

**AN ANALYSIS OF TEACHING ACTIVITY AND
ASSESSMENT ASPECTS IN ENGLISH
TEACHERS' LESSON PLAN OFFLINE
AND ONLINE LEARNING AT SMAN 1
SUMBERJAYA**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

By

DESI ERFIANA

NPM: 1711040036

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG**

2023

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Advisor. : Prof. Dr. Idham Kholid, M.Ag.

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**TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG**

2023

ABSTRACT

During the Covid-19 Pandemic, there was a change in the implementation of the learning process in classroom. Not only the teaching and learning process but the lesson plan also brings changes, such as in teaching activity and assesment aspects. Teaching activity is a step by step of description, which will allow teachers to replicate the final outcome in the classroom, while assesment is is conducted to evaluate students' results of study. The objectives of this research were to know the differences of the teaching activity in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya, and to know the differences assesment in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya.

This research employing a qualitative approach, this research scrutinized 12 English lesson plans—six each from online and offline settings. It analyzed teaching activities and assessment aspects based on prescribed standards set by PERMENDIKNAS No. 41 of 2007.

Based on the result of study, the researcher found some differences of teaching activity component in online and offline learning lesson plan made by English teacher at SMAN 1 Sumber Jaya. In offline learning, the teacher provide all process in teaching activity in her English lesson plan; pre-teaching, while-teaching (exploration, elaboration, confirmation), and post-teaching. In online learning, some indicators are missed in her lesson plan. The teacher has not provide collaborative skill and has not provide a reflection of activity in teaching and learning process. And some differences of assesment component in online and offline learning lesson plan made by English teacher at SMAN 1 Sumber Jaya. In offline learning, all indicators of assesment are completed by teacher in her English lesson plan. online learning, the teacher only provide one indicator of the components in assesment. That is arrange the instrument of assesment items in accordance with the rules of instrument development.

Keyword: Assesment Aspects, lesson plan, Offline, Online, Teaching Activity.



DECLARATION

The researcher is a student with the following identity:

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I state this entitled: Speech Functions Analysis of Utterances In "Moana" Movies Script By Ron And Jhon is entirely my work. I am fully aware that I have quoted some statements, references, and ideas from various sources, which are appropriately acknowledged in the text.

Bandar Lampung, November 7th, 2023



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4

MOTTO

وَأَنْفِقُوا فِي سَبِيلِ اللَّهِ وَلَا تُلْقُوا بِأَيْدِيكُمْ إِلَى التَّهْلُكَةِ وَأَحْسِنُوا إِنَّ

اللَّهُ يُحِبُّ الْمُحْسِنِينَ

"And spend (your wealth) in the way of Allah, and do not throw (yourself) into destruction with your own hands, and do good. Indeed, Allah loves peoples who do good."

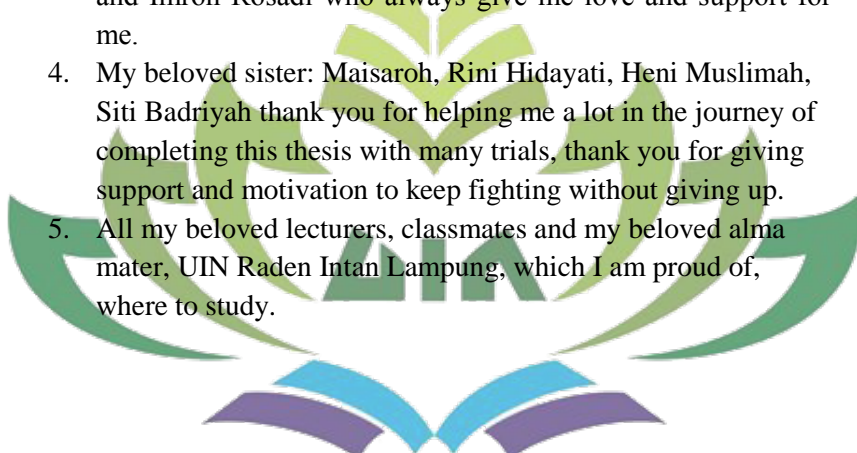
(Q.S Al Baqarah: 195)



DEDICATION

From deep of my heart, this thesis is dedication to everyone who cares and love me. I would like to dedicate this thesis to:

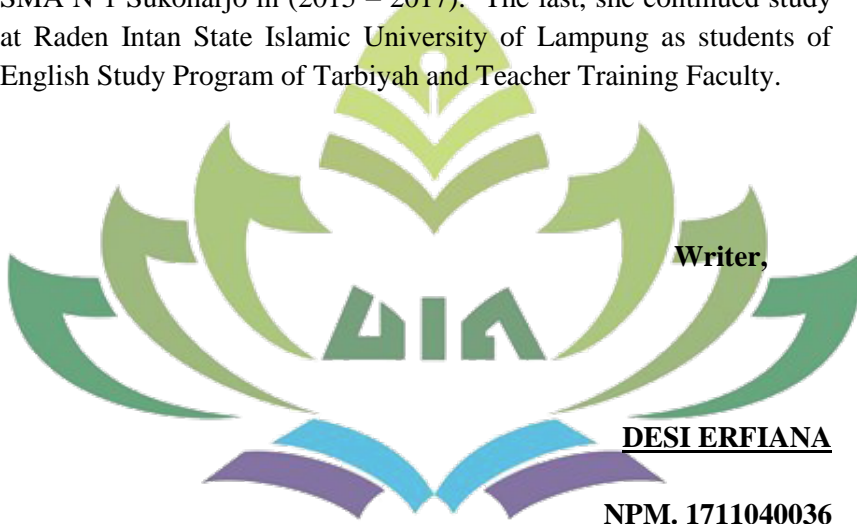
1. Allah SWT who always love and keeps me everywhere and every time.
2. My beloved parents, Mr. Abdul Rohman and Mrs. Rofiah who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support, direction, knowledge, and other important thing that are useful for my life that I can not possibly repay with a piece of paper.
3. My beloved brother: Agus Sugiarto, Rahmad Tarmizi, Samin and Imron Rosadi who always give me love and support for me.
4. My beloved sister: Maisaroh, Rini Hidayati, Heni Muslimah, Siti Badriyah thank you for helping me a lot in the journey of completing this thesis with many trials, thank you for giving support and motivation to keep fighting without giving up.
5. All my beloved lecturers, classmates and my beloved alma mater, UIN Raden Intan Lampung, which I am proud of, where to study.



CURRICULUMVITAE

The name of the researcher is Desi Erfiana, she was born in Srirahayu on December 19th 1999. She lives in Srirahayu. Fifth child of Abdul Rohman and Rofiah. She has three sisters her name is Maisaroh, Rini Hidayati, Heni Muslimah and one brother her name is Agus Sugiarto.

The researcher began her study at MI Mathlaul Anwar Srirahayu (2006 – 2011). Then, she continued her study to MTS N 1 Sukoharjo in (2012 -2014). After that, she continued her study to SMA N 1 Sukoharjo in (2015 – 2017). The last, she continued study at Raden Intan State Islamic University of Lampung as students of English Study Program of Tarbiyah and Teacher Training Faculty.



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This thesis entitled **“An Analysis of Teaching Activity and Assesment Aspects in English Teachers’ Lesson Plan Offline and Online Learning at SMAN 1 Sumberjaya”** 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. Therefore the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

Therefore, the researcher would sincerely thank to:

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Finally, the researcher still has errors in the preparation of the thesis. Therefore, the deepest apologies for the mistakes made by the writer and accept all forms of criticisms and suggestions for the improvement of this thesis. This research is expected to be useful for readers and can be used as a reference for development in a better direction. The truth comes from God and the error comes from the writer. May Allah have mercy and blessing be upon all of us.

Bandar Lampung, December 2023

Writer,

DESI ERFIANA
1711040036

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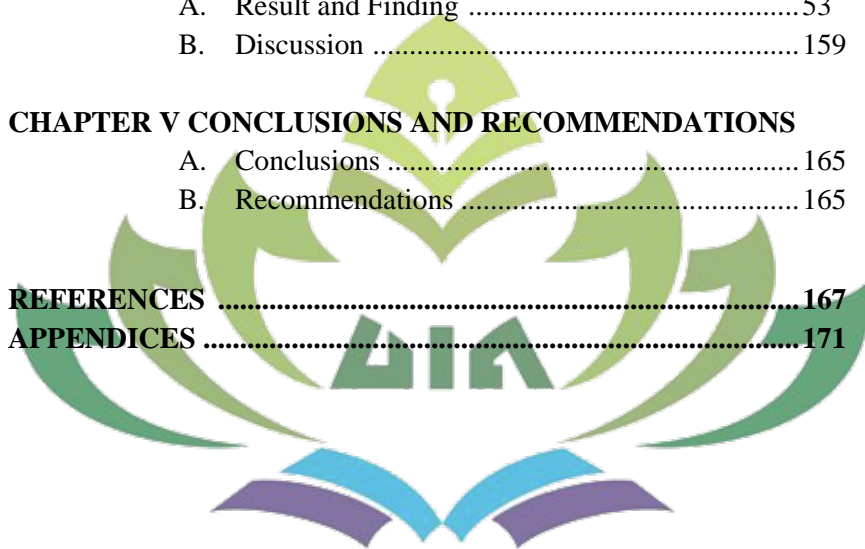
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CHAPTER 1

INTRODUCTION

A. Title Confirmation

To avoid misunderstanding and confusion, it is necessary to limit some terms to make it easier for the readers to understand each time in this research. This research was titled “**An Analysis of Teaching Activity and Assesment Aspects in English Teachers’ Lesson Plan Offline and Online Learning at SMAN 1 Sumberjaya**”. Some of the terms which are used in the title of this research, namely:

1. An analysis is a process of breaking down data into smaller components based on certain elements and structures. According to Moleong, qualitative data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing, looking for and finding patterns, discovering what is important and what is learned, and deciding what to tell others.¹ It means that analysis is an activity to parse or distinguish and sort things to be grouped and classified based on certain criteria, then look for the relationship and interpret the meaning. Besides, analysis can be interpreted as an attitude of attention to an object (object, fact, phenomena) thus that the researcher is faced with data obtained from the field. From these data, the researcher must analyse them so as to find meaning which then becomes the result of the research.
2. Teaching activity is a step by step description, which will allow teachers to replicate the final outcome for use within the classroom and achieve the entire objective in timely manner.² It is not only helpful in educating the teacher on how to write a lesson plan, but also ways in which to implement it. This section will focus on the items the teacher

¹SanduSiyoto, M. Ali Sodik, “*Dasar Metode Penelitian*,” (Yogyakarta: Literasi Media Publishing, 2015), 120.

² Desi Wulandari, “An Analysis of Teacher’s Lesson Plan in Implementing Scientific Approach For Teaching English in 2013 Curriculum In MAN 2 Kepahiang”, (English Department: IAIN Curup, 2019), p.28.

should have their students working on during class time for proper instruction. This section is basically divided into several components; an introduction, a main activity and a closure.

3. Assessment is conducted to evaluate students' results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can be elucidated that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined.³ Based on the lesson plan above, it was not specifically stated because there was no indicators to be assessed. Compliance was the key answer to the question not appropriate because it does not exist.
4. A lesson plan is at the one end of teachers' planning processes that involve yearly, term, unit, and weekly plans, but lesson planning connects these other plans to the intended targets—students and student learning.⁴ It means that a lesson plan is a learning implementation plan or a process of planning activities carried out by the teacher before carrying out classroom learning. Then as we know, there is a change in the new lesson plan in become *Merdeka Belajar* but during a pandemic, the lesson plan must adjust to current conditions where the lesson plan that emphasizes the interaction of teachers and students in the classroom and outside the classroom switches to distance learning. As for other changes, such as not all KD being taught during the pandemic, here the researchers will analyse how the teacher created lesson plan in during and after pandemic and this research will use a class (X) lesson plan for semester 1 to coincide at SMAN 1 Sumberjaya, West Lampung.

³ 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 Department: IAIN Surakarta, 2016), p. 50

⁴ Jeremy Dorovolomo, Huy P, Phan, and Jack Maebuta, "*Quality Lesson Planning and quality delivery: Do They Relate,*" (Champaign: Common Ground Publishing LLC, 2016), 10.

5. In teaching English as a foreign language, the teacher must be able to manage the class well. Teachers must be creative and manage the class with interesting techniques; as stated by Brown, teaching is showing or helping students to learn how to do something, giving instructions in learning something, providing language, and causing them to know or understand.⁵ It means that the teacher must make students feel comfortable and interested in learning subjects, especially English, by using creative techniques so that students will focus on the learning process.
6. Online learning as E-learning is the result of a combination of technological advances and education. In now era online learning had become useful of learning process. Online learning (E-learning) is a learning process that is carried out in some virtual rooms and interacts virtually using the internet network. Here are additional opinios from several experts, According to Retnoningsih online learning is a learning process that is facilitated and supported by utilizing information and communication technology.⁶ Furthermore Saifuddin stated that online learning is distance learning that connects students with their learning resources using the internet physically separately but can communicate and interact with each other.
7. Offline learning is usually carried out in classrooms where there is asynchronous communication model, and there is active interaction between students, students and teachers, and with other students. In offline learning, the teacher or student will use various methods in thelearning process to make the learning process more active and interesting. Various forms of learning methods that are usually used in offline (face-to-face)learning.
8. Teaching-learning process in pandemic situations the teaching and learning process assumes a different shape in

⁵ H.Douglas Brown, “*Principle of Language Learning and Teaching*,” (America: Addison Wesley Longman, Inc, 2000),7.

⁶Surani Dewii, Hamidah, students perceptions in online class learning during the covid-19 pandemic, (Jakarta: UBBS, 2020), P.84

times of crisis. When disasters and crises (man-made and natural) occur, schools and colleges need to be resilient and find new ways to continue the teaching-learning activities. One reality that emerges as a result of the world health crisis is the migration to online learning modalities to reduce the risk of face-to-face interactions.⁷ It means that the COVID-19 pandemic has had a very large impact and is a challenge for the Education system where the teaching and learning process cannot be carried out optimally, and to increase the capacity to teach remotely, schools and universities must take advantage of asynchronous learning, which works best in digital formats. As was done at SMAN 1 Sumberjaya, they have implemented asynchronous learning during the pandemic, as stated by one of the English teachers, Restu Asri Utami Dewi, that they use Google classroom and YouTube media for teaching.

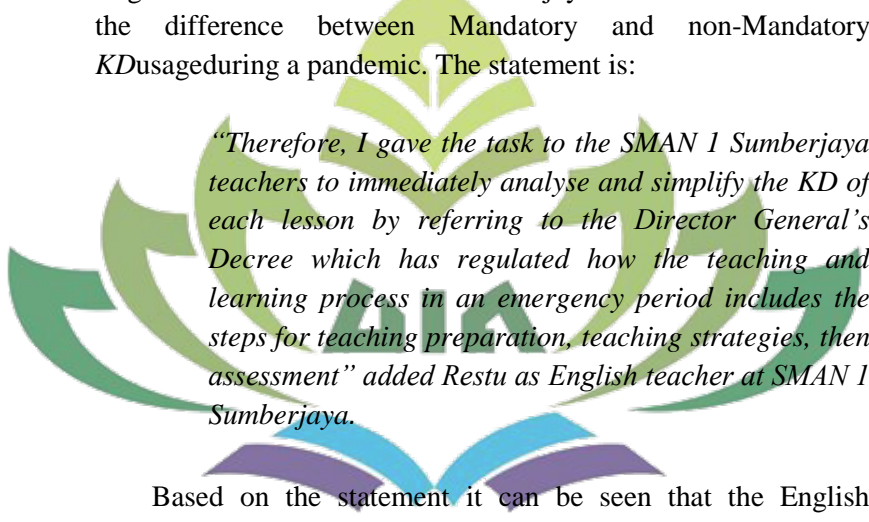
B. Background of the Problem

Looking at the phenomena that exist in society, especially in the world of education, namely the change in the lesson plan according to *Surat Edaran* No. 14 of 2019 dated December 13, 2019, namely the simplification of the lesson plan that has been set by the Ministry of *Merdeka Belajar Curriculum* Nadim Makarim in an effort to be *merdeka belajar* program. The initiative of simplifying lesson plans is dedicated to teachers in order to ease the burden of teacher administration. The lesson plan, which previously consisted of dozens of components, is now simplified into three core components that can be made on only one page. Previously, lesson plans were made in sheets. With the new policy regarding lesson plan simplification, teachers are free to create, choose, develop, and use lesson plans according to the principles of efficiency, effectiveness, and student orientation. Efficient means that the writing of lesson plans is done correctly and does not spend a lot of time and effort. Effective means that the writing of lesson plans is carried

⁷Filomena T. Dayagbil, et al. "Teaching and Learning Continuity Amid and Beyond the Pandemic," (Cebu:Original Reaserch, 2021), P.2

out to achieve learning objectives. Student-oriented means that lesson plans are written by considering students' readiness, interests, and learning needs in class.

Besides, during the Covid-19 Pandemic, there was a change in the implementation of the learning process. The learning process previously was carried out in schools with a face-to-face system, but during the Covid-19 pandemic, the learning process was carried out from home through the online system by utilizing existing media. Not only the teaching and learning process but the lesson plan also brings changes, such as not all *KD* are included due to limited meetings. Based on the interviewed with English Teacher at SMAN 1 Sumberjaya there are some reason the difference between Mandatory and non-Mandatory *KD* usage during a pandemic. The statement is:



*“Therefore, I gave the task to the SMAN 1 Sumberjaya teachers to immediately analyse and simplify the *KD* of each lesson by referring to the Director General’s Decree which has regulated how the teaching and learning process in an emergency period includes the steps for teaching preparation, teaching strategies, then assessment” added Restu as English teacher at SMAN 1 Sumberjaya.*

Based on the statement it can be seen that the English teachers are not used literally all of the *KD* in a lesson plan, as in an emergency learning activity cannot run normally as usual. However, students still have to get education and learning services during Pandemic Covid 19. Since the teacher just focuses more on the essential material in each subject. The mandatory *KD* such as (2.1.2.2, 2.3, 3.1 until 3.12, 4.1 until 4.16) outside of the *KD* it is not mandatory to use.

According to Harmer, lesson planning is the art of combining a number of different elements into a coherent whole; therefore, that the lesson has an identity that students can

recognize, work with and react to.⁸ It means that every lesson plan must include various standard lesson plans such as material, time, level, and a final project.

The lesson plan is at the one end of teachers' planning processes that involve yearly, term, unit, and weekly plans, and lesson planning connects these other plans to the intended targets—students and student learning.⁹ It means that the success of a well-designed lesson plan is that there are two aspects that affect the success of the lesson plan, namely the teacher who composes and the student's response as a goal.

In a lesson plan there are some components that must be provide by the teacher. According to Minister of Education and Culture Regulation in lesson plan consist of seven components, those are; goals, objectives, prerequisites, materials, lesson description, teaching activity, and assesment or evaluation.¹⁰ All those components must be consired by teacher in arranging a good lesson plan to make teaching and learning activity is effective and meaningful for students.

Teaching activity and assesment are most dominant aspects that must be consider by teachers because there are some elements on it. Teaching activity is a step by step description, which will allow teachers to replicate the final outcome for use within the classroom and achieve the entire objective in timely manner.¹¹ It is not only helpful in educating the teacher on how to write a lesson plan, but also ways in which to implement it. While assesment is is conducted to evaluate students' results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can be

⁸ Woodward, "*planning lesson plan and Courses: Designing Consequences of Work for the Language Classroom*," (New York: Cambridge University Press, 2009), p. 51

⁹Jeremy Dorovolomo, Huy P. Phan Jack Maebuta, "*Quality Lesson Planning and quality delivery: Do Thet Relate*," (Champaign:The International Journal of Learning, 2010),p.10.

¹⁰ Copy of Attachment to Minister of Education and Culture Regulation Number 81a of 2013, Kerangka Dasar dan Struktur Kurikulum SMA/MA, P. 40.

¹¹ Desi Wulandari, "An Analysis of Teacher's Lesson Plan in Implementing Scientific Approach For Teaching English in 2013 Curriculum In MAN 2 Kepahiang", (English Department: IAIN Curup, 2019), p.28.

elucidated that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined.¹² Both aspects contain several important elements that will help teachers in implementing teaching and learning activity in classroom.

The success of a lesson plan is seen from student learning outcomes; this really requires the role of a good teacher. The teacher plays an important role in the teaching and learning process to improve the quality of education because the identity of a teacher is seen in their expertise in their subject matter, combined with skills, knowledge, and support for students.¹³

Moreover, lesson planning is not only in a written form; it can be defined as everything a teacher does when she/he is thinking of the next lesson, such as visualizing, reading resources, or even staring at the ceiling.¹⁴ It means that the lesson plan is not just a procedure sheet for teaching but also means an activity that supports the teaching and learning process. The researcher concludes that a lesson plan is a tool in the form of papers and activities in the form of classroom practice.

From the explanation above, teachers need to do face-to-face practice in class to implement the lesson plans that have been made by the teacher. As we know, currently, our country Indonesia is experiencing an economic crisis and so on due to the Covid-19 pandemic, especially in the world of education where traditional and continuous learning emphasizes teacher and student interaction in the classroom and outside the classroom is shifting to distance learning.¹⁵ Use to limit the spread of Covid-19, a Pandemic, according to the Great Indonesian Dictionary, is

¹² 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 Department: IAIN Surakarta, 2016), p. 50

¹³Charlotte Meierdirk, " *The Changing Identity of the Student-teacher,*" (Inggris: International Jurnal of Education, Teaching and Learning, 2016), p.35

¹⁴ Woodward, "*Planning lessons and Courses: Designing Consequences of Work for the Language Classroom,*" (Cambridge: Cambridge University Press), p.51

¹⁵ An Abidah et al., "*The Impact of Covid to Indonesia Education and its relation to the philosophy of (Merdeka Belajar),*" (Surabaya: Studies in Philosophy of Science and Education, 2020),p.47-48

an epidemic that has spread simultaneously everywhere, covering a wide geographical area.¹⁶

As a result of the COVID-19 pandemic, the entire education system in Indonesia is being disrupted. As of March 11, 2020, the President of the Republic of Indonesia issued a policy to temporarily close the teaching and learning process in schools and universities. This condition urges us to study at home and replace it with online learning. Through available platforms and indicates the ones that were used by the support of the government, such as online portal, TV School, and Microsoft Teams for public schools and the alternatives like Zoom, Slack and Google Meet, EduPage platform that can be used for online education and live communication and gives examples of their usage.¹⁷ Seeing something that is experienced in the world of education is the biggest challenge for a teacher, especially in teaching English.

Online learning is something new for teachers. Where the face-to-face learning process is carried out online (in the network) and offline (outside the network), teachers must be able to combine the two. To prepare for the learning process that is carried out online (online), teachers are required to be capable of preparing for learning by making Learning Implementation Plans and collaborative teaching materials that are adapted to the conditions and situations in the midst of an online and offline pandemic. A teacher must be able to plan to learn and carry out meaningful and quality learning activities in dealing with and preparing for the preparation of lesson plans and teaching materials in the midst of this pandemic. The process of activities and quality learning is certainly related to how ready the teacher is to apply lesson plans to students.

¹⁶Muhammad Giatman, Sri Siswati, and Irma Yulia Basri, “*Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia*,” (Padang: Journal of Nonformal Education, 2020), p.169

¹⁷Giorgi Basila Ia, and David Kvavadze, “*Transition to Online Education in Schools During a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia*,” (Georgia: Pedagogical Research, 2020), p.1

Nowadays, some English teachers still face some difficulties in composing lesson plans. For example, they have difficulty understanding the formulation of competency standards and basic competencies, determining assessment instruments and rubrics to fit the indicators, and choosing effective methods to match the indicators. For those reasons, some prefer to imitate and copy files directly from the internet or such documents from textbooks. Moreover, some teachers do “corridor planning” in their mind as they walk to the classroom others will just let everything happen because they do not prepare and develop any lesson plan the day before.¹⁸

This researcher has conducted preliminary research in some schools. The result shows that there are many teachers in various schools that have different perceptions about lesson plans in online and offline learning, such as in MA Ma'arif Banyumas especially for English teachers who have set one sheet lesson plan but in a short period of time. In the next meeting the teacher uses a worksheet, because seeing the conditions in the teaching and learning process has not been maximized face to face so that the worksheet is an easy thing for teachers to teach English during the pandemic. Then in other schools, such as SMAN 1 Sukoharjo, they have used the new lesson plan, but one of the teachers said that they only downloaded it from the internet without making their own. Then there are some schools that the researchers visited are still using the old lesson plans such as at SMA IT Fitrah Insani. Then the researcher conducted another interview at one of the schools, namely SMAN 1 Sumberjaya.

Based on the results of an interview with one of the teachers at SMAN 1 Sumberjaya named Restu Asri Utami Dewi S.Pd who has been teaching there for two years, she said that there are some differences between online and offline learning in lesson plan, especially the used of technology as the main point during the teaching and learning process. She had experienced several obstacles in arranging online and offline teaching and learning

¹⁸ Atari, N.L.S *An Analysis of Lesson plans for Learning English in the Senior High School*. (Journal for lesson and learning studies, Vol.4.no.1 2021)

process, such as : determine technological limitations such as facilities for online teaching. Not only that, she said that there were changes to the lesson plan which were not as perfect as face-to-face and not all activities were implemented in the lesson plan. Then she explained that the process of making lesson plans had difficulties in understanding the formulation of competency standards and basic competencies.

Based on the above background, the researcher was interested in conducting a research with the title " **An Analysis of Teaching Activity and Assesment Aspects in English Teachers' Lesson Plan Offline and Online Learning at SMAN 1 Sumberjaya**".

C. Focus and Sub Focus of the Problem

Based on the background of the problem, focus of this research is lesson plan online in the academic year of 2020/2021 and offline learning in the academic year 2021/2022. The sub-focus of this research is identify what are the differences in teaching activity and assesment aspects of online and offline teachers' English lesson plan.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the problem is obtained as follows:

1. What are the differences of the teaching activity in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya?
2. What are the differences of assesment in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya?

E. The Objective of the Research

Based on the formulation of the problem, the objectives of the problem are obtained as follows:

1. To know the differences of the teaching activity in online lesson plan in the academic year of 2020/2021 and offline

learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya.

2. To know the differences assesment in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya.

F. The Significance of the Research

The results of this research are expected to provide theoretical and practical benefits. The theoretical and practical benefits are as follows:

I. Theoretically

This research is hoped to give a contribution to the world of education in the form of recommendations and additional information that can be used when needed in the preparation of lesson plans, and it is also hoped that this research will provide a reference for alternative researchers who need research related to this topic.

II. Practically

a. For teachers

This research hopes can give a lot of informations for teachers related how to delivered in the classroom to construct learning guidance to implement teaching activity and assesment easily especially in 2013 curriculum.

b. For stakeholders

This research hopes the stakeholders can pay attention to it by checking the lesson plan and doing improvement by holding some trainings about learning guidance in curriculum 2013 and how to run this approach well in the classroom, especially in teaching activity and assesment.

c. For schools

It is hopes that they should lead the teachers especially the English teachers to the quality of teaching-learning process by providing the teachers policies and strategies in order to improve their competence in teaching or in arranging a lesson plan.

d. For further researchers

This research hopes that any further researchers can continue and complete this research. This research delivered an analysis of teaching activity and assesment aspects in offline and online learning lesson plan.

G. Relevance Research

There has been some research about the lesson plan. Here, the researcher inserts five of them as the previous research, therefore it can be clearly seen that the research being conducted is not a repetition or duplication.

The first research was conducted by Wulandari et al. in 2021. The research title was Teaching English online is considered problematic. The availability of a support system and internet quota was the main obstacle. This had an impact on the low ability of students. The purpose of this study was to analyze the abilities and constraints of teachers in preparing lesson plans and student obstacles in EFL learning through Google Meet during the Covid-19 pandemic. The sample of this research was a seventh-grade EFL teacher and also 60 seventh-grade junior high school students. The design applied was a mixed method. Data collection uses three instruments: a rating scale, The research entitled Teaching English online is considered problematic. Teacher constraints and student constraints in EFL through Google Meet. The study result indicated that in preparing the lesson plans, teachers are less capable and have several obstacles in choosing learning methods or techniques, selecting instruments and evaluation techniques, and selecting learning media. In addition, the results of the study indicated that students did not understand the material in lesson plans 3 and 4 and do not like to use Google Meet in learning English based on lesson plans 1.3 and 4. This research implied that EFL teachers provide online

learning plans and focus on selecting techniques or methods, evaluation processes, and media.¹⁹

The second research was conducted by Hidayatullah in 2016. The title was *An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade*. This study aims to determine the quality of a good lesson plan based on Mulyasa, which was developed by an English teacher at Muhammadiyah 1 Kartasura Middle School. The author conducted qualitative research using four different research techniques, content analysis and documentary study. Qualitative data were obtained from content analysis checklists and documents such as syllabus and lesson plans. To conduct the research, the researcher used descriptive qualitative research. The results showed that the lesson plans developed by the teachers in the first semester of SMP Muhammadiyah 1 Kartasura generally met the standards set by the KTSP, Content Standards, and Process Standards. In particular, all components of the RPP are included in the developed RPP. However, there are deficiencies found in the six components of most of the lesson plans developed by teachers, namely materials, methods, teaching activities, time allocation, resources, and assessment. The results of the lesson plans were made by good quality English teachers. However, there are some weaknesses in several components such as indicators, objectives, materials, methods, time allocation, resources, and assessment. The teacher did not develop lesson plans, he only focused on teaching activities, but he did not see what he had to plan beforehand. Teachers must plan carefully and look at the characteristics of students when making lesson plans so that the lesson plans can be of high quality and the teaching and learning process can be delivered properly.²⁰

¹⁹Putu, Dewa, & Made, *Teacher's perception of lesson Plan and Constrains in English as a Foreign Language During the Pandemic Outbreak in Junior High School*. (Journal, English and Education Undiksa, Vol. 9 No. 1, 2021)

²⁰Arif Hidayatullah, *An Analysis on Lesson Plan Made by English Teacher at the Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in the academic year 2015/2016*, (Journal of Surakarta University, Vol.2.no.11.2016)

The third research was conducted by Wayan and Budiarta in 2021 with the title Online learning is something new for teachers and students, so there are various obstacles to it. This study aims to analyze the preparation of EFL teachers in preparing lesson plans and identify and describe teacher difficulties in preparing EFL students' lesson plans. This study used a qualitative descriptive research design. The result of the research is that the teacher fulfils all the steps in compiling a one-page lesson plan, which fulfils the steps provided by the instrument. Regarding the problems faced in the process of preparing lesson plans by teachers, it can be concluded that there are six difficulties faced by teachers such as 1) stating learning objectives that contain behaviour (B), 2) linking learning objectives with core competencies, 3) compiling teaching materials based on indicators. Learning, 4) selection of learning media based on learning objectives, 5) selection of learning media based on learning materials, and 6) selection of assessment based on learning objectives.

The fourth research was conducted by Tina Oktafianti in 2013. The research title was An Analysis of Lesson Plan Made by An English Teacher Referring to Curriculum 2013. This research is qualitative research which is a case study. The results showed that the author's expectations for all learning plans made by an English teacher actually did not meet the 2013 curriculum standards, even though the learning plans developed by the English teacher in the first semester of MTS Al Qur'an Harsallakum Bengkulu in the 2018/2019 academic year consisted of nine component. The results of the analysis of all plans have several weaknesses that do not refer to the 2013 curriculum in several components such as main competencies, basic competencies, study objectives, study materials, learning tools and resources, and assessments. Teachers design curriculum 2013 curriculum individually. In addition, the obstacles faced by teachers are inadequate facilities and still confused about the 2013 curriculum learning system and preparing lesson plans that refer to the 2013 curriculum in detail.

The last research was conducted by Meirizha Putri Rizkya in 2019. The research entitled is An Analysis of Teacher's Lesson Plans based on Thematic Unit for Teaching English to Young Learner at Third Grade. The research methodology was descriptive and qualitative. The researcher used the documentation method in collecting and analyzing data. The result of this study indicated that there were some components that related to Curriculum 2013, and there were some components that were not related to Curriculum 2013.

The similarities between this research and previous research are that they both have the same research subject, namely regarding lesson plans, the same type of research as the first research by Devi explains that in her research using a qualitative research design, the same as the third, fourth and fifth previous studies, then there are differences between this study and previous research, namely; the difference between this study and the five relevant studies is the subject of the study, namely the lesson plans used during the pandemic and the purpose of the research is to find out the differences of the teaching activity in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya.

H. Research Method

1. Research Design

The objectives of this research were to know the differences of the teaching activity and assesment in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya, this research was regarded to be descriptive qualitative research. It is in agreement with Creswell's explanation of qualitative research; he explains that qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a

social or human problem.²¹ In agreement with that theory, the researcher concludes that the qualitative method is a method in research that study the social phenomena or human problem; it also explores phenomena, identifying the issues and answering the questions.

2. Research Subject

In a descriptive qualitative study type, the terms population and sample are unknown. To present the subject of this study, the researcher used purposeful sampling. Lawrence defines purposive sampling as widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest.²² In this case, the subjects of the research were a teacher and the lesson plan designed by the teacher.

3. Research Procedure

In order to obtain an accurate data, the study follows a research procedure with the following steps:

- a. The researcher selected the research institutions and subjects.
- b. The researcher made data questions according to the research problem.
- c. After making the data of the questions that are relevant to the research problem, the researcher found out a relevance theory related this research.
- d. The researcher analyzed about the differences of the teaching activity and assesment in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya.

²¹ John W. Creswell, *Research Design Qualitative Quantitative and Mixed-Method Approaches*, 4 ed, (London: SAGE Publication, 2014), P.32-35.

²²Lawrence A Palinkas, et al., "*Purposeful Sampling For Qualitative Data Collection And Analysis In Mixed Method Implementation Research*," (New York: Springer Science + Business Media, 2015). P. 11-13

4. Data Collecting Technique

The techniques of collecting data are content analysis, documentary study, and interview guide. The process of collecting data consists of three stages; they are explained as follows:

- a. Content analysis technique was conducted to collect the data about the content of the English lesson plan as a written or printed document, in this case especially in teaching activity and assesment components. In this study, the researcher analyzed the lesson plan, which is created from the English teacher, based on several aspects using a content analysis checklist according to PERMENDIKNAS (Regulation of National Education Minister) number 41. Those are pre teaching, while teaching, and post teaching. In identify the differences of the teaching activity in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya, the researcher used this content analysis checklist to make a comparison.

Table 1.1
Content Analysis Checklist of Analyzing Teaching Activity in Lesson Plan

No	Stages of Teaching Activity	Indicators	Available/not
1	Pre teaching	Preparing	
		Giving Question	
		Explain the purpose	
2	While teaching		
	Exploration	Finding information about topic	

3		Use media	
		Interaction	
		Active	
	Elaboration	Write & read	
		Discussion	
		Analyzing & problem solving	
		Cooperative & collaborative	
		Competence	
		Make result	
		Show the result	
	Confirmation	Giving feedback	
		Confirmation the result	
		Reflecting the material	
		Exercising	
	Post teaching	Summarizing in learning activity	
Reflecting activity			
Response			

Besides teaching activity, the researcher also analyzed assesment aspects in conducting this research. In identify the differences of the assesment aspect in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya, the researcher used this content analysis checklist to make a comparison:

Table 1.2
Content Analysis Checklist of Analyzing Assesment Aspects
in Lesson Plan

No	Indicators	Available/not
1	Include techniques, forms, and examples of assessment instruments in the realm of attitudes, knowledge and appearance according to indicator	
2	Arrange the instrument of assessment items in accordance with the rules of instrument development	
3	Develop scoring guidelines (scoring rubrics)	
4	Write remedial and enrichment learning activities based on student's characteristic, time allocation, media and materials	

- b. A documentary study will likewise be conducted to support the data of content analysis. The sources of data for the document are English lesson plans that the teacher made.

5. Data Analysis

Miles and Huberman propose analysis as consisting of three concurrent of activity, namely, data reduction, data display, and conclusion.²³ In this case, the researcher conducted an analysis of English teacher lesson plan in teaching online and offline learning. This research focusses on teaching activity and assesment aspects.

a. Data Condensation

Data condensation become the first steps to do in analyzing the data in this research. According to

²³Matthew B.Miles, A.Michael Huberman and Johnny Saldana,*Qualitative Data Analysis*,3 Edition, (Los Angeles: Sage Publications, 19994), p.10.

Miles, data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.²⁴ In this research, data condensation refers to the process of collecting the data based on teaching activity and assesment aspects.

b. Data Display

The second step was data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.²⁵ In this study used the data display by an organized assembly by information that permits drawing and action taking. After analyzing the data displayed in the discussion.

c. Conclusion Drawing

After finished doing data condensation and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles, final conclusion may not appear until data collection was over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.²⁶ It means conclusion was where the researcher seeks conclusion as answering for research question. It answers the research problem. Every research needs a standard to measure the belief or truth about research results. Trustworthiness is one of the steps to reduce errors in the research data collection process, which definitely affect the final results of this research. Trustworthiness was carried out by a researcher who aims to produce data and learn scientifically, is trustworthy, and is consistent with high

²⁴ Miles, Mathew B., dan A. Michael Huberman. . An Expanded Sourcebook: Qualitative Data Analysis. (London: Sage Publications:1994)

²⁵Ibid 14

²⁶Ibid 14

responsibility. Sugiyono state that in data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. According to Miles and Huberman, triangulation is divided into several types as follows: Triangulation of data source, investigator triangulation, theory triangulation, and methodological triangulation.²⁷ The triangulation technique that used in this research was a triangulation of methodological. Triangulation in this research was conducted by finding the truth of information through contents analysis and documentary study.

6. Trustworthiness of the Data

Trustworthiness is very important in qualitative data because it makes it possible for the researcher to describe qualitative word's virtues. In essence, Given said that trustworthiness can be thought of as how qualitative researchers ensure that transferability, credibility, dependability, and confirmability are evident in research.²⁸

To make this research clear, this research used triangulation. According to Given, triangulation is a way to increase the validity or strength of a study by comparing the result of different approaches for one unit learn. It can be explained also that triangulation is a way to measure what is considered the same using different methods of investigation.²⁹

It means that triangulation is a way to find whether a study is valid or not by comparing the result with different approaches for one learning unit. Denzin stated that triangulation means that the researcher takes a different perspective about the problem under study or- more

²⁷ *Ibid.*, 267.

²⁸ Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008), p.895

²⁹ *Ibid* p.892

generally- in answering the research question. This perspective can be proved by several methods and/ or in some theoretical approaches.³⁰ In conclusion, triangulation is how researchers take different perspectives on the problem to be studied, can be proven by different theories or methods as well as approaches that refer to theory. Denzin divided some types of triangulation that uses for research. They are:

a. Data triangulation

Data triangulation refers to a combination of different data resources applied to different times, people, and places.

b) Investigator triangulation

In this type, the data is independent and there is more than one observer. This type involves many researchers in the investigations made possible by this technique additional insight into the process of understanding the data as such bring a different perspective and the different epistemological assumption that can inform research results.

c) Theoretical triangulation

The type of this triangulation involves using more than one theoretical schema. This type draws upon alternative or competing theories in preference to utilizing only one viewpoint. Triangulation of theory refers to approaching data from multiple perspectives and hypotheses in mind. Various theoretical viewpoints can be placed side by side to judge their utility and strength.

d) Methodological Triangulation

This type of data uses the same method on different occasions or the same object and different methods. This type using more than one option to collect the data, such as documents, observation,

³⁰Norman K .Denzin and Yvonna S. Lincoln, The SAGE Handbook of Qualitative Research, Fifth Edition (Yogyakarta: PustakaBelajar, 2018), p.788.

questioners.³¹ It means that triangulation is the way on how to check the validity of the data. By doing it also can give proof about the data validation. It can be concluded methodological triangulation used in this research to check the validation of the data.

I. Systematic of the Discussion

The systematics discussion that is the steps in the research process is as follow:

CHAPTER I INTRODUCTION

This chapter contains a description of title affirmation, the background of the problem, the focus and sub focus of the research, the formulation of the problem, the research objectives, the benefits of the research, research methodology, and systematic discussion

CHAPTER II REVIEW OF LITERATURE

This chapter contains a review of several theories and references that form the basis for supporting studies in this research. The theory used in this study is the theory about lesson plan.

CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT

This chapter contains general description of the object of this research, that is lesson plan in the form of online and offline learning made by English teacher at SMAN 1 Sumberjaya and also the description of research fact and data.

³¹Ibid p. 779.

CHAPTER IV**FINDING AND DISCUSSION**

This chapter is about the analysis of data obtained from the research in detail along with a discussion of the result of the research.

CHAPTER V**CONCLUSION AND SUGESSTION**

This chapter contains the conclusions of the research along with some suggestion.



CHAPTER II

REVIEW OF RELATED L ITERATURE

A. Covid 19 Pandemic

Roxby stated Pandemic is a disease that is spreading in multiple countries around the world at the same time.⁴¹ Covid19 is an infections disease caused by a newly discovered corona virus. The corona virus was first identified in Wuhan, China, in December 2019. According to Huang et al, a novel corona virus, known as Covid-19, was discovered in the last month of the year 2019, in a seafood market in Wuhan. In addition, Paules, Wang, Cheng, et al Clinical analysis results of the virus showed person-to-person transmission.¹ The impact of the corona virus disease 2019 (Covid-19) pandemic is now beginning to spread to the world of education.

The spread of Covid-19 had a profound effect on the economic world which was starting to fade, but now the impact is being felt by the education world. The Covid-19 is pandemic is indeed a tough test for all nations, testing the ability of all nations to be able to take wisdom by continuing to strive and endeavor to find solutions to every problem that exist. As a big nation, Indonesia must be able to overcome all existing problems. This is evidenced by Indonesia ready with all possibilities, with the birth of technologies created by the nation's children to provide online education services. Traditional and routine learning the emphasize the interaction of teachers and students in the classroom and outside the classroom shifts to distance learning.

B. Online Learning

I. Definition of Online learning

Online learning known as E-learning is the result of a combination of technological advances and education. In now era online learning had become useful of learning process. Online learning (E-learning) is a learning process

¹Antonius Nur Agung Setyawan dkk, student's perception of online learning during Covid-19 Pandemic, (Philippines,2020).p.226

that is carried out in some virtual rooms and interacts virtually using the internet network. Here are additional opinions from several experts, According to Retnoningsih online learning is a learning process that is facilitated and supported by utilizing information and communication technology.² Furthermore Saifuddin stated that online learning is distance learning that connects students with their learning resources using the internet physically separately but can communicate and interact with each other.³ The same as opinion from Michailidou & Economides, Distance education provides an independent studentcentered and lecturer facilitated engagement that facilitate interaction with teachers and students which may not always be possible within the traditional classroom settings.

Learning with this method, both students or teachers can send and access subject matter widely from various sources so as to increase interactivity and learning efficiency. Nevertheless, there were many more reactions shown by students with changes in face-to-face learning methods to online. As well, H.M Selim idea definition of online learning is the delivery of course content through electronic media, such as the internet, intranet, extranets, satellite broadcast, audio/video tape, interactive TV, and CD-ROM.⁴

In terms of online learning, this term is described as learning from a distance. Stern stated that online learning is just a form of 'distance learning', the umbrella term for any distance learning that takes place rather than conventional classroom learning. In addition, according to Gonzales & Louis Electronic devices, such as tablets, smartphones, laptops and computers that need internet connectivity, are

²Surani Dewii, Hamidah, students perceptions in online class learning during the covid-19 pandemic, (UBBS, Indonesia, 2020), P.84

³Ibid p 12

⁴Hashmatullah Tareen, Mohammad Tahir Haand, A Case Study of UiTM Post-Graduate Students' Perceptions on Online Learning: Benefits & Challenges, (afghanistan,2020),.86

supported.⁵ Thus, in using online learning some alternative media or applications can be used to support the learning process. Online learner is someone who is in an environment where content changes fast and learning needs change even faster. online learners want answers right away and rely on a wide variety of sources to find the answer. Digital technology has created more ways of learning, more immediacy, and an increased pace of change. online learners are inseparable from digital life. They need the internet, text message, social media, and multimedia are natural everyday life activities for them, and they expect the use of technology in their academic lives.

II. The Characteristic of Online Learning

Richardson argued that the unique characteristics that define online learning (appropriate combinations of asynchronous and synchronous voice, text, and video) can actually lead to enhanced or hyper communications. Algahtani described the completely online mode as “synchronous” or “asynchronous” by the application of applying optional timing of interaction.⁶ The synchronous timing comprises alternate on-line access between teachers or instructors and learners, or between learners, and the asynchronous, to him allows all participants to post communications to any other participant over the internet. The synchronous type allows learners to discuss with the instructors and also among themselves via the internet at the same time with the use of tools such as the video conference and chat rooms.

This type according to Almosa and Almubarak offers the advantage of instantaneous feedback. The asynchronous mode also allows learners to discuss with the instructors or teachers as well as among themselves over the internet at

⁵Rakhmania Lisa, feny Martina dkk, student's perception on online english learning during covid-19 pandemic era, (IAIN Bengkulu,2020), V.3, No.2, P.430

⁶Ibid 31

different times. It is therefore not interaction at the same moment but later, with the use of tools such as thread discussion and emails, with an advantage that learners are able to learn at a time that suits them whilst a disadvantage is that the learners will not be able to receive instant feedback from instructors as well as their colleague learners.

C. Offline Learning

1. Definition of Offline Learning

In the Big Indonesian Dictionary, the meaning of the word *Luring* (offline) comes from the acronym "outside the network", which means being disconnected from a computer network (offline). Offline learning can be done by studying through books or in person meetings.

The types of offline learning activities are the activity of watching news as a learning resource, students collect assignments in the form of documents, where offline learning does not take advantage of internet networks, computers, and other media.⁷ In other words, face-to-face learning is needed in implementing offline learning. In implementing offline learning the teacher can provide stimulants for learning material.

Offline learning (face-to-face) is a learning model that is still being carried out and is very often used in the learning process. Face-to-face learning is a form of conventional learning model, which seeks to convey knowledge to students. Offline learning brings together teachers and students in one room to learn. Offline learning has characteristics, namely planned, place-based and social interaction.

⁷Andasia Malyana, 'Pelaksanaan Pembelajaran Daring dan Luring Dengan Metode Bimbingan Berkelanjutan Pada Guru Sekolah Dasar di Teluk Betung Utara Bandar Lampung', *Pedagogia: Jurnal Ilmiah Pendidikan Dasar Indonesia*, Vol.2, No.1(2020), 67-76.

2. The Characteristics of Offline Learning

Offline learning is usually carried out in classrooms where there is asynchronous communication model, and there is active interaction between students, students and teachers, and with other students. In offline learning, the teacher or student will use various methods in the learning process to make the learning process more active and interesting. Various forms of learning methods that are usually used in offline (face-to-face) learning are: 1) lecture method, 2) assignment method, 3) question and answer method, 4) demonstration method.⁸

The offline learning system is a face-to-face learning system. Quoted from the Ministry of Education and Culture's website, the guidelines for implementing learning in the new academic year and academic year during the Covid-19 pandemic must adhere to health protocols. The following are guidelines for implementing learning according to the Ministry of Education and Culture:

- b) **Must use a mask**
Every school that has implemented a face-to-face learning process in schools is required to comply with existing health protocols, for example providing hand sanitizers and disinfectants.
- c) **Check the temperature**
The second school health protocol is temperature check. Apart from having to use masks, students and teaching staff are also required to check the temperature before entering the school environment using a thermo gun device. Teachers and students are also required to be in good health.
- d) **Teaching and Learning Activities (KBM)**
Face-to-face learning system alternately and limitation of learning hours where the duration of teaching and learning activities only lasts 2 hours.
- J. **Activities outside Teaching and Learning Activities**

⁸Tabrani Rusyan, *Ilmu Pendidikan*, (Bandung: Remaja Rosdakarya, 1990), p.59

During the transitional period like now, there are no activities other than teaching and learning activities. For example, students are waiting for parents at school, taking breaks outside of class, parent-student meetings, introducing the school environment, and soon. In New Normal it is allowed to maintain health protocols.⁹

D. Lesson plan

Lesson plan program is an important procedure in teaching. The content gives the direction for teacher to conduct learning and teaching process effectively. The absence of the lesson plan will cause the boredom and messy activity in teaching and learning process. It can also increase the student motivation to learn. On the other side, if teacher prepares the teaching and learning process which is completed by lesson plan, the teacher will teach confidently. It occurs because of the component needed has already been planned as well. The students will learn easily because of the knowledge transferred structurally.

Finally, the opportunity to achieve the learning objectives seems easy to get. In this subchapter, the researcher describes the definition, principles, the element and the systematic of lesson plan.

1. Definition of Lesson Plan

There are various definitions of lesson plan that have been proposed. A lesson plan can be defined as a “unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of teachers’ thoughts about what will be covered during a lesson. According to Farrell Lesson plan is a structure that explains the beginning until the end of the lesson and the process to get there.¹⁰ It means that lesson plan is detail of the activity in

⁹Kemenkes, *Pedoman Kesiapan Menghadapi COVID-19*, (2020).

¹⁰Ainscow, M., Farrell, P., & Tweddle, D. *Developing policies for inclusive education: a study of the role of local education authorities*. International Journal of Inclusive Education, 2000 p 211-229.

learning process that included the teacher and the students act.

In otherside Callum defined lesson plan is the detail description of teaching learning process conducted by teacher. It contains of very detail activity from preteaching, main and the closing phase as a partial of lesson plan documents.¹¹ It means that lesson plan is point out that for English language lesson, the effective objective of a lesson plan describe what students will be able to do in terms of observation, behavior, and using the foreign language.

Furthermore Mulyasa stated that lesson plan which which describes procedures and management of study in order to reach one or more basic competency regulated in the Standard of Content and extended in the syllabus.¹²It means that there are steps and organizations developed by a teacher in a plan of course in order to achieve competency-based stated in the curriculum. The steps deal with the sequence works conducted by a teacher in developing the lesson plan such as establishing the objective of study, indicators, materials, and methods. They should be done structurally in order to meet students' needs, interests, and be able to adjust students' ability appropriately.

According to Harmer a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. It can be said that a lesson plan is a teaching plan developed by a teacher based on students' interests and needs as well as curriculum's goals through deep and precise thought. If a teacher does not consider needs, interests, ability learning styles of the students and curriculum or syllabus expectation, it can be ascertained that the lesson plan developed is not

¹¹Noviawati, N. *The implementation of 2013 curriculum in English teaching learning at MAN 1 Pekalongan. International Journal of Engineering and Technology*, 6(2) 2013.p 2

¹²Mulyasa. *Manajemen Berbasis Sekolah, Konsep, strategi dan Implementasi*. Bandung : PT Remaja Rosdakarya 2011.p 31

applicable and effective.¹³ Teachers in each institution are obliged to prepare a complete and systematic lesson plan. The proper preparation was used to make the learning process can be interactive and fun, challenging. It is also used to motivating students to participate actively and provides sufficient space for students' initiative, creativity, and independence according to the talents and interests of the students. The teacher designs a lesson plan for each meeting that is adjusted to the schedule in the educational institution.

Pulverness and Wiliams also defined point out that lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. This refers to the teacher's frameworks covering the materials to be learned by students and how the materials to be applied in the teaching-learning process. This can be a path for a teacher in conducting teaching activity in the classroom in order to be ready and organized of the materials to be delivered to students and the methods and strategies employed to teach them appropriately and effectively.¹⁴

To sum up, it can be concluded that lesson plan is a sequence of linked lessons which are prepared by a teacher based on the curriculum in order to meet the specific curriculum goals or in other words it is a detailed description of a syllabus developed by a teacher as an attempt to reach standard of competency in the curriculum.

2. The Role of Lesson Plan in Teaching learning Process

Lesson plan plays an important role in supporting teaching-learning process at schools. As Richards and Bohlke stated that planning a lesson before teaching is

¹³Harmer, Jeremy. The practice of English Language Teaching. (Pearson: Longman.2007).p.24

¹⁴Spratt, Mary., Pulverness, A., Williams, Melanie. The Teaching Knowledge Test Course. (Cambridge: Cambridge University Press.)2005.p 56

considered essential in order to teach an effective lesson.¹⁵ It should enable students to learn effectively in the classroom so that they are able to gain specific competencies after teaching-learning process. It should also provide an appropriate quality towards language learning so that the students can obtain the quality of language skills as well. It is also necessary to ensure that teaching-learning activity is conducted effectively and appropriately. Students will then have opportunities to develop different skills of language learning based on their interests, innates, needs and capabilities.

The teacher is able to manage his time, effort and resources efficiently. Obviously, developing a lesson plan can be difficult to do and requires efforts, energy, and time to accomplish. However, it helps teachers to save much time in the coming years since the lesson plan developed can be applied several times without forgetting to update it. Besides, it provides the teachers many ways such as variation of activities, methods and materials to keep the teaching process not monotonous and redundant. Furthermore, lesson plans can help teachers to achieve the goals and objectives appropriately as well as help them have great self confidence and get rid of problems.

3. Types of lesson plan

a. Lesson plan of offline learning

According to Permendikbud, lesson plan is a learning activity plan arranged face-to-face for one or more meetings that developed from the syllabus to provide direction to students in achieving basic competence.¹⁶ Lesson plan is a learning activity plan prepared by each student educators based on the elaboration of basic competencies as a reference in the

¹⁵Richards and David Bohlke, *Teaching planning and reviewing your lesson* (New York: Grunfiled.2011), p 32

¹⁶Permendikbud, *Standar Proses*, p.6

implementation of structured and systematic learning activities. As for the lesson plan before the pandemic has the following components Based on Permendikbud number 103 lesson plan at least consist in following points below:

- 1) Lesson plan at least consist of school identity, subject, theme, grade, semester and time allocation;
- 2) Core competence, basic competence and indicator of competence achievement;
- 3) Learning materials;
- 4) Activity included pre-teaching, main activity and closing activity;
- 5) Evaluation, remedial and enrichment;
- 6) Media, tool, material and reference.¹⁷

The frame of lesson plan provides by the researcher to give a further explanation to the reader. Lesson plan contain of Identity in the beginning. It covers (1) School; (2) Subject; (3) Graders and semester; (4) Core material; (5) Time allocations. Second and third part are the explanation of the core, basic competence taken from curriculum. Basic competence for point three and four followed by indicators that relevant with the basic competence.

For the note, first and second basic competencies are not necessary to develop the indicators because those will be achieved by indirect learning process. Point three is followed by (1) Learning aims; (2) Learning materials; (3) Method or the detail of learning process; (4) Media, tools, and sources; (5) Phase of learning process. It covers the Pre, while and post teaching completed with time limitation for each activity; (6) Assessment pervades type and technique, form of and instrument and score directive. The exact

¹⁷Permendikbud 103 *Kurrikulum 2013* in 2014

example of lesson plan is attached in the end of the thesis.¹⁸

The form of Lesson plan of offline learning in the figure below.

Sekolah	:
Matapelajaran	:
Kelas / Semester	:
Materi Pokok	:
Alokasi Waktu	:

A. Kompetensi Inti (KI)

B. Kompetensi Dasar dan Indikator

- _____ (KD pada KI-1)
- _____ (KD pada KI-2)
- _____ (KD pada KI-3)
Indikator: _____
- _____ (KD pada KI-4)
Indikator: _____

Catatan:
KD-1 dan KD-2 dari KI-1 dan KI-2 tidak harus dikembangkan dalam indikator karena keduanya dicapai melalui proses pembelajaran yang tidak langsung, indikator dikembangkan hanya untuk KD-3 dan KD-4 yang dicapai melalui proses pembelajaran langsung.

C. Tujuan Pembelajaran

D. Materi Pembelajaran (rincian dari Materi Pokok)

E. Metode Pembelajaran (Rincian dari Kegiatan Pembelajaran)

F. Media, Alat, dan Sumber Pembelajaran

- Media
- Alat/Bahan
- Sumber Belajar

G. Langkah-langkah Kegiatan Pembelajaran

- Pertemuan Kesatu:
 - Pendahuluan/Kegiatan Awal (...menit)
 - Kegiatan Inti (...menit)
 - Penutup (...menit)
- Pertemuan Kedua:
 - Pendahuluan/Kegiatan Awal (...menit)
 - Kegiatan Inti (...menit)
 - Penutup (...menit), dan seterusnya.

H. Penilaian

- Jenis/teknik penilaian
- Bentuk instrumen dan instrumen
- Pedoman penskoran

Figure 1
Form of Lesson Plan in Offline Learning

¹⁸Ibid 33

b. Lesson plan of online learning

Online distance learning can be accepted as an educational solution in the face of the COVID-19 pandemic. However, it still requires improvements in terms of comfort, infrastructure, and knowledge absorption so that it does not just move classrooms into digital classrooms but also provides a holistic experience that makes it easier for students to study and gain knowledge.¹⁹

In 2019 Minister of Education and Culture the Republic of Indonesia issues *surat edaran* number 14 concerning implification of the learning impleentaion Plan. In circular It is stated that the preparation of the RPP is carried out based on the principles of:efficient, effective and student-oriented. Thus, the lesson plan componentwhich originally consisted of 13 components was simplified to 3core components and 10 other components are complementary. ThreeThe core components of the RPP also apply to online lesson plan.²⁰ As for threecore components mentioned in Circular Letter Number 14 of 2019are as follows:

- 1) Learning objectives
- 2) Steps (activities) of learning
- 3) Learning assessment (assessment)

Thus, in the implementation of the preparation of the RPP, both partiesschools, groups of teachers of similar subjects, Working GroupsTeacher/Subject Teacher Conference (KKG/MGMP) and individual teacherscan freely choose, create, use and developRPP format independently for the success of student learning.²¹PagesThis will certainly make it easier for teachers to prepare lesson plans because:with not too

¹⁹Daniel Hermawan *The Rise of E Learning in Covidi 19 pandeic in private university challenges and opportunity*(journal of multicultural and mulireligions understanding.vol.7.no.6.491)

²⁰Mendikbud, Surat Edaran, hal. 1.

²¹Ibid 17

many components can shorten the page and can shorten the time. So that teachers have better time more to prepare materials, methods and learning models that will be used in learning activities.

During the learning from home policy, the Ministry of Education and Culture has provided a sharing teacher portal page to support teachers to continue to provide meaningful learning for students. Teachers sharing is a collaborative movement between the government and teachers, as well as a education drive community in the face of COVID-19. The page provides examples of online lesson plans formats that adapted to *surat edaran* Number 14 of 2019. This page can be accessed by teachers and interns as prospective teachers for looking for references for making lesson plans online. An example of an online lesson plan format which is in accordance with Permendikbud No. 22 of 2016 concerning Standards Primary and Secondary Education, SE Minister of Education and Culture No. 14 of 2019 regarding Simplification of RPP and SE Secretary General No. 15 of 2020 regarding Guidelines for Organizing Learning from Home in an Emergency. The spread of Corona Virus Disease (COVID-19) is as follows:

**RENCANA PELAKSANAAN PEMBELAJARAN
DARING**

Sekolah :	Kelas/Semester :	KD :
Mata Pelajaran :	Alokasi Waktu :	Pertemuan ke :
Materi Pokok :		

A. Kompetensi Dasar	
B. Tujuan Pembelajaran	
1.	
2.	
3.	
4.	
5. Dst.	
C. Media Pembelajaran	D. Sumber Belajar
<ul style="list-style-type: none"> • <i>Whatsapp, Google Classroom, Zoom, Telegram, Cisco Webex</i>, dan media pembelajaran lain yang mendukung terlaksananya pembelajaran daring • Slide presentasi (PPT) 	<ul style="list-style-type: none"> • Buku guru dan siswa • Modul, bahan ajar • Internet dan sumber belajar lain yang relevan
E. Langkah-Langkah Kegiatan Pembelajaran	
PENDAHULUAN (15 menit)	<ol style="list-style-type: none"> 1. Guru memberi salam dan mengajak peserta didik berdo'a bersama 2. Guru mengecek kehadiran peserta didik (<i>melalui whatsapp, telegram, zoom, dll</i>) 3. Guru memberikan motivasi dan apersepsi kepada siswa 4. Guru menyampaikan tujuan dan manfaat topik pembelajaran yang akan disampaikan 5. Guru menyampaikan garis besar materi dan langkah pembelajaran
INTI (60 menit)	<ol style="list-style-type: none"> 1. Guru memberikan tayangan dan bahan bacaan tentang materi yang diajarkan, siswa diberi panduan untuk melihat, mengamati, membaca dan menuliskannya kembali 2. Guru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami tetapi tetap harus berkaitan dengan materi yang dipelajari 3. Siswa diberikan kesempatan untuk mendiskusikan, mengumpulkan

Figure 2
Lesson Plan of Online Learning

E. Rubric in Analyzing a Lesson Plan

The lesson plan arranged by the English teacher should be appropriate with the lesson plan component based on the rubric of the 2013 Curriculum guidebook. The rubric used to analyze the data was based on the Minister of Education and Culture No.

22 of 2016 concerning the Standards of the Primary and Secondary Education Process, it is presented in the table below:²²

Table 2.1
The Rubric to Analyze the Lesson Plan

No	Aspects	Indicators
1	School identity	Write the name of the school
		Write subjects
		Write class / semester
		Write time allocation
2	Core Competency	Write the core competencies completely and correctly
3	Basic Competence and competency achievement indicator	Write the basic competencies completely and correctly
4	Learning objectives	Formulate one or more for each Competency achievement indicator (IPK)
		Learning objectives can be done by including the aspects of “ABCD”
		Written for each meeting
5	Learning material	Choose regular, remedial and enrichment materials according to the competencies developed
		Learning material must be in accordance with KD, time allocation and student development
		The depth of the material and the ability of students
6	Learning method	Apply one or more learning method
		The selected learning Method is an active, effective and efficient learning which facilitates students to achieve a basic competencies with 21st century skills
7	Media and materials	Matching with the learning objectives, students characteristic and appropriate with

²² Minister of Education and Culture No. 22 of 2016 in Pancar Purnama Sari, “An analysis of lesson plan in the 2013 curriculum made by English teachers”, (International Conference on English Language Teaching: 2019), p. 2.

		the material of the learning
8	Learning resources	Utilize the natural or social environment
		Using government textbooks (teacher books and student books)
		Refer to materials obtained through the Library
		Material obtained through certain websites / internet
9	Teaching activity	Formulated teaching activities that appear pre-activity, while-activity and post-activity
		Designing learning activities in accordance with the learning method's syntax
		Designing learning activities that facilitate learning attitudes, knowledge and skills
10	Assesment	Include techniques, forms, and examples of assessment instruments in the realm of attitudes, knowledge and appearance according to indicator
		Arrange the instrument of assessment items in accordance with the rules of instrument development
		Develop scoring guidelines (scoring rubrics)
		Write remedial and enrichment learning activities based on student's characteric, time allocation, media and materials

F. Teaching Activity and Assesment in Lesson Plan

I. Teaching Activity

A teacher who is learning how to write lesson plan, should be familiar with the concepts and procedures. This is a step by step description, which will allow teachers to replicate the final outcome for use within the classroom and achieve the entire objective in timely manner. It is not only helpful in educating the teacher on how to write a lesson plan, but also ways in which to implement it. This section will focus on the items the teacher should have their students working on during class time for proper instruction.

This section is basically divided into several components, those are as follow:²³

- a. First, 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. There are some activities that the teachers usually do in introduction:
 - a) Preparing the students' physic and mental to follow the learning process.
 - b) Giving question to build the background knowledge.
 - c) Explaining the purpose of the teaching.
 - d) Conveying the materials and explaining the part of the activity based on syllabus.
- b. Second, while-teaching is the process of teaching and learning to achieve basic competency which is conducted systematically through exploration, elaboration and confirmation phases.

1) **Exploration**

Exploration has activities that the learners usually do. There are:

- a) The learners have to find the information about the topic in this material that will be learn from various sources.
- b) The teachers use media to support the learning activity.
- c) The teachers facilitate the learners in interaction between the learners and the teachers.
- d) The teachers make the students active in learning process.

²³ Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, are as follows (BSNP, 2007).

- e) The teachers facilitate the students to do experiment in the laboratory, studio and field.

2) **Elaboration**

Elaboration has activities that the teachers usually do. There are:

- a) The teachers order the learners read and write in a work or exercise.
- b) The teachers facilitate the learners by giving work, discussion, exercise and show the new idea from the learners.
- c) The teachers give a time to identify, analyze, finishing problem, and try something.
- d) The teachers facilitate the learners in learning cooperative and collaborative.
- e) The teachers facilitate the learners to be competition in fear play to increase learning performance.
- f) The teachers facilitate the learners to make the result of exploration in reading or writing in individually or fraternity.
- g) The teachers facilitate the learners to act, individually or group.
- h) The teachers facilitate the learners to do exhibition, tournament, festival and product which are resulted.
- i) The teachers facilitate the learners to do activities that give a proud and self-confidence.

3) **Confirmation**

Confirmation has activities that the teachers usually do. There are:

- a) The teachers give good response and power in speaking, gesture, or prize in students' success.
- b) The teachers give confirmation in the result of exploration and elaboration.

- c) The teachers facilitate the learners to reflect to get the experience in learning process.
- c. Finally, post teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students. here are some activities that the teachers usually do in closing.
 - a) The teachers and learners make a summary in learning process.
 - b) The teachers give reflection in activity.
 - c) The teachers give response in process the result of study.
 - d) The teachers make planning activity in remedial test, selection, canceling or giving a work in learning.
 - e) The teachers give next material in the next session

The elements that should be considered in this part are; what is the focus of the lesson, how the teacher would describe the flow of the lesson to another teacher who will replicate it, what the teacher do to facilitate learning and manage the various activities, what some good and bad examples are to illustrate what you are presenting to students, and how material can be presented to ensure each student will benefit from the learning experience.

II. Assesment

Assessment is conducted to evaluate students' results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can be elucidated that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined. The elements that should be considered in this part are; how you will evaluate the objectives that were identified and have the students practiced what you are asking.

In curriculum 2013, there are three aspects that can be used by the teacher in assessing students, those are as follow:²⁴

- a. **Assessment of Knowledge Competency Achievement**
Knowledge assessment can be interpreted as an assessment of intellectual potential which includes factual, conceptual, procedural and metacognitive knowledge. The cognitive levels of students assessed are: remembering, understanding, applying, analyzing, evaluating and creating. Assessment of students' knowledge can be done through written tests, oral tests and assignments. This knowledge competency assessment guide was developed as a technical reference for educators to carry out assessments as required in Minister of Education and Culture Regulation Number 66 of 2013.
- b. **Assessment of Attitude Competency Achievement**
Attitude competency assessment in learning is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard or decision-making system to attitudes. The scope of attitude assessment includes spiritual attitudes (e.g. respecting and living up to the teachings of one's religion) and social attitudes (e.g. honesty, discipline, responsibility, tolerance, mutual cooperation, politeness, self-confidence).
- c. **Assessment of Skills Competency Achievement**
The scope of the skills dimension assessment includes skills in the concrete domain including activities of using, parsing, assembling, modifying and creating. Meanwhile, in the abstract realm, these skills include writing, reading, calculating, drawing and composing activities. The formulation of basic competencies is developed by taking into account the characteristics of students, initial abilities, and characteristics of a subject.

²⁴ Ibid.

The realm of skills is obtained through the activities of observing, asking, trying, reasoning, presenting and creating.





CHAPTER III

DESCRIPTION OF THE RESEARCH OBJECT

A. General Description of the Object

To reach the goal, the first step done by the teachers in the teaching process is making planning that contains what the teachers do in class to manage the class. The teaching planning is called lesson plan. Lesson plan constitutes a planning which illustrates the procedure and management of learning process to achieve one or more basic competence that set in standard competence and describe in syllabus.¹ In Indonesia, all lesson plans must be standardized based on the regulation of the government. It relates to the process and quality of lesson plans itself. The standard of lesson plans here refers to PERMENDIKNAS (Peraturan Menteri Pendidikan Nasional) number 41 in 2007.

The objects of this research were the English lesson plans made by the English teacher at SMAN 1 Sumber Jaya. Total of English lesson plan used by researcher are 12 lesson plans, consists of 6 lesson plans for offline learning in the academic year 2021/2022 and 6 lesson plans for online learning in the academic year of 2020/2021. The researcher used those lesson plans as the sample of this research. All those lesson plan was appropriate with English syllabus for senior high school in the even semester.

This research aims to identify the differences of the teaching activity and assesment aspects in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya.

B. Fact Presentation and Research Data

This research methods was very essential in conducting the research, the researcher have to apply appropriate method.

¹ Febrianna Pramudya Setya Nugraheni, "An Analysis of Lesson Plan Design by Junior High School English Teachers in Boyolali", (Muhammadiyah University of Surakarta: 2016), p. 4.

Consists of research design, research subject, research instrument, documentation analysis, data collection procedure, and data analysis.

1. Facts

This research is a qualitative research. In this study, researcher described how to identify the differences of the teaching activity and assesment aspects in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya based on the result of the analysis.

2. Display data

Data was collected based on the result of content analysis checklist to found out the differences between teaching activity and assesment aspects of English teachers' lesson plan online and offline learning. The lesson plan analyzed by researcher was the lesson plan online and offline learning used by teacher at SMAN 1 Sumber Jaya. Make lesson plans based on needs that are adjusted to the current pandemic situation. And now, the lesson plan has changed to its initial form with the use of the 2013 curriculum, which is still used at SMAN 1 Sumberjaya.

The researcher fill out the checklist of the items of the lesson plan reviewed in teaching activity aspects based on PERMENDIKNAS (Regulation of National Education Minister) number 41 whose state there are 3 stages of teaching activity in lesson plan. Those are pre teaching, while teaching, and post teaching. Pre teaching is the first activity in learning process. This has purpose to motivate and make the spirit of study. While teaching is the learning activities to achieve the indicators. Indicators are a goal of learning process. These activities are with interactive, communicative, fun and active. This activity is divided into three parts, namely exploration, elaboration and confirmation. The last is post teaching or closing is an activity to give conclusion, evaluation, and reflection.

In identify the differences of the teaching activity in online lesson plan in the academic year of 2020/2021 and offline learning in the academic year 2021/2022 at SMAN 1 Sumber Jaya, the researcher used this content analysis checklist to make a comparison:

Table 3.1
Content Analysis Checklist of Analyzing Teaching Activity in Lesson Plan

No	Stages of Teaching Activity	Indicators	Available/not
1	Pre teaching	Preparing	
		Giving Question	
		Explain the purpose	
While teaching			
2	Exploration	Finding information about topic	
		Use media	
		Interaction	
		Active	
	Elaboration	Write & read	
		Discussion	
		Analyzing & problem solving	
		Cooperative & collaborative	
		Competence	
		Make result	
	Confirmation	Show the result	
		Giving feedback	
		Confirmation the result	

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