



**AN ANALYSIS OF LESSON PLAN OF 2013 CURRICULUM
IN TEACHING ENGLISH TO THE EIGHT GRADE OF SMP NEGERI 8 KEDIRI
IN ACADEMIC YEAR 2015/2016**

THESIS

Presented in the Partial Fulfillment of the Requirements
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ABSTRACT

In the teaching and learning process lesson plan is one of important things that should be arrange by English teacher. By arranging the lesson plan, the teacher will be successful in delivering the material to the student. Therefore, the process designing of lesson plan in teaching practice should be concerned. Lesson plan consists an important part of instruction which consists of some aspects (goals, objective, activities, media, and assessments). Then, this research itself was intended to analysis the newest lesson plan of 2013 curriculum in teaching English based on the ruled of Decree of the Minister Education. The design of this research is qualitative research. The data used as objective of this research that will analyze deeply by using content analysis. Moreover, the data used for the other objective of this research take from questionnaire that was also as the primary data. The supporting data are the document of interview of English teachers. To obtain the data in the field, the researcher employed four instruments there are, content analysis, questionnaire, interview, and document analysis that can help the researcher get the valid data from the teachers' lesson plan. From the findings and content analysis, it could be concluded that lesson plan is important point in teaching learning process. Every aspect that ruled of Decree of the Minister Education has important point. The teacher should pay attention in arranging learning activities by used some consideration in conducting learning activity. The consideration for about choosing media, designing learning objective and consideration in assess their student. Therefore, the teacher should know aspects of lesson plan and apply it before teaching process in the classroom.

Key words: lesson plan, teaching English, features of lesson plan.

I. Introduction

Teaching English is determined by some factors that can establish the quality of education. These factors include teachers, students, material, teaching aids and method. Every factor has important role in teaching English, none of them the teaching learning process will neglect. When the teacher teaches English in the classroom, they need to be prepared well and properly

and include every factor in teaching learning process. Therefore, teaching learning process in the classroom will run well. According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Understanding of the learner to learn will determine the philosophy of education, teaching style, approach methods and classroom techniques.



According to Michelle (2009: 22), teaching English is something people do when they are to change their lives. In the short, teaching English is a process of transformation of knowledge from the teacher to the learner and the teachers' role to facilitate the student to learn until they can receive and absorb the material that teacher teach as well as possible.

One of the most important points in good teaching is good lesson plan. All activities in teaching learning process go from lesson plan, it makes every teacher must have three basic competence. They are competence of understanding subject or instructional materials, planning a teaching and learning program, and applying the teaching and learning process in the classroom. The competence of planning a teaching and learning program is the teachers' ability in constructing a lesson unit and the other needed materials that will use, such as teaching instruction, students' worksheet, and teaching media in teaching English.

There are usually used some instruments in which teachers need to develop before teaching in the classroom. They are usually called as "means of teaching", including

syllabus, lesson plan, semester program, annual program, detail of effective weeks and hours, and the media of teaching. Those instruments will make easy teachers to carry out the teaching learning process in the classroom and are expected to success it. This study takes lesson plan as the object of the research. It is because lesson plan is the starting point when teaching learning process in the classroom. From the statement above, lesson plan takes an important part in a successful teaching. According to Peraturan Pemerintah Pendidikan dan Budaya (Permendikbud), (2013: 4) lesson plan is a set of plan that used to teachers' reference in arranging learning activities in the classroom. It is also stated by Jeremy (1998: 121), for the teacher, a plan – however informal – gives the lesson framework, an overall shape. It means that a lesson plan will give picture for a teacher about what the teacher will going to do in the class, the teachers' problems may confront, and even the solution that the teachers' may have.

According to Permendikbud No. 103 tahun 2014 (2014: 6):

RPP
merupakan rencana pembelajaran yang



dikembangkan secara rinci mengacu pada silabus, buku teks pelajaran, dan buku panduan guru. RPP mencakup:

- 1) identitas sekolah/madrasah, mata pelajaran,
- 2) dan kelas/semester;
- 3) alokasi waktu;
- 4) KI, KD, indikator pencapaian kompetensi;
- 5) materi pembelajaran;
- 6) kegiatan pembelajaran;
- 7) penilaian
- 8) media/alat, bahan, dan sumber belajar.

In this case, it should be better if students know the way to help them to master the reading skill. Learning strategies is one of the factors which can influence the students' success in learning something and to be high achiever in reading. Bainbridge (2015) states "High achievers are those who achieve a goal. In school, a high achiever would be a student who gets high marks, good grades". Then, Kingore (2004) also mentions many characteristics of a high achiever, and some of them are interested to learn, attentive, responding with interest and opinions, enjoying school often, and getting A's.

From those criterias mentioned above, the writer found two students who fulfilled it when he did preliminary study. In third grade of English Departement at University of Nusantara PGRI (UNP) Kediri, there are two students who always

get good score in reading starting from first semester until fourth semester. They always get score of reading better than the other students. Both of them also had an experience in joinning national debate in Sarangan. For preparing debate, they read many materials related their debate. In campus environment, they also often used English in communicating with their lecturer. They were also attentive, it was proven when I talked to them, they had good respon.

From the background explained above and to make the problem easy to be discussed deeply, the writer limit reading in comprehending problem. It means the problem about how the students comprehend the content of reading. The aspects were focused on vocabularies, context, and sentence structures. While the students that were observed are two of third grade English department students at University of Nusantara PGRI Kediri who had high achievements in reading. They are Tatik Mustikawati and Yuni Kristanti. So, the learning strategies the writer limit were the learning strategies in reading. Oxford (1990) mentions six learning strategies on reading, involve memory strategy, cognitive strategy, compensation strategy, metacognitive



strategy, affective strategy, and social strategy. He wanted to know: 1) the kinds of learning strategies on reading applied by high achievers, 2) the most frequent strategy used by them, and 3) the reason of using the most frequent strategy.

II. Method

This research was carried out in SMPN 8 Kediri, and conducted in on 3rd August until 19th August 2015. This research is a content analysis and use qualitative approach. To getting the data of the research, content analysis was provided as primary instrument which was design to analyze lesson plans developed by the teachers deeply. This content analysis consisted of five variables that reviewed; there are (1) goals, (2) objectives, (3) activities, (4) media, (5) assessment. These variables were taken from the components of lesson plan adapt from Kemendikbud 2013.

In qualitative data, the writer used questionnaire, interview, and document analysis. Questionnaire will use and distribute to the teacher at SMPN 8 Kediri to gather the information needed. Open-ended question will used to ease the respondent in giving her response toward the question. Question designed

related to the teacher's consideration arranging the lesson plan. The consideration of arranging lesson plan is general components. The writer interview the teacher about the lesson plan of 2013 curriculum in teaching English writer also interview about the problem when making the lesson plan and interview about all of about lesson plan in general and specific. Hopefully from the interview the writer will know the teachers; comprehension in arranging lesson plan of 2013 curriculum. The aspects that will interview to the teacher are about teachers' view of lesson planning, goals, objectives, activities, media and assessment. The document help the researcher to gain richer data related to the lesson plan. the document was the syllabus. The researcher copied the syllabus to review and utilized it as additional and relevant information.

While the qualitative data, he used three steps (data reduction, data display, and conclusion drawing/verification) to analyze it. In reducing the data, the writer separated and took the only important things from the result of collecting data. To display the data, the writer made brief description from the data that had been reduced. The last step, the writer concluded what data



gained. He describe the finding from teachers' lesson plan which were not clear yet in previous step.

III. Findings

After collecting the data from the research instruments that includes of four instruments, the researcher will explain in detailed in this part. The researcher collecting the data was conduct on 3rd August until 19th August at SMPN8 Kediri. At this point, the result of the reserach will be reported in detail. The following explanation involved the data of content analysis result, questionnaire result, interview result, and document analysis result from teachers' lesson plan in teaching English especially in eight grade of SMPN 8 Kediri. In addition, the data of this research itself, which are two lesson plans from two teachers in eighth grade, will explain briefly.

a. Content analysis result

There were two lesson plan that analyzed by the researcher in this research. In content analysis the researcher was checked evaluating the lesson plan that developed by the teacher of SMPN 8 Kediri. Each lesson plan consisted of components

based on Kemendikbud (2013: 16) about component of lesson plan.

To get the clear analysis, the data were put into classification. The classification start from observation on lesson plan's content, the appropriate component of lesson plan with 2013 curriculum by analyzing the five components of the lesson plan, there are (1) goals, (2) objectives, (3) activities, (4) media, (5) assessment.

1. Goals

The formulation of goals are relate with KI – KD SMP, there are used KI – KD SMP, consist of four KI and consist of four KD (2.1; 2.3; 3.2; 4.2), and each KD indicators. Moreover, use standard book to SMP. The book that used by the teacher is When English Rings' The Bell, eight grade chapter 2 page 20 – 26 Kemendiknas 2014.

2. Objectives

One of the formulations of objectives is not written clearly and specifically based on attitudes aspects, knowledge, and skill. Besides, not written clearly containing "ABCD" aspect and



didn't describe a student-learning outcome. (see appendix LP2).

3. Activities

One of formulation of activities appropriate with KI and KD 2013 curriculum and in line with objectives. It is also appropriate with the material for Junior high school and given the activities clearly with put the activity in the last of lesson plan. But, one lesson plan formulating is not written clearly and not put formulation activity clearly (see appendix LP2)

4. Media

In this part media, the media is appropriate with learning objectives, and also appropriate with learner characteristics. Moreover, resources are appropriate to support KI and KD. For further, one lesson plan in formulating the media is not written clear and specified (see appendix LP 2).

5. Assessment

The formulation of assessment is congruent with objective and activities, it is related with KI/KD SMP.

Teachers used some aspect. For example: language features of expressing to do something and language choice. Those are related with KI/KD in her lesson plan. but one lesson plan formulation is not written clearly and specified based on 2013 curriculum (see appendix LP2).

b. Questionnaire result

The researcher used questionnaire by delivering it to the English teachers at SMPN 8 Kediri. The questionnaire consisted of open-ended and mixture of close-ended and open-ended question (see appendix). The question consists of four questions. Two question for difficulties for aspect in arranging lesson plan and consideration in arranging learning activities.

c. Interview result

Researcher interviewed teachers about lesson plan in teaching English, the interview consist of seven questions that the teacher should be answered. Questions number 1, 2, and 3 about teachers' view about lesson plan. Question number 4 about goals in lesson plan, number 5 about teacher perspective in arranging objectives,



number 6 about teachers' perspective in choosing media, and last question about teachers' perspective in students' assessment.

d. Document analysis result

The document analysis was the syllabus. The researcher copied from the teacher to review as relevant theory. It was conducted to support the data of content analysis and helped the researcher to gain richer data that related to the lesson plan. However, the teachers were not belonging to create syllabus. Therefore, the syllabus already serves by the government.

IV. Discussion

The following discussion the researcher explains the answer of the problem of the research. The formulation of the problem which is stated what are the content of lesson plan that made by English teacher in SMPN 8 Kediri, what aspects include in teachers' lesson plan in teaching English to the eight-grade student of SMPN 8 Kediri in academic year 2015/2016, and what are considerations taken by the teachers in designing learning activities in teaching English.

a. The content of lesson plan

There are five aspects of lesson plan that employed in this research which can be also as the criteria for analyzing the content of lesson plan developed by the teacher at SMPN 8 Kediri. There are (1) goals, (2) objectives, (3) activities, (4) media, (5) assessment. All of them were discussed based on findings stated in the previous subheading. Lesson plan developed by the teacher were appropriate with 2013 curriculum and based on Kemendikbud (2013: 16)

1. Goals

Based on data findings from the analysis of goals aspect, it can be interpreted that the teachers had no problem with goals aspect in lesson plan developed (see appendix LP1 – LP2). It was appropriate with decree of the Kemendikbud 2013.

2. Objectives

Based on data findings from the analysis of objectives aspects, it can be interpreted that the teacher had no problems with the objective aspect in developed the lesson plan (see appendix LP1). It was appropriate with



Permendikbud No. 103 Tahun 2014.

3. Activities

Based on data findings from data analysis of activities aspect conducted by the researcher, it can be concluded that teachers had lack in formulation learning activities. But all lesson plan was appropriate with KI – KD 2013 curriculum.

4. Media

Based on data finding from the analysis of media aspect conducted by the researcher, it can be concluded that the teachers had lack in formulation of media learning is not written clear and specified (see appendix LP2). But all lesson plan was appropriate with the material learning activities.

5. Assessment

Based on data findings from the analysis of assessment aspect conducted by the researcher, it can be interpreted that the teacher had lack in information of assessment based-competence. The tools of assessment used were not all

appropriate with the authentic assessment (see appendix LP2).

Based on the discussion of content analysis above consist of five aspect of lesson plan appropriate with Permendikbud No. 13 Tahun 2014 about lesson plan. It is assumed that the teachers might do human errors in a few components and imperfection dealing with establishing good and appropriate lesson plan. It is necessity that the teachers are required to be able to construct good and appropriate lesson plan which is based on the 2013 curriculum determined in order to implementation of 2013 curriculum.

b. Teachers' consideration in designing learning activities

In this section, the questionnaire result were discussed specifically connected to the related theories, and interpretations were also given. There were three categories established for the consideration in designing learning activity by English teachers at SMPN 8 Kediri. They are (1) consideration in designing objectives, (2) consideration in



choosing media, (3) consideration in assess the student.

a. Consideration in designing objectives

From the finding in the questionnaire related to the objectives, it assumed that the teacher still has view problem when matching between types of assessment instrument with the learning objective,

b. Consideration in choosing media

From the findings in questionnaire related to the consideration in learning objectives, it can be stipulated that the teachers still have few problems. As ruled in the Permendikbud No. 103 Tahun 2014, in choosing media, should appropriate with material had already in learning activity. And as a ruled in Kemendikbud 2013 about lesson plan, media that used those are, teaching material, scripts, slides, student worksheet.

c. Consideration in assess the student assessment

From the findings in questionnaire related to the consideration in learning

objectives, it can be stipulated that the teachers have difficulty in adjusting between indicator and assessment. As ruled in the Permendikbud No. 103 Tahun 2014, in choosing media, should appropriate with the technique, instrument, and how to create the assessment

V. Conclusion

Here, at this section, the writer would like to write about the conclusion of her research in analysis lesson plan in teaching English to the eight grade of SMPN 8 Kediri. Based on the research findings and discussion in chapter four, some conclusion are established as the answers to the research problem.

1. Generally, the lesson plans entirely consisting of five aspects developed by the teacher in SMPN 8 Kediri to the eight in academic year 2015/2016. In other hand, they met the standard component of lesson plan by Permendikbud No. 103 Tahun 2014.
2. It is known that the teacher used Permendikbud No. 103 Tahun 2014 as reference to arranging the lesson plan. She had some consideration in arranging objectives for examples, use specific word, indicator, KI –



KD, and used ABCD (Audience Behavior Contains Degree) aspects. She had some criterion to choose the media for examples, related with the material, inexpensive, easy to get, and use visual media. She also had some consideration to assess the students' assessment. For examples: from KI – KD, teacher know the students' ability and individual/group work.

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