

***AN ANALYSIS OF LESSON PLAN MADE BY AN ENGLISH TEACHER
REFERRING TO CURRICULUM 2013 AT MTS AL-QUR'AN
HARSALLAKUM BENGKULU IN ACADEMIC YEAR 2018/2019***

THESIS

Presented as A Partial Requirements For “*Sarjana*” Degree (*S.Pd*)

In English Language Education



By.

Tina Oktafianti

Student Number: 1516230039

**STUDY PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU
2019**



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172

Bengkulu

RATIFICATION

This is to certify the thesis entitled: "An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At Mts Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019" by Tina Oktafianti (1516230039) has been approved by the board of Thesis Examiners as the requirement of the degree of Sarjana Pendidikan in English Education.

Chairman

Dr. Ahmad Suradi, M.Ag.
NIP. 197601192007011018

As. Rudi
.....
[Signature]
.....

Secretary

Hengki Satrisno, M.Pd
NIP. 199001242015031005

[Signature]
.....

Examiner I

Deti Lismayanti, M.Hum
NIP. 197712222009012006

[Signature]
.....

Examiner II

Endang Haryanto, M.Pd.
NIDN. 2004058601



Bengkulu, August 2019
Approved by the Dean of Tarbiyah
and Tadris Faculty

[Signature]
Dr. Zubaedi, M.Ag., M.Pd
NIP. 196930811996031005



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172 Bengkulu

ADVISORS SHEET

Subject : Thesis of Nepria Santika
NIM : 1516230009

To: The Dean of Tarbiyah and Tadris Faculty
IAIN Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, here with, as the advisors, we state that the thesis of:

Name : Nepria Santika

NIM : 1516230009

Title : **The Effect Of Professionalism Competencies On The Teachers' Performance (Quantitative Descriptive Research Of English Teachers At SMA N 3 North Bengkulu In Academic Year 2018/2019)**

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.


Wassalamu'alaikum Wr.Wb

Bengkulu, September 2019

First Advisor,


Risnawati, M.Pd
NIP. 1974053211999032002

Second Advisor,


Detti Lismayanti, M.Pd
NIP. 197711222009012006

PRONOUNCEMENT

Name : TINA OKTAFIANTI
Nim : 1516230039
Study Program : ENGLISH PROGRAM
Faculty : TARBIYAH AND TADRIS

I hereby sincerely state that thesis entitled : **"An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At MTS Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019"** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2019

Stated By



Tina Oktafianti
NIM.1516230039

MOTTO

**Striving for success without hard work is like trying to harvest
where you haven't planted.**

“David Bly”

DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, who has given me blessing, healthy, strongest and patience in finishing the thesis.
2. My beloved parents, who always pray for my success. I want to express my deepest thanks for all of your love which always you give to me. I love you so much. You are my biggest motivation.
3. Aunt Junas, uncle Endang, aunt Endah, ayuk Deta thanks who have helped and supported me to this day.
4. My beloved sister Dela Julianti, cousin elder brother Reowan, cousin elder sister Sari. Thanks for motivation and the prayer you've given me.
5. I would like to dedicate this thesis to all my family who had supported me throughout the process. Thanks for my big family.
6. My advisor I Dr. Ali Akbarjono, M.Pd and my advisor II Mrs.Detti Lismayanti, M.Hum has guided me with patience.
7. Special thanks for my lectures in IAIN Bengkulu.
8. The headmaster, English teacher sir Nurdin and mam Sri, students grade VII of MTS Al Qur'an harsallakum Bengkulu. Thank you for helping me during the process of my research.
9. I also would like to dedicate this thesis to my best friend Gustri had to support and motivate to finishing this thesis.

10. My close friends Wita, Aknes, and Desi. Thanks for all that you have done for me, support and happiness.
11. My friends from group social work Putri, Sifi and all of my friend who can not be mentioned all. Thanks for your support and happiness.
12. Thanks for all of my friends in English department, thanks for your kindnesses. Especially TBI B, thanks for being my family, I love you all.
13. My best almamater, IAIN Bengkulu.
14. My Religion.

ACKNOWLEDGMENT

In the name of Allah the beneficent, the Merciful in the name of Allah the most Gracious and Merciful. Alhamdulillah, all praise be to Allah the most graceful and the Merciful, after such a hard work, finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled "**An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At Mts Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019**" is one of the partial requirements for graduating from English education study program at State Institute For Islamic Studies (IAIN) Bengkulu.

In finishing this thesis, the researcher was helped by many people. So in this opportunity, I would like to express my great attitude for:

1. Prof. Dr.H. Siradjudin M., M.Ag, M.H as Rector of the IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag M.Pd As The Dean of Tarbiyah and Tadris faculty of IAIN Bengkulu.
3. Feny Martina, M.Pd as the chief of English Study Program IAIN Bengkulu.
4. Dr. Ali Akbarjono, M.Pd, as first Supervisor.
5. Detti Lismayanti, M.Hum as Second Supervisor.
6. All of English lectures and administration staffs of IAIN Bengkulu
7. All of my family members and my friends.
8. My religion and my almamater.

Finally the words are not enough to be expressed, except praise is to Allah the worlds for blessing and guidance, may their good deeds be accepted by Allah subhanahu wata'ala Amin.

Bengkulu, Agustus 2019

Tina Oktafianti
NIM.1516230039

ABSTRACT

Tina Oktafianti, July, 2019, *An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At MTS Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019*, Thesis: Study Program of English Education, Faculty of Tarbiyah and Tadris, IAIN Bengkulu.

Advisor : 1. Dr. Ali Akbarjono, M.Pd, 2. Detti Lismayanti, M.Hum.

The aim of this study to know whether of lesson plans made by the English teacher at MTS Al Qur'an Harsallakum Bengkulu referring to curriculum 2013 or not, the way and the obstacles faced by English teacher in designing lesson plan. The qualitative data were obtained from the content analysis, the documentary study and interview guideline. To conduct the research, the researcher uses the descriptive qualitative approach. This research is one of qualitative research that is a case study.

The result shows that the writer's expectation of all lesson plans made by an English teacher is not actually fulfilling the standard of curriculum 2013 although the lesson plans developed by English teacher at the first semester of MTS Al Qur'an Harsallakum Bengkulu academic year 2018/2019 entirely consisted of nine component. The result of analysis of all lesson plan had some weaknesses which are not referring to curriculum 2013. In some component such as main competence, basic competency, objectives of study, material of study, tools and source of learning, and assessment. The teacher designed the 2013 curriculum lesson plan individually. Furthermore, the obstacles faced by the teacher are inadequate facilities and still confused about the 2013 curriculum learning system.

Keywords : *Curriculum 2013, Lesson plans.*

ABSTRAK

Tina Oktafianti, Juli 2019, *Sebuah Analisis Rencana Pembelajaran Yang Di Buat Oleh Seorang Guru Bahasa Inggris Yang Mengacu Pada Kurikulum 2013 Di MTS Al-Qur'an Harsallakum Bengkulu Pada Tahun Akademik 2018/2019*, Skripsi : Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing : 1. Dr. Ali Akbarjono, M.Pd, 2. Detti Lismayanti, M.Hum.

Tujuan dari penelitian ini untuk mengetahui apakah rencana pembelajaran yang dibuat oleh guru bahasa inggris di MTS Al-Qur'an Harsallakum Bengkulu mengacu pada kurikulum 2013 atau tidak, cara, dan hambatan yang dihadapi oleh guru bahasa inggris dalam merancang rencana pelajaran. Data kualitatif diperoleh dari analisis isi, dan studi dokumenter dan pedoman interview. Untuk melakukan penelitian, peneliti menggunakan pendekatan deskriptif kualitatif. Penelitian ini merupakan salah satu penelitian kualitatif yang merupakan studi kasus.

Hasil penelitian menunjukkan bahwa harapan penulis pada dari semua rencana pembelajaran yang dibuat oleh seorang guru bahasa inggris sebenarnya tidak memenuhi standar kurikulum 2013 meskipun rencana pembelajaran yang dikembangkan oleh guru bahasa Inggris pada semester pertama MTS Al Qur'an Harsallakum Bengkulu tahun akademik 2018/2019 terdiri dari sembilan komponen. Hasil analisis semua rencana pembelajaran memiliki beberapa kelemahan yang tidak mengacu pada kurikulum 2013. Dalam beberapa komponen seperti kompetensi utama, kompetensi dasar, tujuan studi, bahan studi, alat dan sumber belajar, dan penilaian. Guru merancang rencana pelajaran kurikulum 2013 secara individual. Selain itu, hambatan yang dihadapi oleh guru adalah fasilitas yang tidak memadai dan masih bingung tentang sistem pembelajaran kurikulum 2013 dan menyusun rencana pelajaran yang mengacu pada kurikulum 2013 secara rinci.

Kata Kunci: Kurikulum 2013, Rencana Pembelajaran.

TABLE OF CONTENT

COVER	i
RATIFICATION	ii
ADVISORS SHEET	iii
PRONOUNCEMENT	iv
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vii
ABSTRACT	viii
ABSTRAK	ix
TABLE OF CONTENT	x
LIST OF TABLE	xii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Identification of Problem.....	6
C. Limitation of Problem	7
D. Research Question.....	8
E. Research Objectives	8
F. Reseacrh Significances.....	9
G. Definition of The Key Terms	10
CAPTER II LITERATURE REVIEW	11
A. Review of Related Literature.....	11
1. Definition of Curriculum.....	11
2. Overview of Curriculum 2013.....	13
3. Lesson Plan Referring To Curriculum 2013.....	20
4. Component Of Lesson Plan Referring To Curriculum 2013.....	22
5. The function of Lesson plan.....	25

6. Characteristics of Good Lesson Plan.....	26
7. Some Related Previous Studies	29
CHAPTER III RESEARCH METHOD.....	34
A. Research Design.....	34
B. Subject of The Research	37
C. Instrument of The Research	38
D. The Techniques of Collecting Data.....	40
E. Trustworthiness of The Data.....	41
F. Technique of Analyzing Data	43
CHAPTER IV : RESULT AND DISCUSSION	52
A. Result	52
1. Result of Content Analysis.....	52
2. Result of Interview	77
B. Discussion	79
CHAPTER V : CONCLUSION AND SUGGESTION.....	86
A. Conclusion	86
B. Suggestion.....	88
REFERENCES	
APPENDICES	

LIST OF TABLE

Table 2.1 Domain: Attitude.....	16
Table 2.2 Domain: Skill	17
Table 2.3 Domain: Knowledge	17
Table 2.4 Scientific Approach for Learning Activities	19
Table 3.1 Identity of Lesson Plan	47
Table 3.2 Score Competence.....	47
Table 3.3 Basic Competence and Indicator of Competence Achievement	48
Table 3.4 The Material of Study	49
Table 3.5 Method of Study.....	49
Table 3.6 Media, Tools, and Sources of Study	50
Table 3.7 The Steps of Teaching or Teaching Activity	50
Table 3.8 Assessment.....	51
Table 4.1F Identity of Lesson	54
Table 4.2F Score Competence	56
Table 4.3F The Basic Competence	59
Table 4.4F Indicator in Achieving Competence	60
Table 4.5F The Objective of Study That Implemented At MTS Al Qur'an Harsallakum	63
Table 4.6F The Materials of Study That Implemented At MTS Al Qur'an Harsallakum	64
Table 4.7F Method of Study That Implemented At MTS Al Qur'an Harsallakum	67
Table 4.8F The Steps of Scientific Approach	67
Table 4.9F Media, Tools, and Sources of Study	69
Table 4.10F Assessment of Aspects' Knowledge.....	72
Table 4.11F Assessment of Performance.....	73
Table 4.12F Monologue Presentation	74
Table 4.13F Assessment of Portofolio	74
Table 4.14F Assessment of Writing Skill	75

Table 4.15F Assessment of Speaking Skill.....	76
Table 4.16F Scoring Scale	80
Table 4.17D Score competence.....	81
Table 4.18D Basic Competence Lesson Plan 1	81
Table 4.19D Basic Competence Lesson Plan 2	81
Table 4.20D Basic Competence Lesson Plan 3	81
Table 4.21D Basic Competence Lesson Plan 4	82
Table 4.22D Tools and Source of Study	83

LIST OF FIGURES

Figures 1. Students class 7th Felzi, Abel and Angelia.....	93
Figures 2. Sri Purwanti Ningsih S.Pd (English teacher for class 8th)	93
Figures 3. The Fiqih Teacher Rasmiati, S.Pd	94
Figures 4. Nurdin, S.Pd (English Teacher for Class 7th).....	94
Figures 5. The Front Yard and Teaching Activity At a Class 7th of MTS Al-Qur'an Harsallakum.....	95

LIST OF APPENDIXES

1. Transcript Interview Pre Observation to the Teacher	96
2. Transcript Interview Pre Observation to the Student.....	98
3. Interview Guide of Research	99
4. Transcript of Research Interview	100
5. Lesson Plan 1	103
6. Lesson Plan 2	116
7. Lesson Plan 3	130
8. Lesson Plan 4	148
9. Syllabus of Learning at MTS Al Qur'an Harsalakum Bengkulu	168

CHAPTER I

INTRODUCTION

A. Background of The Study

Curriculum one of important point in education world. It contains about how combination of some of theories that will be presented in the teaching learning activities by the teachers. In book Marcia and Richard's Alabama Instructional Leadership Handbook, describes curriculum as "all the experiences that learners have under the guidance of the school"¹. Curriculum is a programme, this includes programme of studies, programme of activities and programme of guidance². So we can conclude that curriculum talks about a plan for learning. Curriculum is a comprehensive plan for an educational or training programme or course to offer new or improved manpower to fulfil the rising needs of a dynamic society. Without appropriate curriculum, it is difficult to reach the goal of education.

The succes point of the curriculum can be seen if the lesson plan is formed in such a way in the implementation and the design are in accordance with the needs of the field. Even in its design the curriculum must be carried out with accuracy, systematic and accompanied with the aim of building

¹Burke Marcia, Rice L. Richard & et all. (2011). *Alabama Instructional Leadership Handbook*. The University of Alabama: Alabama state Department of Education. P.5. retrived from www.pdfdrive.com

²Offorma Grace. (2014). *Approaches To Curriculum Development Professor Grace Chibiko Offorma Department Of Arts Education*. Nigeria: University Of Nigeria, Nsukka. P.78 (See chafter 6)

education. So, the concept of desire and learning objectives that are effective, efficient, conducive in the eyes of students and educators is achieved.

In Indonesia, the curriculum has developed for several times. However, the changing curriculum is normal because to improve education quality a country. Regarding the curriculum implementation, In Indonesian context, different curriculums are implemented periodically; different stakeholder in different government era may produce a different curriculum³. The changes in the curriculum are because of the changes of needs: political and academic needs. The needs of students or learners and stakeholders are a different year by year. Therefore, some changes need to be made to fulfill the students's need⁴.

Moreover, the reformation of curriculum have the goals for student being smart, moralist, nice character, creative, communicative, in tolerant in the diversity life. One of kind curriculum in reformation is Curriculum 2013. It is a new curriculum that implemented in Indonesia since July 2013. Nowadays, our country, Indonesia use curriculum 2013. Curriculum 2013 was designed to prepare the Indonesian who have the ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and

³Yulia Nur Ekawati. *The Implementation Of Curriculum 2013: A Case Study Of English Teachers' Experience At SMA Lab School In Indonesia*. Pancasakti University Of Tegal. *Elld Journal*. P 85

⁴*Ibid.*, P 86

world civilization⁵. Curriculum 2013 is proposed to produce Indonesians citizen with religious tolerance and mental health; it is based on the fact that recently, a lot of young generation citizens lack such character, no more tolerance and empathy for others⁶. Based on the goals of curriculum 2013, we can conclude that curriculum 2013 is to educate the students plays a role in learning activities classroom more actively than the teachers. So, the orientation of curriculum in 2013 is to improve and balance the competence of knowledge, attitude and skill and advocates student active learning.

It is like good curriculum, curriculum 2013 also have some component like the lesson plan. Lesson plan have the goals make the theories which will teach by the teacher clearly. The best lesson plan means if prepared create effectively, interesting, fun language learning and achieved the goals and function of learning activities. Teaching instruction will be effective if the teachers are handed a freedom in developing their lesson plans and developed well and systematically in designing by the teachers in order to. So, the lesson plan have to arrange step by step by the teachers. In the curriculum 2013 the teacherin designing lesson plan should have to determine (1). Basic Competence, (2). Core Competence, (3). Indicator Achievement of Competence, (4) The Objective of Learning, (5) The Material to be Taught,

⁵Amat Jaedun, et all. *An evaluation of the implementation of Curriculum 2013 at the building construction department of vocational high schools in Yogyakarta*. Yogyakarta :Yogyakarta State University. Journal Of Education, P.15

⁶Imam Gunawan. *Indonesian Curriculum 2013: Instructional Management, Obstacles Faced by Teachers in Implementation and the Way Forward*. Malang :State University of Malang, Indonesia. *Advances in Social Science, Education and Humanities Research*. 3rd International Conference on Education and Training (ICET 2017).

(6) The Learning Method, (7) The Source of Teaching Material, (8) Steps Of Learning Activities, (9) Authentic Assessment for the Students' Education.

Implementation of curriculum 2013 several of teacher in Indonesia for example at MTS AL-Qur'an Harsallakum Bengkulu city Province, some teachers claimed that they were still difficulty in arranging systematic learning plans or lesson plans and details in accordance with the 2013 curriculum or referring curriculum 2013. The observation was conducted by the researcher through interview some teacher and students on 4th March 2019, 6th March 2019 and 15th April 2019 further showed that the teachers who still face difficulty in developing effective and systematic lesson plan for an English teaching program.

Some teacher at MTS Al Qur'an Harssalakum, stated "We have difficulty when we did lesson plan referring to curriculum 2013". It caused too much explanation that should have to attach in lesson plan like explanation above the lesson plan referring to curriculum 2013 should have nine aspect"⁷. Moreover some students class seventh said "sometimes the students did not understand from the material that had been taught by the teacher,some teacher did not use media or others learning tools in the class when they teach thestudents, media facilities were in the school for the 2013 curriculum system has not been adequately"⁸.

⁷ Sri Purwanti Ningsih. English Teacher at MTS Al Qur'an Harsallakum Bengkulu city. Interviewed on 4th March 2019

⁸ Felzi, Abel and Angelia. Seventh grade Students at MTS Al Qur'an Harsallakum Bengkulu city. Interviewed on 15th April 2019

Furthermore, some teacher also stated “the 2013 curriculum assessment system was complicated, some teachers did not receive detailed 2013 curriculum socialization from the government”⁹.

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

“RPP dikembangkan dari silabus untuk mengarahkan kegiatan pembelajaran peserta didik dalam upaya mencapai Kompetensi Dasar (KD). RPP yang dikembangkan secara rinci mengacu pada silabus, buku teks pelajaran, dan buku panduan guru”.¹⁰ The lesson plan was developed from the syllabus to direct learner’s learning activities in an effort to achieve basic competencies. The lesson plan developed in detail refers to the syllabus, textbook, and teacher’s guidebook.

Moreover, for the English subject, the teachers are required to be able to create fun, interesting and the learning activities in the classroom by developing good and systematic lesson plan. So it is important for teachers to understand the 2013 curriculum in designing lesson plan as the main character of developing quality human education.

Based on the importance of the curriculum, the lesson plan in the education and the problems of difficulties that exist in the teacher in designing the 2013 curriculum lesson plan. Then the writer has motivation to do research about lesson plan referring to curriculum 2013.

⁹Rasmiati. Fiqih Teacher at MTS Al Qur’an Harsallakum Bengkulu City. Interviewed on 6th March 2019

¹⁰Ninik purwantini, dkk. (2017). *Panduan penyusunan rencana pelaksanaan pembelajaran sekolah menengah pertama*. Kementerian pendidikan dan kebudayaan direktorat. P. 4

The writer would like to research on the stages of lesson plan referring to curriculum 2013 of English subject entitled “*An Analysis Of Lesson Plan Made By English Teacher Referring To Curriculum 2013 At MTS Al-Qur’an Harsallakum Bengkulu In Academic Year 2018/2019*”

B. Identification of the Problem

Based on the background of the problems above, it is clear that the teacher still gets difficulties when they make the lesson plan. To make the problems of this research clearer, thus, the problems of this research are identified as follows:

1. The teacher were still confuse in the implementation of the curriculum in 2013
2. The media facilities for teaching and learning in schools were not sufficient to support the application of the 2013 curriculum lesson plan in the classroom
3. In the learning procedure, the teacher did not follow the stages of lesson planning in the classroom such as an exploration, elaboration, and confirmation well. It results the students less understand from the material that had been taught by teacher.
4. The teacher did not master assesment evaluation clearly in lesson plan referring to curriculum 2013 to measure understanding of students’ knowledge it caused the 2013 curriculum assesment system was complicated.

5. The teacher had difficulty in matching between resources such as media or tools of learning and materials of study.
6. The teacher did not receive detail about designing lesson plan referring to curriculum 2013 from the government.
7. The teacher were still confuse in selecting assesment, such as authentic assesment technique, making affective assesment and making detail scoring rubric.
8. The teacher did not use media or others learning tools in the class when they teach the students. So, it made the class to be monotonous and boring. No visualisation that could make students less enthusias in learning process.

C. Limitation of the Research

The problem limitation of this study only focus on analyzing of lesson plan referring to curriculum 2013 made by English teacher at seventh grade in first semester of MTS AL-Qur'an Harsallakum Bengkulu. The researcher will analyze component and type of lesson plan based on the Minister of National Education Regulation Number 81 Year 2013 about Standard of Process about lesson plan referring to curriculum 2013, the way, the obstacles faced by English teacher in designing lesson plan.

D. Research Question

Based on some identifications which are explained above. On this occasion the writer tries to conduct research on lesson plan that accordance with standard competence curriculum 2013. The writer will show the formulation of the problem into the question.

1. Are the lesson plans made by English teacher at MTS Al Qur'an Harsallakum Bengkulu referring to curriculum 2013 or not?
2. How do the English teacher at MTS Al Qur'an Harsallakum Bengkulu design the lesson plans?
3. What are obstacles faced by English teacher at MTS Al Qur'an Harsallakum Bengkulu in designing lesson plan?

E. Objective of the Research

Based on explanation above, the writer have several objectives. Those objectives as follow:

1. To know whether of lesson plans made by English teacher at MTS Al Qur'an Harsallakum Bengkulu referring to curriculum 2013 or not.
2. To know the way or the stages that used by English teacher at MTS Al Qur'an Harsallakum Bengkulu in designing lesson plan.
3. To find out the obstacles faced by English teacher at MTS Al Qur'an Harsallakum Bengkulu in designing lesson plan

F. Significances of the Research

The researcher really hopes that this study has some significances.

The significances can be distinguished into two significances:

b. Theoretical Significances

- 1) The finding of this research can enrich the theory of Lesson Plan referring to curriculum 2013 in Junior High School.
- 2) The result of the research can be used as the reference for those who want to conduct about lesson plan referring to curriculum 2013.
- 3) The result of research can significant for English teachers in their teaching learning process, especially designing lesson plan based on the curriculum 2013 .

c. Practical Significances

a) The Teacher

1. The result of research can useful for additional information or referencess that can be applied the teacher/s in designing good lesson plan referring to curriculum 2013in specially English teacher.

b) The Student's

1. The students can know how to design a good lesson plan referring to curriculum 2013.

c) The Other Researcher

1. For the other researchers, they can use this research paper as the reference for those who want to conduct a research in lesson plan referring to curriculum 2013.

G. Definition of Key Terms

In this study there are three key terms in this below:

- a. Curriculum 2013 is new curriculum that implemented at the school and madrasah. Curriculum 2013 have the aims for preparing Indonesia young generation behave life skill as human who are productive,creative, and affective in the diversity life.
- b. Lesson plan referring to curriculum 2013 is written description based on the regulation curriculum 2013 talk about what learning material, how the learning method, how the method for evaluating students' assesment, basic competence, core competente, and steps of learning activities.
- c. MTS AL-Qur'an Harsallakum, it located at Bengkulu city Hibrida Ujung Street. It is an Islamic Boarding School that has got acreditation grade "A". It has been implementing a curriculum 2013 around three years until now.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field. This chapter also presents several similar previous studies. The analysis conducted in this research depends on some theories discussed in this chapter.

A. Review of Related Literature

1. Definition of curriculum

The word curriculum was from the Latin word 'currus', that means to run a race. It means that once a child starts to learn, he or she begins to run the race. This race is comprehensive in nature because, in the course of the race, the child or the learner encounters a lot of experiences, which may be intellectual, social, moral, spiritual or physical.

In the education world, the word “curriculum” has taken on an elusive, almost esoteric connotation. Curriculum has become one of the key concerns of today’s school. In Oxford Learner’s Pocket Dictionary describes curriculum as “the subjects included in a course of study or taught in a school, college, ...”¹¹. Curriculum can be defined as the document, plan or blue print for instructional guide, which is used for

¹¹ A. S. Hornby. *Oxford Learner’s Pocket Dictionary*. (2008). Edited By Victoria Bull. Fourth Edition. New York: Oxford University Press. P. 109

teaching and learning to bring about positive and desirable learner behaviour change¹².

There are much the experts had defined about curriculum. In Yamin's book, William B. Ragan explained curriculum as "all the experiences of children for which the school accepts responsibility. It denotes the results of efforts on the part of the adults of the community and the nation to bring to the children the finest, most whole some influences that exists in the culture."¹³ So, the writer can conclude curriculum is important in education world. Furthermore, Jo Westbrook, Naureen Durrani, et all stated "curriculum is the key reference point for teachers, particularly in developing countries, where it is encoded in the official textbook and teacher guides, often the sole resource used by teachers"¹⁴. Furthermore Shao Wen Su defined curriculum by listing its element: "Curriculum means the achieving specific educational goals and objectives, a curriculum can be regarded as a checklist of desired outcomes"¹⁵.

¹²Offorma Grace. *Approaches To Curriculum Development.Nigeria: University Of Nigeria*. P.75. Research Gate. Uploaded file on 29 July 2015. Retrived From <https://www.researchgate.net/publication/280554159>

¹³Moh.Yamin. (2012). (Edisi Baru). *Panduan Manajemen Mutu Kurikulum Pendidikan*. Yogyakarta: Diva Press (Anggota IKAPI). P.22

¹⁴Westbrook J, Durrani, et all. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries*. Education Rigorous Literature. Review. EPPI-Centre.University of London. ISBN: 978-1-907345-64-7

¹⁵Su Shao-Wen. (2012). The Various Concepts Of Curriculum And The Factors Involved In Curricula-Making. Taiwan : Academy Publisher. P.154. *Journal Of Language Teaching And Research*, ISSN 1798-4769.

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

2. Overview of curriculum 2013

Curriculum 2013 is one of kind reformation curriculum. Indonesia have been change 11 times changing curriculum, start from curriculum 1947 until curriculum 2013. Its launch many reeping the pros and cons of various group. However, the changing curriculum is to improve a quality in Indonesia's education. 2013 curriculum was developed based on the theory of "standard based education" while the theory of competency based curriculum (competency based curriculum).

2013 curriculum has a number of changes compared to the KTSP curriculum. The 2013 Curriculum advocates the learners with the quality of contributing to the advancement of the lives of the society where they live, the live of the nation in political, social, economic, culture, arts, technology and others.¹⁶ To sum up, the writer can conclude that curriculum 2013 developed the student potential to be a person who faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and becoming democratic and responsible citizen.

¹⁶ Hasan Said Hamid. (2013). *History Education In Curriculum 2013: A New Approach To Teaching History*. Historia: International Journal Of History Education, P.165

The aims of the 2013 Curriculum is also new for Indonesia educational context. The aims states: To prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the betterment of social, national, and political lives, and humanity¹⁷.

The 2013 Curriculum interprets competency-based curriculum as curriculum that sees all the courses in the interactive processes in providing learning experiences for students to develop their potentials up to the accepted competency level or higher. The philosophy of 2013 Curriculum places the role of history in a very pivotal position albeit there is no word of history is mentioned. The glorious past can only be traced through history. Also, the concept of time in history which is past, present and future reflected clearly in the philosophy.

Philosophy of the 2013 Curriculum is stated as follows (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 67, 68, 69, 70 Tahun 2013):

1. Education roots in the culture of the nation and directed for a better development of present and future lives of the nation.
2. Students inherit and play an active role to develop the culture for the betterment of present and future lives. The glorious past should direct the students to learn the present and the bases for them to develop their future lives.

¹⁷*Ibid.* P.165

3. Education is aimed at the development of intellectual and academic powers, communication skills, social attitude, care, and participation ability of students.¹⁸

Curriculum 2013 has been implemented in schools and madrassas since 2013 in Indonesia. The 2013 curriculum emphasizes character education, especially at the elementary level, which is the foundation for the next level. Through the development of the 2013 curriculum that is character-based and competency-based, with the implementation of the 2013 curriculum system it is hoped that this nation will become a dignified nation, and that the community has added value, and the value of power that can be offered to other people and countries in the world.

The 2013 Curriculum are curricula for primary and secondary education. In the Indonesian context of education, the primary education consists of primary or elementary school called Sekolah Dasar (SD) and junior secondary school called Sekolah Menengah Pertama (SMP). Secondary Education consists of General Secondary School called Sekolah Menengah Atas (SMA) and Vocational Secondary School called Sekolah Menengah Kejuruan (SMK).

At present, the idea of the 2013 Curriculum is also being used for the development of Childhood Education (PAUD) and Higher Education (university, D3 and D4) curricula. This policy in itself is a

¹⁸*Ibid.* P.165

new one in Indonesia education and it might also a new one in education in many countries as well.

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

The characteristic of curriculum 2013 are:

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

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

Table 2.1
Domain: attitude

Dikdas: SD	Dikdas SMP	Dikmen SMA/K
Having behavior that reflects the attitude of a believer, has a noble character, is confident, and is responsible for interacting effectively with the social and natural environment around the home, school, and playground	Having behavior that reflects the attitude of a believer, has a noble character, is confident, and is responsible for interacting effectively with the social and natural environment within the scope of his association and existence	Having behavior that reflects the attitude of a believer, has a noble character, is confident, and is responsible for interacting effectively with the social and natural environment and in placing himself as a reflection of the nation in the world association

Table 2.2
Domain: skill

Dikdas: SD	Dikdas SMP	Dikmen SMA/K
Have effective and creative thinking and action skills in the abstract and concrete realm according to those assigned to them	Having the ability to think and act effectively and creatively in the abstract and concrete realm in accordance with those studied at school	Have effective and creative thinking and action skills in the abstract and concrete realms related to the development of what they learn in school independently

Table 2.3
Domain: Knowledge

Dikdas: SD	Dikdas SMP	Dikmen SMA/K
Having factual and conceptual knowledge in science, technology, art, culture, humanities, with national, state and civilization insights related to phenomena and events in the home, school and playground environment.	Having factual and conceptual knowledge in science, technology, art, culture, humanities, with national, state and civilization insights regarding phenomena and events that appear to the eye	Having factual and conceptual knowledge in science, technology, art, culture, humanities, with national, state and civilization insights related to the causes of phenomena and events

Source: Historia: International Journal Of History Education, Vol. XIV, No. 2

b. Core competency and basic competency

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

Basic competencies: a set of competencies describing the minimum attitudes, skills and knowledge that students need to

possess for each subject at the end of each semester of each grade of primary, junior, and senior high school. These basic competencies are drawn from the core competencies.

c. Concept of learning

There are two kind of direct and indirect learning. Direct learning is a learning process from which students can develop their skills and knowledge through direct interaction with learning sources designed in the syllabus and RPP. On the other hand, indirect learning is a process from which students attitude and moral is through particular instructional activities which are not from formal classroom learning.¹⁹

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

¹⁹ Ragawanti Tri Debora. (2013). *A Deeper Look At The 2013 Curriculum: Classroom And Activities Design*. The 7th Internatioal Seminar 2013. Satya Wacana Christian University. P.107-109

pertinent to the 2013 Curriculum. The following table shows the relationship between those five activities with the competencies.

Table 2.4
Scientific Approach for Learning Activities

Activities of Scientific Approach	Competencies developed by the activities
Observing	Students read/observe/listen to develop patience, sincerity, to differentiate general and specific information/feature/character, think analytically, critically, deductive, and comprehensive. In history, they observe historical account(s) or text, document, artifacts (physical, cultural, social).
Questioning	Students ask questions from what is observed, to develop ability to formulate questions, creativity, curiosity, and critical minds. They formulate questions concerning an historical account.
Exploring	Students explore or collect information through experiment, read from other sources of information, observe from environment, interview human resources to develop sincerity, honesty, respect other opinions, communication skills, ways to determine valid resources, work cooperatively and collaboratively. In history, students collect more resources (documents or text), artifacts, or interview resources persons especially the ones who took parts in an historical event the students learn.
Analyzing	Students analyze information available from exploring activities to develop honesty, discipline, rule obedient attitudes, hardworking, skills in applying scientific procedures, analytical thinking, In history, students reconstruct information collected from data collection activity and make their own history account.
Communicating	Students communicate the result of analysis they made, to develop honesty, sincerity, systematic thinking, the use of proper terms and language. In history, they communicate what they have constructed as their own history in analyzing activity that may take the format of writing historical account, video, photos, or other communication formats.

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

3. Lesson Plan Referring To Curriculum 2013

In the Minister of Education and Culture No. 22 Year 2016 About Standard Process Primary and Secondary Education mentioned that Learning Implementation Plan (RPP) is a plan-face learning activities for one or more meetings. RPP is developed from syllabus to direct learning activities of students in an effort to achieve Basic Competency (KD). RPP developed in detail refers to syllabus, textbooks, and teacher manuals.

Every teacher in the educational unit is obliged to draw up a complete and systematic lesson plan as an initial step of the learning process. This is so that learning can take place interactively, inspiring, fun, challenging, and efficient in order to develop high-level thinking skills. The lesson plan is based on a series of KDs that are held in one or more meetings. The preparation of this lesson plan is carried out at the beginning of each semester or the beginning of the school year, but needs to be updated before learning is carried out.

“Pengembangan RPP dapat dilakukan secara mandiri atau secara berkelompok melalui Musyawarah Guru Mata Pelajaran di sekolah atau madrasah”. We recommend that this be coordinated, facilitated, and supervised by the school or madrasah head or senior teacher appointed by the principal or madrasah. conducted by teachers in groups through inter-school or inter-regional MGMP coordinated and supervised by supervisors or the Education Office or the local Ministry of Religion Office.²⁰

²⁰Ninik Purwantini, dkk. (2017). *Ibid*. P.4

Lesson plan can be defined at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with the knowledge, the curriculum, and the teaching context. So, lesson plan plays an important role in supporting the teaching learning process at schools. There are a number of definitions of lesson plan that have been proposed, in the Oxford dictionary “Lesson is experience that somebody can learn”²¹ and while “plan is arrangement for doing something”²²

The factors in the planning process are knowledge of the learner, knowledge of subject matter, and knowledge of teaching methods²³. To sum up, it can be concluded that the lesson plan is an effort to improve the learning process and results carried out in a collaborative and sustainable teaching and learning process based on mutual learning principles to build a learning community.

²¹A. S. Hornby. Oxford Learner’s Pocket Dictionary. *Ibid.* P.252

²² *Ibid.*, P.334

²³Cicek Volkan & Tok Hidayet. Effective Use Of Lesson Plans To Enhance Education In U.S. And Turkish Kindergarten Thru 12th Grade Public School System: *A Comparative Study*. Turkey: Zirve University. *International Journal Of Teaching And Education*, P.11

4. Component Of Lesson Plan Referring To Curriculum 2013

In commonly, the components of a lesson plan include several items; procedures, timing, interaction patterns, and homework (following-up activities), level and number of learners, timetable fit, aims, assumptions, anticipated language problems, possible solution, teaching aids, materials, equipment.

Furthermore, lesson plan is developed for each *standard of competency* which can be applied for one meeting or more. The teacher develops each of lesson plans for each meeting by adjusting to the schedule of institutional unit. In order to achieve effective and appropriate teaching and learning process, there are several components guiding teachers in developing lesson plan which can also be criteria for constructing an effective lesson plan.

The components, which are based on the Minister of National Education Regulation Number 81 Year 2013 about Standard of Process, are as follows:

1. *Identity of lesson* consists of institutional unit, class, semester, theme/subtheme and time allocation.
2. *Score competence* is qualification of minimized competence of students describing knowledge, attitude, and skills to be achieved every class and/or semester in a certain subject or competence which have to be posed by students in a certain subject.

3. *Basic competence and Indicator of competence achievement* is behavior or performance which can be measured and observed to show the achievement of certain basic competence. Indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotoric and affective.
4. *Objective of study* is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course program, the students are able to achieve the aims which are relied on basic competence stated.
5. *Material of study* consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established.
6. *Method of study* is certain method applied by a teacher in order to create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined. The selection of method of study is adjusted with situation and condition of learners as well as characteristic of each indicator and competence to be achieved in every subject. It assures that the methods employed are suitable for students‘

condition in order to achieve basic competence and indicators established.

7. *Media, tools and source of study* are based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. Resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students' interests in learning.
8. *Teaching activity or steps of teaching*. There are three stages of teaching activity: First stage, *pre-teaching* is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are apperception and motivation conveyed to students in the beginning of teaching-learning process. The Second, *while-teaching* is the process of teaching and learning to achieve basic competency which is conducted systematically through *exploration, elaboration and confirmation* phases. *Exploration* is in which students are engaged in finding information actively, *elaboration* means in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while *confirmation* is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. The last, *postteaching* is conducted by

concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

9. *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 conclude that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined.

5. The function of lesson plan

Every teacher is required to prepare a lesson plan because this is considered as guide for the day's lessons. It means student learning is correlated to teacher planning. When plan is ready, teachers can focus on its implementation. So, teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers assure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

The effective of lesson plan that includes several elements: learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should

drive the development and implementation of all activities in the classroom.

Lesson planning²⁴ allows teachers to explore multiple aspects of pedagogical content knowledge. In developing lesson plans, teachers have opportunities to think deeply about the subject matter, including the way the subject matter is represented in particular textbooks or in such aspects of the curriculum as standards and benchmarks. The teacher also has time to develop pedagogical activities or methods that enable students to grasp the subject matter. Finally, lesson planners can ponder what students know and how they may best understand the content.

6. Characteristics of good lesson plan

There are several important characteristics, based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, which should be considered by the teacher before developing a lesson plan (BSNP, 2007). The principles are as follows:

1. Concern learners' differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment. This means that before conducting lesson plan,

²⁴Shen Jianping & et al., Fall 2006–Summer 2007. *Lesson Planning: A Practice Of Professional Responsibility And Development*. Bloomington: Educational Horizons, P.249

teachers have to consider many aspects related to students' differences and their backgrounds in order to produce appropriate and useful lesson plan for students.

2. Encourage students to be active participants. The process of teaching learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm. Moreover, the teachers will make their students become active by doing many useful efforts. So, in arranging a lesson plan, a teacher has to consider this principle.
3. Develop reading and writing culture. It means that reading and writing culture are skills that are very rare to be taken into account either by teachers or students. Therefore, in arranging a lesson plan, a teacher has to consider this principle.
4. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial. In this part, after conducting teaching-learning activity or in post-teaching activity, teachers have to provide feedback and follow up towards students' tasks or performances.
5. Be relevant and cohesive. Lesson plan is developed by considering relevance and cohesiveness among standard of competency, basic competence, materials, teaching-learning activity, indicator of competency achievement, assessment, and resources united in learning experience. The lesson plan developed by thematic

teaching learning, integration across subject and learning aspect, and culture diversity. It means the teachers have to make sure that the lesson plans developed must be relevant and coherent among the lesson plan's components such as score competence, basic competence, materials, and so forth as well as they are relevant with culture diversity.

6. Apply information of technology and communication based on situation and condition. In other words, in developing lesson plan, teachers may use information of technology and communication media such as internet, newspapers, and so forth in the teaching instruction as an attempt to attract students' interests in learning.

Accordingly Minister of National Education Regulation Number 41 Year 2007 about Standard of Process above, the writer can conclude learning to plan is just like any other skill. It takes time and practice. Lesson plan may seem like a time consuming process but by creating detailed lesson plans as a beginner teacher one is able to develop routines that can become more automatic over time.

- (1) Lesson planning should be in a written form.
- (2) In lesson planning, the general and important objectives should be clearly defined.
- (3) The lesson plan should relate to suitable teaching method and its use.

- (4) A continuity component reviews and reflects on content from the previous lesson.
- (5) Subject, time, class, average age of the students should be mentioned in the lesson plan.
- (6) Important examples should be included in lesson planning.
- (7) Inspirational or motivational methods should be experimented in lesson planning.
- (8) In lesson planning, the time for each topic should appropriately be pre determined.
- (9) In lesson planning, the techniques and supportive materials of education like charts, maps and other audio-visual materials and its utilization should be written.

7. Some Related Previous Studies

There are many research have been conducting studies related to this research, there are as follow:

The first research was conducted by Fredi Tebai,done in 2017 in Bandung. This paper was conducted about lesson planning based on curriculum 2013. The aim of this study was to know the teacher ability in making English lesson planning in accordance with the curriculum 2013. The writer had analysed the components and teaching equipments of the lesson planning that made by English teacher at SMA Pasundan 9 Bandung. This research used qualitative method. The result of the research showed “English teacher at SMA

Pasundan 9 has not maximized in making English lesson planning accordance with curriculum 2013”.²⁵

The next research was done by Arif Hidayatullah in 2017, the research entitled “An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016”. He analyzed twelve lesson plans as they were developed by the teacher for one semester. The aim of this study was to find out the good quality of lesson plan Based on Mulyasa (191:2006) developed by the English teacher *at the seventh grade students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016*. To conduct the research, the researcher used the descriptive qualitative research. The findings of that research showed that the lesson plans developed by the teacher at the first semester of *SMP Muhammadiyah 1 Kartasura* generally met the standard determined by the KTSP based on Standard of Content and Standard of Process. Specifically, all of the components of a lesson plan were covered in the lesson plans developed.²⁶

The next research was conducted by Jasmi in 2014, the research entitled “English Teacher’s Difficulties In Designing Lesson Plan Based On 2013 Curriculum”. This research used qualitative

²⁵ Fredi Tebai, Thesis: *The Study of Lesson Planning Based on Curriculum 2013 Implemented at Senior High School (The Study Towards the Second Grade of SMA Pasundan 9 Bandung Academic Year 2016/2017)*”. Bandung: Universitas Pasundan, 2017). P.1

²⁶ Arif Hidayatullah, Thesis: “*An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016*” Surakarta: IAIN Surakarta, 2016). P. 9

research. The aim from this research to investigate the teachers' difficulties in designing lesson plan based on the curriculum 2013 and the possible causes. The findings from this research, indicated that the teacher did not have time to construct her own lesson plan; therefore she modified lesson plans from the internet. She also revealed that it is difficult for her to construct assessment in lesson plan since there are too many aspects to be assessed. Lack of contextual training is considered as one of the causes.²⁷

The next research was conducted by Yulia Nur Ekawati in 2017. the research entitled "English Teachers' Problems In Applying The 2013 Curriculum". This study, investigated the teachers' problems in applying the 2013 curriculum at vocational high school in Tegal. Four English teachers are observed and interviewed to obtain data. The finding shows that; three teachers do not prepare lesson plan before their teaching learning process, all teachers understand the principles of scientific approach and the basic concept of 2013 curriculum , one teacher prepares the teaching media but the others do not prepare it, and all teachers get difficulties in assessing students' attitude (behaviour).²⁸

²⁷Jasmi, Journal of The 61 Teflin International Conference, UNS Solo 2014. "*English Teacher's Difficulties In Designing Lesson Plan Based On 2013 Curriculum (A Case Study In A Senior High School In Cipatat, West Java)*", P. 189 (Bandung: School of Postgraduate, Indonesia University Of Education, 2017)

²⁸ Yulia Nur Ekawati. Journal of English Education,. "*English Teachers' Problems In Applying The 2013 Curriculum*". Jawa Tengah, University of Pancasakti Tegal. (2017). Retrived from <https://journal.uniku.ac.id/index.php/ERJEE>, P. 41

The difference between those researches with this research was that the subject of the research was the level of the school: senior high school in. Meanwhile, this research was conducted in Islamic Boarding School for Junior High School which was similar with the previous research conducted by Arif Hidayatullah. In Fredi Tebai's research used qualitative method. Meanwhile, this research used descriptive qualitative study as the research method.

Furthermore, the previous research by Arif Hidayatullah was focused on knowing good quality of lesson plan Based on Mulyasa (191:2006) or KTSP developed by the English teacher. Meanwhile, this research focused on knowing whether of lesson plan made by English teacher referring to curriculum 2013 or not, the way that used by English teacher in designing lesson plan, the obstacles faced by English teacher in designing lesson plan.

The difference between this research and Yulia's research was investigated the teachers' difficulties in designing lesson plan based on the curriculum 2013 and the possible causes. Meanwhile, this research only focused on analyzed of component of lesson plans to find out whether of lesson plans made by English teacher referring to curriculum 2013 or not, the way that used by English teacher in designing lesson plan and the obstacles faced by English teacher in designing lesson plan.

Moreover, the difference between this research and Jasmi's research investigated the teachers' problems in applying the 2013 curriculum at vocational high school in Tegal. While, this research analyzed of lesson plan made by English teacher referring to curriculum 2013 at junior high school in Bengkulu.

In conclusion, in this research, the researcher focuses on analyzing of lesson plan made by English teacher referring to curriculum 2013. The teacher is an English teacher who teaching at MTS Al Qur'an Harsallakum Bengkulu at the seventh grade in academic year 2018/2019.

CHAPTER III

RESEARCH METHOD

A. Research Design

The goal of this research was to describe component of lesson plan and to know whether of lesson plan made by the English teacher at MTS Al Qur'an Harsallakum Bengkulu referring to curriculum 2013 or not. Considering the goal, this research was included as qualitative design using descriptive approach because it tried to describe or to get information about the Curriculum 2013 lesson plans designed by the English teachers. The design of this research is descriptive qualitative approach.

The writer uses descriptive qualitative approach in this research because this method explaining in holistic of the research object by using words and language and describe lesson plan referring to curriculum 2013.

According to Creswell²⁹ qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Based on the theory above the writer can conclude qualitative method is method in research in which study the

²⁹Creswell Jhon W. 2014. (4th Edition). *Research Design Qualitative Quantitative And Mixed Method Approaches*. London: SAGE Publications Ltd. ISBN 978-1-4522-2609-5 (Cloth) —ISBN 978-1-4522-2610-1 (Pbk.) P.32

social phenomena or human problem, it also exploring phenomena, identifying the issues and answering the questions.

The 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. Phenomenology, grounded theory, and ethnography also included descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena³⁰. The fundamental qualitative descriptive design is a valuable method in and of itself. Vickie and Clinton cited from Sandelowski that:

“Qualitative descriptive design should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs”³¹.

In summary, a qualitative descriptive approach is a straight forward description of a phenomenon is desired. This is an approach which is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place.

This research is one of qualitative research that is a case study. Bent Flyvbjerg defined a case study that “the case study contains a bias toward verification, that is, a tendency to confirm the researcher's preconceived notions”³².

³⁰ Lambert Vickie A & Lambert Clinton E.. Ibid. P. 255

³¹ *Ibid.*

³² Flyvbjerg, Bent. (2011). “*Case Study*”. In Norman K. Denzin and Yvonna S. Lincoln, eds., *The Sage Handbook Of Qualitative Research*, 4th Edition

In addition, Adrijana stated:

“Qualitative methods are closely linked to case studies. A case study is considered by some researchers to be a part of qualitative research - a type and, sometimes, a method or scientific approach. It is usually a study of a single case or a small number of cases³³”.

Moreover, Creswell said “case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals³⁴”.

Based on explanation above case study is a research strategy which help us to describe a phenomena in a real life context that focus on cases selected for study in depth analysis and it also considered equivalent to qualitative research. This research called case study because the researcher try to describe a phenomena case of lesson plan referring to curriculum 2013 at a school in real life context in depth analysis.

(Thousands Oaks, CA: Sage, 2011), Chapter 17. Pp.301-316. P.309
https://www.academia.edu/3271072/Case_Study

³³ Adrijana S. Biba. (2013). The Case Study As A Type Of Qualitative Research. *Journal Of Contemporary Educational Studies*. Retrived From <https://www.researchgate.net/publication/265682891>. P. 30

³⁴ Creswell Jhon W. (2014). *Ibid.* P. 43

B. The Subject of The Research

In a descriptive qualitative study type, the terms population and sample are unknown. To present subject of this study, the researcher used purposeful sampling. Lawrence defined purposive sampling is widely used in qualitative research for the identification and selection of information- rich cases related to the phenomenon of interest³⁵.

There are three English teachers at MTS Al-qur'an Harsallakum Bengkulu. Specifically, there are two english teacher for 7th class and the researcher only focus on identify of english lesson plan for 7th class implemented at junior high school. Furthermore, the researcher only used 1 English teacher as a participant whom teach 6 class for 7th class and he has adequate teaching experiences in particularly in learning English and designing lesson plansince 2014 at MTS Al-Qur'an Harsallakum Bengkulu. While the another one teacher only teach one class and she is a new English teacher at MTS Al-Qur'an Harsallakum Bengkulu. In addition, the 7th class of MTS Al-Qur'an Harsallakum Bengkulu have implemented curriculum 2013 since three years before. It is one of islamic boarding school for junior high schools in Bengkulu which has implemented 2013 curriculum from the previous three years. This is the reason why the researcher choosed MTS Al-qur'an Harsallakum Bengkulu as the place of the research.

³⁵Lawrence A. Palinkas, et all. (2016). *Purposeful Sampling For Qualitative Data Collection And Analysis In Mixed Method Implementation Research*. <http://www.researchgate.net/publication>. Accessed on 30 august 2019.

C. Instrument of The Research

To obtain the data in the field, the researcher employed content analysis checklist, documentation and interview as an instruments.

1. Content Analysis Checklist

In this study, the lesson plan made by an english teacher at MTS Al Qur'an Harsallakum Bengkulu were analyzed using content analysis checklist in order to answer the first obbjective of the research. This checklist consisted of nine aspect reviewed; identity of lesson, score competence, basic competence and indicator of achieving competence, material of study, method of study, objective of study, teaching activity, media, tools and source, assesment. These aspect were taken from the component of lesson plans adapted from the minister of national education: Mohammad Nuh in regulation No.81 Year 2013.

2. Documentation

Moreover to obtain the data in the field, the researcher employed documentation as the second instrument. According to Beverley Hancock, Elizabeth Ockleford and Kate Windridge stated that;

“Documentation is a wide range of written materials can produce qualitative information. They can include policy documents, mission statements, annual reports, minutes of meetings, codes of conduct, web sites, series of letters or emails, case notes, health promotion materials, etc³⁶”.

Based on definition above, the document also can serve a variety of purposes as part of research undertaking. So, the documents help the

³⁶Hancock B., Windridge K., And Ockleford E. (2009). *An Introduction To Qualitative Research*. The NIHR RDS EM / YH, 2007. P.19. Retrived From [Www.Researchgate.Net](http://www.researchgate.net).

researcher to gain richer data related to the lesson plan and the school. The document were :

1. Syllabus about English learning made by English teacher for class 7 of MTs Al Qur'an harsallakum in academic year 2018/2019.
 2. Lesson plans about English made by English teacher for class seventh at first semester of MTs Al Qur'an harsallakum in academic year 2018/2019. The researcher copied the syllabus and lesson plan to review and utilize it as additional and relevant information.
3. Interview

According to Donald Ary in his book defined, interview is one of the most widely used and basic methods for obtaining qualitative data³⁷. In conclusion, interviews are used to gather data from people about opinions, beliefs, and feelings about situations in our own words.

In this study the researcher used semi-structured interview. Because the characteristic this all qualitative interview formats share is that the questions are typically open ended (cannot be answered with a yes or no or simple response) and the questions are designed to reveal what is important to understand about the phenomenon under study.

Furthermore, the semi-structured interview is more commonly used in health care-related qualitative research. Interview is characteristically based on a flexible topic guide that provides a loose structure of open-ended

³⁷Ary D., Jacobs Lucy C., Sorensen Christine K.. (2010). *Introduction to Research in Educatio*. Eighth Edition. USA:Wadsworth. ISBN-13: 978-0-495-60122-7, P. 438

questions to explore experiences and attitudes. It has the advantage of great flexibility, enabling the researcher to enter new areas and produce richer data³⁸.

D. The techniques of Collecting Data

The techniques of collecting data were content analysis, documentary study, and interview guide. The processes of collecting data consisted of three stages.

1. 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 study, the writer analyzed the lesson plan, which were copied from English teacher, based on several aspects using content analysis checklist. The writer filled out the checklist of nine items of the lesson plan reviewed; namely, standard of competency and basic competence, objectives, indicators, time allocation, teaching activity, materials, methods of teaching, resources, and assessment. Then, these nine items were checked and reviewed whether they are appropriate with 2013 curriculum or not together with whatever deficiencies found after observing and appraising the lesson plan based on these nine items. Thus, the content analysis checklist was used to collect data for the first objective of the study.
2. Documentary study was also conducted to support the data of content analysis. The sources data for the document was English lesson planning. The writer

³⁸Hancock B., Windridge K., and Ockleford E. *Ibid.* P. 16

copied the syllabus and lesson plan referring to curriculum 2013 to review it. Curriculum 2013 as an object of the this reseach.

3. Interview guide was provided to interview the English teacher in order to gather the information needed to answer the second and the third objective of this research.

E. Trustworthiness of The Data

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

Phil Turner and Susan Turner said triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings³⁹.

Triangulation used here is the methodological triangulation because the Data is checked based on the data collection techniques that used, those are different namely content analysis checklist, documentary study and interview. Furthermore, Lisa, David and Debra stated :

“Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established”⁴⁰.

³⁹Phil T. and Susan T., *Triangulation In Practice*. Retrived From <https://www.napier.ac.uk/~media/worktribe/output-220012/triangulationpdf.pdf>. Accessed on 13 August 2019.

⁴⁰Lisa A. Guion, David C. Diehl, and Debra McDonald. *Triangulation: Establishing the Validity of Qualitative Studies*. Retrived from [https://www.researchgate.net/post/What is triangulation of data in qualitative research](https://www.researchgate.net/post/What_is_triangulation_of_data_in_qualitative_research). Accessed on 13 August 2019.

So, triangulation can be used to make a researcher better understand the problems that exist in the field and maximize the trust of researchers in qualitative study findings.

Lisa, David and Debra cited from Turmon “the benefits of triangulation include increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem”⁴¹. One of the primary disadvantages of triangulation is that it can be time-consuming⁴².

Based on theories above the writer can conclude that triangulation is one of strategy to validate the data using various technique and it can be used in qualitative studies.

F. Techniques of Analyzing Data

Data analysis⁴³ is the process of making meaning from collected data. The technique of data analysis used in this research was qualitative content analysis since the raw material for the research worker may be in the form of communication, usually written or printed document such as lesson plan. Content analysis is intended to answer question directly related to the material analyzed. A number of definitions of content analysis are available Prasad Devi cited from

⁴¹*Ibid.*

⁴²*Ibid.*

⁴³Simon Marilyn. (2011). *Analysis Of Qualitative Data*. Seattle, WA. *Dissertation and Scholarly*. Research: Recipes For Success. www.datasense.org

Krippendorff defined content analysis as a research technique for making replicable and valid inferences from data to their context⁴⁴.

Elo and Kynga cited from Krippendorff, Downe-Wamboldt & Sandelowski that content analysis as a research method is a systematic and objective means of describing and quantifying phenomena and it also known as a method of analysing documents⁴⁵. So, content analysis allows the researcher to test theoretical issues to enhance understanding of the data.

As specified by Wilkinson and Birmingham stated that the process of content analysis starts from identifying the topic of research, establishing content categories, testing the categories established, collecting data, and finally analyzing content of data, the last providing results⁴⁶. Therefore, the data which had been categorized based on the categories (e.g., components in the lesson plan: objective, indicator, materials, etc.) were tested through discussions with the educational experts and some English teachers. Next, the data were collected, analyzed and the results were provided and reported by the writer. The steps of analyzing process were firstly, the writer analyzed the English lesson MTS AL-Qur'an Harsallakum, which was in line with the first objective of study, in order to know whether it is appropriate with the 2013 Curriculum or not. The writer examined the lesson plan by calibrating it to the 2013 curriculum. The writer focused on nine aspects in the lesson plan.

⁴⁴Prasad B Devi. *Content Analysis A method in Social Science Research. Content Analysis. A method of Social Science Research. CSS.* <https://www.researchgate.net/publication/281175972> . P.2

⁴⁵Elo S. & Kynga S H. (2008). *The Qualitative Content Analysis Process.* Journal of Advanced Nursing 62(1), 107–115 doi: 10.1111/j.1365-2648.2007.04569.x. P.108

⁴⁶David Wilkinson and Birmingham. (2003). *Using Research Instruments A Guide for Researchers.* Third edition. New York: RoutledgeFalmer. P.69

Those are (1) standard of competency and basic competence, (2) indicators of competency achievement, (3) objectives, (4) materials, (5) methods of teaching, (6) teaching activity, (7) time allocation, (8) resources, and (9) assessment. The more the lesson plan matches with the curriculum, the more appropriate the lesson plan is. The data presentation and research findings were discussed in chapter four in which all the non-numerical data were reported in form of words, descriptions, and categorizations by the writer.

In presenting the data analysis, the writer firstly presented a table of standard of competency and basic competence of 2013 curriculum for the first semester of junior high school. The next issue was analyzed on the lesson plan's content. The content of each aspect of lesson plans reviewed together based on the Minister of Education and Culture Republic Indonesia : Mohammad Nuh in Minister of National Education Regulation Number 81 Year 2013 about implementation of curriculum.

The data presentation and research findings are discussed in chapter four in which all the non-numerical data were reported in form of words, descriptions, and categorizations by the writer. In presenting the data analysis, the writer firstly presented of standard of competency and basic competence of curriculum 2013 for the first semester of junior high school. The next issue discussed was analysis on the lesson plan's content. The content of each aspect of lesson plans reviewed together based on the standard of process by the Minister of Education and Cullture Republic Indonesia : Mohammad Nuh in Minister of National Education Regulation Number 81 Year 2013 about implementation of curriculum.

Achieving a good result from the research, the writer must identify of all components of lesson plan. The writer analyze in the chapter IV, they are components of lesson plan to know whether of lesson plan of English subject in MTS AL-Qur'an Harsallakum Bengkulu made by English teacher referring to curriculum 2013 or not.

The analysis procedures of components' lesson plan at MTS AL- Qur'an Harsallakum Bengkulu are:

First, learn the lesson plan that made by English teacher at MTS AL- Qur'an Harsallakum Bengkulu and then, appropriate it with curriculum 2013 based on standard of process by the Minister of Education and Culture in Regulation Number 81 Year 2013 about implementation of curriculum.

Second, if you find incongruity of the lesson plan that has been analyzed so you must giving the right corection.

Third, giving assessment of every components based on analysis.

Fourth, giving **very good** to the component that contain all element of the English lesson plan at MTS AL- Qur'an Harsallakum Bengkulu.

Fifth, giving **good** to the component that did not put 1-2 element of the component.

Sixth, giving **fair** to the component that dit not put 3-4 element of the component.

Seventh, giving **poor** to the component that dit not put any element of the component.

For more details, look at the table below. For Example:

1. Identity of Lesson Plan

Table 3.1
Identity of Lesson Plan

Com- ponent	Criteria of Assesment				Score			
	Complete Element	Less one - two element	Less three- four element	Did not put component of the lesson plan	Very good	Good	Fair	Poor
Identity of Lesson Plan	✓				✓			
Identity of LessonPlan	✓				✓			
Identity of Lesson Plan	✓				✓			
Identity of Lesson Plan	✓				✓			

2. Score Competence

Table 3.2
Score Competence

Compone nt	Criteria of Assesment				Score			
	Complete Element	Less one - two element	Less three- four element	Did not put component of the lesson plan	Very good	Good	Fair	Poor
Score Competen ce		✓				✓		
Score Competen ce		✓				✓		
Score Competen ce		✓				✓		

Score Competence		✓				✓		
---------------------	--	---	--	--	--	---	--	--

3. Basic Competence and Indicator of Competence Achievement

Table 3.3
Basic competence and Indicator of Competence Achievement

Component	Criteria of Assesment				Score			
	Complete Element	Less one - two element	Less three- four element	Did not put component of the lesson plan	Very good	Good	Fair	Poor
Basic Competence and Indicator of Competence Achievement		✓				✓		
Basic Competence and Indicator of Competence Achievement		✓				✓		
Basic Competence and Indicator of Competence Achievement		✓				✓		
Basic Competence and Indicator of Competence Achievement		✓				✓		

4. The Objectives of Study

If the objectives of learning English in English lesson planning at MTS AL-Qur'an Harsallakum Bengkulu is referring to curriculum 2013 objectives, so the writer give score **Very Good**. If there is not put some elements of Objectives, so the writer give score **Good**. If there is no objectives of learning, the writer gives sore **Poor**

5. The Material of Study

Table 3.4
Material of Study

Com- ponent	Criteria of Assesment				Score			
	Complete Element	Less one - two element	Less three- four element	Did not put component of the lesson plan	Very good	Good	Fair	Poor
The Materials of Study		✓				✓		
The Materials of Study		✓				✓		
The Materials of Study		✓				✓		
The Materials of Study		✓				✓		

6. Method of Study

Table 3.5
Method of Study

Componen t	Criteria of Assesment				Score			
	Comple t Element	Less one - two elemen	Less three- foour elemen	Did not put componen t of the	Ver y good	Goo d	Fai r	Poo r

		t	t	lesson plan				
Method of Study	✓				✓			
Method of Study	✓				✓			
Method of Study	✓				✓			
Method of Study	✓				✓			

7. Media, Tools, and Sources of Study

Table 3.6
Media, Tools, and Sources of Study

Component	Criteria of Assesment				Score			
	Complete Element	Less one - two element	Less three- four element	Did not put component of the lesson plan	Very good	Good	Fair	Poor
M.T.S of Learning		✓				✓		
M.T.S of Learning		✓				✓		
M.T.S of Learning		✓				✓		
M.T.S of Learning		✓				✓		

8. The Steps of Teaching or Teaching Activity

Table 3.7
Teaching Activity

Component	Criteria of Assesment				Score			
	Complete Element	Less one - two element	Less three- four element	Did not put component of the lesson	Very good	Good	Fair	Poor

				planning				
The Steps of Teaching or Teaching Activity	✓				✓			
The Steps of Teaching or Teaching Activity	✓				✓			
The Steps of Teaching or Teaching Activity	✓				✓			
The Steps of Teaching or Teaching Activity	✓				✓			

9. Assessment

**Table 3.8
Assesment**

Component	Criteria of Assesment				Score			
	Compl ete Elemen t	Less one - two eleme nt	Less three- four eleme nt	Did not put compon ent of the lesson plan	Very good	Good	Fair	Poor
Assessment			✓				✓	
Assessment			✓				✓	
Assessment			✓				✓	
Assessment			✓				✓	

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result and discussion of the research. The writer presented of lesson plan made by English teacher referring to 2013 for the first semester grade VII of junior high school, the analysis of the English lesson plans' content to know the appropriateness component of lesson plans referring to curriculum 2013, the way and the obstacles faced by English teacher in designing lesson plan.

A. Result

1. Result of Content Analysis

There are nine components of English teacher's lesson plan analyzed by the writer in this study. The lesson plan components were checked several times by the writer, adjusting with the standard of English lesson planning based on curriculum 2013. To clarify the procedure of data analysis, the writer divide it into several classification items that will be analyzed. The classification starts from observations on the English teacher's lesson plan content, the appropriate component of the lesson plan with 2013 curriculum by analyzing nine aspects of the lesson plan; namely, identity of lesson, score competence; basic competence and indicators of competency achievement; objectives of study; materials of study; methods and approach of study; media, tools, and sources of study; the steps of the teaching activity and assessment.

There were entirely eight lesson plans developed by the teacher at one year for grade VII of MTS AL-Qur'an Harsallakum Bengkulu, academic year

2018/2019 analyzed. Each of lesson plan consisted of components analyzed was based on Standard of Process by the Minister of Education and Culture Republic Indonesia: Mohammad Nuh in Regulation No. 81A Year 2013 about implementation of curriculum. The analysis was accompanied by the supporting document such as syllabus. There were totally 36 hours of meeting planned by English teacher to conduct for one semester for class 7th of MTS AL-Qur'an Harsallakum Bengkulu in academic year 2018/2019.

In the Minister of National Education Regulation No. 81 Year 2013 about Standard of Content, one hour of meeting determined for junior high school level is 40 minutes with four SKK (Satuan Kredit Kompetensi) or credit unit of competency per week. Basically, for one meeting is determined 2x40 minutes, and for one week, there are four hours of meeting. It means that one week is 4x40 minutes (two meetings). Thus, one semester consists of 36 hours of meeting. In one year there are eight chapters discussed. In addition, in one semester there are four chapters. In conclusion, the number of lesson plans that will be analyzed by the writer are four lesson plans made by English teacher for the first semester of class 7th at MTS Al Qur'an Harsallakum which are in Indonesian written.

1) **Identity of Lesson**

There are have some element of identity of lesson plan referring to curriculum 2013, identity of lesson consists of institutional unit, class, semester, theme/subtheme and time allocation. Thus, lesson plan that

implemented in MTS AL-Qur'an Harsallakum Bengkulu is same with recommended of the format of lesson plan referring to curriculum 2013.

For more details, look at the table below.

Table 4.1F
Identity of lesson plan

Identity of lesson plan that implemented of MTS Al Qur'an Harsallakum
Unit Subject Grade / Semester Topic Meeting Time Allocation
Score: Very Good

Based on the table above, the writer can conclude that the component of identity lesson plan made by English teachers for 7th grade in academic year 2018/2019 at MTS Al Qur'an Harsallakum meets the standards according to the Minister of National Education Regulation No. 81 Year 2013 about Standard of Content. Because the lesson plan includes the School Subject, Class / Semester, Theme / subtheme, Time Allocation in each lesson plan. So the writer gives "**Very Good**" score because in writing the identity of lesson's component which is made by English teacher at the MTS Al Qur'an Harsallakum in the first semester for class seventh are complete.

2) **Score Competence**

When preparing a lesson plan, the main components are considered early is a core competency. Because core competency shows the level of ability to achieve a graduate competency standard that students must possess at each class and program level. Core competencies state the competency requirements needed by students and subjects as a supply for competence. This means that core competencies function as an element of the basic competency organization.

As an element of the organization, this competence is a binder for the organization of vertical and horizontal organization of basic competence. Vertical organization basic competence is the correlation between the basic competency content of one class or level of education to the higher that comply with the principles of learning, and occur accumulation of continuous between the content that learned by students.

While, horizontal organizational score competence are relation between the content of the basic competencies of subjects with competency content of different subjects in a weekly meeting and the same class so that occur a mutually process. Besides it, the score competencies should describe the balance quality between the achievement of soft skills and hard skills. Moreover, core competence is qualification of minimized competence of students describing knowledge, attitude, and skills to be achieved every class and/or semester in a certain subject or competence which have to be

posed by students in a certain subject. It is referring to the Standard of Content of Minister of National Education Regulation No. 81 Year 2013.

In the curriculum 2013, the score competence includes several of element, including spiritual attitudes, social attitudes, knowledge, and skills to function as a charge integrating learning, subject metter or program in achieving graduate competency standards. For more details, look at the table below:

Table 4.2F
Score Competence

Score Competence of Curriculum 2013	Score Competence that implemented at the <i>MTS AL-Qur'an Harsallakum Bengkulu</i>
KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya	KI 1 : the teacher did not mention
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.	KI 2: the teacher did not mention
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah,	KI 4 : Mencoba, mengolah, dan

dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
Score : Good	

Based on the table above the writer gives score **Good** of this component because the elements of the main competence that implemented at MTS AL-Qur'an Harsallakum Bengkulu is not complete. It was only contained two elements KI 3 and KI 4. Meanwhile in the lesson plan referring to curriculum 2013 there are four elements of main competence (KI). So, the basic competence of lesson plan made by English teacher are not referring to curriculum 2013.

3) **The Basic Competence and Indicator in Achieving Competence**

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

Basic Competence is basic ability to achieve score competence that must be obtainable by learners through learning process. It could be said that the basic competency is a description of the subject matter that should be explained to the learners. Through basic competency, an educator will know what material should be taught. Therefore, the basic competence is one of the main references in implementing of study. Basic competencies include spiritual attitudes, social attitudes, knowledge, and skills in teaching capacity. Each of these aspects must be run in parallel and balanced so that it will resulting students who have the soft skills and hard skills that quality. In this moment writer would like to elaborate on competency which has been in the lesson plan made by English teacher of MTS AL-Qur'an Harsallakum Bengkulu. For more detail, look at the table below:

Table 4.3F
Basic Competence

Basic competence that recommended of curriculum 2013	Basic competence that implemented of English lesson planning at <i>MTS AL-Qur'an Harsallakum Bengkulu</i>
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	KI 1: The teacher did mention
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. Menunjukkan perilaku	KI 2: The teacher did mention

santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.	3.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.
4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Score : Good	

Table 4.4F
Indicator in Achieving Competence

Indicator in Achieving Competence that implemented at <i>MTS AL-Qur'an Harsallakum Bengkulu</i>	Indicator in Achieving Competence recomended of curriculum 2013
<ul style="list-style-type: none"> Berkomunikasi dengan tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan 	<ul style="list-style-type: none"> Berkomunikasi dengan tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan

menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.	interpersonal dengan guru dan teman.
<ul style="list-style-type: none"> Bermain peran dalam tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya 	<ul style="list-style-type: none"> Bermain peran dalam tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya
<ul style="list-style-type: none"> Menyalin pesan terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan tanggapannya secara bermakna, dalam format yang sesuai, dengan ejaan, penggunaan huruf besar, dan tanda baca yang benar dengan tulisan tangan yang jelas dan rapi. 	<ul style="list-style-type: none"> Menyalin pesan terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan tanggapannya secara bermakna, dalam format yang sesuai, dengan ejaan, penggunaan huruf besar, dan tanda baca yang benar dengan tulisan tangan yang jelas dan rapi.
<ul style="list-style-type: none"> Melakukan drill tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya. 	<ul style="list-style-type: none"> Melakukan drill tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya.
<ul style="list-style-type: none"> Mengisi kalimat rumpang terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan tanggapannya. 	<ul style="list-style-type: none"> Mengisi kalimat rumpang terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan tanggapannya.
<ul style="list-style-type: none"> Menyusun teks 	<ul style="list-style-type: none"> Menyusun teks ungkapan

ungkapan terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan tanggapannya.	terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan tanggapannya.
SCORE : Very Good	

Based on the table above basic competence and indicator in achieving competence implemented in lesson plan made by English teacher at MTS AL-Qur'an Harsallakum Bengkulu. The writer gives the result **Good** to basic competence component and it is not referring to curriculum 2013 because there are two element which are not attached in lesson plan those are KD 1 and KD 2. While for indicator in achieving competence are **Very Good** and it referring to curriculum 2013 because they are complete element

4) **The Objectives of Study**

The learning objectives are some of the competency mastery that is targeted or that will be achieved by the students described in the lesson plan. by formulating learning objectives in the lesson plan this will be a reference to how the learning process in the class will be carried out and what results will be obtained by students to achieve a certain competency.

The Georgia state university decreases the definition cited directly from Mager's book entitled preparing instructional objectives "An objective is a description of a performance you want learners to be able to exhibit

before you consider them competent, An objective describes an intended result of instruction, rather than the process of instruction itself⁴⁷”.

Based on the definition of objective above, the writer can conclude that with the formulation of learning objectives, this will encourage the ability of teachers to create learning processes or experiences for students who are interesting, effective, and efficient in the process of achieving learning goals.

The formulation of objectives developed by the teacher in the lesson plans was appropriate with the basic competence. But *it was not with more specifically and clearly described from basic competence by the teacher*. The objective of the learning of lesson plan made by English teacher at MTS AL-Qur’an Harsallakum Bengkulu, and it is accordance with objective of learning that being recommended by curriculum 2013. The focus of objective in learning English referring to curriculum 2013 is consisting of four skill, those are; listening skills, speaking skills, reading skills, and writing skills. But, the *English teacher does not put two of four skills in the lesson plan* (this is listening skills and reading skill), so the writer gives result **Good** of this component so it is not referring to curriculum 2013. For more detail look at the table below:

⁴⁷ Georgia State University. *Tips for Instructional Objectives*. Online: <http://www2.gsu/~mstmbs/CrsTools/Maerobj.html> (accessed on 18 June 2019).

Table 4.5F
Objective of Study That Implemented
At MTS Al Qur'an Harsallakum

Speaking skill	Speaking and Writing skill		
Students are able to communicate expressions : <ul style="list-style-type: none"> • to greet • to take leave • to say thank you • to say sorry 	Students are able to communicate verbally in writing related <ul style="list-style-type: none"> • Self identity • Hobbies and passions • Family members 	Students are able to communicate verbally and in writing about: <ul style="list-style-type: none"> • Object • Animals • Nearby public buildings 	Students are able to communicate verbally and in writing related <ul style="list-style-type: none"> • Time in the form of number • Date • Day • Moon • Year

5) The Materials of Study

The materials that implemented at MTS AL-Qur'an Harsallakum Bengkulu are consisting of two skills, those are: speaking skills and writing skills. For more details, look at the table below:

Table 4.6F
Materials of Study That Implemented
At MTS Al Qur'an Harsallakum

Listening skills	Reading skills	Speaking and Writing skills
There are no implemented the tab recorder or english cassette that was listen to the students in increasing students listening skills	There are no implemented read the text like story or dialogue text that was read to the students in increasing students reading skills	<ol style="list-style-type: none"> 1. Komunikasi lisan dan tulisan terkait tindakan menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, 2. Komunikasi lisan dan tulisan terkait jati diri dengan pendek dan sederhana, termasuk nama, asal, alamat, kesenangan, dan anggota keluarganya

		<p>3. Komunikasi lisan dan tulisan terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4. Komunikasi lisan dan tulisan terkait nama dan jumlah binatang, benda, dan bangunan publik</p>
--	--	---

The focus of materials in learning English referring to curriculum 2013 consisted four skill, those are; listening skills, speaking skills, reading skills, and writing skills. But, *the English teacher did not put two of four skills of lesson plan* (this is listening skills and reading skill), so the writer gives result **Good** of this component but it is not referring to curriculum 2013 cause of not complete element. Learning material from one lesson plan includes attitudes, knowledge and skills with details as follows:

a. Attitude

Jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri

b. Knowledge

Teks interaksi transaksional terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun

c. Social functions

Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan.

d. Text structure

Memulai, Menanggapi (diharapkan/di luar dugaan)

e. Language element

- 1) Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.
- 2) Angka ordinal dengan *the* untuk menyebut tanggal (lisan): antara lain. *The first, the second, the twenty third, the thirty first of May*
- 3) Angka ordinal tanpa *the* untuk menyebut tanggal (tulisan): antara lain. *1st, 2nd, 23rd, 31st of May.*
- 4) Waktu (lisan): *at one, at two fifteen, at ten to seven, at a quarter past eight.*
- 5) Waktu (tulisan): 01:00; 02:15; 06:50; 08:15.
- 6) Artikel *the* untuk menyebut waktu dalam hari, *in the morning, in the afternoon, in the evening.*
- 7) Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*).
- 8) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

f. Topics

- 1) Waktu kejadian/ peristiwa/ kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI.

g. Skills:

- 1) Komunikasi lisan dan tulisan terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.

6) **Method of Study**

Method is an effort to implement a plan that has been prepared in real activities so that the objectives designed can be achieved optimally. The method that implemented at MTS AL-Qur'an Harsallakum Bengkulu is combined using several methods and included Scientific approach in learning process that covers attitude, knowledge and skills domain. For more details, look at the table below

Table 4.7F
Method of Study That Implemented
At MTS Al Qur'an Harsallakum

Method	Check	Method	Check
Simulation	✓	Giving assignments	✓
Sociodrama	✓	Question and answer	✓
Demonstration	✓	Discussion	✓
Drill	✓	Lecture	✓
Study tours		Story	✓

Table 4.8F
The steps of scientific approach

The steps of scientific approach referring to curriculum 2013	Activities
Observing	The teacher giving chance to the learners to make observation through activities: viewing, listening, and reading.

Questioning	The teacher giving chance to the learners to make question about what they viewed, heard, and be read
Associating	The learners have to collecting data from many sources like, experiment, observing the object, and read the book.
Experimenting	The learners processing the data that collected through expereriment.
Networking	The teacher giving chance to the student to make a group of discussion.
The steps of scientific Approach on English lesson planning at MTS AL-Qur'an Harsallakum Bengkulu	Activities
Observing	The teacher giving chance to the learners to make observation through activities: viewing, listening, and reading.
Questioning	The teacher giving chance to the learners to make question about what they viewed, heard, and be read
Collecting Data	The learners have to collecting data from many sources like, experiment, observing the object, and read the book.
Associating	The learners processing the data that collected through observing, reading and other sources.
Communicating	The teacher giving chance to the learners to communicate the information
Score : Very Good	

Based on the table above the writer can conclude that the English teacher put five elements of approach study those are: observing, questioning, collecting data, associating and communicating, and the method in the lesson plan. The English teacher also mention with the

description activities each those element in detail. So the writer gives result **Very Good** of this component and it is referring to curriculum 2013.

7) **Media, Tools, and Sources of Study**

Table 4.9F
Media, Tools, and Sources of Study

The Media, Tools and Sources of study at MTS Al Qur'an Harsallakum Bengkulu		Activity
Media	White Board, Boardmarker, pemutar suara, video.	The teacher teaching the material with media like White Board, Boardmarker, pemutar suara, video.
Tools	The teacher did not mention teaching material with any tool in all lesson plan.	The teacher did not mention teaching material with any tool in all lesson plan.
Sources	<ul style="list-style-type: none"> • Buku Siswa. • Buku Guru <p>It means the teacher did not mention the sources in detail like the title or page of book</p>	The teacher teaching material from some sources, and explain to the students, but the teacher did not mention the sources in detail like the title or page of book
SCORE		: Good

The tools and sources of study that contained of lesson plan are less two element; the teacher did not mention the sources in detail and tools of study. So, the writer gives result **Good** for this component but it is not referring to curriculum 2013.

8) **The Steps of Teaching Activity**

The Steps of Teaching Activity that recommended by curriculum 2013 divided into three stages: 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. Second, *while-teaching* is the process of teaching and learning to achieve basic competency which is conducted systematically through *exploration, elaboration and confirmation* phases. *Exploration* is in which students are engaged in finding information actively, while *confirmation* is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, *postteaching* is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

The application of the teaching activity similar to that applied in the MTS Al Qur'an Harsallakum Bengkulu pre-teaching is explained starting from a teacher when starting the lesson to ensure students are ready to take lessons, the existence of apperception activities and motivate students to mention the objectives of the learning to be learned.

Moreover, in the core activity there are the tasks with the the key answers. The task as the follow-up action planned to deliver to students were specifically stated by the teacher. The teacher also did plan to do reflection either for herself or for the students.

In post-activity, the English teachers did some evaluation activities, feedback like gave the questions related to the lesson learnt, homework, or the information about the next material to the students.

The steps in learning activities that contain in English lesson planning at MTS AL-Qur'an Harsallakum Bengkulu is complete and it referring to curriculum 2013, so the writer gives result **Very Good**.

9) **Assessment**

Indiana university defined assesment “is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assesment results are used to improve subsequent learning”⁴⁸.

The implemented of assessment in MTS AL-Qur'an Harsallakum Bengkulu had covered some indicators, The assessment component that contained of English lesson planning are not complete. There are three aspects of assessment with table of each aspect those are: assessment of aspects of knowledge, skills assessment in the form of (performance appraisals, monologue presentations, portfolios), and assessment of skills namely assessment of writing and speaking skills. While, in all lesson plan there are no assessment of attitudes and personality. There is no text or dialogue as instruments for assessment that is used as a reference tool for assessment in the lesson plan. In conclusion, for the component, the writer gives result **Fair** and it is not referring to curriculum 2013. The scoring system in the lesson plan is as follows:

⁴⁸Indiana university. How Do You Define Assesment? Online: http://medsci.indiana.edu/m620/reserves/def_assess.pdf(accessed on 20 june, 2019).

- a. Assessment of aspects' knowledge is based on the formulation of the KD included in KI-3, which includes knowledge of (1) social functions or communicative goals, (2) textual wrinkles, and (3) linguistic elements. For more detail look at the tables below:

Table 4.10F
Assessment of Aspects' Knowledge

No	Aspek yang dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	1	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup	3	2	

		tepat		
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2
		Pilihan tata bahasa tidak tepat		1

- b. Skills assessment, which includes assessment of performance, monologue presentation, and portofolio

Table 4.11F
Assessment of Performance

No	Kriteria	Keterangan	
1	Melakukan Observasi	1	Tidak jelas pelaksanaannya
		2	Beberapa kegiatan jelas dan terperinci
		3	Semua kegiatan jelas dan terperinci
2	Role Play	1	Membaca script, kosakata terbatas, dan tidak lancar
		2	Lancar dan kosakata dan kalimat berkembang, serta ada transisi
		3	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
3	Simulasi	1	Fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat
		2	Fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat
		3	Fungsi social tercapai, ungkapan dan unsur kebahasaan tepat
4	Presentasi	1	Tidak lancar, topic kurang jelas, dan tidak menggunakan slide presentasi
		2	Lancar, topic jelas, dan menggunakan slide presentasi namun kurang menarik
		3	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
5	Melakukan Monolog	1	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar

		2	Lancar, fungsi sosial tercapai, struktur dan unsur kebahasaan tepat dan kalimat berkembang, serta ada transisi
		3	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Table 4.12F
Assesment of Monologue Presentation

No	Aspek yang dinilai	Baik	Kurang Baik
1	Organisasi presentasi (pengantar, isi, kesimpulan)		
2	Isi presentasi (kedalaman, logika)		
3	Kemahiran Berbahasa		
4	Bahasa:		
	Ucapan		
	Tatabahasa		
	perbendaharaan kata		
5	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimal		10	

Table 4.13F
Assessment of Portofolio

No	KD	Periode	Contoh aspek yang dinilai				Catatan siswa
			Tata Bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2	Membuat resensi buku	1/9					
		30/9					
	 dst					

c. Assessment of skills namely assessment of writing and speaking skills

Table 4.14F
Assessment of Writing Skill

No	Aspek yang dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang original	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	1	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	4	
		Pilihan kosakata tepat	4	3	
		Pilihan kosakata cukup tepat	3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5	4	
		Penulisan kosakata tepat	4	3	
		Penulisan kosakata cukup tepat	3	2	
		Penulisan kosakata kurang tepat	Penulisan kosakata	2	1

		Penulisan kosakata tidak tepat	hampir tidak tepat	1	
7	Kerapihan Tulisan	Tulisan rapih dan mudah terbaca		5	4
		Tulisan tidak rapih tetapi mudah terbaca		4	3
		Tulisan tidak rapih dan tidak mudah terbaca		3	2
		Tulisan tidak rapih dan sulit terbaca	Tulisan tidak rapih dan hampir tidak terbaca	2	1
		Tulisan tidak rapih dan tidak terbaca		1	

Table 4.15F
Assessment of Speaking Skill

No	Aspek yang dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan /pronounciation	Hampir sempurna		5	4
		Ada beberapa kesalahan namun tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua	2	1
		Terlalu banyak kesalahan dan mengganggu makna	Salah dan mengganggu makna	1	
2	Intonasi (intonation)	Hampir sempurna		5	4
		Ada beberapa kesalahan namun tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua	2	1
		Terlalu banyak kesalahan dan mengganggu makna	salah dan mengganggu makna	1	
3	Kelancaran (fluency)	Sangat lancar		5	1
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat	2	1

		Tidak lancar	tidak lancar	1	
4	Ketepatan makna (accuracy)	Sangat tepat		5	4
		Lancar		4	3
		Cukup tepat		3	2
		Kurang tepat	Sangat tidak tepat	2	1
		Tidak tepat		1	

Table 4.16F
Scoring Scale

Rentang angka	Huruf
Sangat Baik (A)	86-100
Baik (B)	71-85
Cukup (C)	56-70
Kurang (D)	≤ 55

From the description tables above of the scoring system all the lesson plans made by the English teacher at MTS Al Qur'an Harsallakum Bengkulu can be seen that the scoring system is not included in the attachment of instruments as a measure of the assessment.

2. Result of Interview

Based on the transcript of interview there are several conclusions:

The teacher did not receive detail about curriculum 2013 and designing lesson plan referring to curriculum 2013 by the government. It indicated that the teacher got difficulties in designing lesson plan based on 2013 curriculum since he/she did not get any training or seminar.

In the implementation of lesson plan referring to curriculum in teaching activity the teacher still confused to conduct curriculum 2013 effectively, so the

teacher prefer to apply the KTSP system even though they have made a lesson plan for the 2013 curriculum.

In implementing the 2013 curriculum, the teachers admitted that they were still have difficulties so they were still at the stage of adjusting to this curriculum. Teacher also difficult to determine some of the components of a lesson plan as the scoring system, determine instructional media, instructional materials for school facilities not adequate to support the implementation of the curriculum in 2013.

In selecting assesment, the English teacher still difficulty in establishing technique of aunthenctic assessment such as oral assesment, written assesment, portofolio, etc. There were many aspects in authentic assessment that had to be analyzed. There were cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects. In preparing the lesson plan the teachers claimed that they made the lesson plan referring to the 2013 curriculum not in complete and detailed manner because they still did not understand the concept of preparing the lesson plan for the 2013 curriculum in detail.

Moreover, teachers implementing the 2013 curriculum face several challenges including inadequate school facilities and teacher understanding of the 2013 curriculum not yet fully.

Furthermore, the teacher's efforts to solve the defiance teachers held meetings with other teacher councils with schools that have implemented the 2013 curriculum to exchange opinions so that there is an evaluation of the implementation of the 2013 curriculum to be even better as well as about designing lesson plans referring to the

2013 curriculum. In designing the teacher's lesson plan in MTS al quran harsallakum in an individual way in accordance with the lessons in their respective abilities.

B. Discussion

1. The type of lesson plans made by English teacher at MTS Al Qur'an Harsallakum Bengkulu

From the result above, the type of all lesson plan made by English teacher are lesson plan referring to curriculum 2013 that consisted nine component were discussed based on lesson plan components determined by the Minister of National Education Regulation No. 81 Year 2013 about Standard of Content and their connection referring to curriculum 2013. But all lesson plan had some weakness of some component which were not referring to curriculum 2013.

It could be inferred that they were nine prime components of curriculum 2013 that already written in the lesson plan. They were *identity of lesson, score competence, Basic competence and Indicator of competence achievement, Objective of study, Material of study, Method of study, Media, tools and source of study, Teaching activity or steps of teaching, Assessment*. All of them were discussed based on the findings stated in the previous subheading.

Based on the analysis procedures of components' lesson plan that were used by this analysis, in general all lesson plans made by English teacher at MTS Al Qur'an Harsallakum are not referring to curriculum 2013 determined by Standard of Process of the Minister of National Education Regulation No. 81A Year 2013 about implementation of curriculum. It caused from the finding

discussed about component of all lesson plan above, there are six element which were not referring to curriculum 2013 :

1) Score competence

The English teacher only mention score competence 3 and score competence

4. For more detail look at the table below:

Table 4.17D
Score Competence

3.	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4.	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

2) Basic competence

The English teacher only mention basic competence 3 and basic competence

4. For more detail look the table below:

Table 4.18D
Lesson plan 1 : Basic competence

3.1	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.
4.1	Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Table 4.19D
Lesson plan 2 : Basic competence

3.2	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; pronoun (subjective, objective, possessive).
4.2	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

Table 4.20D
Lesson plan 3 : Basic competence

3.3	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya.
4.3	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Table 4.21D
Lesson plan 4 : Basic competence

3.4	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosakata terkait article a dan the, plural dan singular).
4.4	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan

	publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
--	--

3) The objective of study

The English teacher did not put two of four skills of lesson plan (this is listening skills and reading skill).

4) Material of Study

The English teacher did not put two of four skills of lesson plan (this is listening skills and reading skill).

5) Tools and source of study

The tools and sources of learning that contained of lesson plan are not complete so they are not referring to curriculum 2013. The teacher did not mention teaching material with any tool in all lesson plan. The teaching material from some sources, and explain to the students, but the teacher did not mention the sources in detail like the title or page of book. For more detail look at the table below:

Table 4.22D
Tools and Source

Tools	The teacher did not mention teaching material with any tool in all lesson plan.
Sources	<ul style="list-style-type: none"> • Buku Siswa. • Buku Guru <p>It means the teacher did not mention the sources in detail like the title or page of book</p>

6) Assesment

The implementation of the assessment in the Al-Qur'an MTS Harsallakum Bengkulu has covered some indicators, The assessment component that contains English lesson planning are not complete. There are three kinds of assessment those are assessment of the aspect of knowledge, skills assessment in the form of performance appraisal, monologue presentation, portfolio and assessment of skills, namely the assessment of writing and speaking skills. While, in all lesson plans there are no assessments of attitudes and personality. There is no text question or dialogue as instruments for assessment which is used as a benchmark for measuring the assessment in the lesson plan.

2. The way by English teacher at MTs Al Qur'an Harsallakum Bengkulu in designing lesson plan.

Based on the results of the interview that the teacher designed the 2013 curriculum lesson plan individually but there was an MGMP / teacher deliberation but sometimes the lesson plan from MGMP did not match with the school facilities so they redesigned the lesson plan individually. From the results of content analysis teachers create lesson plan begins by stating the identity of lesson plans, score competence, basic competence, formulate objective of the study, determining the material of study and method of study, included media tools and source, develop teaching activity and determine the assessment.

3. The obstacles faced by English teacher at MTs Al Qur'an Harsallakum Bengkulu in Bengkulu in designing lesson plan

Based on the transcript of the interview defiances faced by English teacher at MTs Al Harsallakum Bengkulu in Bengkulu in designing lesson plans are inadequate facilities to support learning activities with the 2013 curriculum system and teachers are still confused about the 2013 curriculum learning system because they do not get socialization about curriculum 2013 in detail.

In selecting assesment the English teacher still difficulty in establishing technique of unthenctic assessment such as oral assesment, written assesment, portofolio, etc. There were many aspects in authentic assessment that had to be analyzed. There were cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects. They still confused and still had less understanding about curriculum 2013. Furthermore, they made lesson plans that were not complete and detailed because they were confused about the components of the 2013 curriculum lesson plan which they said were too much to be spelled out in the lesson plan.

The teachers are still confused in the application of the lesson plan referring to curriculum 2013, in the learning activity it caused because the teachers do not get socialization curriculum and designing lesson plans in-depth curriculum 2013 especially English teachers. So that in learning activities, they still apply the KTSP system even though the lesson plan was made for the 2013 curriculum. In terms of designing lesson plans it is difficult for teachers to

determine learning media, learning material because the facilities of school are inadequate to support learning activities with the 2013 curriculum system.

In summary, based on the discussion between the result of content analysis and interview to the English teacher at MTS Al Qur'an Harsallakum, the writer concluded several things; there were connection similarity between the teacher's statement in the interview that the teacher still has difficulty in understanding the curriculum 2013 and also still confused in arranging lesson plan referring to curriculum 2013 with the result of content analysis. It can be seen from the result of content analysis above that there are number of weakness in some of component items in the lesson plan referring to curriculum 2013 made by English teacher at MTS Al Qur'an Harsallakum namely score competence, basic competence, material of study, method of study and assessment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestions dealing with the analysis of the lesson plans made by English teacher in academic year 2018/2019 at the first semester of MTS Al Qur'an Harsallakum Bengkulu based on the result and the discussion described in the previous chapter.

A. Conclusions

Based on the result and discussion displayed in the previous chapter, some conclusion are determined as the answer to the research question:

1. The type of lesson plan made by English teacher at MTS Al-Qur'an Harsallakum Bengkulu

The first goal of the writer in analyzing component of lesson plan is to know the type of lesson plan with ensure that the lesson plan made by English teacher at MTS AL-Qur'an Harsallakum Bengkulu is referring to curriculum 2013 or not. In general the writer conclude that the type of lesson plan made by english teacher are referring to curriculum 2013 eventhough had some weakness. Based on the result and discussion of all stages of this study, there are some conclusions selected to the mistakes that found in lesson plan made English teacher at MTS AL-Qur'an Harsallakum Bengkulu. The English teacher did not mention learning tools on the lesson plan, instrument of each assessment as the assessment's tools, and source of study clearly.

The result of analysis of all lesson plan made by English teacher at MTS Al Qur'an Harsallakum Bengkulu had some weaknesses which are not referring to curriculum 2013. In some component such as main competence, basic competency, objectives of study, material of study, tools and source of learning, and assessment. It means The teacher less developed the lesson plan, she just focused on teaching activity, but she does not look what should she planned before. It suggested, the teachers should be more in learning the steps to develop a good lesson plan referring to curriculum 2013 and further enhance their ability to design lesson plans so that the learning objectives can be achieved in accordance with the curriculum objectives. Moreover, the lesson plan could be good quality and teaching learning process could be delivered well.

2. The way that used by English teacher in designing lesson plan.

The teacher makes lesson plans individually according to the subjects they are able to each. From the results of content analysis teachers create lesson plan begins by stating the identity of lesson plans, score competence, basic competence, formulate objective of the study, determining the material of study and method of study, included media tools and source, develop teaching activity and determine the assessment.

3. The obstacles faced by English teacher in designing lesson plan.

The challenges or defiances faced by English teachers at MTS Al-Qur'an Harsallakum are inadequate infrastructure facilities to support the 2013 curriculum learning activities and teachers are still confused about the 2013

curriculum learning system because they did not get detailed information about the 2013 curriculum

B. Suggestions

To follow up the result of this study, some suggestions are recommended for the English teacher at the first year of MTS AL-Qur'an Harsallakum Bengkulu, Ministry of Education/Local Education Department , and further researchers.

1. For the English teacher MTS AL-Qur'an Harsallakum Bengkulu

It suggested that the teacher should revise her shortages and improve her knowledge and skills especially related to developing a systematic and good lesson plan which is based on the rules stated in the curriculum 2013, Standard of Process and Standard of Content, so that he is able to conduct effective, appropriate and interesting teaching-learning process for the students in the classroom. The teacher also should pay attention on several things which were still in problems related to the lesson plans developed; main competence, basic competence, objective of study, materials, tools, sources of study, and assessment. It is also suggested that the teacher should utilize the time effectively so that they can prepare and develop their lesson plans appropriately suiting the students' needs and interests.

Furthermore, it is suggested that the teacher should follow MGMP of English language regularly in order to increase her concern towards the quality of teaching and learning instruction as well as to boost the teachers' cooperation and discussion. Besides, it is suggested that the principal should give opportunity for the teacher to improve their performance and capacity by joining the

trainings, workshops, comparative studies, and many other teachers' forums particularly related to the curriculum development and its current issues.

2. For Ministry of National Education/Local Education Department

It is suggested that they should review before implementing a policy, so that problems that occur in the field can be minimized. Also, it is suggested that they should generate new policies and strategies in order to improve the English teachers' competence.

It is suggested 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. Besides, it is suggested that the principal should give opportunity for the teacher to improve their performance and capacity by joining the trainings, workshops, comparative studies, and many other teachers' forums particularly related to the curriculum development and its current issues.

3. For Other Researchers

Since the result proved that there were essential problems or deficiencies on the lesson plans developed by the English teacher at the first semester of MTS AL-Qur'an Harsallakum Bengkulu, academic year 2018/2019 beside the shortcomings made by the researcher. Researcher hope there will be a similar study with more specific analysis on the lesson plan involving several or many participants as well as accompanied by its implementation in the classroom are needed in order to be able to make generalization. These specific

researches are hoped to identify many other strengths of this work and to investigate other weaknesses will probably be found in the future.

REFERENCES

- A. S. Hornby. *Oxford Learner's Pocket Dictionary*. (2008). Edited By Victoria Bull. Fourth Edition. New York: Oxford University Press.
- Adrijana S. Biba. (2013). The Case Study As A Type Of Qualitative Research. *Journal Of Contemporary Educational Studies*. Retrived From <https://www.researchgate.net/publication/265682891>.
- Amat Jaedun, et al. An Evaluation Of The Implementation Of Curriculum 2013 At The Building Construction Department Of Vocational High Schoos In Yogyakarta. Yogyakarta: Yogyakarta State University. *Journal Of Education*, P. 15
- Ary D., Jacobs Lucy C., Sorensen Christine K.. (2010). *Introduction to Research in Educatio*. Eighth Edition. USA: Wadsworth. ISBN-13: 978-0-495-60122-7.
- Burke, Marcia., Rice L. Richard & et all. (2016). *Alabama Instructional Leadership Handbook*. The University of Alabama: Alabama state Department of Education. Retrived from www.pdfdrive.com
- Cicek Volkan & Tok Hidayet. Effective Use Of Lesson Plans To Enhance Education In U.S. And Turkish Kindergarten Thru 12th Grade Public School System: A Comparative Study. Turkey: Zirve University. *International Journal Of Teaching And Education*. P. 11
- Creswell Jhon W. (4th Edition). *Research Design Qualitative Quantitative And Mixed Method Approaches*. London: SAGE Publications Ltd. 2014. ISBN 978-1-4522-2609-5 (Cloth) —ISBN 978-1-4522-2610-1 (Pbk.). <http://www.reserchgate.net>
- David Wilkinson and Birmingham. (2003). *Using Research Instruments A Guide for Researchers*. Third edition. New York: Routledge Falmer.
- Elo S. & Kynga S H. (2008) *The Qualitative Content Analysis Process*. Journal of Advanced Nursing 62(1), 107–115 doi: 10.1111/j.1365-2648.2007.04569.x.
- Flybvjerg, Bent. (2011). "Case Study". In Norman K. Denzin and Yvonna S. Lincoln, eeds., *The Sage Handbook Of Qualitative Research*, 4th Edition (Thousands Oaks, CA: Sage, 2011), Chafter 17. Pp.301-316. P.309

- Georgia State University. *Tips for Instructional Objectives*. Online: <http://www2.gsu/~mstmbs/CrsTools/Maerobj.html> (accessed on 18 June 2019).
- Hancock B., Windridge K., and Ockleford E. (2009). *An Introduction to Qualitative Research*. The NIHR RDS EM / YH, 2007. P.19. Retrived from www.researchgate.net.
- Hasan Said Hamid. (2013). *History Education In Curriculum 2013: A New Approach To Teaching History*. *Historia: International Journal Of History Education*, P. 165
- Hidayatullah, Arif. “*An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016*” Surakarta: IAIN Surakarta, 2016).
- Imam Gunawan. *Indonesian Curriculum 2013: Instructional Management, Obstacles Faced by Teachers in Implementation and the Way Forward*. Malang: State University of Malang, Indonesia. *Advances in Social Science, Education and Humanities Research*, (2017). P. 65
- Indiana University. *How Do You Define Assesent?* Online: http://medsci.indiana.edu/m620/reserves/def_assess.pdf (accessed on 20 June, 2019).
- Jasmi. (2017). “English Teacher’s Difficulties In Designing Lesson Plan Based On 2013 Curriculum (A Case Study In A Senior High School In Cipatat, West Java)”. *Journal of The 61 Teflin International Conference*. (Bandung: School of Postgraduate, Indonesia University Of Education. P. 189.
- Lambert, V. A & Lambert, C. E. Edited By Pacific Rim *International Journal Of Nursing Research*. *Qualitative Descriptive Research: An Acceptable Design*. Thailand Nursing And Midwifery Council. P. 255.
- Lawrence A. Palinkas, et all. (2013). *Purposeful Samplinng For Qualitative Data Collection And Analysis In Mixed Method Implementation Research*. <http://www.researchgate.net/publication>. Accessed on 30 August 2019.
- Lisa A. Guion, David C. Diehl, and Debra McDonald. *Triangulation: Establishing the Validity of Qualitative Studies*. Retrived from [https://www.researchgate.net/post/What is triangulation of data in qualitative research](https://www.researchgate.net/post/What_is_triangulation_of_data_in_qualitative_research). Accessed on 13 August 2019.
- Moh.Yamin. (2012). (Edisi Baru). *Panduan Manajemen Mutu Kurikukum Pendidikan*. Yogyakarta: Diva Press (Anggota IKAPI).

- Ninik Purwantini, dkk. (2017). *Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Pertama*. Kementerian Pendidikan Dan Kebudayaan Direktorat.
- Offorma, Grace. *Approaches To Curriculum Development*. Nigeria: University Of Nigeria. Research Gate. Last modified on 29 July 2015. Retrived From <https://www.researchgate.net/publication/280554159>.
- Phil T. and Susan T., *Triangulation In Practice*. Retrived From <https://www.napier.ac.uk/~media/worktribe/output220012/triangulationpdf>. Accessed on 13 August 2019.
- Prasad B. Devi. *Content Analysis A method in Social Science Research*. Content Analysis. A method of Social Science Research.CSS. <https://www.researchgate.net/publication/281175972>.
- Ragawanti Tri Debora. (2013). *A Deeper Look At The 2013 Curriculum: Classroom And Activities Design*. The 7th Internatioal Seminar 2013. Satya Wacana Christian University.
- Shen Jianping, et all.,... *Lesson Planning: A Practice Of Professional Responsibility And Development*. Bloomington: Educational Horizons, P. 249.
- Simon, Marilyn. (2011). *Analysis Of Qualitative Data. Seatle, WA. Dissertation and Scholarly Research: Recipes For Success*. www.datasense.org
- Su Shao-Wen. The Various Concepts Of Curriculum And The Factors Involved In Curricula-Making. Taiwan: Academy Publisher. *Journal Of Language Teaching And Research*, P. 154
- Tebai, Fredi. “*The Study of Lesson Planning Based on Curriculum 2013 Implemented at Senior High School (The Study Towards the Second Grade of SMA Pasundan 9 Bandung Academic Year 2016/2017)*” Bandung: Universitas Pasundan, 2017).
- Westbrook J, Durrnin, et all. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries*. Education Rigorous Literature. Review. EPPI-Centre. University of London. <http://www.researchgate.net/publication>.
- Yulia Nur Ekawati. The Implementation Of Curriculum 2013: A Case Study Of English Teachers’ Experience At Sma Lab School In Indonesia. Tegal: Pancasakti University Of Tegal. *Elld Journal*. (2016). P.85