

**AN ANALYSIS OF ENGLISH TEACHERS' LESSON PLAN BASED ON
CURRICULUM 2013 AT SMPN 1 BANGKINANG KOTA**

A THESIS

*Intended to fulfill one of the requirements for the award of
Sarjana Degree in English Language Teaching Education*



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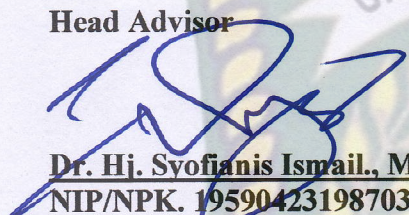
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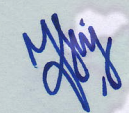
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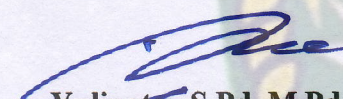
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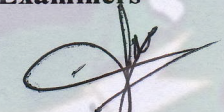
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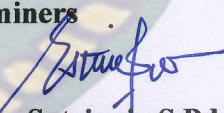
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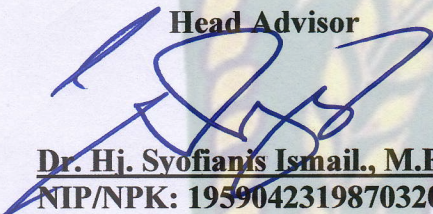

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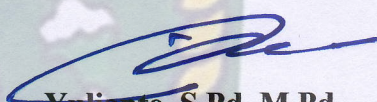
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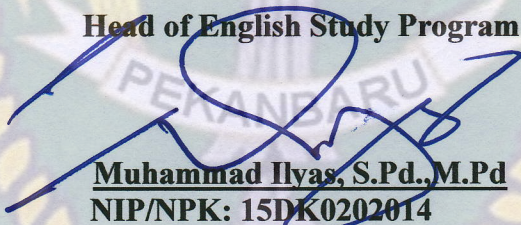
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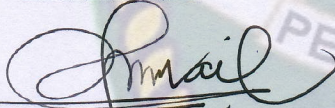
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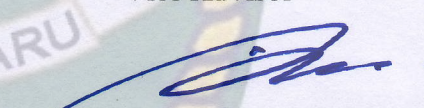
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I truly admit that this paper is from my own ideas, except some quotations (directly or indirectly) which were adopted or asserted from the various sources involved in “references”. Scientifically, I took responsible for the truthfulness of the data presented in this paper.

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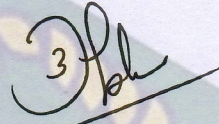
1. Prof. Dr. H. Syafrinaldi, SH., MCL, the Rector of Islamic University of Riau.
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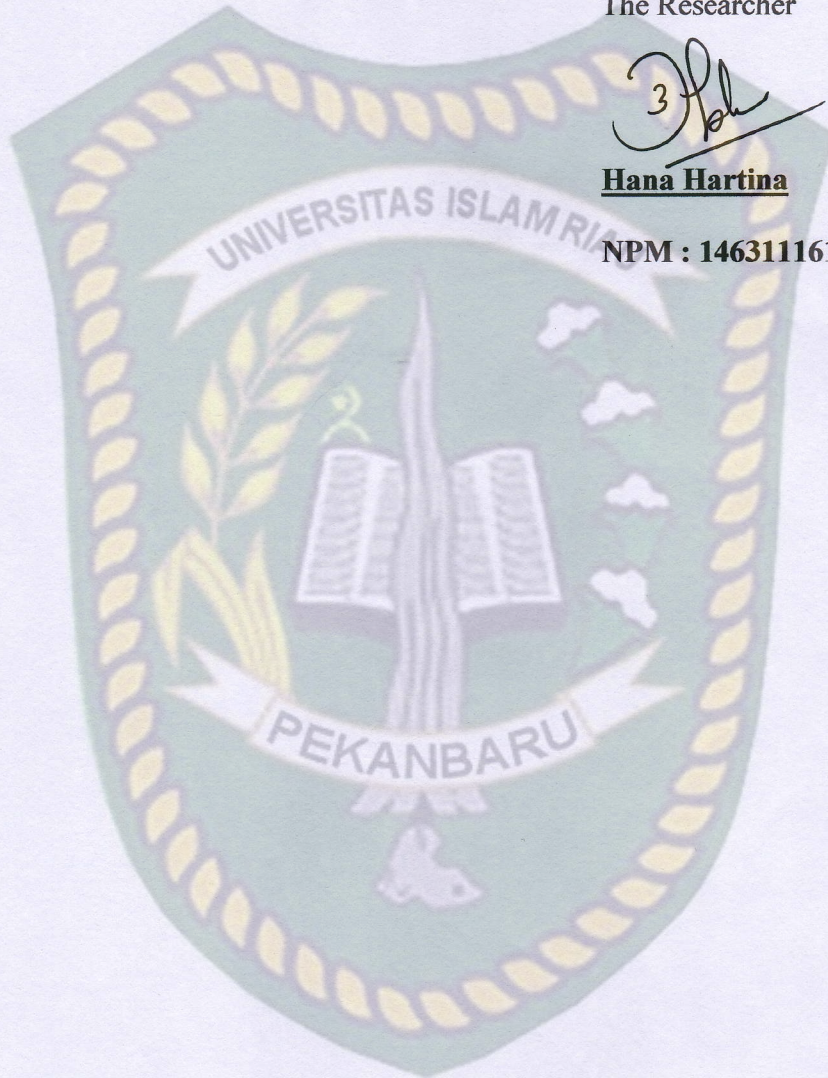
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ABSTRACT

Hana Hartina, 2021 - An Analysis of English Teachers' Lesson Plan Based on Curriculum 2013 at SMPN 1 Bangkinang Kota

Keywords: Analysis, Lesson Plan.

Curriculum 2013 builds on past curriculums by focusing on competencies and ensuring a scientific approach for teachers to deliver lessons to students effectively, in order to increase learning. This paper examines a former reference school, SMPN 1 Bangkinang Kota, to find out how compliant their lesson plans are to Permendikbud No.22 of 2016 and Curriculum 2013. It looks into the challenges and issues faced by English teachers in devising and delivering lesson plans.

The research design was qualitative, where multiple lesson plan samples were taken and analyzed from three English teachers, with a following interview to discuss the particular challenges of lesson planning. Content checklist analysis was undertaken to examine how adherent and compliant the lesson plans were.

The result of this research revealed that lesson plans that were made by English teachers at SMPN 1 Bangkinang Kota do overall meet the required criteria by complying with Permendikbud No.22 of 2016. Lesson plans consist of 1) school identity, 2) core competency, 3) basic competence and competency achievement indicator, 4) learning objectives, 5) learning material, 6) learning method, 7) media and materials, 8) learning resource, 9) teaching activity, and 10) assessment. However, lesson plans could be improved with more detail in some sections, to make it more clear, and to aid teaching. The teacher's interview suggests there are regular challenges faced in preparing lesson plans, particularly in adjusting to different capabilities, where assessment provides feedback to teachers and students, and it is important for proper implementation of Curriculum 2013.

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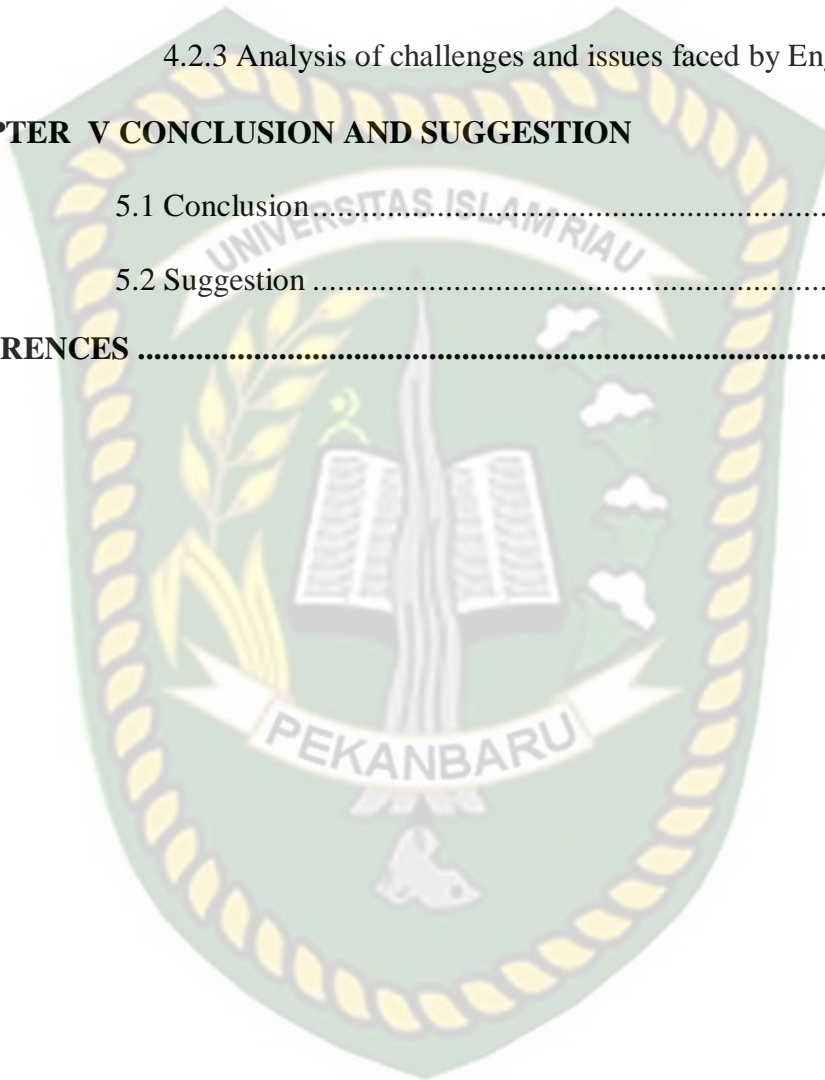
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CHAPTER I

INTRODUCTION

1.1 Background of the Problems

Curriculum 2013 was established and implemented by the government in 2013. It succeeds the KBK (Kurikulum Berbasis Kompetensi, Competency-Based Curriculum), that was in effect from 2004, and KTSP (Kurikulum Tingkat Satuan Pendidikan, School-Based Curriculum), in effect from 2006. The new curriculum aims to inspire productivity and creativity, in order to develop effective attitudes, skills and understanding (Ramadhan & Ramdani, 2015).

The Indonesia Ministry of Education requires the curriculum to be applied scientifically, including focusing on cognitive, affective, and psychomotor domains. Teachers should diligently prepare lesson materials for students, so that learning involves observation, questions, associating, experimenting and communicating. Teaching materials should be included with lesson plans.

Lesson planning is a critical process in teaching, with an important impact on learning (Brown, 2001, p.149). It helps teachers manage class time more effectively, including planning of lesson materials, organizing the flow of activities, taking into account students' prior knowledge, and preparing assessments to test what students have learned. This goes to show that planning is a necessary essential

teaching skill, with regards to shaping the lesson time and learning for students (Badriah, 2013). Planning is essential and time-consuming but can lead to effective teaching. For this to be effective, there must be goals, objectives, activities, instructional media, assessment and revision (Omenga & Priscah, 2016).

There are documented issues with the uptake of implementing lesson plans by teachers; for example, it has been found that lesson plans in private schools is relatively low (Zendrato, 2016). It would appear that there are issues with formulating coherent, effective lesson plans, due to challenges faced in preparation and formulation of original lesson plans, and also with modifying lesson plans to suit the needs of the class. The focus of the research will be based on SMPN 1 Bangkinang Kota, and the research will be **“An Analysis of English Teachers’ Lesson Plans Based on Curriculum 2013 at SMPN 1 Bangkinang Kota”**.

1.2 Identification of the problems

Identifying problems as above will require an examination of whether the lesson plans in question are compliant with the Permendikbud No.22 of 2016. This process standard defines the criteria for implementation of learning to achieve graduate competence. The research will study the various problems faced by the teachers in creating lesson plans.

1.3 Focus of the problems

From the identification of the problems with preparing lesson plans, the research focuses on analyses of English teachers' lesson plans at SMPN 1 Bangkinang Kota, in compliance with Permendikbud No.22 of 2016.

1.4 Research Questions

The focus of the problems will be formulated into the following research questions:

1. How compliant are English teachers' lesson plans at SMPN 1 Bangkinang Kota based on the Permendikbud No.22 of 2016?
2. What are the challenges and issues in preparing lesson plans, faced by English teachers at SMPN 1 Bangkinang Kota?

1.5 Objective of the Research

The research objectives are as below:

- a. To investigate how compliant are English teachers' lesson plans at SMPN 1 Bangkinang Kota based on the Permendikbud No.22 of 2016.
- b. To examine the challenges and issues in preparing lesson plans, faced by English teachers at SMPN 1 Bangkinang Kota.

1.6 Significance of the Research

This research is expected to set out to achieve the following:

- a. Present a broad view of the day to day challenges for teachers preparing lesson plans, for the benefit of new teachers, fellow researchers and governing bodies.
- b. Provide feedback to the English department and teachers at SMPN 1 Bangkinang Kota, to collaborate and discuss their issues and possible solutions.
- c. Contribute to knowledge of the importance of learning objectives, assessment and instructional activities in English classes.

1.7 Definition of the key terms

1. Analysis

Analysis is a system process of examining a structure - in the case of a lesson plan, it will involve interviewing and processing answers, observing, and other verbal and written communications.

2. Lesson Plan

Lesson plans, according to Harmer (2007: 156) are a type of instructional preparation for students based on the curriculum or syllabus. Lesson planning, according to Nurdin (2019: 41), is the mapping of stages toward learning objectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Lesson Plan

2.1.1.1 Concept of Lesson Plan

Lesson planning is an important part of the teaching process, that helps teachers prepare for classes by designing lessons in compliance with the curriculum, with the aid of materials and resources to engage students, with assessments to evaluate. Without lesson planning, lessons will result in not being meaningful and interesting, with the potential to demotivate students' willingness to learn. If lesson planning is done well, instruction becomes more effective and meaningful, with teachers being more confident in having a lesson plan. This also has the benefit of helping students better understand the subject matter due to a coherent lesson plan, resulting in more optimal achievement in learning.

2.1.1.2 Principle of Lesson Plan

The principle factors in lesson planning are (Hanafiah&Suhana, 2012):

- a. Paying attention to individual student needs, including the initial ability, intellectual level, talent, potential, interest in learning, motivation, special needs, learning speed, cultural background, norms, values, and the classroom environment, are all taken into consideration.

- b. Active participation of students.
- c. Focusing on students to encourage enthusiasm for learning, their motivation, interest, creativity, initiative, inspiration, innovation and independence.
- d. Development of a reading and writing culture at cultivating interest in reading, comprehension of various texts, and expression in many forms of writing.
- e. Providing positive feedback, reinforcement, enrichment, and remedies, following lessons.
- f. The importance of basic competencies, learning material, learning activities, competency achievement indicators, assessment, and learning resources are emphasized.
- g. Thematic-integrated learning, cross-subject integration, cross-learning aspects, and cultural diversity are all taken into consideration.
- h. In line with the context and conditions, the use of information and communication technology in an integrated, methodical and effective manner.

2.1.1.3 Steps to Make Lesson Plan

Steps to make lesson plan consists of (Hanafiah & Suhana, 2012):

1. List identity
2. Formulate learning objectives
3. Determine learning material
4. Determine the learning model

5. Establish learning activities
 - a) initial activity
 - b) core activities
 - c) closing activities
6. Choose learning resources
7. Determine the assessment

As per Permendikbud No. 22 2016, the steps for preparing lesson plans are:

1. School identity - name of the education unit;
2. Subject identity or theme / sub-theme;
3. Class / semester;
4. Main material;
5. Allocation of time – in line with the criteria for achievement of basic competencies and the weight of learning, taking into account the number of study hours available in syllabus, as well as the basic competencies that must be achieved;
6. Learning objectives formulated based on basic competencies, employing observable and measurable indicators, including attitude, knowledge, and skills;
7. Basic competencies and competency achievement indicators;

8. Facts, concepts, principles, and appropriate processes are included in the learning material, which is created to meet the requirements for achieving competency.
9. Educators utilize a variety of learning approaches to create a positive learning environment and facilitate the learning process so that students may achieve basic competencies; responding to students' characteristics so basic competencies are achieved;
10. Learning media to provide topic knowledge;
11. Learning resources, in the form of books, print media and technology, or other related materials;
12. The steps of learning are carried out through the stages of introduction, core, and closing
13. Assessment of learning outcomes.

2.1.1.4 Model of Lesson Plan

The curriculum applied to schools is a competency-based curriculum, which is a set of educational standards that can allow students to become competent in various fields, by attaining multiple competencies on reaching learning outcomes. From this description, it can be seen that lesson plans are directed towards achieving competencies that have been planned in the lesson plan (RPP), with competences being the ability to do something successfully or efficiently. One of the key issues for

curriculum design is determining the competencies that students must master at a learning stage.

Before Curriculum 2013, there were other competency-based curricula. Competency-based curricula are developed with guidance on competency-based development models. This means that the curriculum must refer to the competencies that will be produced. Competence is a comprehensive ability that includes science, skills and performance as a learning outcome. That is why the competent criteria must include:

1. Understanding of the principles that underpin competency requirements, which must be learned or attained.
2. Ability to perform work in line with competence criteria, which must be satisfied using appropriate techniques and processes and yield satisfactory outcomes.
3. Ability to use their skills in everyday life, both in and outside of school.

The curriculum 2013 became the refinement of the 2006 Education Unit Level curriculum. The curriculum, according to UU No. 20 of 2003, is a set of plans and arrangements about the aim, content, and material of learning, as well as the techniques employed as instructions for the implementation of learning activities in order to attain specified educational goals. The plan is used as a guideline in the implementation of the teaching and learning process by the teacher. The setting of

objectives, contents, and methods of implementation is used as an effort to achieve national education goals.

Curriculum 2013 changes manifest in: a) graduate competency, b) content, c) process, and d) assessment. The Permendikbud No. 20 of 2016 concerning Standards for Graduation of Primary and Secondary Education is used as the primary reference for developing content standards, process standards, facilities and infrastructure standards, assessment standards and management standards. It dictates:

- a) the degree of competency and basic competences for various levels and types of education,
- b) core competencies include spiritual and social attitudes, knowledge and skills,
- c) the scope of the material that is specific to each subject, formulated based on the Competency Level and Core Competence to achieve the minimum competencies at certain levels and types of education.

In order to acquire graduate competency, Permendikbud No. 22 of 2016 specifies requirements for the application of learning in education and secondary school units. Assessment standards contain scope, objectives, benefits, principles, mechanisms, procedures and instruments of learning outcomes.

2.1.2 Curriculum

2.1.2.1 Definition of Curriculum

Curriculum is the principle focus of education (Mulengeki et al, 2013:2), and contains what is to be taught to students. There is a traditional school of thought and a modern school of thought with regards to curriculum. In the traditional school, it is the required subject to obtain a diploma. In the modern school, curriculum includes a broader range of activities with the course, inside and outside the classroom (Hamalik, 2007:3).

Curriculum is derived from the word *curere*, meaning “race course” (Arifin, 2012:2), originally from Latin and Ancient Greek. A curriculum is therefore comparable to a race course, as it is a type of course. Arifin goes on to say that curriculum is a set of plans, goals, content and method for achieving the learning objectives.

Arifin (2012:8) describes curriculum as being expressed as an idea, a plan, an activity, a result, as a discipline of knowledge, and as a system. That signifies that a curriculum is more than one-dimensional and encompasses everything that is taught.

As an idea, it is possible for the curriculum to constantly change based on the needs of the time by the stakeholders involved in the process. It needs not to be fixed and may differ. The curriculum as a written plan realizes it from its form as an idea. This starts giving structure to the idea of the curriculum, by embodying its

goals, aims, methods including activities, the management, expected outcomes and evaluation.

As activities, it goes into implementing the curriculum as a plan. It is expected that all the plan is implemented, including activities within and outside school, with the aim of leading to the planned outcomes. The result of the curriculum should be the learning outcomes, by which the curriculum is often associated and evaluated. This is the key by which curricula are often compared, to analyze what students obtain from a curriculum. The learning outcomes can be categorized by different domains, including skills, knowledge and values.

Where a curriculum comes into view as a discipline of knowledge, the overarching theories, conceptualization and the underlying principles are analyzed and developed. This is a higher level view of a curriculum, in contrast to the implementation of the curriculum. The curriculum as a system is another higher level aspect which deals with education system as a whole, and how the curriculum is developed, implemented and evaluated.

2.1.2.2 Curriculum Context in Education

Arifin (2012:23) states that the curriculum is a guide or an education program implemented by the school, wherein students learn through activities. The curriculum essentially defines the syllabus from conceptualization, that teachers then implement by teaching students - the application phase. They are two sides of the coin through their relationship, and each requires the other.

2.1.2.3 Indonesian English Curriculum

Since 1947, the curriculum has gone through several changes, last in 2013 (Soedijarto, 2012). Changes are often reflected following changes in government, advances in science and change in culture, among other factors, with principle changes being goals and implementation.

English language lessons are based the on the current national government-developed curriculum (Sahiruddin, 2013). The curriculum has changed, responding to prevalent ELT methodologies, from 1945's grammar translation-based curriculum, through to audiolingual-based, structure-based, meaning-based curricula, and eventually 2004's competency-based curriculum. The grammar-translation method was popular from 1945 as it was easy to scale up to large classes, teaching mastery over grammar. This soon was overtaken by the audio-lingual approach in the 1950s, leading to changes in the curriculum. This method favored oral communication through spoken language. As it had its challenges with teaching, the former grammar translation method was still favored.

In the 1970s, Indonesia moved towards a top-down, objectives-driven curriculum design approach, focusing on objectives, approaches and evaluation (Tjokrosujoso & Fachrurazy, 1997).

This structure-based audiolingual approach to English learning was deemed to have had downfalls - large classes did not suit this method, and there were few native role models (Wiramaya, 1991). This led to further revisions that spawned the

1984 communicative-approach curriculum, encouraging English language passive skills, listening and reading.

Nababan (1993) noted that the Department of Education, through the official textbooks at the time, emphasized linguistic competence over communicative competence, so this was not quite implemented as originally planned. Tjokrosujoso and Fachrurrozy (1997) state that this was inconsistent as it paired reading comprehension with a structure-oriented program, a communicative teaching approach, and discrete and grammar-based evaluation - hence it was ultimately unsuccessful.

Following that, surveys showed that productive skills - speaking and writing - should have more focus, favoring communication over structure. This was the meaning-based curriculum of 1994, emphasizing communicating in reading, writing, listening and speaking. Corresponding textbooks had theme-based content with a task-based teaching approach (Jazadi, 2000). The noted issue with this was that out of the four skills, reading was still the priority, with productive skills not being attained as according to the curriculum aims, with the exam still being the same as the previous curriculum, focusing on reading comprehension and form-based multiple choice questions, and therefore not testing all the skills. This clearly shows a flaw with the intended aims and outcomes.

The 2004 competency-based curriculum had more systematic competency objectives, with communicative language being the focus. There was a dual

assessment system of productive skills being assessed in schools, and passive receptive skills tested in the national exam.

This was further revised in the 2006 KTSP curriculum, in response to feedback, but that had its own problems, with subject overload and overlapping competences, and competencies not fully encompassing the cognitive (mental skills), affective (growth in self-attitude) and psychomotor (physical skills) domains of learning, and more. It was teacher-oriented, and the standard of assessment and evaluation neglected the process and learning outcomes, as it was too open to interpretation in practice.

The redesign led to Curriculum 2013. Frameworks and syllabuses have been successfully produced for all subjects from primary level to senior high graduate level. One noted effect has been that English language class time has been reduced, which inevitably affects the teaching and learning process across the country.

2.1.2.4 Curriculum 2013 Development

Curriculum 2013 builds on the competency-based curricula of 2004 and 2006, focusing on competency, knowledge, and integrated skills (Sudjana, 2007). Curriculum 2013 aims to develop the social, creative, mental and physical skills. Learning is intended to be implementable outside of school, and is aimed to develop the attitude and skill of students. There are core competencies, organized into basic competencies and learning processes.

2.1.2.5 Curriculum 2013 for English teachers at Junior High School (SMP)

The English curriculum breaks down into objectives, contents, and learning materials to implement EFL English learning activities in order to attain the educational goals. According to Graves (2008), curricula consist of stages of planning, implementation, and evaluation. These three stages have to be reviewed by educational experts, principals, and teachers in designing a curriculum.

In line with Permendikbud No.22 of 2016, English teaching in Junior high schools uses a scientific approach. The Curriculum 2013 is a curriculum developed to improve and balance the abilities of students in soft skills and hard skills such as cognitive (knowledge), affective (attitudes) and psychomotoric (skills). The curriculum may be viewed as a roadmap for designing and carrying out teaching and learning activities in order to meet some of the national education program's objectives.

2.2 Relevant Research

- A. Herviani, 2018, conducted research entitled “An Analysis of Prospective Teachers’ Lesson Plan in SMAN 9 Semarang”, used qualitative research that showed that level compliance of prospective teachers’ lesson plan in SMAN 9 Semarang was relatively low. It was found that the level of understanding and mastery of lesson planning by prospective teachers was not fully comprehensive.

- B. Aruan, 2017 conducted research entitled “An Analysis of Lesson Plan of Indonesian Teacher at SMAN 7 Medan 2016/2017”. The results of the study showed that lesson plans made by Indonesian teachers at SMA 7 Medan, as judging based on the completeness of the components and the systematic preparation of the lesson plan components, were not based on Permendikbud No. 22 of 2016, but instead were based on Permendikbud No. 103 of 2014.
- C. Nugraheni, 2014 conducted research entitled “An Analysis of Lesson Plan by Junior High School English Teachers in Boyolali”. A descriptive evaluative research, the result of the study showed that the percentage of lesson plan made by English teachers in Boyolali was 73.16% and were categorized as good based on the theory of Suharsimi.

2.3 Assumption

The assumption underlying the researcher found that English teachers' lesson plans at SMPN 1 Bangkinang Kota are still not entirely consistent and compliant with Permendikbud No.22 of 2016.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Qualitative research was conducted with lesson plan documents and interviews, that were then analyzed. Content analysis is the process of systematically categorizing verbal or behavioral data; in this case, analyzing interview transcripts, observation notes, or verbal materials. The process fundamentally involves categorizing the data, to make coherent large amounts of data by summarizing and reducing the raw data, followed by identifying significant patterns and relationships, in order to gain meaning from data.

3.2 Location and time of the Research

This research was conducted at SMPN 1 Bangkinang Kota, located in Jalan Olahraga No.25 Langgini Kec. Bangkinang Kab. Kampar, Riau, on August 2021.

3.3 Source of Data

The main sources of data for this research were the six English lesson plans developed by English teachers SMPN 1 Bangkinang Kota, as taken randomly. The data used for the first objective of this research was taken through a content analysis

checklist. The data used for the second objective of this research was from primary data gained through interviews.

3.4 Data Collection Technique

Different means of collecting data were used, supported by research instruments that helped collect systematic data. Below describes how the data was collected with the related instrument.

3.4.1 Documentation

Documentation form key evidence for analysis. According to Ary (2010:442), documentation is a wide range of written, physical, and visual materials what other authors may term artifacts. In this case for SMPN 1 Bangkinang Kota, the documentation consists of lesson plans. The lesson plans were taken in August 2021.

3.4.2 Content Analysis Checklist

Lesson plans were studied using content analysis checklist by cross-checking the lesson plan for compliance with Permendikbud No.22 of 2016. This was done using a rubric in order to analyze the lesson plan. The items below were checked and reviewed to see if they were appropriate with Curriculum 2013, and analyzed for discrepancies.

Table 1. Rubric for content checklist analysis

No.	Components	Indicators
1.	School identity	Write the name of the school Write subjects Write class / semester Write time allocation
2.	Core competency	Write the core competencies completely and correctly
3.	Basic competence, and competency achievement indicator	Write the basic competencies completely and correctly
4.	Learning objectives	Formulate one or more for each Competency achievement indicator (IPK). Learning objectives can be done by including the aspects of “ABCD” Written for each meeting
5.	Learning material	Choose regular, remedial and enrichment materials according to the competencies developed. Learning material must be in accordance with KD, time allocation and student development. The depth of the material and the ability of students

6.	Learning method	<p>Apply one or more learning methods.</p> <p>The selected learning method is an active, effective and efficient learning which facilitates students to achieve basic competencies with 21st century skills</p>
7.	Media and materials	<p>Matching with the learning objectives, students characteristic and appropriate with the material of the learning</p>
8.	Learning resources	<p>Utilize the natural or social environment.</p> <p>Using government textbooks (teacher books and student books).</p> <p>Refer to materials obtained through the library.</p> <p>Material obtained through certain websites / internet</p>
9.	Teaching activity	<p>Formulated teaching activities that appear pre-activity, while-activity and post-activity.</p> <p>Designing learning activities in accordance with the learning method's syntax.</p> <p>Designing learning activities that facilitate learning attitudes, knowledge and skills</p>
10.	Assessment	<p>Include techniques, forms and examples of assessment instruments in the realm of attitudes, knowledge and appearance according to indicator.</p> <p>Arrange the instrument of assessment items in accordance with the rules of instrument development.</p>

		Develop scoring guidelines (scoring rubrics). Write remedial and enrichment learning activities based on student's characteristic, time allocation, media and allocations
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3.4.3 Interview

Interviewing is a flexible tool for data collection, allowing verbal and non-verbal data to be collected (Cohen, 2007:349). According to Moloeng (2002:135) interviewing is a conversation with a certain purpose between the interviewer and interviewee. As such, the interview was conducted to collate information on the issues surrounding designing lesson plans. Below is the list of interview questions.

1. Apakah Bapak/Ibu membuat RPP sendiri?
2. Apakah di SMP N 1 Bangkinang Kota sudah menggunakan Kurikulum 2013 dalam pembelajaran?
3. Jika sudah, sejak kapan SMP N 1 Bangkinang Kota menerapkan kurikulum 2013?
4. Apakah Bapak/Ibu berpatokan pada kurikulum 2013 dalam menyusun RPP?
5. Apakah ada kesulitan yang Bapak/Ibu hadapi dalam menyusun RPP?
6. Jika ada kesulitan dalam menyusun RPP tersebut, apa solusi yang Bapak/Ibu lakukan?

7. Apakah fasilitas sekolah sudah mendukung dalam pengaplikasian RPP di dalam kelas?

3.5 Data Analysis Technique

Data analysis is the process of arranging and searching all data from the documentation, interview transcripts, and other materials to find logical and meaningful information that helps our understanding (Bogdan & Biklen, 1982). Qualitative content analysis technique was used as the raw data was in the form of written material such as lesson plan, and interviews.

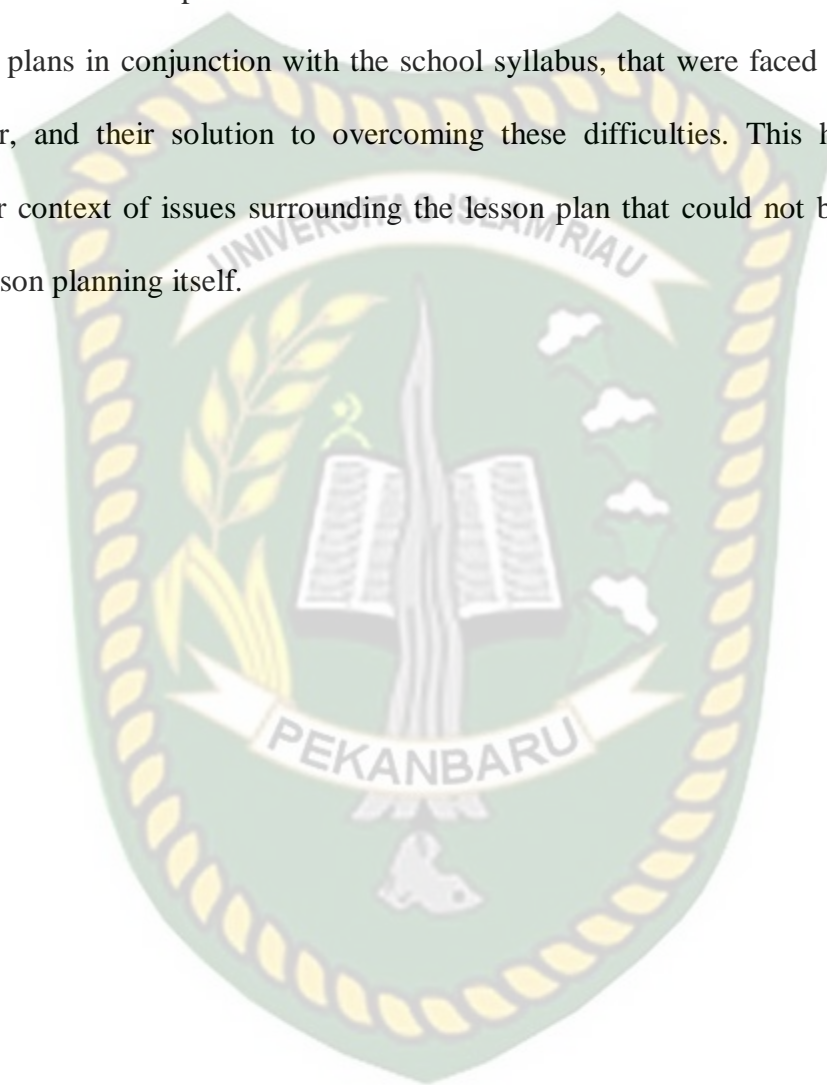
The English lesson plan, as developed by the English teacher at the second semester of SMPN 1 Bangkinang Kota, was analyzed against the content analysis checklist and examined for compatibility with Curriculum 2013. The content analysis is a systematic and objective method of analyzing documents.

The data was categorized, with the key 5 aspects in the lesson plan being: (1) indicators of competency achievement, (2) objectives, (3) materials (4) learning activity, (5) assessment, based on Permendikbud No. 22 of 2016. The closer the lesson plan matched Curriculum 2013, the more compliant the lesson plan was.

The next chapter discusses the data and research findings. The required standard of competency and basic competence is found in Curriculum 2013, which was compared against the lesson plan. The analysis was then conducted on the content of each aspect of lesson plans, against the required standards. It was then

possible to determine a clearer judgment about the compatibility of the lesson plan with Curriculum 2013.

The follow-up interview was conducted to examine difficulties in developing lesson plans in conjunction with the school syllabus, that were faced by the English teacher, and their solution to overcoming these difficulties. This helped provide greater context of issues surrounding the lesson plan that could not be explained in the lesson planning itself.



CHAPTER IV

RESEARCH FINDINGS

In this chapter, the research presents the data analysis and discussion used to answer the research questions. The data have been collected from lesson plans and the interview.

4.1 Data Description

The object of this research were English teachers at SMPN 1 Bangkinang Kota. Samples were randomly taken as they were asked for lesson plans for analysis, in order to inspect for compatibility with Curriculum 2013. Six lesson plans were requested to analyze for consistency, to ensure greater reliability in the analysis by not relying on too few lesson plans. The content analysis checklist was used for analysis.

Three Class 7 and three Class 8 lesson plans were requested, to gain a better understanding of the challenges faced with students of different year groups. At this school, a standard meeting is 2 x 40 minutes. Each lesson plan went through the rubric to analyze lesson plans for compliance with Permendikbud No.22 of 2016. This sets out that lesson plans should consist of school identity, core competency, basic competence and competency achievement indicator, learning objectives, learning material, learning method, media and materials, learning resources, teaching

activity, and assessment. The research sets out to check that this minimum is criteria is met and satisfied.

The last part of this research looks into interviewing the teachers to get their thoughts and feedback on the challenges of the lesson plan, and where they feel they are able to make the most success and where they feel there are challenges. This is important because lesson plans only show a one-dimensional perspective of what goes into making lesson plans, and interviews can provide valuable information about the work that goes into developing and delivering lesson plans.

4.2 Data Analysis

4.2.1 Lesson Plans Criteria

The following findings were gained from the lesson plans.

Table 2. Lesson Plan 1

No.	Components	Checklist	Description
1.	School identity	✓	Education units : SMP Negeri 1 Bangkinang Kota Subjects : English chapter : 1 - Good morning. How are you? Class/Semester : VII/Odd Time Allocation : 12 JP (6 X Meeting)
2.	Core competency	✓	Religion; character; understanding and applying knowledge; processing, presenting and reasoning
3.	Basic competence, and competency	✓	Greeting, saying goodbye, thanking, apologizing, responding – identify and distinguish social functions, spoken and written

	achievement indicator		interactions; presenting related information; describing orally by giving and asking for information; write short and simple descriptions asking and giving information
4.	Learning objectives	✓	Identify social function characteristics; say and respond to greeting, goodbye, thanking and apologizing with appropriate speech and tone; speaking responsibly; arrange random words into meaningful sentences; write and present dialogues
5.	Learning material	✓	Regular learning materials – oral and written interpersonal texts; factual, conceptual (open, content, close), procedural (common phrases, vocabulary, derivative words, speech, word stress, intonation, spelling, punctuation, handwriting); Enrichment materials – task of finding and writing expressions and responding to them; Remedial materials – social functions, text, linguistic elements
6.	Learning method	✓	<ul style="list-style-type: none"> • Approach : <i>Scientific Approach</i> • Model : Picture and picture • Method : Discussion and question and answer, <i>role play</i>
7.	Media and materials	✓	1. Media <ul style="list-style-type: none"> - Images related to the material - Writing card according to the expression 2. Tool <ul style="list-style-type: none"> - Markers – whiteboard - Paper 3. Materials <ul style="list-style-type: none"> - Text/dialogue
8.	Learning resources	✓	<ul style="list-style-type: none"> - English book When English Rings the Bell. - English grammar book, round-up 2, Longman. - English teacher's manual second edition, Mary Lou Brandvik & Katherine S. McKnight. - English Way grade VII, Quadra - Dictionary

			- Internet
9.	Teaching activity	✓	6 meetings (12 x 40 minutes); including preliminary activities, core activities and closing activities; see appendix
10.	Assessment	✓	Evaluation – assessment of social attitude, knowledge assessment with written test, short answer/multiple choice; with scoring guideline for grading; Assessment instrument to advise; Skills appraised by performance in role play; scoring guidelines referred to No remedial or enrichment learning referenced

Table 3. Lesson Plan 2

No.	Components	Checklist	Description
1.	School identity	✓	Education units : SMP Negeri 1 Bangkinang Kota Subjects : English chapter :2 - It's Me! Class/Semester : VII/Odd Time Allocation : 16 JP (8 X Meeting)
2.	Core competency	✓	Religious teaching appreciation; character; understanding knowledge; trying, processing and presenting
3.	Basic competence, and competency achievement indicator	✓	Identify social functions, text structures, linguistic elements, giving and asking for information – identify expressions used to produce identity, social function; identify expressions for hobbies and family members; Compose spoken and written transactional dialogues giving and asking for information related to identity – conduct interpersonal conversations to ask and provide information related to identity, hobbies, family members; integrating listening, reading, speaking and writing activities with confidence

4.	Learning objectives	✓	Identify expressions to introduce oneself; identify social function of spoken and written dialogues; identify expressions of hobbies and family members; identify textual elements; compose and demonstrate simple oral and written texts about self-introduction
5.	Learning material	✓	Regular materials – simple oral and written texts for self-introduction and responses, including social function, text structure, linguistic elements, vocabulary, grammar, speech, word stress, intonation; spelling and punctuation, handwriting; Remedial materials – topics of various matters related to interaction between teachers and students during learning process; Enrichment learning materials – social function, introducing oneself
6.	Learning method	✓	<ul style="list-style-type: none"> Approach : <i>Scientific Approach</i> Model : - <i>Problem Based Learning</i> - <i>Communicative Language Teaching</i> Method : Q&A, interview, cooperative, <i>role play</i>
7.	Media and materials	✓	1. Media - Images related to the material 2. Tool Paper, marker, whiteboard, eraser 3. Material Script text/dialogue about the function of people, animals and things
8.	Learning resources	✓	English Book When English Rings the Bell English Book Contextual Scientific Approach English Way grade VII, Quadra Practice Your English Competence VII, Erlangga Bupena, Erlangga Dictionary

9.	Teaching activity	✓	8 meetings (16 x 40 minutes); including preliminary activities, core activities, closing activities; see appendix
10.	Assessment	✓	Assessment of spiritual/social attitudes using observation; knowledge assessment using written test, including scoring guidelines; oral assignment; skills assessment of performance in role play, written and practical tests, situation cards (speaking test), and practical test, including scoring guidelines; does not include remedial/enrichment learning

Table 4. Lesson Plan 3

No.	Components	Checklist	Description
1.	School identity	✓	School : SMP NEGERI 1 BANGKINANG KOTA Subjects : English Class/Semester : VII/1 Main subject : Expressions of greeting, saying goodbye, thanking, and apologizing and responding, very short and simple. Time Allocation : 6 x 40 minutes (3 x Meeting)
2.	Core competency	✓	Appreciation of religious teachings; character; understanding and applying knowledge; demonstrating skills of reasoning, processing and presenting
3.	Basic competence, and competency achievement indicator	✓	Identify social functions, texts, linguistic elements involving greeting, goodbye, thanking, apologizing, responding; identify structure of oral and written texts according to context; compose oral and written texts; writing and presenting dialogue
4.	Learning objectives	✓	Identify social functions, texts, linguistic elements of interaction with greetings, goodbye, thanks, apologies, and response; initiate and

			respond; arrange words into sentences; write handwritten dialogue and present; character strengthening to be polite and confident
5.	Learning material	✓	Regular materials including oral and written interpersonal texts; making text dialogue scenarios; enrichment materials with students tasked to find and write expressions from various sources; remedial materials with social function, text structures and linguistic elements of related texts
6.	Learning method	✓	Approach - Scientific Learning model - Picture and Picture Material: (authentic material) example: text book
7.	Media and materials	✓	1. Media - Images related to the material - Writing card according to the expression 2. Tool - Markers – whiteboard - paper
8.	Learning resources	✓	- English book When English Rings the Bell. - English grammar book, round-up 2, Longman. - English teacher's manual second edition, Mary Lou Brandvik & Katherine S. McKnight. - English Way grade VII, Quadra - Dictionary - Internet
9.	Teaching activity	✓	3 meetings (6 x 40 minutes); including preliminary activities, core activities and closing activities; see appendix
10.	Assessment	✓	Assessment of attitude using observation; assessment of knowledge using oral and written tests; assessment of skills using oral test; oral – answering questions about presented pictures, and delivering a monologue in front of class; written test including dialogue; rubric provided, with remedial and enrichment learning

Table 5. Lesson Plan 4

No.	Components	Checklist	Description
1.	School identity	✓	Education units : SMPN 1 Bangkinang Kota Subjects : English Class/ Semester : VIII/Odd Main subject : Requesting attention, checking understanding, appreciating good performance, asking/expressing opinions as well as the response Time Allocation : 12 x 40' (6 meetings)
2.	Core competency	✓	Appreciation of religious teachings; character; understanding knowledge; trying, processing and presenting according to what is learned
3.	Basic competence, and competency achievement indicator	✓	Apply social functions, text structures and linguistic elements of spoken and written texts, asking for attention, checking understanding, appreciating performance, asking and expressing opinions and responding; composing oral and written interpersonal interaction texts related to aforementioned
4.	Learning objectives	✓	Breaking down learning objectives into required basic competencies, per meeting; see appendix
5.	Learning material	✓	Learning material including storytelling, dialogues; includes remedial learning, but no enrichment learning
6.	Learning method	✓	Approach : scientific Method : discussion and Q&A Model : discovery learning
7.	Media and materials	✓	1. Media : ➤ Powerpoint Presentation ➤ picture, ➤ Flashcards ➤ Phonetic card. 2. Material: ➤ working paper/cardboard,

			➤ photo/clipping 3. Tool Whiteboard marker
8.	Learning resources	✓	1. Student Book “When English Rings a Bell”, Jakarta: Ministry of Education and Culture 2014 2. Student Worksheet “English for SMP/MTs Curriculum 2013” 3. Independent Book “Practice Your English Competence” Curriculum 2013 4. The book "English Sentence Structure" Robert Krohn 1971 5. Book “understanding and using English Grammar” betty schrampfer azar 1989 6. The book "English-Indonesian Dictionary" by John M. echols and hassan shadily
9.	Teaching activity	✓	6 meetings (12 x 40 minutes); including preliminary activities, core activities and closing activities; breaks down the type of learning in the core activity; see appendix
10.	Assessment	✓	Attitude assessment using observation; written knowledge assessment including multiple choice, matchmaking, completion; answering questions based on pictures; skills assessment using situation cards for speaking skills; includes rubrics; provides remedial and enrichment learning

Table 6. Lesson Plan 5

No.	Components	Checklist	Description
1.	School identity	✓	Education units : SMPN 1 Bangkinang Kota Subjects : English Class/ Semester : VIII/Odd Subject matter : Stating and asking about abilities and willingness to take action Time Allocation : 14 x 40' (7 meetings)
2.	Core competency	✓	Appreciation of religion; character; understanding knowledge; trying, processing

			and presenting what is learned
3.	Basic competence, and competency achievement indicator	✓	Apply social functions, text structures and linguistic elements of spoken and written texts involving giving and asking for information, about stating or asking about the ability and willingness to take action; composing dialogues of aforementioned
4.	Learning objectives	✓	Breaking down learning objectives into required basic competencies, per meeting; see appendix
5.	Learning material	✓	Regular materials including example texts and exercises; remedial learning materials included, but does not include enrichment learning materials
6.	Learning method	✓	Scientific Method
7.	Media and materials	✓	1. Media : <ul style="list-style-type: none"> ➤ Powerpoint Presentation ➤ picture, ➤ Flashcards ➤ Phonetic card. 2. Material: <ul style="list-style-type: none"> ➤ working paper/cardboard, ➤ photo/clipping
8.	Learning resources	✓	1. Student Book “When English Rings a Bell”, Jakarta: Ministry of Education and Culture 2014 2. Student Worksheet “English for SMP/MTs Curriculum 2013”
9.	Teaching activity	✓	7 meetings (14 x 40 minutes); including preliminary activities, core activities and closing activities; breaks down the type of learning in the core activity; see appendix
10.	Assessment	✓	Spiritual/social attitudes assessment by observation and self-assessment; written knowledge assessment using multiple choice, matchmaking, completing; written and performance skills assessments, using multiple choice and situation cards; includes rubrics; provides remedial and enrichment learning; rubric could be more clear on what is being assessed and marked

Table 7. Lesson Plan 6

No.	Components	Checklist	Description
1.	School identity	✓	Education units : SMPN 1 BANGKINANG KOTA Subjects : English Class/ Semester : VIII/Odd Subject matter : Expressions of giving instructions, inviting, forbidding, asking permission, and how to respond Time Allocation : 14 x 40' (7 meetings)
2.	Core competency	✓	Appreciation of religion; character; understanding knowledge; trying, processing and presenting what is learned
3.	Basic competence, and competency achievement indicator	✓	Applying social functions, texts and linguistic elements of spoken and written transactional interaction, giving and asking for information related to instructions, invites, asking for permission, imperatives, prohibitions and appeals; composing dialogues of aforementioned
4.	Learning objectives	✓	Breaking down learning objectives into required basic competencies, per meeting; see appendix
5.	Learning material	✓	Regular materials including example texts and exercises; remedial learning materials included, but does not include enrichment learning materials
6.	Learning method	✓	Scientific Method
7.	Media and materials	✓	1. Media : ➤ Powerpoint Presentation ➤ picture, ➤ Flashcards ➤ Phonetic card. 2. Material: ➤ working paper/cardboard,

			➤ photo/clipping
8.	Learning resources	✓	1. Student Book “When English Rings a Bell”, Jakarta: Ministry of Education and Culture 2014 2. Student Worksheet “English for SMP/MTs Curriculum 2013”
9.	Teaching activity	✓	7 meetings (14 x 40 minutes); including preliminary activities, core activities and closing activities; breaks down the type of learning in the core activity; see appendix
10.	Assessment	✓	Spiritual/social attitudes assessment by observation and self-assessment; written knowledge assessment using multiple choice, matchmaking, completing; written and performance skills assessments, using multiple choice and situation cards; includes rubrics; provides remedial and enrichment learning; rubric could be more clear on what is being assessed and marked

4.2.2 Content Analysis of Lesson Plans

1. School, class and lesson identity have been mentioned in all lesson plans above.
2. The core competency as per Permendikbud No.22 of 2016 has been stated to clarify the minimal competencies of knowledge, attitude and skills to be achieved in each class, in all the lesson plans above.
3. It is clear from all the lesson plans above that the basic competencies are outlined with the competency achievement indicators as per Permendikbud No.22 of 2016. Teachers are clear and attentive on the guidelines. The achievement indicators are taken into account for assessment and evaluation, for achievement to be measured and graded.

4. It was noted that Class 7 and Class 8 both have learning objectives in all lesson plans; however, for Class 7 they are not broken down into meetings as they are for Class 8. This bears some follow up to investigate the reasoning behind this, whether this is for flexibility purposes or if there were any issues in setting separate learning objectives for each meeting.
5. For Class 7 and 8, the learning material is outlined for all lesson plans. It is quite possible that the reason for the difference in the extra detail of learning material for Class 8 is because of the more advanced students.
6. The learning method is appropriate for all lesson plans, as they outline the approach, method and model.
7. There appears to be a pattern of having greater media and materials for Class 8, whereas Class 7 is satisfactory but has less variety. The materials appear to be related to the lesson plans, and will support the learning process.
8. Class 7 on the whole does use more textbooks for learning resources than Class 8; Class 8 is satisfactory.
9. The teaching activities for all lesson plans are well detailed for all the meetings, with preliminary activities, core activities and closing activities. The time and steps for each phase are described adequately to keep teachers up to pace with the lessons. The preliminary phase greets and motivates students while taking attendance. The core phase has students going through key learning activities including observing, asking, gathering information, associating and communicating. This is more broken down into different

categories of learning for Class 8 lesson plans; however, both classes have a high level of detail going into the teaching activities. The vast majority of closing activities do include summaries or reflection, quizzes, take student feedback and assign homework.

10. All the lesson plans above detail different forms of assessment, including written, verbal, listening/observation and attitudes. This is good as it tests students on different facets of learning. A couple of Class 8 lesson plans do not provide many details on the assessments undertaken, nor provide a clear and understandable rubric for assessment, though different forms of assessment are mentioned as being set; this may have to be assumed to be in an addendum for the teacher's lesson plan. A couple of Class 7 lesson plans do not provide remedial or enrichment learning, though it is possible some of this may be offset by what is outlined in teaching activities. It would be better for this to be listed alongside the rubric, so as to provide better remedial and enrichment learning.

4.2.3 Analysis of challenges and issues faced by English teachers

From the research data, each English teacher prepares their own lesson plan from various sources. They are expected to do this according to Curriculum 2013, as per Permendikbud No.22 of 2016. The results show overall positive signs, as the point of the lesson plans is to lead towards successful teaching with coherent learning. The lesson plans by and large engage the students actively in a number of

ways, verbal and non-verbal. According to Nurdin (2019: 42), lesson planning is essentially a projection or prediction of events in the classroom – this appears to have been met here, on the whole.

Based on the above, the lesson plans are by and large good quality in content, as they do get the basic points down. It was noted that Class 7 could have more learning objectives broken down into meetings, and to use greater variety of learning materials, unless there is a clear reason keep them as is. The teaching activities are detailed to a great extent, but this could be supported more in the assessment section, with more details on the form of assessment, along with the rubric for marking, and greater consistency could be ensured with remedial and enrichment learning at the assessment stage, as they are stated in the teaching activities but some lesson plans do not expand on this.

The interview with the teacher had 7 questions focused on the second research question, regarding challenges around lesson planning. The teacher answered that they use lesson plans from various sources, adapted to their circumstances, with the materials they have. They have been using Curriculum 2013 since it was launched. One of the noted difficulties in preparing lesson plans is that lesson plans need to be adjusted every year for new students. This takes a lot of thought processing in adjusting the difficulty level to the mastery of the students.

They mentioned that they were previously a referral school and once that categorization was abolished, it increased their workload so they work hard to make lesson plans fit all their students, as they can't make it the same difficulty every year.

When it comes to making the lesson plan, they need to allocate a significant amount of time to prepare, and document everything they do.

They often hold trial classes to implement one lesson plan, and use the experience from that trial class to prepare the next class, and this has had good results, as they can evaluate the advantages and disadvantages of the class and lesson plans. In terms of support from the school facilities, they do use media, but language laboratories are lacking and often outdated for today's needs, so they use libraries or take students out of class to other settings, indoors and outdoors, for other learning.

By looking at the lesson plans and also from interviews, it is clear that the evidence for the interview is in the lesson plans. Teachers at SMPN 1 Bangkinang Kota are using templates from various sources, including some of their old lesson plans, and modifying them to fit their needs. In some cases, this could have some greater consistency, as described above, regarding the assessment stages needing a rubric and having remedial and enrichment learning. It is clear that each English teacher will have their own style, as they write lesson plans each year independently.

SMPN 1 Bangkinang Kota is a former referral school, that now takes general student admissions within 4KM catchment area. Adjusting the lesson plans to different capabilities was a recurrent issue, as the lesson plan essentially becomes one-size-fits-all. This often requires adjusting the difficulty of questions to students, and this then affects the length of time creating and preparing the lesson plan.

Teachers are finding their own solution by doing trial classes to figure out what type of adjustment is needed. This does appear to be shown in Class 7 lesson

plans, which have been noted to have some learning objectives not broken down by meeting, and not providing more remedial and enrichment learning, as there may automatically be a necessary adjustment. This does however need to be looked into further, as it is a recurring and serious issue that needs greater assistance in dealing with, in order to deliver better lesson plans to new intakes of students. A noted concern has been the length of time needed to prepare lesson plans, as each group of students varies in abilities, and writing lesson plans itself takes a lot of time typing.

The other issue appears to be the demand for greater resources, such as language laboratories. This may be due to high internal demand for resources within the school, which appears to be related to something else noted, regarding the difference in learning materials and resources for Class 7 and 8. Class 7 has less materials but more textbooks than Class 8. This is not the direct concern of this study as a resource issue, but it is an interesting consideration for lesson planning in general. Having a greater variety of media, materials and resources can help better facilitate teaching and learning activities, by making lessons more creative and more engaging. The lesson plans do seem greatly detailed, despite this, with all the teaching activities, and it should instill some confidence in the compliance of lesson plans with Permendikbud No.22 of 2016.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the research with suggestions to be followed up on. The analysis and the discussion is summarized. There are some recommendations for future related studies.

5.1 Conclusion

The research questions are:

1. How compliant are teachers' lesson plans with the Permendikbud No.22 of 2016?
2. What are the challenges and issues in preparing lesson plans, faced by English teachers at SMPN 1 Bangkinang Kota?

Based on the data from the content analysis and the interview, English lesson plans are derived from various sources. They follow Curriculum 2013 requirements, as per Permendikbud No.22 of 2016, as found through content analysis. On the whole they have been found to be written to great detail for each point, in the lesson plan criteria, thereby meeting the requirements of Permendikbud No.22 of 2016. This, therefore, means that from start to finish in the lesson plans, from the school and lesson identity, as well as the core and basic competencies and competence achievement indicators, all the way to assessment and evaluation, the lesson plans are highly organized and laid out in a well-structured manner.

There were a few findings made with regards to issues with lesson plans and the task of planning them:

1. Writing lesson plans takes a great deal of time, particularly with each new group of students. This requires adjusting the difficulty of lessons and assessments, with trial classes to determine the ability of a new group of students, in order to adjust lesson plans. Lesson objectives for Class 7 were found not to be broken down into meetings, with less written on remedial and enrichment learning, even though they are mentioned in the teaching activities.
2. There is clearly demand for resources and facilities, such as language laboratories. More materials and resources may well be needed, particularly for Class 7.
3. Class 8's lesson plans need to detail more assessments and rubrics, though it is clear that there are many forms of assessment mentioned being undertaken.

5.2 Suggestion

1. For the school:
 - a. It can be concluded that the teachers are overall meeting their requirements, with lesson plans written to a rather high quality.
 - b. More help may be needed to determine students' abilities, with possible activities such as pre-assessment. Each year will always have a new group of students with different abilities, who then need lesson plans fine-tuned to their abilities.

- c. Following on, look back at previous years' lesson plans and devise realistic lesson plans that can break down learning objectives per meeting, with planned remedial and enrichment learning.
- d. Ensure greater detail of the assessments and rubrics.
- e. Greater use of media could be made to provide more interactive lessons, where other resources may be more limited.

2. For future research:

More research to be carried out on the role of assessments in classrooms would be highly beneficial. As mentioned above, fine-tuning lesson plans is a great challenge. Pre-assessment and end of year assessments would be useful for schools to bring students and teachers alike up to speed with knowing individual students' abilities, and be able to track growth in learning for each student. Where this may stagnate, teachers would be able to respond and change their lesson plans appropriately. Research could look into how effectively assessments are used currently, and how they could be better used in future.

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