AN ANALYSIS OF ENGLISH TEACHERS' LESSON PLAN AND IT'S IMPLEMENTATION BASED ON CURRICULUM 2013 AT SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

A Thesis
Submitted as a Partial Fullfilment of the Requirements for S-1 degree

By
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ABSTRACT

Lesson Plan (RPP) is face-to-face learning activity plans for one or more meetings. RPP was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD). Every educator in an education unit is obliged to prepare a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. This research can see how the implementation of lesson plans is compatible with learning in classroom, this research can be useful and become an evaluation material for the progress of the teachers who contributed to this research.

The method of this research is qualitative descriptive approach in this research because this research explained the phenomena that occur using words and describes the lesson plans referring to the 2013 curriculum. The researcher used documentation, observation and interview in collecting and analyzing data.

The result of of research showed first, there are several aspects in the lesson plan that must be included, starting from the identity of the lesson plan until the assessment. From the 10 aspects contained in Permendikbud number 22 of 2016, only 2 aspects are Partly-Suitable with Permendikbud number 22 of 2016. This is not a fatal error, it's just that there are slight deficiencies in learning media and learning resources. In here the researcher can conclude that English teachers lesson plan same with the guide from permendikbud number 22 of 2016. Second, from the two English teachers at SMA Muhammadiyah 2, there is one aspect that is Not Suitable with the implementation in the classroom, namely regarding learning media. Researcher can conclude that the suitability between the teacher's implementation and the lesson plans they have made is Suitable.

Keywords : *Analysis, Curriculum 2013, English Teacher Lesson Plan, Descriptive Qualitatif*

DECLARATION

I hereby:

Name   : Qori Nuraini
Students' Number   : 1811040043

I hereby stated that thesis entitled "An Analysis of English Teachers' Lesson Plan And It's Implementation Based on Curriculum 2013 at SMA Muhammadiyah 2 Bandar Lampung" is completely my own work. I am fully aware that i have quoted some statements and theories from various sources and those are properly acknowledged in the text.
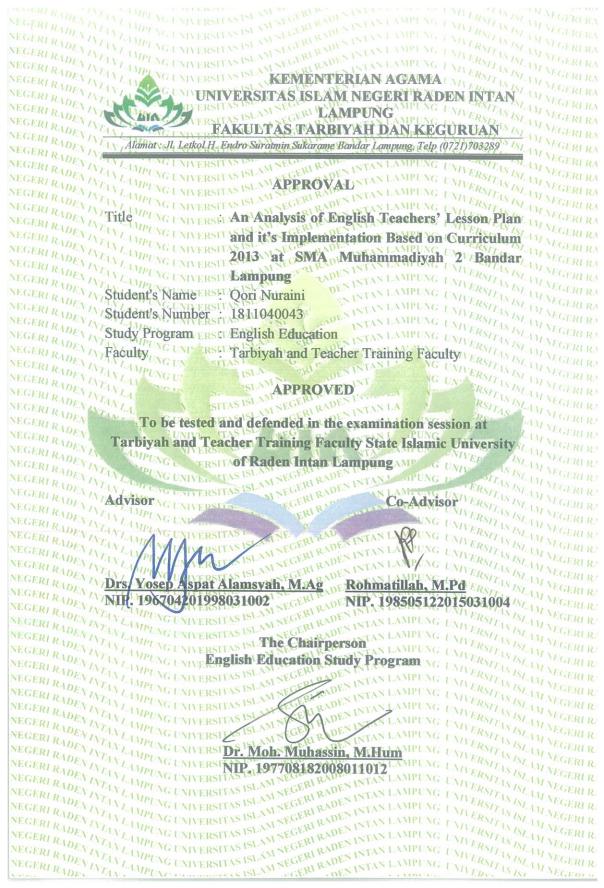
Bandar Lampung, 18th June 2023
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APPROVAL

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ADMISSION

An Undergraduate Thesis : **"An Analysis of English Teachers'**
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at SMA Muhammadiyah 2 Bandar Lampung" by : **Qori Nuraini**
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MOTTO

<div dir="rtl">يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ</div>

"Hi! You who believe, fear Allah and let every person pay attention to what he has done for tomorrow, and fear Allah, verily Allah is All-Knowing of what you do". (Q.S Al-Hasyr : 18)[1]

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[1] Abdullah Yusuf Ali, The Meaning of The Noble Qu'an, Holybooks, 2006, p. 381 <http://www.pdf koran.com/Koran.pdf %5Cnhttp://www.pdfkoran.com/Koran.zip>.

DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah SWT, whose blessing and mercy and have listened to the prayers of my parents to make it easy and smooth for me in completing this thesis.

2. My beloved parents, Mr. Priowidodo and Mrs. Mulyana Sumiati, who never stop praying and giving motivation and hope for my success. Thank you for your endless love and support, both spiritually and materially, and you are my biggest spirits in completing this thesis, I really love my parents.

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5. All my beloved lecturers, classmates and almamater of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan Lampung State Islamic University who have contributed a lot to my development both academic skills and knowledge during my studies at the university.

CURRICULUM VITAE

The writer name of this thesis is Qori Nuraini, or usually called by her friend, Qori. She was born on June 23th, 2000 in Bandar Lampung. She is the second daughter of Mr. Priowidodo and Mrs. Mulyana Sumiati. She has one older brother named Eko Budi Kurniawan and older sister named is Fatimah Az-Zahra. She began her study at Tk Yayasan Wanita Kereta Api, Bandar Lampung in 2005-2006, and continued her elementary school at SDN 1 Sawah Lama, Bandar Lampung in 2006-2012. Then, she continued her study at junior high school at SMP Perintis 1, Bandar Lampung in 2012-2015 . Afther that, she continued her school at SMA Negeri 14 Bandar Lampung and she graduated in 2018. After graduated, she continued her education to college in 2018. She was accepted at one of the state university in Bandar Lampung, namely the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung). She was accepted at the faculty of Tarbiyah and Teacher Training in the Department of English Education, she was accepted through SPAN-PTKIN.

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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled "An Analysis of English Teachers' Lesson Plan and It's Implementation Based on Curriculum 2013 at SMA Muhammadiyah 2 Bandar Lampung". This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students" task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

Bandar Lampung, 2022
The Researcher,

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CHAPTER I
INTRODUCTION

A. Title Confirmation

To understand the discussion of the research, the researcher is required to state the title confirmation by providing definitions to avoid different perceptions of the main problem. The title of the proposal is "An Analysis of English Teachers' Lesson Plan and It's Implementation Based On Curriculum 2013" The explanation of some of the words listed in the title of this research is as follows:

An analysis is derived from the verb "analyze" which means an ability to describe, which is to elaborate a unit into separate units, divide the unit into sub-sections or parts, distinguish between two things that are the same.[1] a careful study of something to learn about its parts, what they do, and how they are related to each other.[2] What is meant by the analysis in the title is to elaborate the phenomenon of lesson plans made by the teacher for application in the classroom.

English lesson plan is a set of activities which "represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson.[3] Based on Permendikbud number 22 years 2016 that every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students.[4] Therefore it is necessary to plan RPP as suggested by

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[1] A.S. Hornby, Oxford Advanced Learner's Dictionary, 8th ed. (Oxford: Oxford University Press, 2010).p.49

[2] Noah Webster, "Merriam-Webster Online Dictionary." Acces on March 14th, 2022, At 22.00 pm.

[3] Brown H. Douglass. Teaching by principles : An interactive approach to language pedagogy. P.g 149

[4] Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah. P.g 6

the Ministry of Education of the Republic of Indonesia. Lesson plan is a product that must be made and owned by every teacher. The lesson plan acts as a guide for teachers so they can guide students to achieve the predetermined targets.

The curriculum 2013 sharpens students' critical thinking and the objects that become learning in this curriculum emphasize natural, social, artistic and cultural phenomena. The 2013 curriculum forms students with good quality for the progress of the lives of the society where they live, the live of the nation in political, social, economic, culture, arts, technology and others.

Teachers must implement the lesson plans they have made so that teaching and learning activities run effectively and can successfully achieve the target. Therefore the Lesson Plan and its implementation must be appropriate. Based on the understanding and explanation of a few words in the title of this proposal, the purpose of this research is to find out how teachers implement their lesson plans based on the 2013 curriculum. And researcher analyze used the guidelines of Permendikbud number 22 years 2016

B. Background of the Problem

Although not satisfactory, it must be admitted that Indonesia's position at the world level in terms of education system and quality is still far from the best, and requires a lot of improvement. Based on data published by the World Population Review, in 2021 Indonesia was still ranked 54th out of a total of 78 countries included in the ranking of world education levels.[5] One of the factors is the quality of teachers who are still lacking. Teachers in Indonesia are still lacking because of the weakness of educators in exploring the potential of students.

The education system in Indonesia is expected to encourage the process of developing the personal quality of students as the nation's next generation which is believed to be a determining

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[5] Good news from Indonesia, https://www.goodnewsfromindonesia.id/2022/01/24/hari- pendidikan-internasional-bagaimana-tingkat-pendidikan-di-indonesia-saat-ini.

factor for the nation's progress.[6] The curriculum as a whole of knowledge learned by students at school is considered one of the most important aspects of education that needs to be improved by considering the needs of the nation and technological advances so that the quality of national education can be properly maximized. The current curriculum applied in Indonesia is the 2013 curriculum.

The curriculum is a product that acts as the core of education because the curriculum includes all the contents of the material that is used as teaching material for educators to achieve educational goals. The curriculum in education plays an important role as a description of the success or failure of the education so that the curriculum is a component that must exist in education together with educators, students, teaching and learning processes, goals, and evaluation. This is why education everywhere will always discuss the curriculum it uses. In June 2013 Indonesia has changed the curriculum from KTSP to curriculum 2013.

The newest curriculum was expected to increase the quality and character of Indonesia's education based on the globalization era. It emphasized competencies like cognitive, affective, and psychomotor.[7] In the 2013 curriculum, there are many competencies that must be achieved by the teachers, therefore teachers are committed to preparing themselves before starting the teaching and learning process.

According to the Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. So, the curriculum is something that must be achieved by students during the education level. In addition to knowing about the curriculum, we as educators also need to know about lesson plans. Because from

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[6] *Undang-Undang Republik Indonesia nomor* 20, 2003.
[7] Dedek Maulana Riski, Thesis The Analysis of Teacher's Lesson Plan and Its Implementation, 2019. P.g.1

the elaboration of the curriculum it contains a form of learning planning in the form of lesson plans.

Thus, it can be concluded that basically the RPP components lead to curriculum components consisting of objectives, content, methods/strategies and evaluation components. The curriculum components as a system that are interrelated with each other. And RPP is a more specific elaboration to direct student learning activities in an effort to achieve basic competencies (KD) in accordance with the objectives.

Therefore it is necessary to plan RPP as suggested by the Ministry of Education of the Republic of Indonesia. Every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students.[8]

The teachers have to arrange lesson plan referring to curriculum 2013 based on procedure or recommendation of the Minister of Education and Culture Regulation No.22 Year 2016:

> *"RPP dikembangkan dari silabus untuk mengarahkan kegiatan pembelajaran peserta didik dalam upaya mencapai Kompetensi Dasar (KD). The lesson plan was develop from the syllabus to direct learner's learning activities in an effort to achieve basic competences.*

Therefore, this research can see how the implementation of lesson plans is compatible with classroom learning, this research can be useful and become an evaluation material for the progress of the teachers who contributed to this research.

Lesson plans have a big influence on achieving learning targets.[9] The lesson plan aims to ensure that learning materials can be

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[8] *Permendikbud Nomor 22, 2016*
[9] Brown H. Douglas, Principles of language learning and teaching, 2010

delivered properly. A good lesson plan if it is structured to create effective, motivating learning, and the achievement of the objectives and functions of learning activities. Teaching and learning activities will be very effective and can achieve their goals if teachers are given the freedom to prepare lesson plans properly and according to the rules during the preparation process. If previously a teacher came to class without designing the material, arranging activities in order, knowing students' understanding of the previous material, preparing learning media, and how to assess their students, learning would not be effective.

According to Permendikbud Number 65 of 2013 concerning Process Standards, the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP developed from the syllabus to better direct students' learning activities to achieve Basic Competence (KD). So, lesson plans are one of the most important parts towards successful learning. Based on Permendiknas Number 22 of 2016 concerning Basic and Secondary Education Process Standards, every teacher in an education unit is obliged to compile a detailed and systematic RPP so that learning can run interactively, pleasantly, efficiently and can also motivate students to be more active. RPP are prepared based on KD to be implemented in 1 or more meetings.

Based on the results of observations and interviews that researcher have conducted previously, it can be concluded that English teachers at SMA Muhammadiyah 2 very rarely make their own lesson plans, they tend to copy and paste from the previous school year and do not adapt to conditions and situations in different classes every year. This makes researcher interest to do research about the suitability of the implementation with the lesson plan held by the English teacher at SMA Muhammadiyah 2 Bandar Lampung. The law explains that every teacher is obliged to prepare a lesson plan based on the components contained in Permendikbud number 22 of 2016.

The researcher also found the results of other people's research which said that the teacher did not prepare a lesson plan in accordance with the Minister of Education and Culture number 22 of 2016

Based on the results of research from Daya Negri Wijaya in the title "Increasing The Ability of Teachers in Developing Rpp Through Clinical Supervision and Its Implications on Ips Learning" it is explained that the results of researchers' observations of the social studies lesson plans can be concluded that, first, the identity of the subjects is not complete, in the social studies lesson plans. It does not include educational units, second, learning activities, namely the core activities do not include the process of exploration, elaboration, and confirmation, third, the assessment of learning outcomes is not complete, in the social studies lesson plan it does not include how to score. The researcher also found the same thing in lesson plans for other subjects which in learning activities, especially in core activities, don't include the process of exploration, elaboration, and confirmation.

The results of the second study entitled " Analisis Rencana Pelaksanaan Pembelajaran (RPP) dengan Pendekatan Saintifik pada Pembelajaran IPA oleh Guru SMP Negeri di Kecamatan Sawan " made by Dewa Ayu Diyah Pradnyawati, Ketut Suma, Putu Prima Juniartina explain that the RPP made was incomplete and contained notes related to important components that are not in the lesson plans, for example there are no indicators of achievement, no learning objectives, no material (materials are not grouped into facts, concepts, principles, and procedures), and related notes systematic preparation of the RPP.

Based on Ashar and Irmawati, there are deficiencises and supporting factors found in The Implementation of the 2013 Curriculum of English at SMKN 1 Bantaeng. They mentioned some of the drawbacks, among others : (1) the high commitment of both the school and the government by conducting intensive coaching and training, (2) each teacher had guidelines for the implementation of the 2013 Curriculum, and text book as a learning resources, (3) school facilities sufficiently support, and 4) each teacher obtained syllabus and draft for the lesson plan preparation. Meanwhile the inhibiting factors were (1) the allocation of time that only consisted 2 x 45 minutes (two hours for each lesson), (2) the complicated assessment system, (3) the

material contained in the distributed text books did not fully comply with the competence to be achieved, (4) the number of competencies to be achieved in each lesson were too many, (5) it was difficult to choose the learning method in accordance with the level of students 'knowledge of English language, (6) teachers' understanding on the 2013 Curriculum was still lacking, especially in the assessment system.

Based on the experience and some of the results of the research above, the researcher is interested in conducting this research, to determine the ability of teachers in one of the schools in Bandar Lampung.

Based on the description above, some schools that use the 2013 curriculum in the preparation of lesson plans and their implementation are SMA Muhammadiyah 3 Bandar Lampung. The researcher aims to determine the suitability of the lesson plans that have been planned by the teacher during the teaching and learning process. Researcher is intereste in analyzing this phenomenon because the implementation of lesson plan will affect the goals that should be achieved by students in the curriculum that has been made by the Indonesian Ministry of Education and Culture. Many previous studies found that many teachers were not fluent in implementing their lesson plans. Therefore, the researcher conducted a research with the title An Analysis of English Teachers Lesson Plan and Its Implementation Based on Curriculum 2013.

C. Focus and Sub-Focus of the Problem

The discussion in this study is focused on "English Teacher Lesson plan ". And the sub-focus of this research is related to English teacher lesson plan and its implementation on English Learning based on Curriculum 2013 by using the guidelines of the Minister of Education and Culture number 22 of 2016 in class 11 and 12 senior high school on 1 material these are asking and giving opinion and job application letter

D. Formulation of the Problem

The writer formulates the problem that is revealed in this research, as follow :

1. How is the suitability of the English lesson plan for 11 and 12 grades senior high school to the permendikbud numbers 22 of 2016 at SMA Muhammadiyah 2 Bandar Lampung?

2. How is the suitability between teachers implementation and the English lesson plan for 11 and 12 grades senior high school at SMA Muhammadiyah 2 Bandar Lampung?

E. Objective of the Research

The objectives of the research can be stated as related to the problems statement. Therefore the objectives of the research as follow :

1. To describe the suitability of the English lesson plan for 11 and 12 grades senior high school to the permendikbud numbers 22 of 2016 at SMA Muhammadiyah 2 Bandar Lampung

2. To describe the suitability between teachers implementation and the English lesson plan for 11 and 12 grades senior high school at SMA Muhammadiyah 2 Bandar Lampung

F. Use of the Research

1. Theoritically

1) Give the education and knowledge about concept or how to make English lesson plan to the 2013 curriculum for teachers of Muhammadiyah senior high school

2) The results of the research can be used as a reference for those who want to prepare RPP referring to the 2013 curriculum which is based on the Minister of Education and Culture regulation No. 22 years 2016.

3) The results of this study can be used as a reference for teachers, especially in designing and implementing lesson plans based on the Regulation of the Minister of Education and Culture No. 22 of 2016.

2. **Practically**
   a) The Teacher

   The results of this study can provide benefits, especially for English teachers as an additional source of reference that can be applied in preparing and implementing lesson plans based on the 2013 curriculum.

   b) To Other Researcher

   For other researchers, they can use this research as additional reference for those who want to do research on Lesson Plans based on the 2013 curriculum.

   c) Assistant Principal of Academic Affairs and Curriculum

   The results of this study is useful as a reference for assistant principal of academic affairs and curriculum to be even better in improving the ability of teachers to prepare their lesson plans

G. **Relevant of Studies**

The researcher presents several previous studies related to lesson plans and the implementation to find out research gaps. In order to obtain some references and enrich insight into the lesson plan, several previous studies that are relevant to the research that will be conducted by the researcher were found as follows:

The first reseaech is conducted by Afdaliah Amin, The Analysis of The Lesson Plan Based 2013 Curriculum Designed by The English Teacher at Mts Al Hidayah Makassar. She is student of English education study program Makassar Muhammadiyah University. The research focuses on how the English teacher designs learning activities relate with the basic competence to basic competence, and how English teacher do assessment to the students based on 2013 curriculum objectives. This research applied a qualitative research design. This research applied a qualitative research design Sample of the researcher took two English teachers in Mts Alhidayah Makassar, since there are two English teachers in the school. In collecting the data, the researcher used two kinds of instruments. In collecting the data through interview. The finding of the data analysis shows there are several learning activities that are related and not related to

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basic competencies. For the cognitive domain, the teacher places learning activities that are not relevant to the social functions of basic competencies.

For the psychomotor domain, it is similar to the cognitive domain in that all learning activities are relevant to the generic structure and linguistic characteristics, but social function learning activities are not relevant to basic competencies. There are several types of assessments applied by teachers, namely written tests in the form of multiple choice, matchmaking, task exercises, and oral tests.[10] The difference between this study and previous research is that this study would look at the suitability of the lesson plan components based on the Minister of Education and Culture No. 22 of 2016 while this study only focuses on designs learning activities and the assessment.

The second research is conducted by Arif Hidayatullah, An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016. He is student of English Education Departement Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta. The method used in the research is Descriptive Qualitative research and the subject of this research are some English teachers who still face difficulties in developing effective and systematic lesson plans for a teaching program. The results showed that the lesson plans developed by the teacher at the first semester of SMP Muhammadiyah 1 Kartasura generally met the standard determined by the KTSP, Standard of Content, and Standard of Process. Specifically, all of the components of a lesson plan were covered in the lesson plans developed. However, there were deficiencies found in 6 components from most lesson plans developed by the teacher, namely, materials, methods of teaching, teaching activity, time allocation, resources, and assessments. The result of lesson plan made by English teacher was good quality. Although, there were some weaknesses in some

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[10] Afdaliah Amin, "The Analysis Of The Lesson Plan Based 2013 Curriculum Designed By The English Teacher At Mts Al Hidayah Makassar", Jurnal Onoma: Pendidikan, Bahasa dan Sastra FKIP Universitas Cokroaminoto Palopo, Vol.7 No.1 Tahun 2021.

components such as indicators, objectives, materials, methods, time allocation, resource, and assessment. The teacher lessdeveloped the lesson plan, she just focused on teaching activity, but she was not look what should she planned before. The teacher should be planned carefully and look at the characteristic of the students when made the lesson plan, so the lesson plan could be good quality and teaching learning process could be delivered well.[11] The difference between this research and previous research is that this research will focus on the suitability of the teacher's lesson plan and its implementation, while previous research has focused on the teachers ability in developing English Lesson Plan.

The third reseacrh is conducted by Ni Luh Soma Antari, An Analysis of Lesson Plans for Learning English in the Senior High School. She is student of universitas pendidikan ganesha. The method used in the research is Qualitative reseacrh and the subject of this research is a teacher at SMAN 3 Singaraja. The results showed that the steps taken in the preparation of the English learning lesson plans followed 5 aspects of the 2013 curriculum lesson plans, namely learning objectives, learning materials, learning activities, media and learning resources, learning assessment. There were 7 problems that were found when they compiled the lesson plans for learning English, including those that occurred in the aspects of learning objectives, learning activities, and learning assessments. Based on the results of this study, it can be concluded that the lesson plans for learning English can be used in the online learning process.[12] The difference between this research and previous research is that this research will focus on the suitability of the teacher's lesson plan

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[11] Arif Hidayatullah, "An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016" (English Education Departement Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta, 2017)

[12] Ni Luh Soma Antari," An Analysis of Lesson Plans for Learning English in the Senior High School", Journal for Lesson and Learning Studies, Vol.4 No.1, 2021 pp. 81-87

and its implementation, while previous research has focused on the problems of teachers in preparing lesson plans.

The fourth research is conducted by Ayu Wulandari, Implementation of the 2013 Curriculum Based on a Scientific Approach (Case Study at SD Cluster II Kintamani). She is student of Universitas Pendidikan Ganesha. The method used in the research is Descriptive Qualitative and this research was conducted by involving 9 teachers in Gugus II Kintamani. The data in this study were collected using interviews, documentation studies, and observation. Data were analyzed using data reduction techniques and data verification was carried out on respondents and document evidence. The results of this study indicate that the homeroom teachers of cluster II Kintamani understand and are able to design the 2013 Curriculum RPP based on a scientific approach, but not all teachers are able to implement it properly. According to the results of the study, continuous assistance is needed so that the implementation of the 2013 curriculum based on a scientific approach can be carried out properly by teachers.[13] The difference between this study and previous research is that it differs in the purpose of the study. Previous research has focused on the knowledge and skills of teachers in designing learning, while this study focuses on the suitability of the teacher's lesson plan with the Minister of Education and Culture.

And the last research is conducted by David Berthony Manalu, The English Teachers' Design of Lesson Plan Based on 2013 Curriculum. He is student of Nommensen HKBP University, Pematangsiantar, Indonesia. The method used in this research is documentary research. The data in this study were collected using documentation from the teacher. The conclusion, the lesson plans were generally relevant to the demands of 2013 curriculum and can be used as a model of lesson plan based on 2013 curriculum. However, some mistakes were also found in determining learning objectives and indicators, and describing the five steps of

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[13] Ayu Wulandari," Implementation of the 2013 Curriculum Based on a Scientific Approach (Case Study at SD Cluster II Kintamani)" International Journal of Elementary Education. Vol. 4, Number 3, 2020.

scientific approach in the learning procedure.[14] This previous research is almost similar to this research, the difference is in data collection techniques, this study uses documentation, observation and interviews while previous research only uses documentation provided by the teacher.

H. Research Methodology

1. Research Design

Research methodology aims to describe and analyze methods, throw light on their limitations and resources, clarify their limitations and resources, clarify their presuppositions and consequences, relating their potentialities to the twilight zone at the „frontiers of knowledge"[15] The researcher used a qualitative descriptive approach in this study because this study explains the phenomena that occur using words and describes the lesson plans referring to the 2013 curriculum. Qualitative methods are very suitable to answer a research problem whose variables are unknown and need to be explored.[16] The researcher analyzed the English lesson plans by English teachers at Muhammadiyah 2 senior high school in Bandar Lampung by looking at the components in the lesson plan and adjusting it with the theory used by the researcher. The 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.[17]

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[14] David Berthony Manalu, "The English Teachers' Design of Lesson Plan Based on 2013 Curriculum". JETAFL (Journal of English Teaching as a Foreign Language) 2016. ISSN: 2459-9506

[15] Mimansha Patel, Nitin Patel. Exploring Research Methodology : Review Article, 2019

[16] Creswell, John.W. Research Design : Qualitative, Quantitative, and Mix Method. University of Nebraska-Lincoln

[17] A. Lambert, Vickie & E. Lambert Clinton. 2012: Qualitative Descriptive Research: An Acceptable Design. Thailand: Pacific Rim International Journal of Nursing Research.

In conclusion, qualitative descriptive approach is a direct description of a phenomenon. This is the right approach for research that wants to know about an event, who and what was involved in the phenomenon and where it happened

2. **Subject of the Research**

The subjects in this research are English teachers. Researcher takes the data from teachers who teach at SMA Muhammadiyah 2 Bandar Lampung because the teachers at the school have problems that are in accordance with the background of the research, that's why the researchers chose SMA Muhammadiyah 2 Bandar Lampung, especially in learning English and designing lesson plans. The teachers have implemented the 2013 Curriculum since the new curriculum circular came into effect.

3. **Data Collecting Technique**

For collecting the data in this study, there are three techniques of collecting the data of this research. The researcher uses documentation, observation, and interview.

a. Documentation

Documentation study is the process of collecting data in the form of pictures, notes or files, which can be used as a support in research results. Documentation instruments are tools used to assist in data collection through documentation techniques (data collection techniques that are not directly aimed at research subjects, but through documents).[18]

The researcher use this method to obtain, strengthen, and complete the data obtained, while the data collected in this study is the syllabus, English Lesson Plans and photos that support the research process. This method is focused on observing and analyzing the English teacher

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[18] Dr. Sidiq Umar, M.Ag, Dr. Moh Miftachul Choiri, MA. (2017) Metode Penelitian Kualitatif di Bidang Pendiidkan : Cv Nata Karya, p.183

lesson plan and its implementation at SMA Muhammadiyah 2 Bandar Lampung.

b. Observation

Observational instruments are tools used to assist in collecting data through observation techniques (observation techniques and systematic recording of the phenomena investigated either directly or indirectly). In using the observation technique, the most effective way is to complete it with an observation format or blank as an instrument.[19] Observation as a data collection technique has more complex characteristics than interviews and questionnaires, if interviews and questionnaires are always sourced from humans, then observation is not only limited to humans but also other natural objects as well.[20] Observation types are divided into 2, namely:

1) Participant Observation

Through participant observation, the data obtained will be more complex, sharp, to know at the level of meaning of each behavior that appears. Because in this observation, the researcher is involved in the daily activities of the people being observed and feels their up and downs.

2) Nonparticipant Observation

It is different from participant observation in which the researcher is directly involved with the activities carried out by the person being observed, non-participant observation explains that the researcher is not involved only as an independent observer.[21]

In this case, the use of observation technique is one of the main technique for a researcher to see firsthand the actual situation, atmosphere, and reality

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[19] Ibid., p.178

[20] Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D) (Bandung: Alfabeta, 2018), p.203.

[21] Ibid.,P.204

on the ground. Observations that will be carried out at SMA Muhammadiyah 2 Bandar Lampung, the researcher use this type of non-participant observation. Where the researcher is not directly involved in the daily activities of the person being observed, only becomes an observer who will observe, record, analyze and draw conclusions about the Analysis English Teachers Lesson plan and its implementation.

c. Interview

Interview is a question and answer activity between two or more people to gather information as supporting data in research. Interview instrument is the tool used to assist in collecting data through interview activities. In interview activities, the list of questions is called the interview schedule.[22]

There are 3 types of interview distribution, namely:

1) Free interview is an interview process in which the interviewer does not directly direct questions and answers on the main issues from the focus of research and sources

2) Guided interview is the interview that use guidelines on the main research problems studied.

3) Guided free interview is a combination of guided and unguided interviews. The interviewer only makes up the problems to be examined, then during the interview process follows the flow of the situation. If it deviates, the interviewer must be good at controlling the situation.[23]

The type of interview that researcher use is guided free interview as described above. The interview method is one of the main techniques often used in data collection. In this case interview conducted at Muhammadiyah 2

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[22] Dr. Sidiq Umar, M.Ag, Dr. Moh Miftachul Choiri, MA. (2017) Metode Penelitian Kualitatif di Bidang Pendiidkan : Cv Nata Karya, p.172

[23] Ibid., 173

High School Bandar Lampung regarding the Analysis of English Teachers lesson Plan and Its implementation namely English teachers who teaches grades 11 and 12 with Mrs. Rehmalem, S.Pd and Mrs. Zuniawati, M.Pd

4. Data Analysis

In any research, the step of analysis of the data is one of the most crucial tasks requiring proficient knowledge to handle the data collected as per the pre decided research design of the project[24]. Analysis of data is defined by Prof Wilkinson and Bhandarkar[25] as a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answers to the research questions or suggest hypothesis or questions if no such questions or hypothesis had initiated the study.

Analysis can be explained in three concurrent flows of activity, namely data reduction, data presentation, and conclusion drawing/verification[26].

In this study, researchers used the theory of Miles and Huberman in analyzing the data, so there are three steps that must be taken, namely:

1. Data Reduction

In this study, the first step that must be done in analyzing the data is data reduction. According to Miles (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data in field notes or written transcripts. In this study the Lesson Plan data that has been made by the English subject teacher. Based on Miles' theory, in this step the researcher first analyzes the data by looking at the components contained in the Lesson Plan and adjusted to the minister of national

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[24] Prof. (Dr.) G.S. Bajpai, Ms Deepika Prakash. Module Of Data Analysis, National Law University Delhi. P. 3

[25] Ibid.,

[26] Miles B. Matthew, A. Michael Huberman. Qualitative Data Analysis, second edition. Sage Publication

education in regulation No. 22 Year 2016. Next, the researcher writes a summary of the suitability of the Lesson Plan that has been made by teacher with the minister of national education in regulation No.22 Year 2016. Researchers also categorize the appropriateness of the Leson Plan with its implementation in the classroom.

2. **Data Display**

The next step is data display. In general the display is an organized and compressed collection of information that allows drawing conclusions and actions[27]. In this step, the researcher shows the components of the lesson plan made by the English subject teacher. Then the researcher will show which components are appropriate and not appropriate with their implementation in the classroom using a checklist table and then explain the reasons.

3. **Drawing and Verifying Conclusions**

The last step to analyze data of this research is drawing and verifying conclusions. A "Final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met. In this step the researcher conclude the suitability of english teacher's lesson plan and it's implementation by describing in writing[28].

5. **Trustworthiness of the Data**

In analyzing the data, the researcher also needs to check and anlyze the validity of the data. The researcher must use the relevant technique of data analysis to check the data validation of a data scientifically and responsibly. In this case, the researcher used the triangulation for testing the validity of

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[27] Miles, Matthew B. Qualitative data analysis: a methods sourcebook / Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, Arizona State University. Third edition.

[28] Ibid.,

the data. In qualitative research, trustworthiness has become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research.[29] Triangulation is a method used to determine the location of a fixed point based on the laws of trigonometry.[30]

Test the validity of the data in qualitative research includes tests: Credibility, Transferability, Dependability, and Confirmability.[31]

a. Credibility

Test the credibility of the data or confidence in the research data so that the research is carried out convincingly by:

1) Observation Extension

Extension of observations can ensure the level of validity of the data. By extending the observation, it means that the writer returns to the field, makes observations, interviews again with former or new sources. The relationship between the author and the informant is increasingly formed, becomes intimate, open and trust arises so that the information obtained is increasingly complex. To test the credibility of the research data, it is focused on testing the data obtained. The data obtained is checked in the field whether it is correct or not, there have been changes or it is still the same. After checking by returning to the field, the data can be accounted for or it means it

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[29] M.Given,Lisa. The Sage Encyclopedia of Qualitative Research Methods, V.1&2. (Los Angeles : Sage Publication,2008)

[30] Hales, David. An Introduction to Triangualition. UNAIDS Monitoring and Evaluation Division

[31] Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D). p.367

is credible, so the extension of the observation needs to be ended.[32]

2) Increase Persistence

Increasing persistence means that observation is made more carefully and continuously. The certainty of data and the sequence of events can be recorded precisely and systematically. To be able to increase the persistence of researchers, they can do this by reading various kinds of references, books, previous research, and documents regarding the study being studied.[33]

3) Triangulation

Triangulation is defined as data checking. Grouped into triangulation: Source, Data Collection Technique, And Time.

a) Source Triangulation

To test the credibility of the data can be done by checking the data obtained through several sources. The data that the author has analyzed so that a conclusion is drawn is then requested for agreement (member check) with three data sources.

b) Triangulation Technique

Triangulation techniques to test the credibility of the data can be done by checking data from the same source using different techniques. Examples such as data obtained through interviews, then checked by observation, documentation or questionnaires. If the three data testing techniques are different, the researcher will discuss further with the relevant sources to ensure which data is considered correct.

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[32] Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D). p.369

[33] Ibid.,370

c) Triangulation Time

Time also affects the credibility of the data. For example, data obtained through interview techniques in the morning will provide valid data so that it is more credible. To test the credibility of the data can be done by checking interviews, observation, or other techniques with different situations. If the data from the test results produce answers that are not the same, then it is done repeatedly until data certainty is found.[34]

b. Transferability

Transferability test is an external validity in qualitative research. Through this test it can show the degree of accuracy and the research results can be implemented to the population where the sample was taken. Questions about transfer values to date can be used in other situations. For the author, the value of the transfer depends on the user, so that when the research results can be used in other social situations and situations.[35]

c. Depenability

Depenability or reliability. Testing depenability by conducting an audit of the entire study. Through independent supervisors auditing all activities carried out by researcher in research. For example, starting from the researcher determining the problem, going into the field, selecting data sources, conducting data analysis, testing the validity of the data, up to the observation report.[36]

d. Confirmability

The Confirmability test is the same as the dependability test, so it can be done simultaneously.

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[34] Ibid.,374

[35] Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D). p.376

[36] Ibid.,377

This research is said to be objective if the results of the research have been approved by many people. Confirmability test means testing the results of research related to the process that has been implemented. If the research results are a function of the research process carried out, then the research meets the Confirmability standard.[37]

Based on the theory above, the researcher used the Credibility and Confirmability Test in testing the validity of this data in the form of Triangulation Technique, using the same source but different techniques, namely documentation, observation and interviews.

6. Conclusion

Drawing conclusion means analyzing, looking for meaning from existing data so that it can be found in the research that has been done. Drawing valid conclusions can be done by analyzing previous conclusions that have not been verified based on the data and evidence that has been obtained. In this qualitative research, the writer uses data analysis techniques, namely inductive thinking, in the form of analysis based on the data that has been obtained and then developed into a written relationship pattern. So that it can provide an easy understanding. By using this qualitative method, the data obtained will be more complete, more in-depth and more accurate so that the research objectives can be achieved.

I. Systematic Discussion

a. CHAPTER I. INTRODUCTION

This chapter contains title confirmation, background of the problem, identification of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevant study, research method, and system of the discussion.

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[37] Ibid.,

b. CHAPTER II. LITERATURE REVIEW

This chapter describes various supporting theories to support researchers in conducting research. The literature review in this chapter aims to provide knowledge about this research. The theories that have been listed help researchers in conducting research.

c. CHAPTER III GENERAL DESCRIPTION OF THE RESEARCH OBJECT

This chapter contains general description of the research and presentation of the research fact and data. The general description of the research describes the definition and specific information related to the research object. And the presentation of the research fact and data describes the data finding presentation and also the procedures of data analysis.

d. CHAPTER IV RESEARCH ANALYSIS

In this chapter the results of the research will be described regarding the analysis of research data and research findings. Analysis of research data and research findings is placed in chapter four because the research analysis is in accordance with the research findings and in accordance with the previous chapter.

e. CHAPTER V CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and recommendations. The conclusion contains a summary of all research findings regarding the issues studied, which are drawn based on the results of the analysis and interpretation of the data in the previous chapter. While the recommendations are based on research results and contain an overview of the steps that must be taken by the parties related to the research results.

CHAPTER II
REVIEW OF RELATED THEORY

A. Definition of Curriculum

The word curriculum comes from the Latin "Currus" which means to carry out a competition. It means that as soon as a child starts learning, he starts racing. This competition is comprehensive because throughout the competition, children or students create many experiences, which can be in the form of intellectual, social, moral, spiritual, or physical experiences.

In Arabic vocabulary, the term curriculum is known as manhaj Atta'limi which means a bright path or a bright path that is traversed by humans in their various lives.[38] Curriculum in terms of the curriculum above, S. Nasution quoted by Armai Arief provides another interpretation of the meaning of curriculum, namely: First, curriculum as a product (as a result of curriculum development), Second, curriculum as a program (a tool used by schools to achieve goals), the third curriculum as the things that are expected to be learned by students (attitudes, certain skills), and fourth, the curriculum is seen as a student experience.[39]

In the world of learning, the word curriculum has taken on a connotation that is not easy to understand, almost esoteric. The curriculum has become one of the main pillars of schools today. The Oxford Student Pocket Dictionary describes curriculum as the subjects listed in research programs or taught in schools, major college,..[40]

It represents the results of the adult efforts of citizens and nations to bring to children the best, most complete influence that exists in culture.[41] Furthermore, Jo Westbrook, Naureen Durrani, et al explain that the curriculum is the main point of reference for

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[38] Omar Muhammad Al-Toumy Al-Syaibani, Falsafah Pendidikan Islam, (Jakarta: BulanBintang, 1997), h. 15

[39] Armai Arief, Pengantar Ilmu dan Metodologi Pendidikan Islam, (Jakarta: Ciputat Pers, 2002), h. 30.

[40] A. S. Hornby. Oxford Learner's Pocket Dictionary. (2008). Edited By Victoria Bull. Fourth Edition. New York: Oxford University Press. P. 109

[41] Moh.Yamin. (2012). (Edisi Baru). Panduan Manajemen Mutu Kurikukum Pendidikan.Yogyakarta: Diva Press (Anggota IKAPI). P.22

teachers, especially in developing countries, where it is encoded in formal textbooks and teacher guides, often one of the resources used by teachers.[42] The curriculum as a whole of knowledge learned by students at school is considered one of the most important aspects of education that needs to be improved by considering the needs of the nation and technological advances so that the quality of national education can be properly maximized.

Curriculum is defined as the continuous reconstruction of experiences from a child's current experiences to those represented by the organized body of truth we call research.[43] Various studies are experiences in themselves, they are racial. The curriculum is defined as a holistic experience involving the development of personal abilities, both directed and non-directed. The curriculum is the sum of the learning experiences organized for the student (learner) under the auspices of the school.[44] Curriculum is a set of plan and arrangement about goal, content, material, and the way that used as a guide in teaching and learning process to reach the learning objectives.[45] Curriculum is the focal point of any education system. Generally students attend school to learn something and what the school intends for them to learn is embodied in the curriculum.[46] The curriculum is a product that is under the responsibility of educational institutions. shortly, the curriculum is a series of plans to launch the teaching and learning process in schools.

According to Law Number 20 of 2003 concerning the National Education System Article 1 number 19, the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used to guide the implementation of learning activities to achieve the objectives.

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[42] Westbrook J, Durrani, et all. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Education Rigorous Literature. Review. EPPI- Centre.University of London.

[43] J.Simpson, Douglas, Michael J.B Jackson, John Deweys View of the Curriculum in the Child and the Curriculum p.25

[44] Dr. Emmanuel Atanda Adeoye, CURRICULUM DEVELOPMENT: National Open University Of Nigeria P. 2

[45] Law number 20,2003

[46] Felix Muelengki and all. (2013),Curriculum Development and Evaluation., The Open University of Tanzania

Curriculum is usually distinguished between a curriculum as a plan and a functional curriculum.[47]

A curriculum embodies the intentions of education, it is the programme of education. A curriculum carries the beliefs, values, attitudes, skills, knowledge and all that education is about. One would wonder how especially formal education can take place without a curriculum.[48] The curriculum is the core of an education that regulates the learning system and the goals that must be achieved by students. The curriculum can also be used as an evaluation material for educational units. A curriculum is what is taught in school. In other words a curriculum is a set of subjects. A curriculum as explained in the preceding sections is much more than just subjects or what is confined to a school.

Based on explanation about definition of curriculum above, the writer can conclude curriculum is everything that goes on within the school, including extra class activities, guidance, and interpersonal relationships. Curriculum is a learning plan for an education or training programme or course to fulfil the rising needs of a dynamic society in educations.

B. Curriculum 2013

In 2013 the government changed the curriculum policy from the Education Unit Level Curriculum (KTSP) to the 2013 Curriculum (K-13). according to Mulyasa in his book on the development and implementation of the 2013 curriculum, in this era of globalization we are indeed faced with various challenges, namely the globalization of the free market within the ASEAN countries. And this global era demands very complex changes. And the global era demands fundamental educational changes. Therefore, the curriculum must always be compiled and perfected in accordance with the times so that there is a linearity between education and the world of work.[49]

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[47] Law Number 20 of 2003 concerning the National Education System
[48] Mulenga,mutale innocent, Conceptualization and Definition of Curriculum, The University of Zambia : School of Education
[49] Husamah dan Yanuar, Desain pembelajaran Berbasis Pencapaian Kompetensi, (Jakarta:Prestasi pustaka Karya, 2013), h. 2

Curriculum changes certainly have many reasons, namely to keep up with the times so that future generations can compete with the outside world. The 2013 curriculum sharpens students' critical thinking and the objects that become learning in this curriculum emphasize natural, social, artistic and cultural phenomena. Curriculum includes all the means employed by the school to provide students with opportunities for desirable learning experiences.[50] In Indonesia, there have been several revisions and improvements to the curriculum. Among them, the 1994 curriculum was replaced by a competency- based curriculum in 2004, two years later in 2006 the KBK was replaced with a new curriculum, namely the Education Unit Level Curriculum (KTSP) as an improvement from the previous curriculum, and now we are using the curriculum that has been implemented since 2013 namely the 2013 curriculum.[51] Curriculum is important in education world. Furthermore, Jo Westbrook, Naureen Durrani, et al stated that the curriculum is the main guide for teachers, especially in developing countries, where it is designed in official textbooks and teacher guides, even the curriculum is the main source used by teachers. Curriculum 2013 is one of kind reformation curriculum. Indonesia have been change 11 times changing curriculum, start from curriculum 1947 until curriculum 2013.

Its launch many reeping the pros and cons of various group. However, the changing curriculum is to improve a quality in Indonesia's education. 2013 curriculum was developed based on the theory of "standard based education" while the theory of competency based curriculum (competency based curriculum).[52] The 2013 curriculum forms students with good quality for the progress of the lives of the society where they live, the live of the nation in political, social, economic, culture, arts, technology and

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[50] WILBUR A. YAUCH, Browsing Through the Bookshelve, 2015

[51] Ibid.,

[52] 41 Tina Oktafianti, thesis An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At Mts Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019

others.[53] In accordance with the competency standards and content standards, the principles of learning process in Curriculum 2013 implementation are: (a) from learners being told, to the learners being encouraged to seek out; (b) from the teacher as the only one source of learning, into a variety of learningbased resources; (c) from the textual approach learning towards strengthening the use of the learning process as a scientifi c approach; (d) from the content-based learning toward the competency-based learning; and (e) learning by utilizing information and communication technologies to improve the effi ciency and effectiveness of learning.[54]

This curriculum is also expected to be able to solve the nation's problems, especially in education. It is accomplished by preparing the students through planning, implementing, and evaluating the education system effectively and efficiently. Therefore, it is a positive beginning when the minister attempts to restore character education in all levels of grades, including the 2013 curriculum development. The focus of the Curriculum 2013 is to develop students' knowledge, skills, and attitudes. At high school level in Indonesia, the aspects of knowledge and skill have received more substantial portion. To apply the Curriculum 2013 to high school English subjects, teachers must conduct a study on the syllabus to identify the suitability of core competencies, basic competencies, and subject matter before formulating learning achievement indicators. Another important aspect that must be mastered by teachers is to determine the form of assessment following the basic competencies to be mastered. According to 2013's Curriculum Implementation Training Module year 2018 there are 5th revising and improvements in 2013's curriculum. It is carried out based on the following principles of curriculum improvement.

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[53] Hasan Said Hamid. (2013). History Education In Curriculum 2013: A New Approach To Teaching History. Historia: International Journal Of History Education

[54] Amat Jaedun, V. Lilik Hariyanto, Nuryadin, E.R. An evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schoos in Yogyakarta. JOURNAL OF EDUCATION, Volume 7, Number 1,

1. Alignment between Core Competency and Basic Competency documents, syllabus, textbooks, learning, and assessment of learning outcomes must be in line with the competency aspects and the scope of the material.
2. Easy to Learn (Learnable) The scope of competence and material formulated in basic competency is easy to learn by students according to the level of psychological development and pedagogical aspects.
3. Easy to Teach (Teachable) The scope of competence and material formulated in Basicis easily taught by the teacher according to the learning styles of students, subject characteristics, competency characteristics, and learning resources in the environment so that they can strengthen character and improve 21st Century skills in learners.
4. Measurable the competencies and material taught are measurable through indicators that are easy to formulate and feasible to implement.
5. Meaningful to be learned (Worth to be learned). The competence and material taught have meaning for students as a provision for life.

2013 curriculum has a number of changes compared to the KTSP curriculum. The 2013 Curriculum advocates the learners with the quality of contributing to the advancement of the lives of the society where they live, the live of the nation in political, social, economic, culture, arts, technology and others.[55] The 2013 Curriculum are curricula for primary and secondary education. In the Indonesian context of education, the primary education consists of primary or elementary school called Sekolah Dasar (SD) and junior secondary school called Sekolah Menengah Pertama (SMP). Secondary Education consists of General Secondary School called Sekolah Menengah Atas (SMA) and Vocational Secondary School called Sekolah Menengah Kejuruan (SMK).

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[55] Hasan Said Hamid. (2013). History Education In Curriculum 2013: A New Approach To Teaching History. Historia: International Journal Of History Education, P.165

Law No. 20 year 2003 on the National Education System states that the purpose of national education is to develop the student potential to be a person who faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and becoming democratic and responsible citizen. That goal should be realized through the provision of education based on the curriculum.The characteristic of curriculum 2013 are:

a. The graduate competency standard or standar kompetensi kelulusan (SKL).

It is a set of standardized competencies that learners need to possess after completing the whole process of learning ineach level of study. It covers attitude, knowledge, and skills.

b. Core Competecy and basic competency

Core competency: a set of general competencies describing the attitudes,skills and knowledge that learners need to possess for each subject at the end of each semester of each grade of primary, junior, and senior high school.

Basic competency : a set of competencies describing the minimum attitudes, skills and knowledge that students need to possess for each subject at the end of each semester of each grade of primary, junior, and senior high school. These basic competencies are drawn from the core competencies.

c. Concept of learning

The scientific approach model has been modified for the 2013 Curriculum so that it can be applied to each course and not necessarily limited to natural science courses such biology, physics, or chemistry. The model has five activities which should be developed in the learning-teaching process and they are not a syntax of a teaching or learning model. They are observing, questioning, exploring/experimenting, analyzing, and communicating. Each of these activities is considered as a competency and, therefore, it should be planned and assessed. Each of

these activities is potentially develop competencies which are pertinent to the 2013 Curriculum. The following table shows the

relationship between those five activities with the competencies.

Table 2.1
Scientific Approach for Learning Activities

Activities of Scientific Approach	Competencies developed by the activities
Observing	Students read/observe/listen to develop patience, sincerity, to differentiate general and specific information/feature/character, think analytically, critically, deductive, and comprehensive. In history, they observe historical account(s) or text, document, artifacts (physical, cultural, social).
Questioning	Students ask questions from what is observed, to develop ability to formulate questions, creativity, curiosity, and critical minds. They formulate questions concerning an historical account.
Exploring	Students explore or collect information through experiment, read from other sources of information, observe from environment, interview human resources to develop sincerity, honesty, respect other opinions, communication skills, ways to determine valid resources, work cooperatively and collaboratively. In history, students collect more resources (documents or text), artifacts, or interview resources persons especially the ones who took parts in an historical event the students learn.
Analyzing	Students analyze information available from exploring activities to develop honesty,

	discipline, rule obedient attitudes, hardworking,skills in applying scientific procedures, analytical thinking, In history, students reconstruct information collected from data collection activity and make their own history account
Communicating	Students communicate the result of analysis they made, to develop honesty, sincerity, systematic thinking, the use of proper terms and language. In history, they communicate what they have constructed as their own history in analyzing activity that may take the format of writing historical account, video, photos, or other communication formats.

Source: Historia: International Journal Of History Education, Vol. XIV, No. 2 (December 2013)

Based on the definition above, it can be concluded that the 2013 curriculum is applied to balance the development of this very rapid era. In implementing the 2013 curriculum, character education can be integrated into all learning in every field of study contained in the curriculum. Learning materials related to norms or values in each field of study need to be developed, made explicit, linked to the context of everyday life. Thus, value education and character building are not only carried out at the cognitive level, but also touch on internalization and real practice in everyday life.

C. Syllabus

The syllabus is basically a long-term learning plan for a particular subject and/or group of subjects that includes competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources/materials/tools.

The syllabus as a learning plan is needed because the learning process in schools is carried out within a predetermined time period. In addition, the learning process itself is essentially a

process that is organized and regulated in such a way according to certain steps so that in the implementation it can achieve the expected results and the basic competencies are achieved effectively.

According to Brown "A syllabus provides a focus for what should be studied, along with a rationale for how that content should be selected and ordered." Similarly, Richards defines syllabus as "A specification of the content of a course of instruction [which] lists what will be taught and tested".[56] Pienemann sees the syllabus as the selection and grading of blinguistic teaching objectives. Breen sees it a plan of what is to be achieved through our teaching and our students' learning. And Candlin view about syllabus is that: "Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners.[57] They have, traditionally, the mark of authority. They are concerned with the achievement of ends, often, though not always, associated with the pursuance of particular means''.

For a syllabus to be effective, Littlefield suggests 7 purposes: a setting tone for a course, a type of motivation for students to reach their academic goals, a planning tool for faculty, a structuring tool of the students' work, and a contract between faculty and students about their expectations.[58]

According to Permendikbud No. 22 years 2016, in the form of syllabus there is lesson planning includes the preparation of learning implementation plans and preparation of media and learning resources, learning assessment tools, and learning scenarios.

A syllabus is a learning plan for a particular subject and/or group of subjects/themes which includes competency standards, basic competencies, subject/learning materials, learning activities,

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[56] Sabbah,sabah salman, (2008). English Language Syllabuses : Definition, Types, Design, and Selection. Arab World English Journal

[57] Rahimpour, Massoud. Current trends on Syllabus Design in Foreign Language Instruction : Social and Behavioral Science

[58] Brad Garner. Building a Syllabus : A Teaching and Learning Resource for the faculty of Indiana Wesleyan University

indicators, assessments, time allocation, and learning resources/materials/tools. The syllabus is an elaboration of competency standards and basic competencies into subject/learning materials, learning activities, and indicators of competency achievement for assessment. Pienemann sees the syllabus as the selection and grading of blinguistic teaching objectives. Syllabi can be divided into two different types: Product-Oriented Syllabi and Process Oriented Syllabi. Product oriented syllabi focus on what learners will know as a result of instruction and they typically list a selection of graded items to be 'learnt' by the learners. However, the focus in Process-Oriented Syllabi is on the pedagogic processes of how outcomes of teaching and learning can be achieved. Brown lists seven basic syllabus types: "structural, situational, topical, functional, notional, skills-based and task-based and these can be linked to specific teaching approaches and methods."[59]

The choice of syllabus is a major decision in language teaching, and it should be made consciously and with as much information as possible.

According to Krahnke (1987), there are six types of language teaching syllabus, including:

1. Structural (or formal) syllabus. It is one in which the content of language teaching is a collection of forms and structures, usually grammatical, of the language being taught.

2. Notional/functional syllabus. This is one in which the content of language teaching is the collection of functions performed when language is used, or the idea that language is used to express.

3. Situational syllabus. It is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants engaged in several activities in a particular setting. The language that occurs

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[59] Sabbah,sabah salman, (2008). English Language Syllabuses : Definition, Types, Design, and Selection. Arab World English Journal

in these situations involves a number of functions, combined into coherent segments of discourse. The main purpose of the situational language teaching syllabus is to teach the language that occurs in the situation. Sometimes the situation is intentionally relevant to the needs of current or future language learners, preparing them to use the new language in the situations that make up the syllabus.

4. Skill-based syllabus. This is one in which the content of language teaching is a collection of specific abilities that may play a role in using language. Skills are things that people must be able to do to become competent in a language, relatively regardless of the situation or setting in which language use can occur. While situational group syllabuses function together into specific language use settings, the linguistic competencies of skill-based syllabus groups (pronunciation, vocabulary, grammar, sociolinguistics, and discourse) together become common types of behavior, such as listening to spoken language for main ideas, writing well-structured paragraphs, giving effective oral presentations, taking language tests, reading texts for main ideas or supporting details, and so on.

5. Task-based syllabus. This is similar to a content-based syllabus in that both teaching are not organized around the linguistic features of the language being studied but according to some other organizing principle. In task-based instruction, the teaching content is a complex, purposeful set of tasks that students want or need to perform with the language they are learning.

6. Content-based syllabus. This is by no means a language teaching syllabus. In content-based language teaching, the main purpose of instruction is to teach some content or information using the language the students are also learning. the place.[60]

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[60] Irfani,Bambang. Syllabus Design for English Courses. Institut Agama Islam Negeri (IAIN) Raden Intan Lampung

Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority. A syllabus is a well-written description; it is a plan about what to be included in the course for the learning objectives.[61]

Based on the description above, the researcher can conclude that the syllabus is a plan in learning and assessment that is arranged systematically so that the components in it can achieve mastery of basic competencies. From the syllabus, educators can develop a complete learning plan such as the media to be used, learning resources, materials, teaching tools and teaching approaches.

D. Concept of Lesson Plan

Brown described lesson plans as "a set of activities which "represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson".[62] According to Mulyana, the importance of making lesson plans is that they can help teachers think thoroughly about lessons before they are being taught, so that learning difficulties can be predicted and solutions can be found in advance.[63] According to Muslich, Lesson plan contains a learning unit that will be applied by teachers in the classroom.[64]

Lesson plans are products made by teachers to help students achieve certain goals. Lesson Plan may be a product that helps teachers manage materials, activities, time et al. within the classroom. Without the Lesson Plan, the teaching and learning process is irregular and even has no meaning. it's different if you

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[61] Ibid.,

[62] Brown H. Douglass. Teaching by principles : An interactive approach to language pedagogy. P.g 149

[63] Ristiyani, Rustono, Fathur, Rahayu. (2021). The Evaluation of Learning Objectives in Indonesian Language Lesson Plans in the 2013 Curriculum for Class X Senior High School Level. P. 673

[64] Ibid.,

have got prepared a lesson plan well, then the teaching and learning process will run effectively and therefore the teacher are more confident in teaching because the teacher already knows the subsequent steps in teaching. supported Permendiknas Number 22 of 2016 concerning Basic and instruction Process Standards, every teacher in an education unit is obliged to compile a close and systematic RPP in order that learning can run interactively, pleasantly, efficiently and may also motivate students to be more active.[65] On one hand, content aspect covers what to teach and usually it is translated from teachers' interpretation as well as specification of instructional objectives and content treatment for teaching.

On the other hand, the process aspect emphasizes on the plan teachers use to teach which translates into planning of learning activity and structures with the use of distinguished strategies. Furthermore, these two aspects have to be sequent one and another in order to create the effective lesson plans.[66] Based on Permendikbud no. 103 (2014) the principle of preparing lesson plans are:

1. Each lesson plan must fully contain basic competencies spiritual attitude (KD from KI-1), social (KD from KI-2), knowledge (KD from KI-3), and skills (KD from KI-4).

2. A lesson plan can be carried out in one meeting or more.

3. Paying attention to individual differences of students.
   Lesson plan is prepared by taking into account differences in initial abilities, intellectual levels, interests, learning motivation, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or student environment.

4. Student centered
   The learning process is designed to be student-centered to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning, using a scientific approach including observing, asking questions,

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[65] Permendikbud no. 22 tahun 2016

[66] Intan Septia Latifa, The Analysis Of Teachers' Lesson Plan Through Behavioral Objectives Theory. P.g 8

gathering information, reasoning/associating, and communicating.

5. Context based

The learning process that makes the surrounding environment as a learning resource.

6. Contemporary oriented

Learning oriented to the development of knowledge and technology, and values of contemporary life now.

7. Develop independent learning

Learning that facilitates students to learn independently.

8. Provide feedback and follow-up learning

Lesson plan to design programs for providing positive feedback, reinforcement, enrichment, and remedies.

9. Have inter-competence linkages and integration and/or cargo

Lesson plan is prepared by taking into account the interrelationships and integration between KI, KD, indicators of competency achievement, learning materials, learning activities, assessments, and learning resources in one whole learning experience. Lesson plan is prepared by accommodating thematic learning, integration across subjects, across learning aspects, and cultural diversity

10. Utilizing information and communication technology

Lesson plan is prepared by considering the application of information and communication technology in an integrated, systematic, and effective manner according to the situation and conditions.

Lesson plan is explained as a learning procedure and management to achieve one and more basic competencies that are regulated in competency standards and enlarged in the syllabus. It can be assumed that there are several activities and organizations developed by teachers in the lesson plans to achieve curriculum- based competencies.[67] supported Permendikbud No.22 of 2016, the lesson plan (RPP) is a plan for face-to-face learning activities for one or more meetings.

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[67] Dedek Maulana Riski, Thesis The Analysis Of Teacher's Lesson Plan And Its Implementation, 2019.

Lesson plan is developed from syllabus to direct learning activities of students in an endeavor to attain Basic Competency (KD).

Based on the description above, the concept of lesson plan is the concept of the lesson plan is as a lesson plan that must be prepared at the beginning of the semester to help teachers manage materials, activities, time et al. within the classroom. Based on Permendikbud no. 103 (2014) there are 10 points listed in the principle of preparing lesson plans.

E. The Components of Lesson Plan

Before making a lesson plan, it would be better if we understand the components contained in the lesson plan. Specifically, as determined by the The components of the learning implementation plan (RPP) according to the Minister of National Education Regulation Number 22 Year 2016 about Standard of Process, are as follows:

1. Subject Identity

   Subject identities include; education unit, class, semester, skill program/program, subject, number of meetings, time allocation.

2. Competency Standard

   Competency standards are the minimum qualifications of students' abilities that describe the mastery of knowledge, attitudes, and skills expected to be achieved in each class and/or semester in a subject.

3. Basic Competence

   Basic competence is a number of abilities that must be mastered by students in certain subjects as a reference for compiling competency indicators in a lesson.

4. Indicator of Standard Competence Achievement

   Indicator of standard competence achivement developed using operational words in accordance with the competencies to be measured, The indicators of standard competence achievement are in line with attitude (affective), knowledge (cognitive), and skill (psychomotor) aspects.

1. Cognitive

   The categories range from the cognitive processes most commonly found in objectives, those associated with Remember, through Understand and Apply, to those less frequently lound, Analyze, Evaluate, and Create. Remember means fo retrieve relevant knowledge from long-term memory. Understand is defined as constructing the meaning of instructional messages, including oral, written, and graphic cornmunicalion. Apply means carrying out or using a procedure in a given situation. Analyze is breaking material into its constituent parts and determining how the parts are related to one another as well as to an overall structure or purpose. Evaluate means making judgments based on criteria and or standards. Finally, Create is putting elements together to form a novel, coherent whole or to make an original product.[68]

   Each of the six major categories is associated with two or more specific cognitive processes, 19 in all also described by verb forms. To differentiate the specific cognitive processes from the six categories, the specific cognitive processes take the form of gerunds, ending in "ing." Thus, recognizing and recalling are associated with Remember; interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining are associated with Understand; executing and implementing with Apply; and so on.[69]

   The criteria from the cognitive aspect, among others:

   1. Knowledge (Knowledge), Ability to remember (eg: the name of the capital city, formula).
   2. Comprehension, The ability to understand (eg: concluding a paragraph).

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[68] Lorin W. ederson, David R. Karthwohl. A Taxonomy For Learning, Teaching, And Assessing. P.g 30

[69] Ibid.,

3. Application (Application), Application Ability (For example: using an information / knowledge obtained to solve problems).

4. Analysis (Analysis), the ability to analyze a broad information into small parts (For example: analyzing the form, type or meaning of a poem).

5. Synthesis (Synthesis), the ability to combine some information into a conclusion (for example: formulating research results in the laboratory).

2. Affective

Following the format established with the Cognitive Domain, the Affective Domain is divided into two major sections or parts. The first is largely devoted to describing the nature of the affectire taxonomy, explaining its development, and examining various assumptions upon which it rests. The second is composed of the classification scheme itself, together with numerous sets of illustrative objectives and test items. This classification scheme, or taxonomy, is made up of five hierarchically arranged categories which provide individual descriptions of different changes that occur in behavior as values or attitudes are learned. Each of these categories, then, is partitioned into several subdivisions that contain groups of sample test items and educational objectives. In all, the five categories furnish a total of thirteen separate subdivisions.[70]

The criteria of Affective among others :

1. Receiving includes awareness, desire to receive a stimulus, response, control and selection of symptoms or stimuli from outside

2. Responding: the reaction given: the accuracy of the reaction, the feeling of satisfaction etc

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[70] David R. K Rathwo H L, Benjamin S. Bloom, And Bertram B. Masia (1964). Taxonomy Of Educational Objectives Handbook Ii: Affective Domain P.G 165

3. Assessing (evaluating): awareness of accepting norms, value systems, etc.
4. Organizing (organization): development of norms and values in the value system organization
5. Shaping the character (Characterization): the value system that is formed affects the pattern of personality and behavior.

3. Psychomotor

The Psychomotor domain (Simpson,1972) includes physical movement, coordination, and use of the motor –skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures or techniques in execution.[71] Without the application of Psychomotor Domain, student teacher cannot become an effcient teacher.[72]

The criteria from the cognitive aspect, among others:

1) Imitate (perception)
2) Arrange (manipulate)
3) Doing with procedures (precision)
4) Doing well and precisely (articulation)
5) Take action naturally (naturalization)

1. Learning Objectives

The learning objectives contain the behavior of the learning outcomes. The behavior is formulated using operational verbs. Learning objectives are developed from indicators and basic competencies contained in the curriculum.

2. Material

The material provided is based on the learning objectives, the material can be achieved. The extent of the material

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[71] A.Ajumunisha Ali Begam, Dr. A. Tholappan, Psychomotor Domain of Bloom's Taxonomy in Teacher Education p.g 12

[72] Ibid.,

provided must be in accordance with Permendikbud no. 21 of 2016.

3. Learning Methods

   Learning methods are used by educators to create a learning atmosphere and learning process so that students achieve basic competencies or a set of predetermined indicators. The selection of learning methods is adjusted to the situation and conditions of students, as well as the characteristics of each indicator and competence to be achieved in each subject.

4. Teaching Activity

   In the Regulation of the Minister of Education and Culture no. 22 of 2016 teaching activities must go through 3 stages, namely preliminary activities, core activities, and closing activities, these must be listed in a teacher's lesson plan. Learning activities must also make it easier for students to understand the material

   1. Preliminary Activities

      In preliminary activities, educators prepare students psychologically and physically to take part in the learning process, ask questions that relate previous knowledge to the material to be studied, explain learning objectives or basic competencies to be achieved, and deliver material and descriptions of activity descriptions according to the syllabus.

   2. Core Activities

      The core activity is a learning process to achieve basic competencies (KD). Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

3. Closing Activities

Closing is an activity carried out to end learning activities that can be carried out in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.

5. Assessment

The authentic assessments are in line with knowledge (cognitive), skill (psychomotor), and attitude (affective) aspects. Kinds of authentic assessment: performance assessment, project assessment, portfolio, and written assessment.

6. Resource

The resource selected can be used to achieve the objective or the competence which has been set, for example: book, module, audio visual, and others. And The resource selected enables students to comprehend the material and is described in detail and is suitable with scientific approach.[73]

Based on the description above, it can be concluded that the components of the learning implementation plan (RPP) include subject identity, competency standards (SK), basic competencies (SK), competency indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities. (opening, core, closing), learning resources, and assessment.

F. Stages in Developing Lesson Plan

The steps for developing a lesson plan are very important to know. Based on a Salinan Lampiran Minister of Education and

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[73] Badan Satuan Nasional Pendidikan, *Peraturan Menteri Pendidikan Nasional Number 41 years 2007 about Process Standards for Primary and Secondary Education units*, page.2-4.

Culture No. 81a Year 2013 the steps for developing a lesson plan are as follows:[74]

1. Analyzing Syllabus

    In general, for each subject matter in each syllabus, there are 4 basic competencies according to the KI aspects (attitude to God, attitude towards self and the environment, knowledge, and skills). To achieve these 4 basic competence, the syllabus is formulated in the general activities of students in learning based on process standards. These student activities are details of exploration, elaboration, and confirmation, namely: observing, asking questions, gathering information, processing and communicating. This activity must be further detailed in the lesson plan, in the form of steps taken by the teacher in learning, which makes students active in learning. Assessment of the syllabus also includes the formulation of KD indicators and their assessment.

2. Identifying Learning Material

    Some aspects that have to considered in identifying learning material are:

    1. Students' potential,
    2. Relevancy to local characteristic
    3. Physical, Intellectual, emotional, social, and student's spiritual
    4. Usefulness for student
    5. Knowledge structure
    6. Actual, deep, wide learning material
    7. Relevancy between students' needs and environment
    8. Time allocation

3. Deciding Learning Aims

    Objectives refer to indicators, containing at least two aspects: Audience (students) and Behavior (aspects of ability).

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[74] Salinan Lampiran Minister of Education and Culture No. 81a Year 2013

4. Developing Learning Activity

Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment, and other learning resources in order to achieve basic competence.

5. Formulating Assessment

Some aspect that have to be considered in formulating assessment are:

   a. Assessment purposed to measure competence achievement, KD-KD in KI-3 and KI-4.
   b. Criteria of assessment are based on what students achieve in learning process.
   c. Using sustainable assessment.
   d. Result of assessments used to decide the next step.
   e. Assessment has to be suitable with learning experience that done in learning process

6. Deciding Time Allocation

In deciding time allocation for each KD, it is based on effective week and time allocation for each subject.

7. Deciding Learning Source

Learning sources are object or thing used in learning activity e.g.: nature, culture, social, physical environment.

Based on the description above, it is known that the steps for developing a lesson plan are: Analyzing Syllabus, Identifying Learning Material, Deciding Learning Aims, Developing Learning Activity, Formulating Assesment, Deciding Time Allocation, and Deciding Learning Source.

G. Lesson Plan Based on Permendikbud No. 22 Years 2016

a. Learning Implementation Plan (RPP)

Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP was

developed from the syllabus to direct student learning activities in an effort to achieve Basic Competence (KD).

The lesson planning is one of the professional tasks of the teacher. The development of lesson planning is recommended and arranged at the beginning of each semester or the beginning of the school. This aims to make the lesson planning available in the beginning of each learning process. While the process of drafting or developing or it can be done independently or in groups.

Every educator in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students. RPP is prepared based on KD or sub-themes held in one or more meetings.

The components of the RPP consist of:

1. School identity, namely the name of the education unit, identity of subjects or themes/subthemes, class/semester, subject matter; and Time allocation is determined according to the need for attainment of KD and learning load by taking into account the number of lesson hours available in the syllabus and basic basic must be achieved. The learning load for face-to-face activities as referred to in paragraph (2) letter a is stated in the number of study hours per week, with the duration of each one-hour lesson being 45 (forty five) minutes;[75]

2. Core Competence

   Core competencies consist of 4 (four) dimensions which represent spiritual attitudes, social attitudes,

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[75] Regulation Of The Minister Of Education And Culture Of The Republic Of Indonesia Number 59 Of 2014 Concerning 2013 Curriculum For High School/Madrasah Aliyah

knowledge, and skills, hereinafter referred to as Core
Competencies (KI).

Table 2.2
Core Competence

Kompetensi Inti	Deskripsi Kompetensi
Sikap Spriritual	Menghayati dan mengamalkan ajaran agama yang dianutnya

Sikap Sosial	Menghayati dan mengamalkan perilaku
	  a. jujur,
	  b. disiplin,
	  c. santun,
	  d. peduli (gotong royong, kerjasama, toleran, damai),
	  e. bertanggung jawab,
	  f. responsif, dan
	  g. pro-aktif,
	Dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

Pengetahuan	Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang
	  1. ilmu pengetahuan,
	  2. teknologi,
	  3. seni,
	  4. budaya, dan
	  5. humaniora
	Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai

	dengan bakat dan minatnya untuk memecahkan masalah

Keterampilan	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara:
	
	  a. efektif,
	  b. kreatif,
	  c. produktif,
	  d. kritis,
	  e. mandiri,
	  f. kolaboratif,
	  g. komunikatif, dan
	  h. solutif,
	
	Dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

3. Learning Objectives

   Learning objectives are developed according to Core Competency (KI) and Basic Competence (KD). There are 4 main elements in the formulation of learning objectives, these 4 elements are abbreviated as ABCD (Audience, Behavior, Condition, and Degree).[76]

4. Basic competencies and indicators of competency achievement;

   Basic competence is the minimum knowledge, skills and attitudes that must be achieved by students to show that students have mastered the competency standards that have been set, therefore Basic Competence is an elaboration of the competency standards listed in the syllabus. The following are the basic competency levels contained based on Permendikbud number 21 of 2016

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[76] Hamzah B. Uno.2008. Perencanaan Pembelajaran. Jakarta: PT Bumi Aksara.

Table 2.3
Basic Competence

Basic Competence
- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks agak panjang dalam kehidupan dan kegiatan siswa sehari-hari.
- Komunikasi interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, orang lain, dan objek kongkrit dan imajinatif, yang terdekat dengan kehidupan dan kegiatan siswa sehari-hari di rumah, sekolah, dan masyarakat, serta terkait dengan mata pelajaran lain.
- Menyusun teks lisan dan tulis, agak panjang dengan menggunakan struktur teks dan unsur kebahasaan secara akurat.
- Menyunting teks tulis, agak panjang dengan menggunakan struktur teks dan unsur kebahasaan.
- Menggunakan unsur kebahasaan secara akurat, berterima, dan lancar secara spontan.

In creating competency achievement indicators the first thing to do is look at the KD that must be achieved, then the teacher formulates indicators using operational verbs (KKO) that can be measured and sorted from lowest to highest level, formulated in simple, clear and easy-to-understand sentences, Don't use words that have a double meaning.

Basic competence and Indicator of competence achievement is behavior or performance which can be measured and observed to show the achievement of certain basic competence. Indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotoric and affective.

5. Learning materials

Material of study consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related

to what students will learn in the learning setting and have to be relied on the indicators of competency established.

The focus of materials in learning English referring to curriculum 2013 consisted four skill, those are; listening skills, speaking skills, reading skills, and writing skills and also learning material from one lesson plan includes attitudes, knowledge and skills.

6. Learning method,

The learning method is a particular method applied by a teacher in order to create learning situations and learning processes through which students achieve basic competencies or a set of determined indicators. The selection of learning methods is adjusted to the situations and conditions of students as well as the characteristics of each indicator and competency to be achieved in each subject. This guarantees that the method used is in accordance with the conditions of the students to achieve the basic competencies and indicators established.

7. Learning media

Media and tools are based on competency standards and basic competencies, materials, activities, and competency achievement indicators that can support learning activities to be more active, effective and innovative.

8. Learning resources

Resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students interests in learning.

9. Learning steps

There are three stages of teachig activity: First stage, *pre-teaching* is conducted to encourage students motivation and to attract their attention in learning participation. It can be interpreted that there are apperception and motivation conveyed to students in the beginning of teaching-learning process. The Second, *while-teaching* is the process of teaching and learning to achieve basic competency which is conducted systematically through *exploration, elaboration and confirmation phases.* Exploration is in which students are engaged in finding information actively, elaboration means in which students are facilitated to think, to

analyze, and to do tasks or projects cooperatively and collaboratively, while confirmation is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. The last, postteaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

10. Assessment of learning outcomes

The mechanism for assessing learning outcomes by educators:

   a. Designing assessment strategies by educators is carried out when preparing lesson plans (RPP) based on the syllabus;

   b. The assessment of the attitude aspect is carried out through observation/observation and other relevant assessment techniques, and the reporting is the responsibility of the homeroom teacher or class teacher;

   c. The assessment of the knowledge aspect is carried out through written tests, oral tests, and assignments in accordance with the competencies being assessed;

   d. Skills assessment is carried out through practices, products, projects, portfolios, and/or other techniques in accordance with the competencies being assessed;

   e. Students who have not reached the KKM education unit must take part in remedial learning; And

   f. The results of assessing the achievement of students' knowledge and skills are conveyed in the form of numbers and/or descriptions.

Based on the description above, it can be concluded that Lesson plan based on Permendikbud no. 22 of 2016 must be prepared before the teaching and learning process takes place or at the beginning of the semester. There are 13 components that must be listed in the lesson plan as listed above.

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