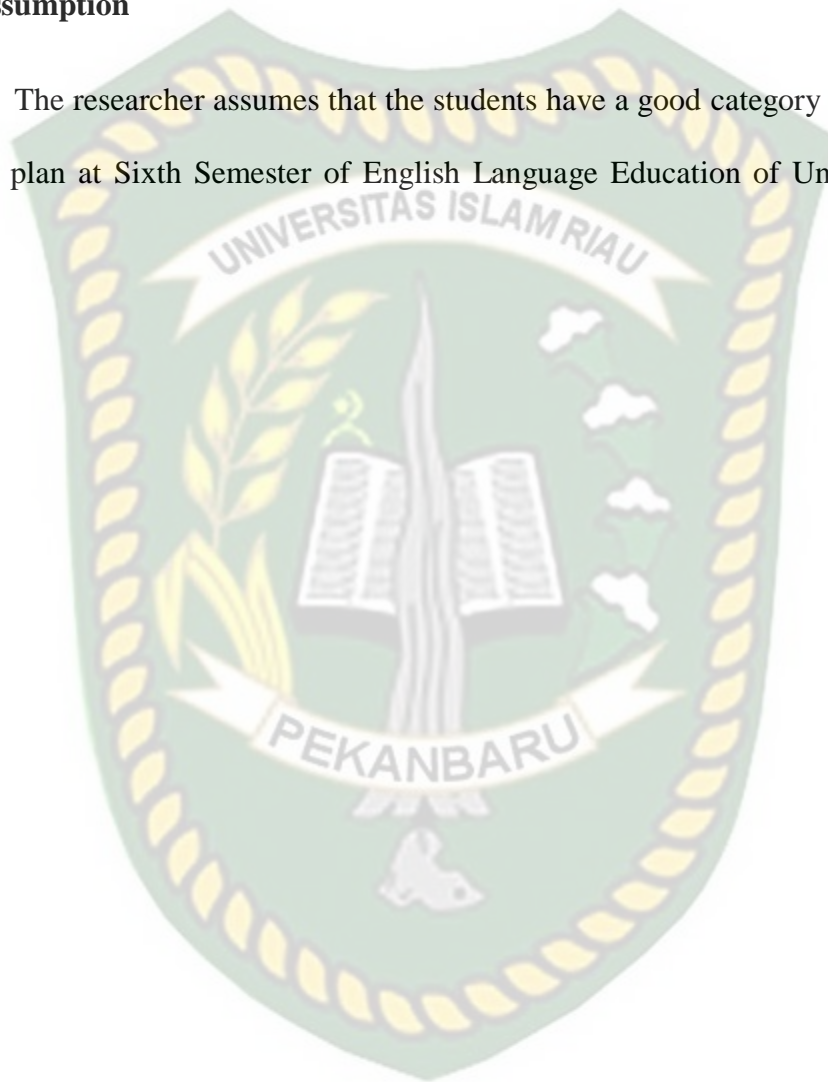


This study was investigated the lesson plan constructed by students. The theoretical framework for studying the phenomena on the lesson plan constructed by students from sixth semester at English Language Education of Universitas Islam Riau. This study aimed to know how good students in constructing lesson plan at the sixth semester of English Language Education of Universitas Islam Riau. It was used aspect of the assessment of lesson plan from Guideline of Micro Teaching (Yulianto & Sri

Yuliani, 2021): the completeness of lesson plan, formulation of learning objective, learning activity, assessment, and reflection.

2.4 Assumption

The researcher assumes that the students have a good category in constructing lesson plan at Sixth Semester of English Language Education of Universitas Islam Riau.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is descriptive quantitative research. The research was used only one variable, namely an analysis of lesson plan constructed by students at the sixth semester of English Language Education of Universitas Islam Riau. According to L. R. Gay (2012) quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. The researcher was analyze and describe the variable x (independent variable) that is lesson plan constructed by students.

3.2 Location and Time of the Research

The research was conducted at English Language Education of Universitas Islam Riau, particularly to the sixth semester students. The location of this research is located on Jl. Kaharuddin Nasution No.113 Pekanbaru, Riau. The research was started on 3 May 2021.

3.3 Source Data

3.3.1 Population

According to Sugiyono (2013:80) population is a generalization which consists of objects/subjects that had certain qualities and characteristics are determined by the investigator to be studied and then drawn conclusion. In this research, the population was the sixth semester students of English Language Education of Universitas Islam Riau in the academic year 2019/2020. It consists of four classes, 6A (33 students), 6B (38 students), 6C (35 students), and 6D (38 students). The following table is the number of students' population at the sixth semester of English Language Education of Universitas Islam Riau.

Table 3.1 Population of the sixth semester students at English Language Education of Universitas Islam Riau in academic year 2019/2020

No.	Class	Population
1	6A	33
2	6B	38
3	6C	35
4	6D	38
	Total	144

3.3.2 Sample

According to Sugiyono (2013:81), sample is a part of number and characteristics of the population. The researcher used the purposive sampling. Purposive sampling is a sampling technique data source with certain consideration. The

sample of this research was the sixth semester students of English Language Education of Universitas Islam Riau. The researcher chose the sixth semester students in 6C class as the sample which consists of 35 students. But, the researcher was decided about 35 students or only one class as sample in this research in order to make it easy for the researcher to explore the object under study.

3.4 Instrument of the Research

In order to get the data, which is needed to support this research, the researcher was used document analysis. The researcher used document analysis in order to analyze and to know the result of assessment the students' lesson plan.

3.4.1 Document Analysis

The researcher was used document analysis to review and utilize it as relevant information. According to Nana Syaodih (2007, p.221) documentation as a technique to collect the data by assembling and analyzing the documents, either written documents, pictures or electronic ones. In this research, the document was collected in the form of written or printed documents students' lesson plan by the researcher. The researcher was analyzed the lesson plan in order to know the result of assessment of lesson plan constructed by students through checking the completeness of each elements lesson plan. Then, the researcher was assessed lesson plan that created by the

students adopted from the assessment of Lesson Plan from Guideline of Micro Teaching (Yulianto & Sri Yuliani, 2021).

Table 3.2 Assessment of Lesson Plan

NO	ASPECT OF ASSESSMENT	INDICATOR OF ASSESSMENT	SCORE	NOTE
1.	Completeness of Lesson Plan	a. There is identity of school b. There is basic competence c. There is learning objective d. There is learning material e. There is time allocation f. There is learning activity g. There is assessment h. There is reflection		
2.	Formulation of Learning Objective	a. Learning objectives are derived from basic competence b. Learning objectives are outlined into competencies to be achieved		
3.	Learning Activity	There is supporting document		
4.	Assessment	a. There is assessment aspect of knowledge b. There is assessment aspect of skill c. There is assessment aspect of attitude		
5.	Reflection	There is reflection activity		

Source: Guideline of Micro Teaching (Yulianto & Sri Yuliani)

3.5 Data Collection Technique

In collecting data, the researcher was used document analysis by collecting the students' lesson plan as a document in order to analyze and to know the result of assessment of students' lesson plan. Firstly, the researcher was asked permission from each personal sixth semester students at English Language Education of Universitas Islam Riau, foremost 6C class to collect their lesson plan in order to be analyzed by the researcher.

3.6 Data Analysis Technique

In analyzing data, the researcher analyzed data from data collection technique. The researcher analyzed students' lesson plan refers to scoring rubric of lesson plan adopting from (Modul Pelatihan Implementasi Kurikulum 2013) through analyzing and giving scoring for each aspect of assessment a lesson plan by checklist in the column score according to criteria listed in the column: (score 1 = unavailable/unsuitable), (score 2 = incomplete/partly suitable), and (score 3 = complete/suitable).

Table 3.3 Criteria Score

No.	Criteria	Score
1.	Unavailable/Unsuitable	1
2.	Incomplete/Partly Suitable	2
3.	Complete/Suitable	3

Source: Modul Pelatihan Implementasi Kurikulum 2013 (Kemendikbud)

To know the students' score in constructing lesson plan, the researcher was used formula as follow by calculate the final result of assessment from total score divided total of indicator :

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

After the researcher adopted the formula above, the result of assessment students' lesson plan was ranged into four criteria assessments : very good, good, enough, and bad adopted from *Modul Pelatihan Implementasi Kurikulum 2013*. The criteria assessment is described below :

Table 3.4 Criteria Assessment

Predicate	Score
Very good (A)	$90 < A \leq 100$
Good (B)	$80 < B \leq 90$
Enough (C)	$70 < C \leq 80$
Bad (D)	≤ 70

Source: Modul Pelatihan Implementasi Kurikulum 2013 (Kemendikbud)

CHAPTER IV

RESEARCH FINDING

4.1 DATA PRESENTATION

In this chapter, the researcher presents the data obtained from the lesson plan constructed by students. The data was taken from sixth semester at English Language Education of Universitas Islam Riau. The researcher took thirty five (35) students' lesson plans from sixth semester in 6C class as sample. In order to find out the individual students' score, the researcher was used assessment of lesson plan, to know the result of students' score in constructing a lesson plan.

4.1.1 The Presentation of the Students' Score in Constructing Lesson Plan

The students' score was from all aspect of assessment lesson plan. Then, computed and analyzed by (Final Score = $\frac{\text{Total Score}}{\text{Maximum Score}} \times 100$). There were five aspects in assessing lesson plan, such as completeness of lesson plan, formulation of learning objective, learning activity, assessment, and reflection. After that, the result of assessment from students' lesson plan was ranged into four criteria assessment. The four criteria assessments are very good, good, enough, and bad. The result of the students' score in constructing a lesson plan showed in table below:

Table 4.1

Presentation of Students' Score in Constructing Lesson Plan

Sample	Aspect of Assessment					Total Score	Final Score	Category
	Completeness of Lesson Plan	Formulation of Learning Objective	Learning Activity	Assessment	Reflection			
S1	22	6	3	3	3	37	82,2	Good
S2	23	6	3	4	3	39	86,6	Good
S3	16	2	3	4	3	28	62,2	Bad
S4	21	6	3	5	3	38	84,4	Good
S5	22	6	3	4	3	38	84,4	Good
S6	23	6	3	5	3	40	88,8	Good
S7	23	6	3	8	3	43	95,5	Very good
S8	22	5	3	6	3	39	86,6	Good
S9	21	2	3	7	3	36	80	Good
S10	18	2	3	4	3	30	66,6	Bad
S11	23	6	3	7	3	42	93,3	Very good
S12	21	6	3	9	3	42	93,3	Very good
S13	18	4	3	6	3	34	75,5	Enough
S14	23	6	3	4	3	39	86,6	Good
S15	23	6	3	4	3	39	86,6	Good
S16	22	4	3	9	3	41	91,1	Very good
S17	21	6	3	3	3	36	80	Good
S18	22	4	3	3	3	35	77,7	Enough
S19	23	6	3	3	3	38	84,4	Good
S20	23	6	3	3	3	38	84,4	Good
S21	21	2	3	4	3	33	71,1	Enough
S22	22	6	3	9	3	43	95,5	Very good
S23	23	6	3	8	3	43	95,5	Very good
S24	23	6	3	5	3	40	88,8	Good
S25	23	6	3	6	3	41	91,1	Very good

S26	16	2	3	4	3	28	62,2	Bad
S27	20	6	3	3	3	35	77,7	Enough
S28	21	6	3	8	3	41	91,1	Very good
S29	16	2	3	4	3	28	62,2	Bad
S30	23	6	3	4	3	40	88,8	Good
S31	23	6	3	5	3	41	91,1	Very good
S32	22	6	3	3	3	37	82,2	Good
S33	22	6	3	6	3	40	88,8	Good
S34	23	6	3	7	3	42	93,3	Very good
S35	23	6	3	3	3	38	84,4	Good

4.1.2 The Presentation of Students' Score Classification in Constructing Lesson Plan from each Aspect of Assessment Lesson Plan

After obtaining the individual scores of students in constructing lesson plan, there were types of indicators as stated in the rubric of assessment (see appendix 2, 3, 4, 5, and 6). The following tables showed the classification of students' score in constructing lesson plan from each aspect of assessment lesson plan. There were five aspects; (1) completeness of lesson plan (with eight indicators), (2) formulation of learning objective (with two indicators), (3) learning activity (with one indicator), (4) assessment (with three indicators), and (5) reflection (with one indicator).

4.1.2.1 Completeness of Lesson Plan

The following table 4.2 was shown the students' score classification in aspect of completeness of lesson plan based on **Appendix 2**. In aspect of completeness of lesson plan consists of eight indicators.

Table 4.2
Students' Score Classification in Completeness of Lesson Plan

Completeness of Lesson Plan	Students' Score Classification					
	Unavailable/ Unsuitable (1)		Incomplete/ Partly Suitable (2)		Complete/ Suitable (3)	
	F	P	F	P	F	P
a. There is identity of school	-	-	-	-	35	100%
b. There is basic competence	3	8,5%	6	17%	26	74%
c. There is learning objective	3	8,5%	7	20%	25	71,4%
d. There is learning material	5	14,3%	3	8,5%	27	77,1%
e. There is time allocation	9	25,7%	-	-	26	74%
f. There is learning activity	-	-	-	-	35	100%
g. There is assessment	1	2,8%	30	85%	4	11,4%
h. There is reflection	-	-	-	-	35	100%

Based on table 4.2 it can be seen the students' score classification in completeness of lesson plan. It consists of eight indicators. For indicator 1 (there is identity of school) indicates that all students have written identity of school completely. It means that the students did not have problems in writing identity of school in constructing of lesson plan.

For indicator 2 (there is basic competence) that there were 3 (8,5%) students who did not write basic competence. While, there were 6 (17%) students who are still incomplete or partly suitable to write basic competence. Then, there were 26 (74%) students who have written basic competence completely and suitably. As the result, the highest percentage was complete/suitable were 26 (74%) students.

For indicator 3 (there is learning objective) that there were 3 (8,5%) students who did not write learning objective. While, there were 7 (20%) students who are still incomplete or partly suitable in writing learning objective. Then, there were 25 (71,4%) students who have written learning basic competence completely and suitably. As the result, the highest percentage was complete/suitable were 25 (71,4%) students .

For indicator 4 (there is learning material) that there were 5 (14,3%) students who did not write learning material. While, there were 3 (8,5%) students who are still incomplete or partly suitable in writing learning objective. Then, there were 27 (77,1%) students who have written learning basic competence completely and suitably. As the result, the highest percentage was complete/suitable were 27 (77,1%) students.

For indicator 5 (there is time allocation) that there were 9 (25,7%) students who did not write time allocation. While, there was no student who is incomplete or partly suitable in writing time allocation. Then, there were 26 (74%) students who have written time allocation completely and suitably. As the result, the highest percentage was complete/suitable were 26 (74%) students.

For indicator 6 (there is learning activity) indicates that all students have written learning activity completely and suitably. It means that the students are able in writing learning activity completely and suitably in constructing lesson plan.

For indicator 7 (there is assessment) that there were 1 (2,8%) students did not write assessment. While, there were 30 (85%) students who are still incomplete or partly suitable in writing assessment. Then, there were 4 (11,4%) students who have written assessment completely and suitably. As the result, the highest percentage was incomplete/partly suitable were 30 (85%) students. It means that mostly students are still not able in writing assessment in constructing a lesson plan.

For indicator 8 (there is reflection) indicates that all students have written reflection completely and suitably. It means that the students are able in writing reflection completely and suitably in constructing lesson plan.

4.1.2.2 Formulation of Learning Objective

The following table 4.3 was shown students' score classification in formulation of learning objective based on Appendix 3.

Table 4.3
Students' Score Classification in Formulation of Learning Objective

Formulation of Learning Objective	Students' Score Classification					
	Unavailable/ Unsuitable (1)		Incomplete/ Partly Suitable (2)		Complete/ Suitable (3)	
	F	P	F	P	F	P
a. Learning objectives are derived from basic competence	6	17,1%	5	14,2%	24	68,8%
b. Learning objectives are outlined into competencies to be achieved	6	17,1%	5	14,2%	24	68,8%

Based on table 4.3 it can be seen the students' score classification in formulation of learning objective. It consists of two indicators. For indicator 1 (learning objectives are derived from basic competence) indicates that there were 6 (17,1%) students who did not write learning objective based on basic competence. While, there were 5 (14,2%) students who are still incomplete or partly suitable in writing learning objective based on basic competence. Then, there were 24 (68,8%) students who have written learning objective based on basic competence completely and suitably. As the result, the highest percentage was complete and suitable were 24 (68,8%) students.

For indicator 2 (learning objectives are outlined into competencies to be achieved) indicates that there were 6 (17,1%) students who did not write learning objective through outlining into competencies to be achieved. While, there were 5 (14,2%) students who are still incomplete or partly suitable in writing learning objective through outlining into competencies to be achieved. Then, there were 24 (68,8%) students who have written learning objective through outlining into competencies to be achieved completely and suitably. As the result, the highest percentage was complete and suitable were 24 (68,8%) students. Because indicator 1 and indicator 2 are related each other so the result was similar.

4.1.2.3 Learning Activity

The following table 4.4 was shown students' score classification in aspect of learning activity based on **Appendix 4**.

Table 4.4
Students' Score Classification in Learning Activity

Learning Activity	Students' Score Classification					
	Unavailable/ Unsuitable (1)		Incomplete/ Partly Suitable (2)		Complete/ Suitable (3)	
	F	P	F	P	F	P
There is supporting document	-	-	-	-	35	100%

Based on table 4.4 it can be seen students' score classification in learning activity. It consists one indicator. For indicator 1 (there is supporting document) indicates that all of students have written learning activity by equipped supporting document. It means the students have no problem to write learning activity by equipped supporting documents.

4.1.2.4 Assessment

The following table 4.5 was shown students' score classification in aspect of assessment based on **Appendix 5**.

Table 4.5
Students' Score Classification in Assessment

Assessment	Students' Score Classification					
	Unavailable/ Unsuitable (1)		Incomplete/ Partly Suitable (2)		Complete/ Suitable (3)	
	F	P	F	P	F	P
a. There is assessment aspect of knowledge	9	25,7%	16	35,5%	10	28,5%
b. There is assessment aspect of skill	23	65,7%	4	11,4%	8	22,8%
c. There is assessment aspect of attitude	21	60%	3	8,5%	11	31,4%

Based on table 4.5 it can be seen students' score classification in assessment. It consists of three indicators. For indicator 1 (there is assessment aspect of knowledge) indicates that there were 9 (25,7%) students who did not write assessment for aspect of knowledge. While, there were 16 (35,5%) students who are still incomplete or partly suitable in writing assessment for aspect of knowledge. Then, there were 10 (28,5%) students who have written assessment for aspect of knowledge completely and suitably. As the result, the highest percentage was incomplete/partly suitable were 16 (35,5%) students.

For indicator 2 (there is assessment aspect of skill) indicates that there were 23 (65,7%) students who did not write assessment for aspect of skill. While, there were 4 (11,4%) students who are still incomplete or partly suitable in writing assessment for aspect of skill. Then, there were 8 (22,8%) students who have written assessment for aspect of skill completely and suitably. As the result, the highest percentage was incomplete/partly suitable were 23 (65,7%) students.

For indicator 3 (there is assessment aspect of attitude) indicates that there were 21 (60%) students who did not write assessment for aspect of attitude. While, there were 3 (8,5%) students who are still incomplete or partly suitable in writing assessment for aspect of attitude. Then, there were 11 (31,4%) students who have written assessment for aspect of attitude completely and suitably. As the result, the highest percentage was unavailable/unsuitable were 21 (60%) students.

4.1.2.5 Reflection

The following table 4.6 was shown students' score classification in aspect of reflection based on **Appendix 6**.

Table 4.6
Students' Score Classification in Reflection

Reflection	Students' Score Classification					
	Unavailable/ Unsuitable (1)		Incomplete/ Partly Suitable (2)		Complete/ Suitable (3)	
	F	P	F	P	F	P
There is reflection activity	-		-		35	100%

Based on the table 4.6 it can be seen from students' score classification in reflection. It consists one indicator. For indicator 1 (there is reflection activity) indicates that all students have written reflection complete/suitable. It means that the students are able to write reflection completely and suitably.

4.2 DATA INTERPRETATION

Based on data presented in the previous chapter, the students' score in constructing lesson plan can be classified from the scores obtained from all aspect of the assessment in constructing lesson plan, shown in the table 4.7 below.

Table 4.7
Students' Score Classification in Constructing Lesson Plan

No.	Classification		Frequency (Person)	Percentage (%)
	Category	Score		
1.	Very good (A)	$90 < A \leq 100$	10	29 %
2.	Good (B)	$80 < B \leq 90$	17	49 %
3.	Enough (C)	$70 < C \leq 80$	4	11 %
4.	Bad (D)	≤ 70	4	11 %
Total			35	100%

Based on table 4.7, it can be seen the students' score classification in constructing lesson plan. There were four categories for the students' score classification that there are very good category ($90 < A \leq 100$), good category ($80 < B \leq 90$), enough category ($70 < C \leq 80$), and bad category (≤ 70).

For the first category (very good), the student who got very good category were 10 (29)% students. For more details (see table 4.1). It told there were 10 students (such as sample 7, 11, 12, 16, 22, 23, 25, 28, 31, and 34) who got very good category with

variety in scores. Meanwhile, for the second category (good), the student who got good category were 17 (49%) students (such as sample 1, 2, 4, 5, 6, 8, 9, 14, 15, 17, 19, 20, 24, 30, 32, 33, and 35). For the third category (enough), the student who got enough category were 4 (11%) students (such as sample 13, 18, 21, and 27). Last, the fourth category (bad), students who got bad category were 4 (11%) students (such as sample 3, 10, 26, and 29).

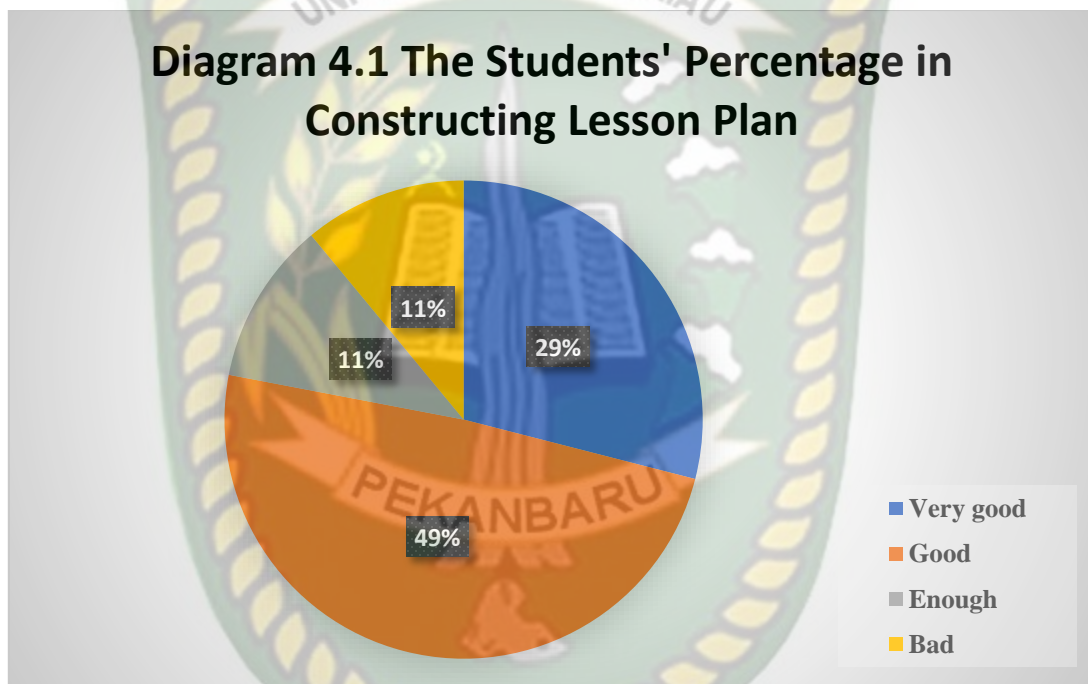
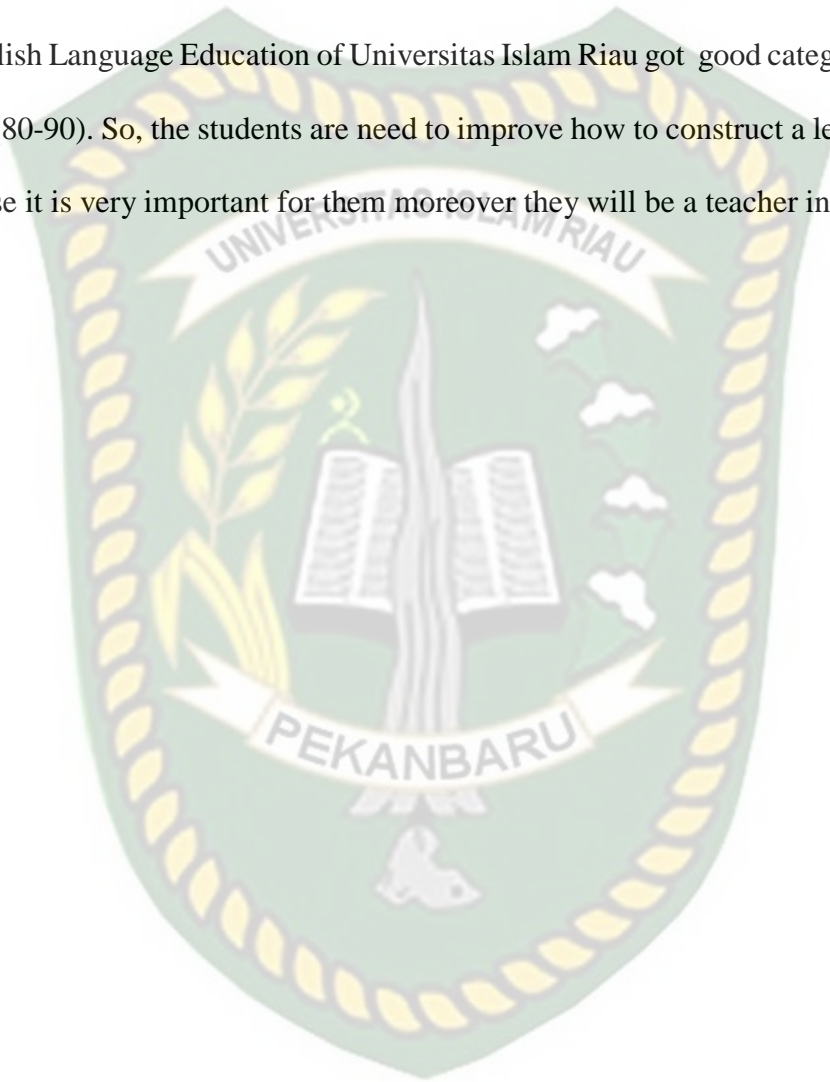


Diagram 4.1 shows that the students' percentage in constructing lesson plan. From the analyzing, the result of assessment lesson plan constructed by students at the sixth semester of English Language Education of Universitas Islam Riau, there are two striking parts; the highest and the lowest percentage. Concerning with the highest percentage, the diagram saw that good category is the highest percentage, it was about 49% or almost half of students' number in the class. Meanwhile, very good, enough

and bad category is the lowest percentage. Very good category was about 29%. For enough and bad category are hit a low percentage was about 11%. In short, this percentage show to us students' score in constructing a lesson plan from sixth semester at English Language Education of Universitas Islam Riau got good category with range score (80-90). So, the students are need to improve how to construct a lesson plan well because it is very important for them moreover they will be a teacher in the future.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research focuses on analysis of lesson plan that constructed by students from sixth semester at English Language Education of Universitas Islam Riau. And this research shows clear of the result of assessment the lesson plan constructed by students from all aspect of assessments (completeness of lesson plan, formulation of learning objective, learning activity, assessment, and reflection).

From the research findings, it was found the completeness of lesson plan shows that from the highest percentage : (1) all students have written identity of school completely, (2) there were 26 (74%) students who have written basic competence completely and suitably, (3) there were 25 (71,4%) students who have written learning basic competence completely and suitably, (4) there were 27 (77,1%) students who have written learning basic competence completely and suitably, (5) there were 26 (74%) students who have written time allocation completely and suitably, (6) all of the students have written learning activity completely and suitably, (7) there were 30 (85%) students who are still incomplete or partly suitable in writing assessment.

Then, students' score in formulation of learning objective in constructing found that : (1) there were 24 (68,8%) students who have written learning objective based on basic competence completely and suitably, (2) there were 24 (68,8%) students who

have written learning objective through outlining into competencies to be achieved completely and suitably.

Next, students' score in learning activity in constructing a lesson plan explained that all students have written learning activity by equipped with supporting documents. Meanwhile, students' score in assessment in constructing lesson plan showed that : (1) there were 16 (35,5%) students who are still incomplete or partly suitable in writing assessment for aspect of knowledge, (2) there were 23 (65,7%) students who did not write assessment for aspect of skill, (3) there were 21 (60%) students who did not write assessment for aspect of attitude. Last, students' score in reflection in constructing lesson plan show to us students that all of students have written reflection in complete and suitable.

Based on the result of students' score in constructing lesson plan from all aspect of assessment, that the students from sixth semester at English Language Education of Universitas Islam Riau were almost categorized as Good Category with range score (80-90) in constructing a lesson plan. Therefore, the students are need to improve their knowledge about how to construct a lesson plan well because it is very important for them moreover they will be a teacher in the future.

5.2 Suggestion

Based on result of the research, the writer would like to give some suggestions to the lecturer, to the student, and the future researcher.

1. The Lecturer

The lecturer is hoped to guide student to solve the students' problems in constructing a lesson plan by applying new methods, strategies, and techniques in teaching specifically about constructing a lesson plan.

2. The Students

The students have to learn more how to construct lesson plan well and the students have to pay attention to some components which are still in some problems related to lesson plan.

3. The Future Researcher

For the future researcher is expected to conduct a better study with a better research methodology and more data collection instruments which is still related to constructing lesson plan.

REFERENCES

- Alanazi, M. H. (2019). *A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans*. Arab World English Journal, 10 (1) 166-182.
- Amininik, S, Amami. S, Jalalpour. S, Azodi. P. (2000). *Survey of Relation Between Lesson Plan Qualities with Student Views about Bushehr University Of Medical Sciences Faculty Members*. The Journal of Medical School, Fourth National Conference On Medical Education Tehran Iran, 2000:84.
- Argheb. (2019). *Telaah Implementasi Kurikulum 2013: Tinjauan Pada Rencana Pelaksanaan Pembelajaran (RPP) Mata Pelajaran Ilmu Pengetahuan Alam*. JNSI: Journal of Natural Science and Integration. Vol. 2, No. 1, April 2019, Hal. 12 - 18
- BPMSDMPK-PMP (Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan). (2014). *Materi Pelatihan Guru Implementasi Kurikulum 2013*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Brown, H. Douglas. (2001). *An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Coppola, A.J., Scricca, D.B., Connors, G.E. (2004). *Supportive supervision: Becoming a teacher of teachers*. CA, Thousand Oaks: Corwi press.
- Devita & Riana. (2018). *An Analysis of Prospective Teachers' Lesson Plan in SMA N 9 Semarang*. Prosiding Seminar Nasional Mahasiswa Unimus (Vol. 1, 2018).

- Farrell, T. S. C. (2002). *Lesson Planning. Methodology in Language Teaching: An Anthology of Current Practice* (pp. 30–39). New York: Cambridge University Press.
- Gay, L.R. 2012. *Educational Research: Competencies for Analysis and Applications*. United States of America: Pearson Education
- Ghanaguru, S., Nair, P., & Yong, C. (2013). *Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training Institution*. Academic journal, 42(2).
- Gafoor, K.A., & Umerfarooque, T.K. (2010). *Ways to Improve Lesson Planning: A Student Teacher Perspective*. Paper presented at the All Association for Educational Research International Seminar on Teacher Empowerment and Institutional Effectiveness, Chitradurga, Karnataka, India.
- Gülten, A. Z. (2013). *Am I Planning Well? Teacher Trainees' Voices On Lesson Planning*. Procedia - Social and Behavioral Sciences, 93, 1409-1413. doi:10.1016/j.sbspro.2013.10.053.
- Harmer, J. (2007). *The Practice of English Language Teaching*. England: Pearson
- Heidari & Heidari. (2020). *Iranian EFL Teachers's Attitudes towards Lesson Planning based on Their Teaching Experience and Their Teaching Place*. International Journal of Advanced Studies in Humanities and Social Science (IJASHSS) Volume 9, Issue 2
- Kizlik, B, et al. 2004. *Teaching Primary Science*. Singapore: Pearson Prentice Hall.

- Mulyasa, E and Wijaya, D. (2006). *Kurikulum Tingkat Satuan Pendidikan (Sebuah Panduan Praktis)*. Bandung: Remaja Rosdakarya Company.
- Nesari, A. J. (2014). *The Importance Role of Lesson Plan on Educational Achievement Of Iranian EFL Teachers' Attitudes*. Islamic Azad University
- Oxford Learner's Pocket Dictionary Fourth Edition. (2008). Oxford University Press: New York
- Permendikbud No. 22/2016. Tentang Standar Proses
- Permendikbud No. 14/2019. Tentang Penyederhaan RPP.
- Sahin-Taskin, C. (2017). *Exploring Pre-service Teachers' Perceptions of Lesson Planning in Primary Education*. Journal of education and practice, 8.
- Singh, Y. K. (2008). *Teaching Practice: Lesson planning*. New Delhi: S.B. Nangia
- Sudijono, A. (2010). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta
- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT course*. Cambridge: Cambridge University Press.
- Syaodih, N & Sukmadinata. (2007). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Usadiati, Wahyuningsih. (2015). *Enhancing Student-teacher's Ability in Writing Lesson Plans for Practice Teaching*. Proceedings of 1st National Conference on English Language Teaching (NACELT), 5-12.

Wati, I. D. 2010. *The Problems Faced By Practice Teachers of English department In Writing Lesson Plan*. Universitas Muhammadiyah Malang.

Yıldırım, A. (2003). *Instructional planning in a centralized school system: Lessons of a study among primary school teachers in Turkey*. *International Review of Education*, 49(5), 523-543.

Yulianto & Yuliani Sri. (2021). *Panduan Pengajaran Mikro: Guideline of Micro Teaching*. Universitas Islam Riau.

Zulhermindra & Rahmawati. (2017). *An Analysis of Lesson Plans Written by English Student Teachers for Young Learners*. *Jurnal Ta'dib*, Vol (1), 2017, (Januari-Juni).

