**ENGLISH TEACHER ABILITY IN DESIGNING LESSON PLAN**

**BASED ON 2013 CURRICULUM AT SMP 12 KAUR**

**ACADEMIC YEAR 2020/ 2021**

**THESIS**

Submitted as A Partial Requirements for the degree of S.Pd

(*Sarjana Pendidikan)*in English Language Education



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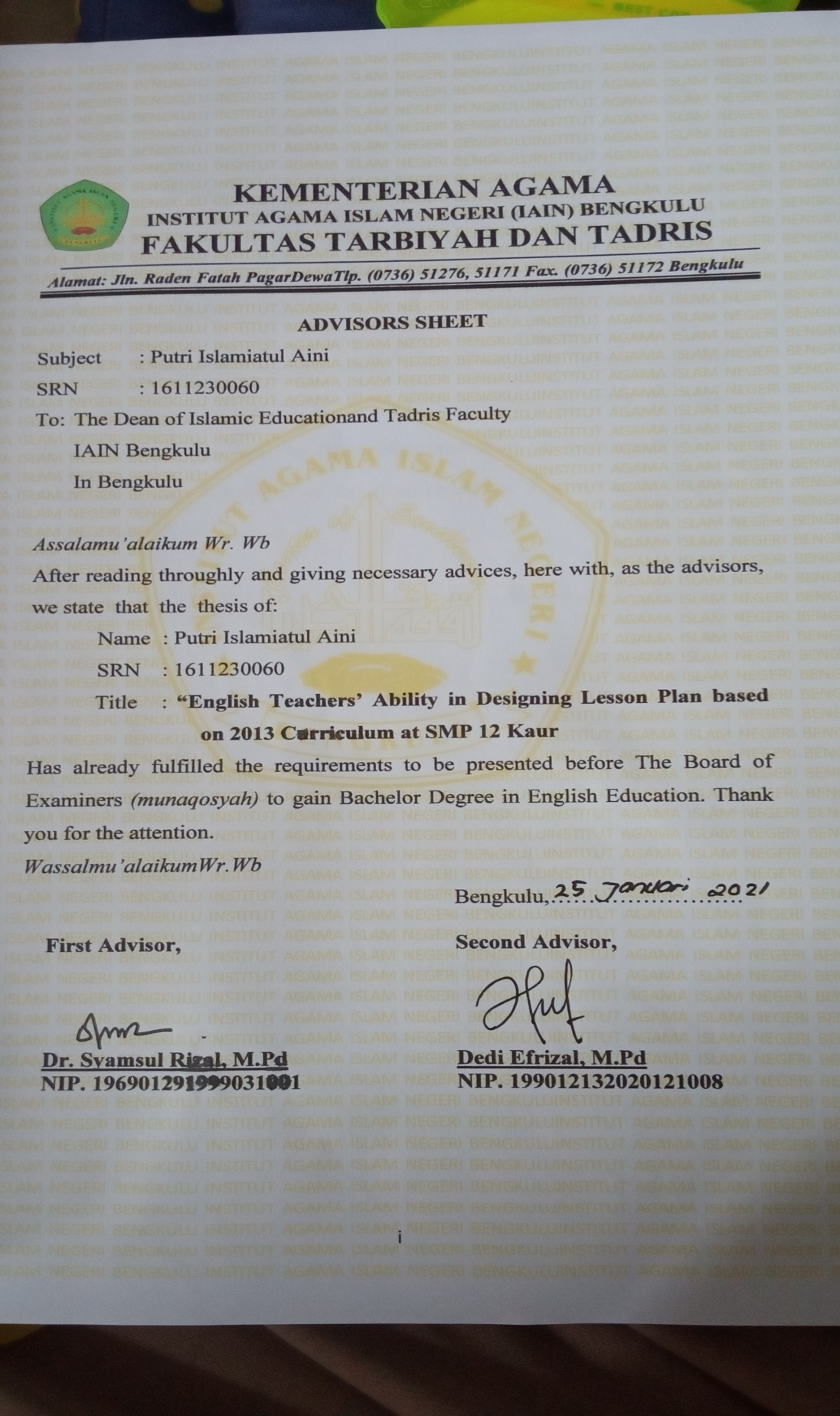
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**MOTTO**

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**ALHAMDULILLAHIRABBILALAMIN**

“*Dan dia mendapatimu sebagai orang yang bingung, lalu Dia memberikan petunjuk*”

(QS.Ad-Dhuha: 7)

“*Karena itu apabila engkau telah selesai ( mengerjakan dari sesuatu urusan), tetaplah bekerja keras (untuk urusan yang lain) dan hanya kepada Tuhanmulah engkau berharap* ”

(QS. Al-Insyirah: 7-8)

“*Goals without action are just dreams”*

(Prashanth)

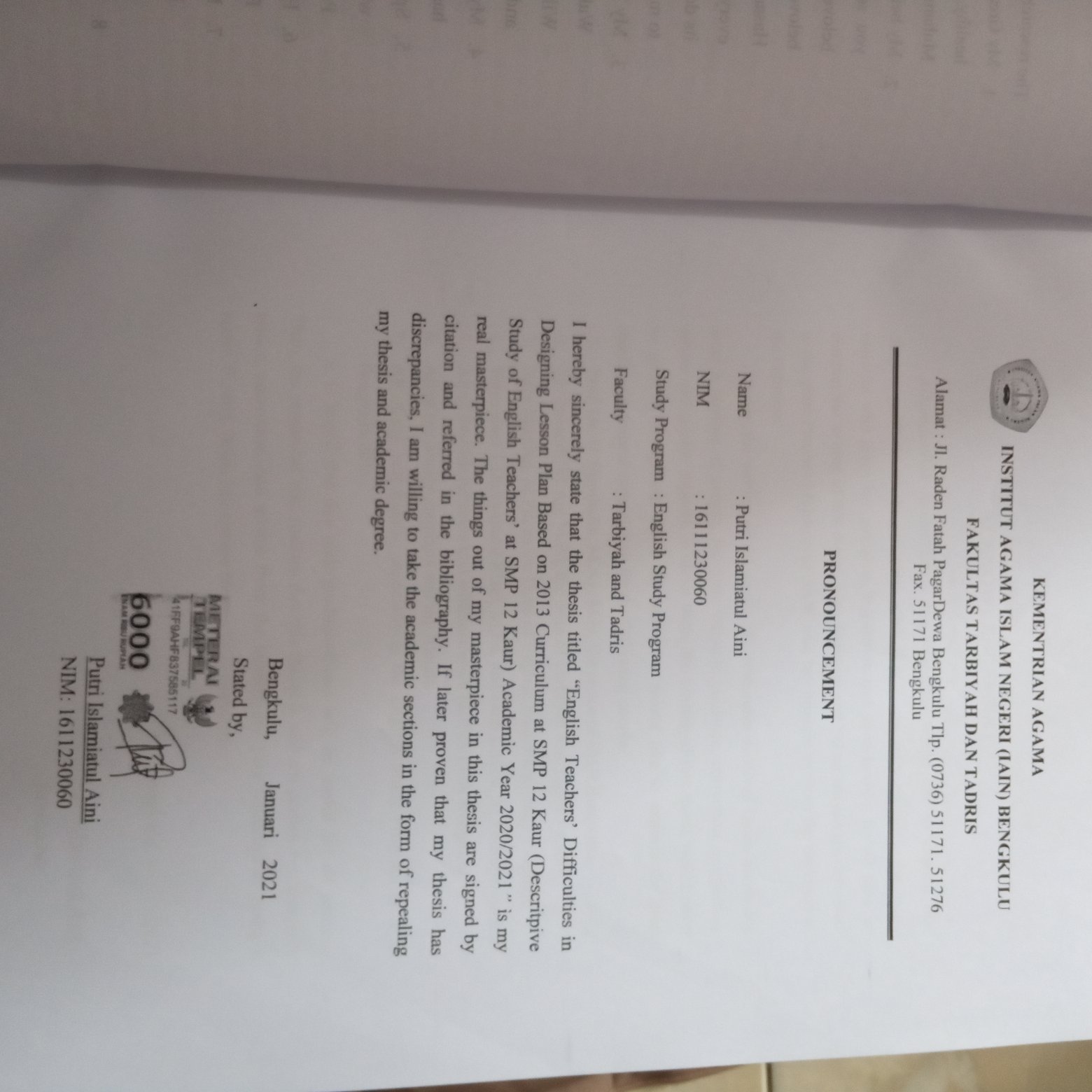
*“Many of life’s failures are people who did not realize how close they were to success when they gave up”*

(Thomas Edison)

**DEDICATION**

The researcher would like to dedicate the thesis to:

1. My Greatest God, Allah SWT, I really thank to you because your blessing, healthy, strongest in finishing this thesis, and Our lovely prophet Muhammad SAW who brought us from jahiliah era.
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**ﺑْﺳِمﷲِاﻟﱠرْﺣﻣِناﻟﱠرِﺣﯾِم**

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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah My always blesses us in peace life.

Bengkulu, 2021

Putri Islamiatul Aini

Researcher

**ABSTRACT**

Putri Islamiatul Aini. NIM : 1611230060. Thesis **“English Teacher’s Ability in Designing Lesson Plan Based on Curriculum 2013 in SMP 12 Kaur Academic Year 2020/ 2021”.** Study Program of English Education. Faculty Tarbiyah and Tadris. State Institute for Islamic Studies (IAIN) Bengkulu.

**Advisor I : Dr. Syamsul Rizal, M.Pd Advisor II: Dedi Efrizal, M.Pd**

Every educator is obliged to design a complete and systematic lesson plan so that learning takes place in an interactive, inspirational, motivates students to participate actively, creativity, and independence according to their talents. The purpose of this research was to determine the ability of teachers in designing lesson plans based on the curriculum 2013 at SMP 12 Kaur in the academic year 2020/2021. The instruments used were interviews, observation checklist, and document analysis to collect data. Data analysis based on the format and components of the RPP based on the Decree of the Minister of National Education Number 22 of 2016: School identity, the identity of subjects or themes, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators, learning materials, methods, learning media, learning resources, learning steps, and assessment of learning outcomes. The findings of this research indicate that the teacher at SMP 12 Kaur are still confused in choosing the appropriate operational verbs in developing indicators based on material, choosing methods of learning activities that are suitable for students' conditions, developing learning materials due to limited facilities and infrastructure, and teachers experiencing difficulties in implementing assessment procedures because its components have many aspects. As well as the dominant difficulties faced by teachers in designing methods and designing aspects of assessment. It can be concluded that the English teacher’s ability in designing lesson plans based on Curriculum 2013 in SMP 12 Kaur is low because not referring to the Curriculum 2013.

**Keywords : Lesson Plan, Curriculum 2013**

**ABSTRAK**

Putri Islamiatul Aini. NIM: 1611230060. Skripsi **“Kemampuan Guru Bahasa Inggris dalam Merancang RPP Berbasis Kurikulum 2013 di SMP 12 Kaur Tahun Ajaran 2020/2021”**. Program Studi Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Tadris. Institut Agama Islam Negeri (IAIN) Bengkulu.

**Pembimbing I: Dr. Syamsul Rizal, M.Pd Pembimbing II: Dedi Efrizal, M.Pd**

Setiap pendidik berkewajiban merancang RPP yang lengkap dan sistematis agar pembelajaran berlangsung secara interaktif, inspiratif, memotivasi peserta didik untuk berpartisipasi aktif, kreatif, dan mandiri sesuai dengan bakatnya. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan guru dalam merancang RPP berdasarkan kurikulum 2013 di SMP 12 Kaur tahun pelajaran 2020/2021. Instrumen yang digunakan adalah wawancara, observasi ceklis, dan analisis dokumen untuk mengumpulkan data. Analisis data berdasarkan format dan komponen RPP berdasarkan Keputusan Menteri Pendidikan Nasional Nomor 22 Tahun 2016: Identitas sekolah, identitas mata pelajaran atau tema, kelas / semester, materi pelajaran, alokasi waktu, tujuan pembelajaran, dasar kompetensi dan indikator, bahan pembelajaran, metode, media pembelajaran, sumber belajar, langkah-langkah pembelajaran, dan penilaian hasil belajar. Temuan penelitian ini menunjukkan bahwa guru di SMP 12 Kaur masih bingung dalam memilih verba operasional yang sesuai dalam mengembangkan indikator berbasis materi, memilih metode kegiatan pembelajaran yang sesuai dengan kondisi siswa, mengembangkan materi pembelajaran karena keterbatasan fasilitas dan infrastruktur, dan guru mengalami kesulitan dalam melaksanakan prosedur penilaian karena komponennya memiliki banyak aspek. Serta kesulitan dominan yang dihadapi guru dalam merancang metode dan merancang aspek penilaian. Dapat disimpulkan bahwa kemampuan guru bahasa Inggris dalam merancang RPP berbasis Kurikulum 2013 di SMP 12 Kaur tergolong rendah karena tidak mengacu pada Kurikulum 2013.

**Kata Kunci: RPP, Kurikulum 2013**

**PREFACE**

First of all the Researcher say a sense of thanks to Allah SWT for being able to completed a THESIS entitled "ENGLISH TEACHER’S ABILITY IN DESIGNING LESSON PLAN BASED ON 2013 CURRICULUM AT SMP 12 KAUR ACADEMIC YEAR 2020/2021”.

The purpose of writing this thesis is to fulfill the task given thesis course. And in the compilation of this Thesis, the authors have many challenges and obstacles but with the help of various parties that challenge can be overcome. The author realizes there are still many shortcomings contained in the writing of this proposal.

By that, the authors express their gratitude to all those who have helped in the preparation of this Thesis, hopefully his help gets a worthy reply from Allah SWT and in all of us bless Allah SWT. The author realizes that this Thesis is still far from the perfection of both the form of compilation and the material.

Bengkulu, 2021

Author

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**CHAPTER I**

**INTRODUCTION**

1. **Background**

Curriculum is one of important point in education world. It contains about how combination of some theories that will be presented in the teaching-learning activities by the teachers. Marcia and Richard‘s describes the curriculum as all the experiences that learners have under the guidace of the school.[[1]](#footnote-1) The success point of the curriculum can be seen if the lesson plan is formed in such a way in the implementation and the design is in accordance with the needs of the field. Even in its design the curriculum must be carried out with accuracy, systematic, and accompanied by the purpose of building education. So, the concept of desire and learning objectives that are effective, efficient, conducive in the eyes of students and educators is achieved.

Education in Indonesia has developed at time in time. The government gives more attention to the development of education in Indonesia. As a formal education organization, the school systematically had environment planned that enables students to acquire all interactions, that is educational behavior to encourage the growth and development of students. The environment is organized into the curriculum.

There are two elements of educational success that can be achieved, they are good approach and a competent teacher. Competent means a

knowledge, abilities and attitude that the teacher or lecturer must possess to perform their professionalism duty.[[2]](#footnote-2) The Government Regulation No. 19 Year 2005 on National Education Standars state that there are four competencies that have by the teacher such pedagogical competence, social competence, interpersonal and professional competence.[[3]](#footnote-3)

 The government gives the required time for schools that have applied the 2006 curriculum (KTSP) to begin implementing the 2013 curriculum in the socialization of the 2013 curriculum. Therefore, in finding the curriculum information, it requires active responses and teachers are challenged to be more professional in achieving curriculum, especially in developing the content standard into indicators, materials and assessment.

The 2013 curriculum that has been applied since 2013 is used by Indonesians. The 2013 curriculum has been developed by the government and has been related to the KBK (*Kurikulum Berbasis Kompetensi*) or Competence-Based Curriculum and KTSP (*Kurikulum Tingkat Satuan Pendidikan*) or the School-Based Curriculum since 2006. The 2013 Curriculum does not give the school the freedom to design a syllabus for the school, but the syllabus made by the national-level.

The Ministry of Education in Indonesia has stipulated that the 2013 curriculum emphasizes skills such as cognitive, psychomotor, and affective skills. The Decree of the Minister of National Education No. 69 Year 2013 on the *Sekolah Menengah Atas/Madrasah Aliyah* framework and curriculum structure, which explains the curriculum, is a set of plans and systematization on purpose, content and materials with rules that use the teaching learning process implementation to achieve the purpose of education.

Teachers are asked to be more involved in preparing students' materials or knowledge. The approach expects learning should be scientific-based, meaning all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and communicating.[[4]](#footnote-4) As explained by Border and Note, an effective instruction is an instruction that meets students’ need and characteristic and accommodates students’ learning style.[[5]](#footnote-5)

The Competence-Based focuses on the learners' mastery of certain competencies. Therefore, some competencies and a set of learning objectives are covered in the curriculum in a manner that can be seen through behavior or skills.[[6]](#footnote-6) Afterwards, the development of the Competence-Based Curriculum is an operational curriculum arranged and maintained by the autonomy of the school. The characteristic of the school-based curriculum emphasizes the result of learning. In addition, the 2013 curriculum emphasizes increasing the standard of education through balancing hard skills and soft skills through attitude, skills and knowledge and meet the global challenge.[[7]](#footnote-7) Woodward said several reasons why the teacher should design their courses and lessons were suggested.[[8]](#footnote-8) First, in delivering material, it can reduce uncertainty and panic feelings. Teachers should feel confidence by planning the lesson and believe that during the classroom activity. Second, in students who pick having a feeling of purpose, progress and coherence, it can inspire confidence. Third, it will make organizing the time and managing the activities in the classroom easier for teachers. Fourth, in the course, teachers get a balanced mixture of various materials, content and types of interaction. Fifth, teachers can develop their personal style of teaching. In addition, Harmer respond a plan gives the lesson a framework, an overall shape. So that, the lesson plan guide teachers to carry out the teaching learning activities systematically.[[9]](#footnote-9)

There are many good approaches and techniques in teaching and learning process that can bring students to get maximum achievement, rather than conducting the effective teaching.[[10]](#footnote-10) When doing activities, especially academic or formal activities, each individual must have a plan. For a teacher, teaching is not only an activity carried out in the classroom, but before starting a lesson, a teacher must have a plan. The basic thing to do is have a lesson plan. The teacher must pay attention to the important steps that have been decided to support the lesson plan in the preparation of the lesson lesson.The teacher must pay attention to the important steps in the preparation of the lesson that have been decided to support the lesson plan so that it can be set correctly.

A lesson plan is an urgent instructional process. The process helps teachers more effectively manage the teaching. Both teacher and student would find the lesson not significant and interesting without a lesson plan. If the lesson plan is completed correctly and meaningfully, the teacher can teach with confidence, systematically explain the material, and can effectively carry out teaching. The students also can easily understand and understand the material presented by the teacher.

Harmer explain the reason to design a plan for the teacher and student. For teachers, a plan gives a lesson a framework and for students, a plan shows that the teacher time to thinking about the class. In addition, Harmer stated that a plan helps the teachers identify and anticipate potential problems. It means before making lesson plans, the teacher has considered what must be done before planning.[[11]](#footnote-11) Based on Mulyasa, the lesson plan is the learning scenario that being teacher’s hand out to prepare, to do, and to evaluate the result of learning.[[12]](#footnote-12) Educators (subject teachers, school teachers, and supervisors of extracurricular activities) design lesson plans (RPP) individually or in groups and conduct learning in different styles, techniques, and models for the content and/or subjects they serve.[[13]](#footnote-13) Based on the Minister of National Education Regulation Number 81A states that lesson plan is learning plan developed in detail from main material or main topic based on syllabus.[[14]](#footnote-14) The school should also refer to the guidance given by the BNSP in designing the curriculum and lesson plan. It states that teachers should recognize the characteristics of the subjects.[[15]](#footnote-15)

If every aspect is developed from systematic principles, planning a lesson can create effective teaching. According Minister of National Education Regulation Number 22 Year 2016:

“*Setiap pendidik dalam satuan pendidikan wajib menyusun RPP dengan lengkap dan sistematis agar pembelajaran berlangsung secara interaktif, inspiratif, menyenangkan, menantang, efisien, memotivasi peserta didik untuk berpartisipasi aktif, dan memberikan ruang yang cukup untuk inisiatif, kreativitas, dan kemandirian sesuai dengan bakat, minat, serta perkembangan fisik dan psikologis peserta didik*.” Every educator in an education unit is obliged to prepare a complete and systematic lesson plan so that learning takes place in an interactive, inspirational, fun, challenging, efficient manner, motivates students to participate actively, and provides sufficient space for the initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students.

RPP is prepared based on KD or sub-themes arranged at meetings or more times, The lesson plan components are : school identity, subject or theme identity, class / semester, subject matter, time allocation, learning objectives, basic competencies and indicators, learning materials, learning methods, learning media, learning resources, learning steps, assessment of results study.[[16]](#footnote-16) Based on Brown’s theory, there are aspects of systematic lesson plan: Goals, Objectives, Material and equipments, Procedure, Evaluation.[[17]](#footnote-17) Goals is mean that a teacher must be able to identify a general target or purpose that he will try to achieve by the end of the class period. In terms of stating what students will do, the purposes are most clearly captured. Materials and equipment is mean that what teachers need and arrange in the classroom is a good plan. To remind the teacher about what to bring in the lesson, it is important to mention materials and equipment. Procedure at the time of teaching, the steps taken include: an opening statement or activity as a warm-up, core activities, and closure. The evaluation can take place not only at the end of the lesson, but also during daily activities. Therefore, from the above problem of clarification, the researcher will analyze the difficulties faced by the english teachers in designing lesson plans based on the Minister of National Education Regulation No. 22 Year 2016 concerning components of the 2013 curriculum lesson plan.

The researcher conducted the pre-research at SMP 12 Kaur on October 14, 2020 asking about the lesson plan, the researcher found that the teacher feel confused when designing the lesson plan. This is because there are many government changes related to the format of the lesson plan. Like all key competencies and core competencies that have four points must be listed and all must be listed. Another case is the student’s book change in first grade students and it is influenced in making lesson plan. The assessment of the 2013 curriculum has several elements that make it the teachers difficult to arrange and develop the assessment in accordance 2013 curriculum. Moreover, some students said that sometimes the students did not understand from the material that had been taught by the teacher, some teacher did not use media or other learning tools in the class when they teach the students, media facilities were in the school for the 2013 curriculum system has not been adequately

Difficulties in designing a lesson plan based on the 2013 curriculum, first on the indicators that teachers themselves have to develop. There are operational verbs that make the teacher have to compete between the material and the good control verbs in designing indicators. Second, the determination of allocations, the design of learning media and the design for teaching procedures required by students is influenced by the design of the teaching method on the lesson plan by the teachers. Third, it is disconnected from the behavior indicated in the purpose. An assessment of a lesson plan is basically a description of how the teacher can determine whether the purpose has been achieved. It must be based on the same behavior that is integrated into the goal. During pre-research, the interview is teacher knowledge that is influenced when the teachers do the teaching-learning activities in the class. Unequal training for subject teachers Often, when designing the lesson plan, the information gaps received by the teachers are generated such that the self-thaught teachers get their own lesson plan and the teacher has difficulty designing teaching materials and difficulties conducting assessments in a lesson plan.

The 2013 curriculum is proposed to produce religiously tolerant and mental healthy Indonesian citizens. It is based on the fact that many people of the young generation have recently lacked such character, no more tolerance, and empathy for others. Based on the goals of the 2013 curriculum, we can conclude that the 2013 curriculum is to educate students more actively than teachers to play a role in classroom learning activities. The 2013 curriculum is therefore aimed at enhancing and balancing the competence of knowledge, attitudes and skills and advocates active learning for students.

It is like a good curriculum, curriculum 2013 also some components like the lesson plan. The lesson plan has the goals to make the theories that will teach by the teacher clearly. The best lesson plan means if prepared create effectively, interesting, fun language learning and achieving the goals and function of learning activities. Teaching instruction will be effective if the teachers are handed the freedom in developing their lesson plans and developed well and systematically in designing by the teachers in order to. So, the lesson plan has to arrange step by step by the teachers.

In addition, some teacher also stated the 2013 curriculum assessment system was complicated, some teachers did not receive detailed 2013 curriculum socialization from the government.[[18]](#footnote-18) The teacher should have to completely arrange and detail the lesson plan. In the 2013 curriculum, the teacher designing the lesson plan should determine basic competence, core competence, indicator achievement of competence, the objective of learning, the material to be taught, the learning method, the source of teaching material, steps of learning activities, authentic assessment for the students' education. Based on the procedure or recommendation of Minister of Education and Culture Regulation No.22 Year 2016, teachers must arrange a lesson plan referring to the 2013 curriculum:

*“RPP dikembangkan berdasarkan silabus untuk mengarahkan aktivitas pembelajaran siswa pada upaya mencapai Kompetensi Dasar (KD). RPP yang dikembangkan secara rinci mengacu pada silabus, buku teks pelajaran, dan buku pedoman guru”*.The lesson plan was developed from the syllabus to direct learner‘s lerning activities in an effort to achieve basic competencies. The lesson plan developed in detail refers to the syllabus, textbook, and teacher‘s guidebook.

In addition, by developing a good and systematic lesson plan, teachers are required to be able to create fun, interesting and learning activities in the classroom for the English subject. It is therefore important for teachers to understand the 2013 curriculum as the main character in the development of quality human education in the design of the lesson plan.

Based on the importance of the curriculum, the education lesson plan, and the challenges of the teacher's difficulties in designing the 2013 curriculum lesson plan. The researcher is then motivated to do research on the 2013 curriculum lesson plan.

So, from all of the issues and explanation above, the researcher choose the topic of this research entitled “***English Teacher’s Ability in Designing Lesson Plan Based on 2013 Curriculum in SMP 12 Kaur in Academic Year 2020/2021”.***

1. **Identifications of the Problems**

Based on the explanation in the background above, the problems in this research can be described as follows:

1. When the teacher made the lesson plan, there was some confusion about the content.
2. English teachers face many ability in designing lesson plans based on the 2013 requirements.
3. The lesson plan is sometimes not balanced with a systematic plan and the purpose of the lesson plan.
4. **Limitation of the Research**

The limitation of this research only focuses on the English teacher’s ability in designing lesson plans based on the 2013 Curriculum based on the aspect of a systematic lesson plan based on Minister of National Education Regulation No. 22 Year 2016 concerning components of the 2013 curriculum lesson plan.

1. **Research Question**

The research questions of this research are:

1. What are the English teacher’s ability in designing lesson plan based on 2013 Curriculum in SMP 12 Kaur academic year 2020 / 2021?
2. **Research Objective**

In general, the research is aimed to solve some problems in the teachers’ ability in designing Lesson plan based on 2013 Curriculum, these aims of this research are:

1. To find out the English teacher’s ability in designing lesson plan based on 2013 Curriculum in SMP 12 Kaur academic year 2020/2021.
2. **Significant of the research**

The researcher hopes that by doing this research, it will give some benefits to teachers, students, school and the reader. For each of them, here are the benefits:

* 1. Teachers

In preparing the teaching and learning process, teachers are able to receive feedback so that the objectives of English teaching can be well achieved based on planning.

* 1. Students

Students can achieve the materials taught on the basis of the curriculum's objectives in the teaching-learning process.

* 1. School

In order to create a good output, the school will make the right decision to support the teaching and learning process, in especially the teaching of English.

1. Readers

The reader can know the difficulties faced by the English teacher In designing the lesson plan.

1. **Definition of key terms**

Definitions of the words used in this analysis include the following:

* 1. Curriculumis a set of instructional programs and subjects have to be completed by students within a particular range of time or period to gain knowledge, learning experience, and certificate or diploma.
  2. Lesson Plan

1. Lesson plan can be defined as a systematic record of a teacher thoughts about what will be covered during the lesson.[[19]](#footnote-19)
2. Lesson plan is developed in detail on particular subject matter or theme that refers to the syllabus.[[20]](#footnote-20)
   1. Teacher

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students on early childhood education, formal education, primary education and secondary education (Based on UU number 14/ 2005 pasal 1, ayat 1).

**CHAPTER II**

**LITERATURE RIVIEW**

1. **Curriculum**
2. Definition of Curriculum

The curriculum is a teaching and learning system with specific objectives, content, strategies, assessment, and resources. Effective transfer and development of knowledge, skills, and attitudes is the desired outcome of the curriculum. The term of curriculum has taken on an elusive, almost esoteric connotation in the education world. The curriculum has been one of today's school's key components. In oxford learner‘s pocket dictionary describes curriculum as the subjects included in a course of study or taught in a school, college.[[21]](#footnote-21) The curriculum can be described as the instructional guide document, plan, or blueprint which is used for teaching and learning to change positive and desirable learner behavior.[[22]](#footnote-22)

According to Richard, curriculum development is an aspect of a wider field of educational activity known as curriculum development or curriculum studies that focuses on determining what the knowledge, skills, and values students learn in the schools, and what experiences should be given to achieve intended learning outcomes, and how it is possible to prepare, measure and evaluate the teaching and learning in schools or

educational systems.[[23]](#footnote-23) The curriculum specified by Nasution is a collection of plans and systematic on objectives, content, subject addition and the way to use learning activities as an organizational orientation to achieve a specific educational objective.

Ebert said the curriculum is an intention and expectation that is described in a set of plans or educational programs that can be implemented by the teachers..[[24]](#footnote-24) Curriculum is a purpose and expectation, whereas in doing so called by teaching learning process.

According to Government Regulation No.19 Year 2005 on National Education Standards, the curriculum is a set of plans and arrangements for the purpose, content and teaching materials and method to guide the implementation of learning activities in order to achieve the educational objectives. Therefore, based on the above explanation,it can be concluded that the curriculum is fundamental to an education that guides all activities and achieves the purpose of education.

1. **Function of Curriculum**

Basically the curriculum has function as a reference.[[25]](#footnote-25) Curriculum functions, such as school principals, supervisors, teachers, students, parents and others, are different for each teaching and education. The curriculum serves as a guide for school principals and supervisors to conduct supervision and the curriculum is used as a guide for teachers in learning activities. Although the guide serves as a guide for learning and others for students. There are 6 functions of the curriculum:

1. Function of Adjustive

As education serves to make individuals have the ability to adapt well to both the physical and social environment, this is a mean curriculum.

1. Fuction of Integration

It means that the curriculum has the purpose of educating individuals to have full and integrated personalities.

1. Function of Distinguishing

The curriculum has function as an educational tool must be able to give service to differences between everyone in the community.

1. Function of Propaedeutic

The curriculum's purpose is to prepare students to pursue higher education and to prepare them for life in society.

1. Function of Selective

The function of curriculum is to knowing the differences that exist in individuals. So that the curriculun must be flexible.

1. Function of Diagnostic

The curriculum has function as to help students understand the potential and weaknesses that are in it. This will guide students to develop optimally.

1. **The 2013 Curriculum**
2. **Definition of 2013 Curriculum**

The 2013 curriculum is a curriculum based on competence and character. The 2013 curriculum was a response to the different 2006 School Based Curriculum suggestions. The development of 2013 curriculum is a further step from Competency Based Curriculum Development that initiated in 2004 and 2006, which includes attitudes competency, knowledge, and integrated skills.[[26]](#footnote-26) According to the enclosure of the Minister of National Education Regulation Number 59 Year 2014 Curriculum of 2013 is the government's efforts to resolve the various problems being faced by the world of education today. The purpose of 2013 curriculum is to generate Indonesian people which are productive, creative, innovative, effective, through the strengthening of attitudes, skills, and knowledge.[[27]](#footnote-27) Compared to the KTSP curriculum, the 2013 curriculum has a number of changes. The 2013 Curriculum facilitates the quality of learners to contribute to the advancement of the lives of the society in which they live, the political, social, economic, social, arts, technology, and other lives of the country.[[28]](#footnote-28) To sum up, the researcher can conclude that the 2013 curriculum developed the potential of the student to be a noble, healthy, knowledgeable, skilled, creative, independent, democratic and responsible citizen who trusts and feared God Almighty.

Law No. 20 of 2003 on the National Education System states that the goal of national education is to develop the potential of students to be noble, healthy, knowledgeable, skilled, creative, independent, and democratic, and responsible citizens who believe and fear God Almighty. The goal should be realized through the provision of education based on curriculum.

1. **The Characteristics of 2013 Curriculum**

The 2013 curriculum is structured according to the following characteristics:[[29]](#footnote-29)

1. Developing balanced spiritual and social attitude, knowladge, creativity, intellectual and phsycomotoric skill.
2. School is an aspect of community learning experience where the student presented to the community what he learned in school and used the community as a source of learning.
3. Developing attitude, knowledge, and skill. In school and community, and implementing it in any situation.
4. Giving sufficient time to attitude, skills and knowledge to develop.
5. In core competency, competency is stated and more explained in basic competency.
6. Core competency becomes elements organized in basic competency, where all core competencies and learning processes are developed in order to achieve competency that is stated in core competency. Basic competence is developed on the basis of accumulated, reinforced, enhanced and educational subjects.
7. **The Advantages of 2013 Curriculum**

The curriculum is based on competence and character which conceptually has several excellences:

1. The curriculum of 2013 uses a scientific approach. Learners will be directed to develop different competencies according to the influence of others as a subject of study.
2. The 2013 curriculum is a competency and character-oriented curriculum, so it can be the basis for the development of various aspects, including knowledge mastery, specific skills, and personality, that can be optimized based on specific skills.
3. More areas of study related to the development of skills that are more appropriate for the use of approach to competency.
4. **The Purposes of 2013 Curriculum**

The purpose of the 2013 curriculum is to prepare Indonesians, especially students, to be able to live as a prosperous, productive, creative, innovative, and effective Indonesian people who would contribute to the country and world civilization.[[30]](#footnote-30)

1. **Lesson Plan**
   1. **Definition of lesson plan**

The Minister of Education and Culture No. 22 Year 2016 stated that the Learning Implementation Lesson Plan (RPP) is a plan-face learning activity for one or more meetings on the Standard Process of Primary and Secondary Education. In an effort to achieve basic competency (KD), lesson plan is developed from the syllabus to direct the learning activities of students. The lesson plan developed in detail refers to the syllabus, textbooks, and manual for the teacher.

As an initial step of the learning process, every teacher in the educational unit is obliged to draw up a complete and systematic lesson plan. In order to develop high-level thinking skills, learning can be interactive, inspiring, interactive, challenging, and efficient.

A series of KDs that are held in one or more meetings are the base of the lesson plan. The lesson plan is prepared at the beginning of each semester or at the beginning of the school year but needs to be revised before the learning process takes place.

*“Pengembangan RPP dapat dilakukan secara mandiri atau secara berkelompok melalui Musyawarah Guru Mata Pelajaran di sekolah atau madrasah”*

The lesson plan is a crucial instruction process. The process helps the teachers more effectively manage teaching. Without a lesson plan, the lesson would not be meaningful and interesting both for students and teachers. If lesson planning is done properly and meaningfully, it will be different, teacher will lead instruction effectively and, of course, it helps develop the confidence of teachers to teach, because teacher does not worry about what to do next. The student would find the lesson easy to understand.

The lesson plan is a combined number of different elements in a lesson, such that a lesson can maximize the learning of students.[[31]](#footnote-31) Mulyasa explained that the lesson plan is a plan that describes research procedures and management in order to achieve and extend the syllabus to one or more basic competences regulated through Standard Content.[[32]](#footnote-32) It means that the are several organization and steps the teacher has developed.

According to the Minister of National Regulation Number 103 Year 2014, the lesson plan was developed out in detail on a particular topic or subject that refers to the syllabus. In conclusion, the lesson plan is a sequence of lessons provided on the basis of the curriculum by the teacher. From the syllabus, the lesson system was designed as an effort even by the teacher to achieve identifying information and basic competence in the curriculum.

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

The factors in the planning process are knowledge of the learner, knowledge of the subject matter, and knowledge of teaching methods. 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.

So based on the explanation that, the lesson plan is a way of ensuring the lesson whether it will be good for students or not. The lessonplan will be a good for students if students can get something and enjoy in the teaching and learning process.

* 1. **The Function of Lesson Plan**

Each teacher is required to prepare a lesson plan because it is regarded as a guide to the lessons of the day. It means that student learning is connected to the planning of the teachers. The teachers can focus on implementation whenever the plan is ready. Teachers wouldn't have to think so hard about what they need to do next, so they can focus on other components of the lesson.

Based on the Minister of National Regulation Number 65 Year 2013 about the Standard Process, every teacher must design the lesson plan completely and systematically, so that teaching-learning can be administered interactively, fun, challenging and can encourage students to participate actively as well as can give sufficient space for their creativity and autonomy based on their interest, innates and also their physic and psychology development.[[33]](#footnote-33) Thus, in order to make students active and creative in learning, teachers must be able to consistently design the lesson plans based on the abilities and interests of students.

Lesson plan is important because it helps the 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 in their context and sequence, as well as their individual education plans when necessary, towards the aims outlined.

The effectiveness of the lesson plan, which includes several components divided into: learning objectives, quality problems, materials and activities. The learning goals should be taken into account because they should guide the development and implementation in the classroom's activities.

1. **Basic of lesson plan development**

Basic legal rules in lesson plan development can be seen in the following paragraph.

1. Republic of Indonesia's Government Rules No.65/2013 on standard process stated that the process of the lesson plan is spelled from the syllabus to guide student learning activity to achieve basic competence.[[34]](#footnote-34)
2. Government rules of republic Indonesia No.19/2005 about National Standard of Education article 20, which stated that Lesson plan process includes syllabus and learning realization planning that cover minimally learning objective, content material, learning method, learning source and evaluation of the result of learning.[[35]](#footnote-35)
3. **Characteristics of the good lesson plan**

There are many important aspects that should be considered by the teacher before designing a lesson plan, based on the Minister of National Education Regulation No.41 Year 2007 of Standard Process. The principles are as follows:

* 1. Concern learners‘ differences such as gender, prior ability, intellectual level, interest, the 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 a lesson plan, teachers have to consider many aspects related to students‘ differences and their backgrounds in order to produce appropriate and useful lesson plans 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 a draft program of positive feedback, empowerment, enrichment, and remedial. In this part, after conducting a teaching-learning activity or post-teaching activity, teachers have to provide feedback and follow up on students‘ tasks or performances.
  5. Be relevant and cohesive. The lesson plan is developed by considering relevance and cohesiveness among standards of competency, basic competence, materials, teaching learning activity, an indicator of competency achievement, assessment, and resources united in the learning experience. The lesson plan developed by thematic teaching-learning, integration across subject and learning aspects, and cultural 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 core competence, basic competence, materials, and so forth as well as they are relevant with cultural diversity.
  6. Apply information on technology and communication based on the situation and condition. In other words, in developing lesson plans, teachers may use the information from technology and communication media such as the internet, newspapers, and so forth in the teaching instruction as an effort to attract the interests of students in learning.

1. **Component and Systematic Lesson Plan**

In the arrangement, the lesson plan must be adapted to the syllabus. Syllabus design In general, the lesson plan consists of Learning objectives, teaching material, learning methods, learning resources, and assessment.[[36]](#footnote-36) Following the table of components and systematic of the Lesson plan.[[37]](#footnote-37)

|  |  |  |
| --- | --- | --- |
| School | |  |
| Subject | |  |
| Class | |  |
| Time allocation | |  |
| Main Competence ( KI ) | |  |
| Basic Competence and Indicator ( KD ) | | (KD in KI 1) |
|  | | (KD in KI 2) |
|  | | (KD in KI 3) |
| Indicator | |  |
| Note : KD 1 and KD 2 from KI 1 and KI 2 must not to developed in indicator because it of them achieve from indirect learning process while KD 3 and KD 4 can to developed in indicator because it achieving from the direct the learning process. | | |
| Objective |  | |
| Learning material |  | |
| Teaching method |  | |
| Media and learning source |  | |
| Source |  | |
| Learning activities | 1. First meeting 2. First activity (....... minute) 3. Main activity (....... minute) 4. Closing ( ....... minutes) | |
|  | 1. Second meeting 2. First activity (....... minute) 3. Main activity (....... minute) 4. Closing ( ....... minutes) | |
| Assesment | 1. Kind of assesment 2. Form of assesment 3. Technique of assesment 4. Spiritual attitude 5. Social attitude 6. Knowledge 7. Skills | |

According to Brown, the aspects of lesson plan divide it into five aspects:

1. Goal

The goal is what the teachers want the learners to learn or be able to do at the end of a lesson. To identify and select the most appropriate aims, teachers need to refer to the Standard of Competence and Basic Competence. What the learners already know and what they need to know should be considered. The goal is to give direction not measurable.

1. Objectives

The objective is the process and product of learning that expected to be achieved by learners based on basic competence. The objective is to describe clearly the scope of the goal include measurable, observable behaviors.

1. Materials and equipment

Materials and equipment is something used by teachers in the learning process comprise of relevant theory, facts, principles, and procedures based on the objective formulated, students characteristic, and time allocation. It means that the materials are related to what students will learn in the learning setting and have to be related to the objective established, students’ characteristics, and time allocation.

1. Procedure

The procedure is the steps taken by the teacher in the teaching process. The teaching activity is divided into three steps.

* 1. Pre- activity

It is conducted to motivate the students and to reach the students’attention.

* 1. Whilst- activity

Is the process of teaching-learning to achieve basic competence consist of observing, questioning, exploring, associating, and communicating. The core activities consist of 3 steps:

* 1. Exploration
  2. Elaboration
  3. Confirmation
  4. Post-activity ( Closing )

The student conducted the concluding the lesson, doing assessment and reflection, and preparing feedback and follow up toward students.

1. Evaluation

In order to determine their effectiveness according to student needs and any changing factors, the process of reviewing specific areas of study.

1. **Stages in Developing Lesson Plan**
2. **Analyzing syllabus**

Each material in the syllabus consists of four KD based on core competency aspect attitude, attitude to self, environment, knowledge, and skills. To achieve basic competency, in the syllabus it is explained that student’s activity in the learning process based on process standards.

This student’s activity is consisting of exploration, elaboration, and confirmation, observing, questioning, experimenting, associating, and communicating. These activities that have to explored in lesson plan and teacher must make their student active. Analyzing of syllabus also consist of formulating indicator and assessment.

1. **Identifying learning material and equipment**

Such aspects that have to be taken into consideration in the identification of learning materials are:

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

Deciding learning source

Learning sources are objects or things used in the learning activities.

1. **Deciding learning goals**

Learning goals refer to indicators, at least consisting of two aspects: audience (students) and behavior (skill).

1. **Developing learning activity (Procedure)**

Some aspects that have to be considered in identifying learning activity are:

a. Learning activities are arranged to make teacher easy to explain the material so they professional teach.

1. Learning activities consist of activities done by the teacher as in the syllabus.
2. The steps of learning activities for each meeting are done by the teacher to make students active.
3. **Formulating evaluation/assessment**

Some aspect that has to be considered in formulating evaluation/ assessment are:

1. Assessment purposed to measure competence achievement, KD-KD in KI-3 and KI-4.
2. Criteria of assessment are based on what students achieve in the learning process.
3. Using sustainable assessment.
4. Result of assessments used to decide the next step.
5. Assessment has to be suitable with a learning experience that is done in the learning process.
6. **Deciding time allocation**

It is based on an effective week and time allocation for each subject when determining the allocation of time for each KD.

1. **Previous Of Study**

Definition of the relationship between the problems discussed in the theoretical framework used and in relation to the previous research concerned. As a comparison in this study, researchers examined several previous studies to avoid the similarity of objects in the study:

M. Adhy Permana conducted the research entitled “Analysis on the Problems Faced by Teachers in Designing Lesson plan based on School-Based Curriculum”. The research focused on the teachers’ problem in designing lesson plan based on School Based Curriculum (KTSP). The writer gave a result from his research that there were seven problems faced by teachers in designing lesson plans based on the School-Based Curriculum. They were as follows: They were as follows: the teachers formulated learning goals that did not cooperate with the indicators. In addition, teachers have not formulated learning objectives in an operational and consistent manner. They read references like the Depdiknas lesson plan guide to solve these problems and ask other teachers. The teachers faced problems in formulating learning methods. Therefore, they overcome it by giving a pre-test in the first meeting and using some learning methods in the teaching process. Besides, on the basis of their competence, they divide the students. The teachers faced problems in formulating instructional material. To solve it, the teachers take materials in form of printed materials, audiovisual, visual, and multimedia.The teachers faced problems in looking for learning resources. The solving, they take resources from magazines, newspapers, and the internet. The teachers faced problems in formulating time allocation. The determine time allocation based on the difficulties of materials and learning objectives. The teachers faced problems in formulating assessments. They take the assessment instruments from the textbooks and enclose the evaluation rubric as an appendix on their lesson plan as the solving.[[38]](#footnote-38)

Miftah Farid (2014), Indonesia University of Education conducted research entitled Teachers Difficulties in Lesson Planning Based On School-Based Curriculum. Its objectives are to explain the preparation of the teachers before conducting a lesson in terms of designing in-classroom learning activities, especially in setting indicators and objectives, material selection and media, plotting the teaching procedures, conducting students’ evaluation and investigating the difficulties faced by the teachers in planning lesson.

He gathers data through non-directive interviews and document analysis using several categories in Reiser and Dick’s about Systematic Planning. The result of this research is the teacher have got the difficulties in finding suitable materials for the students due to the lack of resource books for a vocational school.[[39]](#footnote-39)

The research entitled "Lesson Plans for Teaching English to Young Learners". This research focuses on a comparison plan of lessons between two elementary schools and analyzes the problems faced by teachers. In this study, the authors suggest that aspects included in their lesson plans might conflict with those expected. There are still difficulties between each aspect of the lesson plan in this study.

First, The similarity is both of them trying to find out problems faced by teachers in developing lesson plans. While the difference between this research is the researcher tries to find out the difficulties faced by the teacher in designing lesson plans based on the 2013 curriculum. Second, the researcher conduct research with the title Analysis on the Problems Faced by Teachers in Designing Lesson plan based on School Based-Curriculum.

The similarities of the research are that researchers try to find problems or difficulties in the lesson plans, using a similar methods to getting the data. While the difference of this is the research is the aspect of the lesson plan used from the different theories and curriculum implementation.

Third, the similarity of both these studies is lesson plans as the problem that are taken. While the differences between his study are in his study used case study as an approach but in the researcher study used descriptive.

**CHAPTER III**

**RESEARCH METHOD**

* + 1. **Research Method**

Research is the systematic application of the scientific method to the study of the problem.[[40]](#footnote-40) This research used qualitative method and using descriptive qualitative to explain the difficulties faced by the teachers in designing lesson plans, to clarify and describe the data.

The qualitative method is research that focuses on the quality of particular activity that investigates the quality of relationships, activities, situations, or materials.[[41]](#footnote-41) The researcher wants to know about an object, such as the nature of the object, the condition of the object, the number of the object, descriptive research is used by which can explain the whole aspect of the object clearly and scientifically.

Descriptive study is part of qualitative research to the results or data with an explanation system. Rather than numbers, data is collected in the form of words or pictures.[[42]](#footnote-42) Qualitative research typically gathers multiple forms of data as this study conducted methodological triangulation, a process of collaborating data gained from different techniques namely, questionnaire, classroom observation, document analysis, and interview.[[43]](#footnote-43) In this research, the researcher conducted descriptive qualitative research which described the difficulties in designing lesson plans. So, in this research, the researcher described the result or data with the description without giving any calculation or statistic procedure.

* + 1. **Object and Subject of the Research**

The object and subject of this research are:

* 1. Object

The object of this research is the teacher ability in designing lesson plans based on 2013 Curriculum.

* 1. Subject

The informant of this research is English teacher in SMP 12 Kaur. As this research is conducted in the context of the 2013 Curriculum, the subjects is one of English teacher who teach in SMP 12 Kaur in the academic year 2020/2021. There are two English teachers at SMP 12 Kaur. Specifically, the researcher only focused on the identity of the 7th grade English lesson plans carried out in SMP. In addition, the researcher only used 1 English teacher as a participant because she is a senior teacher and she had adequate teaching experience, especially in learning English. Meanwhile, the other teacher is the new English teacher at SMP 12 Kaur. In addition, SMP 12 Kaur has implemented the 2013 curriculum for the previous three years. This is the reason why researchers chose SMP 12 Kaur as the research site.

* + 1. **Data Collection Technique**

To get the data, the researcher has several techniques of collecting the data and is also supported by the research instrument that would help the researcher to collect valid and systematic data. The researcher would describe how the researcher collects the data and the related instruments that support the researcher in collecting the data.

In the process of collecting the data, the researcher also used some instruments to obtain the systematic data. The researcher used the theory for the analyzing lesson plan based on aspects of the systematic lesson plan. According to Creswell, the data collection steps involve: setting the boundaries for the research, collecting the information, collecting the information through observations, interviews, documents, and visual materials, and the creation of the protocol for recording information.[[44]](#footnote-44) So, From the explanation above, the technique which researcher used in this research is as follows :

* + 1. Interview.

The interview is a flexible data collection method that enables the use of multi-sensory channels: verbal, non-verbal, spoken, and perceived.[[45]](#footnote-45) Schunk explained that interviews the situation in which the interviewer asks some questions or problems to discuss and the interviewer gives the responses orally. The interview method of collecting data includes showing oral-verbal stimulation and response in terms of oral-verbal responses.[[46]](#footnote-46)

In this research, the interview was conducted to gain information on the difficulties in designing the lesson plan.

**Table.3.1**

**Instrument Grid of interview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Research Variable** | **Component** | **Indicators** | **Items** |
| 1 | Lesson Plan | Teacher difficulties in designing Lesson Plan | Aspects of lesson plan | 1, 2, 3, 4, 5, 6, 7, |
| 2 | Teachers’ solve the difficulties in designing lesson plan based on 2013 Curriculum | 1 |

* 1. Observation Checklist

The teacher’s lesson plan would be collected in this research. Using the checklist, the lesson plan would be analyzed in accordance with the components of Ministerial Regulation No. 22 year 2016, i.e. school identity, theme, class, indicators, learning objectives, learning materials, teaching methods, teaching media, learning source. The table checklist for analyzing lesson plan elements:

**Table 3.2**

**Instrument Grid of Observation checklist**

|  |  |  |
| --- | --- | --- |
| **Research Variable** | **Component** | **Items** |
| Lesson Plan | Designing component of Lesson Plan | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |

* 1. Documentation

Documentation is a data collection technique to collect and analyze the documents, both written documents, images, and electronic.[[47]](#footnote-47) The document is everything written, different from the record, which did not prepare because of the need from the researcher. The study of documents can be defined as the activities in collecting data by learning, analyzing, and submitting information from books and documentation that related to educational issues. The documents are related to lesson plan development based on the 2013 curriculum.

In order to get accurate information about the ways of teachers designing lesson plans in the school, researchers would be analyze the teachers' lesson plans in accordance with an aspects lesson plan based on Ministerial Regulation No. 22 year 2016.

* + 1. **Data Analysis Technique**

The next step to take is to analyze the data as the interviews have been conducted and audio-taped. In this study, the data obtained from the interview with the teachers, observation checklist, and document. The data would be analyzed using the qualitative method.

To analyze the data, the researcher used Ministerial Regulation No. 22 Year 2016. The elements that have to be analyzed in the lesson plan were limited to nine elements. In this research, the researcher used the triangulation technique. Triangulation can be defined as the use of two or more data collection methods in the study of some aspect of human behavior.[[48]](#footnote-48) The data analysis technique used an interactive cycle model including reduction of data, the data display, and conclusion drawing/verification.[[49]](#footnote-49) To analyze the data the researcher as follows:

1. Data Reduction

Data reduction is an activity summarizing, electing subject matter, focusing on things that are important, and looking for themes and patterns. So, Data reduction was used for collecting the data from the questionnaire, observation checklist, interview, and documentation. In data reduction, the researcher summarized and focused on the important data that could ease. The data that support the researcher's findings were taken by the researcher.

1. Data Display

Data display is set of structured information and gives the possibility of drawing conclusions and taking action. So in the data display,the researcher analyzed the result of observation checklist, interview, and document. The data was then organized and arranged in a pattern. So that, the data will be easy to be understood.

1. Conclusion Drawing/Verifying

The last step is conclusion drawing or verification. Conclusion drawing/verifying is an activity of formulating research results that answer focus on the research based on the data analysis result. The conclusion is used to describe all of the data so that the data would be clear.

**Data Collection**

**Data Display**

**Conclusion:**

**Drawing / Verifying**

**Data Reduction**

**Figure 3.1** Components of Data Analysis: Interactive Model (Miles and Huberman, 1994:12).

* + 1. **Data Trustworthiness**

In analyzing data, researchers also need to examine and analyze the validity of data resources to obtain data validity. Researchers must use relevant data analysis techniques to examine the validation of data from data scientifically and responsibly. In this case, the researcher uses triangulation to test the validity of the data.

Triangulation is a data analysis technique that benefits something from the data itself to examine the results of the data or as a comparison data.[[50]](#footnote-50) This assumption is supported:[[51]](#footnote-51)

* + - 1. Data Triangulation: The use of various data sources in a study.
      2. Triangulation of investigators: using several different researchers or evaluators.
      3. Triangulation theory: using several methods to study the data sent.
      4. Methodological triangulation uses many methods to study a problem.

Researchers used triangulation of data sources in this study. Source triangulation is used to compare and re-check information validation. Meanwhile, the triangulation method means that in checking the validation of problem data, the researcher was compare several data collection methods (interviews, Observation checklist, documentation) whose data collection is in the same place. The data source is an English teacher at SMP 12 Kaur.

**CHAPTER IV**

**RESULT AND DISCUSSION**

The result of the study was discussed below.This chapter presented the result and analysis of the data gathered through interviews, document analysis, and documentation. The interviews, observation checklist, and documentation, set of learning equipment, especially lesson plans form was to complete the data gathered.

1. **Result**

The research finding consists of the description of the data that was found in the research field includes the english teacher’s ability. Based on the interview and observation checklist, the researcher found the teacher ability in designing lesson plans based on 2013 Curriculum. The result will be explained below:

1. **Designing Lesson Plan**

The english teacher ability in designing lesson plan based on the 2013 Curriculum includes the identity of the lesson plan, school identity, subject, class, time allocation, Main competence, basic competence, indicator, objective, learning material, learning method, media, and learning source, learning activities, evaluation/assessment. These are related to the Ministerial Regulation No.22 Year 2016 in the components of the lesson plan based on the 2013 Curriculum.

* 1. The result of the interview

Based on an interview with the teacher in seventh-grade student said that:

*“I am still confused about the Ministerial regulations used in the 2013 curriculum. The components in the RPP 2013 are very many. However, with training held by the education office, at least we understand about the 2013 curriculum even though there are still confused”.[[52]](#footnote-52)*

*“The difficulty I faced in design the objective in the lesson plan was in formulating learning objectives, besides that nothing was too difficult in designing learning objectives*.”[[53]](#footnote-53)

The teacher did not have much information about the changes that have occurred in designing lesson plans. The teacher was still confused about the components of the lesson plan in the 2013 curriculum. The teacher did not have in-depth information about the changes in the components or format of the lesson plan based on the 2013 Curriculum. They just felt difficult to combine appropriate learning objective.

*There are no significant difficulties in designing the objective. I developed it according to what I want to achieve but still based on the existing regulations. It's just how the teacher is creative in developing the objective in the lesson plan.[[54]](#footnote-54)*

The English teacher had a little trouble developing the indicators like match the operational verb that matches the material. So, the teacher had a hard time in that section. The teachers are confused about what is the indicator.

*The approach to learning activities in the 2013 Curriculum was called 5M (Observing, Asking, Experimenting, Associating, and Communicating) start from observing, asking, associating, collecting data, analyzing data and then communicating.The same is the case with exploration, elaboration and confirmation that have covered the 5M. We implemented that approach. but the difficulty is students are less active in learning so that teachers motivate students by asking questions so that students can be active.[[55]](#footnote-55)*

The teacher was difficult in developing the main activity especially choosing the teaching method when the teacher matched the material to the activities in the teaching-learning process. Based on Minister Regulation No. 81A Year of 2013, enclosure IV teaching-learning process consists of five approaches: observing, questioning, and experimenting, associating, and communicating. The concept of the Scientific approach is used in 2013 curriculum as a scientific process to think in the teaching-learning process.

*Designed the material based on the level of difficulty. I develop material via the internet. When it comes to sources, I use English books used in schools (when english Rings a bell) and occasionally use material sourced from YouTube. Sometimes I adding the material from authentic materials such as magazines, recordings, videos, also newspaper and internet articles. The difficulties in explaining the material were appropriate to the time allocation.[[56]](#footnote-56)*

In designing the learning materials the teacher only follows the 2013 curriculum student textbooks sometimes using material sourced from YouTube. The teachers sometimes use media and tools that are in accordance with the learning material during the learning process. The teachers had difficulties explain the material was appropriate to the time allocation.

*The assessment between the Education Unit Level Curriculum and the 2013 Curriculum is different. In the 2013 Curriculum the assessment system has many aspects such as aspects of skills, aspects of knowledge and attitudes. The way I design or develop this assessment instrument is by making a rubric from various aspects. The difficulty in developing this assessment is because of the many aspects of assessment, the teacher must assess each student one by one, difficulties in establishing the technique of authentic assessment, such as oral assessment, written assessment, portfolio. Wanted a long time to input the score of four aspects since the class [[57]](#footnote-57).*

So many components, even in those early days, the teacher seemed to pay attention to the students as well as pay attention to the more complicated assessment components. Difficult to determine the details. In addition, it is also difficult to implemented cause every student who have different characters or responsiveness. The teacher has difficulty in designing the assessment in the lesson plan because of the many aspects of the assessment that must be considered when the teacher makes student assessments. Based on Permendikbud Number 59 Year 2014 there are four main aspects of competencies to be implemented in 2013 curriculum i.e. spiritual, social, knowledge, and skill aspects. The teacher said the assessment of 2013 curriculum makes the teacher is confused to apply. The teacher found some difficulties in the implementation and do not understand it very well.

*In determining the learning method apart from seeing the material to be delivered, I also adjusted to the conditions and atmosphere of the class before choosing what method was suitable for the character of the students. I used the method as a strategy in teaching. The difficulty I faced in choosing a learning method was choosing a method according to the character of the students in order to produce teaching and learning activities that not making students boring.[[58]](#footnote-58)*

In designing the teaching method, the teacher adapts to the conditions and atmosphere of the class. then in determining the method the teacher does not use only one method. teachers use a variety of methods because the use of appropriate and varied methods can be used as extrinsic motivation tools in teaching and learning activitie

*In designing the time allocation based on the academic calendar, completion of learning and the achievement of basic competencies. So in designing time allocation based on the academic calender. The difficulty I face is determining the division of time. Because in 2013curriculum now the hours for ‘English subjects are reduced for each meeting[[59]](#footnote-59)*

The teachers design the time allocations based on the academic calendar and based on the completion of learning and the achievement of basic competencies.

* 1. **The Result of Document Analysis**

The lesson plan components were checked several times by the researcher, adapting with the standard of English lesson plan based on the curriculum 2013. The researcher divides it into several classification items that will be analyzed to clarify the procedure of data analysis. The classification starts from observations on the English teacher‘s lesson plan content, the appropriate component of the lesson plan with the 2013 curriculum by analyzing nine aspects of the lesson plan; namely, the identity of the lesson, core competence, basic competence, and indicators of competency achievement, objectives of the study, materials of study, methods and approach of study, media, tools, and sources, the steps of the teaching activity and assessment**.**

1. **Identity of Lesson Plan**

There are have some elements the identity of the lesson plan referring to curriculum 2013, identity of the lesson consists of an institutional unit, class, semester, theme/subtheme, and time allocation. Thus, lesson plan implemented by the teachers in SMP 12 Kaur is the same as recommended of the format of lesson plan referring to curriculum 2013.

The component of identity lesson plan designing by English teachers for 7th and 8th grade in the academic year 2020/2021 at SMP 12 Kaur 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 identity of the lesson‘s component which is designing by the English teacher at the SMP 12 Kaur in the first meeting for class seventh are complete *(Appendix 6).*

1. **Main 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.

In the curriculum 2013, the main competence includes several elements, including spiritual attitudes, social attitudes, knowledge, and skills to function as a charge integrating learning, subject matter or program in achieving graduate competency standards.

Aspects of the main competence implemented at SMP 12 Kaur is complete. It was contained four elements KI 1, KI 2, KI 3, and KI 4 in the lesson plan referring to curriculum 2013. So, the basic competence of the lesson plan design by English teachers is referring to curriculum 2013 *(Appendix 6)*.

1. **The Basic Competence and Indicator in Achieving Competence**

Basic Competence and Indicator achieving ompetencies behavior, performance can be a measured and observed to show the achievement of certain basic competence. furthermore, an 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, psychomotor, and effective.

Basic Competence is a basic ability to achieve score competence that must be obtained by learners through a learning process. It could be said that basic competence 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, basic competence is one of the main references in implementing of study. Basic competencies include spiritual attitudes, social attitudes, knowledge, and skills in a 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. At this moment writer would like to elaborate on the competency which has been in the lesson plan made by the English teachers of SMP 12 Kaur.

Basic competence and indicator in achieving competence implemented in designing lesson plan by an English teacher at SMP 12 Kaur. The basic competence and referring to curriculum 2013 because there are element which are attached in the lesson plan. While the indicator in achieving competence are and is not referring to curriculum 2013 because they are not complete elements *(Appendix 6)*.

1. Objectives 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.

An objective is a definition of a performance that you want students to be able to show before you consider them competent, rather than the teaching process itself.

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 objectives.

The formulation of objectives developed by the teacher in the lesson plans was appropriate with the basic competence. But it was no more specifically and clearly described from basic competence by the teacher. The objective of the learning of lesson plan design by the English teachers at SMP 12 Kaur, and it is in accordance with the 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). *(Appendix 6)*

**5. The Materials of Study**

The materials implemented at SMP 12 Kaur are consisting of two skills, those are speaking skills and writing skills.

The focus of materials in learning English referring to curriculum 2013 consisted of four skills, those are; listening skills, speaking skills, reading skills, and writing skills. But, the English teacher did not put two of four skills in the lesson plan (this is listening skills and reading skills), 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 (*Appendix 6).*

**6. Method of Study**

The 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 implemented at SMP 12 Kaur are combined using several methods and included Scientific approach in the learning process that covers the attitude, knowledge, and skills domain. T2 using Contextual Teaching and Communicative Language Teaching method in the learning process.

The English teachers just mentions the method not put five elements of approach study those are: observing, questioning, collecting data, associating and communicating the method in the lesson plan. The English teacher also mentions with the description activities each of those elements in detail *(Appendix 6).*

1. **Media, Tools, and Sources of Study**

The teacher using pictures as a media. laptop and projector as tools and sources of study using When English Rings a Bell english book. the teachers mention the sources in detail like the title or page of the book *(Appendix 6*).

1. **Teaching Activity**

The teaching activity that recommended by curriculum 2013 divided into three stages:

1. 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 at the beginning of the teaching-learning process.
2. While teaching is the process of teaching and learning to achieve basic competency is conducted systematically: 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.
3. Post-teaching 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 SMP 12 Kaur 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 key answers. The task as the follow-up action planned to deliver to students was 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 learned, homework, or the information about the next material to the students.

The steps in learning activities that contain in English lesson planning at SMP 12 Kaur are complete and it referring to curriculum 2013.

1. **Assessment**

The implementation of the assessment in SMP 12 Kaur had covered some indicators, the assessment component that contained the English lesson plan is not complete. There are three aspects of assessment with a table of each aspect those are: assessment of aspects of knowledge, assessment of attitude, and assessment of skills namely assessment of writing and speaking skills. There is text or dialogue as instruments for assessment that is used as a reference tool for assessment in the lesson plan written in rubric form. In conclusion, for the component, the writer gives the result Fair and it is referring to curriculum 2013 but not perfect.

So, from the explanation about the document analysis, the solution from the ability, the teacher are expected to always try to develop their potential, always be active in activities, be it training, seminars, deliberations with school principals and teacher working groups, always try to find references for effective learning methods, trying to prepare media when teaching, principal It is expected that every week to evaluate all the performance of the educators so that there are changes.

1. **Dominant of teacher ability in designing lesson plan**

The dominant difficulty of the teacher in designing lesson plans based on the 2013 curriculum is in designing instructional media and in designing assessments. Because given the lack of existing facilities and resources in schools, the teachers have difficulty in making teaching media that are in accordance with teaching materials so that the material is easier to convey and easier to understand because of that situation the teacher has difficulty in developing more attractive learning media. Then in the teacher assessment, it is very difficult to determine the assessment because there are so ma ny aspects of the assessment in the 2013 curriculum. So besides the teacher is confused in designing and developing aspects of the assessment, the teacher is also confused in assessing students because at the time of teaching the teacher must assess students with so many aspects.

1. **Discussion**

The lesson plan designed by the English teachers met the requirements of 2013 Curriculum. The English teacher had consisted of nine components that were discussed based on lesson plans components determined by Minister of National Education Regulation No. 22 Year 2016 and their connection to meet the requirements of 2013 Curriculum. It could be inferred that they were nine components of 2013 Curriculum lesson plans that already written in the lesson plan. They were the identity of the lesson plan, school identity, subject, class, time allocation, Main competence (KI), basic competence, indicator, objective, learning material, learning method, media and learning source, learning activities, evaluation, or assessment. In the discussion, the researcher describes some main points of the research findings concerning the teachers’ difficulties in designing lesson plans based on 2013 Curriculum in SMP 12 Kaur in the academic year 2020/2021.

1. **Designing a lesson plan**

Based on the literature review, the component of the lesson plan based on 2013 Curriculum are school identity, subject or theme identity, class / semester, subject matter, time allocation, learning objectives, basic competencies and indicators, learning materials, learning methods, learning media, learning resources, learning steps, assessment of results study..

The teachers mention the identity of the lesson plan based on Ministerial Regulation Number 22 Year 2016 consists of the name of the institution, subject, class/semester, theme, and time allocation. The teachers is completely to list the components relevant to the 2013 lesson plan format. It means that the teacher did not have difficulties in stating the identity of the lesson plan based on 2013 Curriculum.

Based on the interview, the teacher has difficulties in designing indicators. The specific difficulty in using the appropriate operational verb to design the indicator. That is in line with the previous study used by the researcher from Miftah Farid skripsi. Some operational verbs that can be used in indicator of standard competence such as, mentions, writes, choose, verifies, etc. That is the difficulty in designing indicators considered the using operational verbs, characteristic of the students, and school facilities.

The teacher claimed that the difficulty in designing indicators is choosing the right operational verbs that match with the basic competence. The teacher feels confused and difficult to memorize the operational verbs when start designing the lesson plan. Some operational verbs that can be used in indicator of standard competence such as, mentions, writes, choose, verifies, etc. But, the teacher claimed always used the usual operational verb.

Through the lesson plan, the objectives of the lesson and material could be delivered systematically and will help students to reach their objectives. Objectives are explicit descriptions of what students will be able to do instead of what teachers are going to do as a result of the instruction they received. Based on the interview and document analysis, the teachers do not have difficulties in developing objectives. it's just that the teacher must be more creative in designing objectives in the lesson plan.

The objectives of 2013 curriculum also makes the student be more active. The teacher in the classroom only acts as a facilitator because the student's role is more dominant. the teacher said that there are not only the students but also the teacher that must be creative, teachers always tried to make a lot of improvisation to make students more active and creative. the teacher makes a new approach when the teaching-learning process does not run well. the teacher said the students can create great imagination and creativity in developing their skill in every lesson.

There are things that important in developing core material in the lesson plan. The teachers should make sure that the materials are true, scientific, and systematic. Besides, the material must be based on the level of knowledge discipline concept. The teachers also should concern the level of difficulties of the materials.

The teachers had difficulties explain the material was appropriate to the time allocation. Based on the interview, the teacher sometimes adding material from authentic materials such as magazines, recordings, videos, also newspaper and internet articles. It is because there was less variation material. This practice is in line with the Decree of Minister National Education Number 41 Year 2007.

In the lesson plan, the method is very important to write. but it is only one for one topic and only used on logical learning of associating and communicating. the method also appears to be another obstacle because it relates to the delivery of the learning material and the support media. it is all in order to provide what the students really need.

The English teachers in SMP 12 Kaur had some difficulties in choosing the right method that to be used in the teaching-learning process. The choosing method will be in line with the learning activities. The teacher used the method that was appropriate for the 2013 Curriculum. Teachers used project-based learning, problem-based learning, and discovery learning. In describing in the lesson plan, the teacher confused to match the method with the students’ characteristics and class condition.

So, from the explanation it can be concluded that there are some points that teachers should involve in designing learning method, there are: in designing learning method based on students’ characteristic, in designing the learning method based on the characteristic of indicator, in deciding learning method based on competence that will be achieved, and in deciding learning method should be varied in each indicator. The teachers said agree on all aspects. It means that teachers have a good understanding of how to choose a learning method. Learning method purposed to make teaching-learning process joyful, interactive and can make students active. When the determining method is exactly suitable, then the ideal characteristics of the learning activity will be achieved.

Designing learning activities is the main activity in developing lesson plans because in learning activity basic competence can be achieved. There is a different learning activity in 2013 curriculum and in the prior curriculum, KTSP, in 2013 curriculum sequence of learning activity using scientific approach 5 M there are: observing, questioning, experimenting, associating, and communicating.

The students can't be active to ask questions and they also can't do the teachers' instruction well. English teachers must give motivation to silent students. this relevant to the statement Richard that the support can be provided in a form of adequate materials. the English teacher also must invite the silent students to participate in the learning activity. the teachers give questions orally to some students. it is indirectly pushing the students to answer the question and active in the class. the teachers also trick it by asking the students to make questions about something they have observed before

The teachers have a good understanding of designing learning activities but in the implementation, they said that still confused about the scientific approach (5 M) especially in determining and classifying the activities the met the requirements of 2013 Curriculum scientific approach stage is proportional time. They had also difficulties in connecting the activities to real life. In addition, they had difficulties in the questioning stage especially in engaging students to get involved in giving questions. Learning activity related to learning method and learning media that teachers used in the teaching-learning process.

Which is plans on the dimension of planning by the English teachers has a big influence in the success of learning evaluation based on 2013 curriculum. As mentioned in Permendikbud number 104 of 2014, learning evaluation is conducted through authentic and nonauthentic assessment, but authentic assessment the main approach. Authentic assessment is the assessment that whans the students to appear the attitude, use the knowladge and skill they gained from learning in doing a task on real situation.

In selecting the assessment, the English teachers in SMP 12 Kaur show that the English teachers had difficulties in establishing the technique of authentic assessment, such as oral assessment, written assessment, portfolio, etc. There was much assessment in the authentic assessment that had to be analyzed. There were cognitive (knowledge), affective (attitude), psychomotor (skill) aspects. Most of the English teachers had difficulties in making the assessment and their detailed rubric. It is a concern with Jasmi’s journal in the TEFLIN UNS 2014 that explained the teacher confused in determining assessment because there were so many aspects that had tothere were so many aspects that had to be considered to assess based on the 2013 Curriculum.

The result showed that all got difficulties in organizing evaluation. It wanted a long time to input the score of four aspects since the class. they also found the problem in making an individual assessment or pair assessment and effective assessment. In awarding pair assessment, the students sometimes are not honest about their marks. while in affective assessment, it is hard for the teacher to analyze and evaluate the attitude of every student in his class.

It is a barrier for the teacher to cover the scope of learning evaluation (attitudes, knowledge, and skill competence) which is mandated in the 2013 curriculum. the evaluation of knowledge only not fair to the students that have different tendencies of competencies. They are many different levels of involvement in language teaching programs and this creates different kinds of audiences in evaluation.

If it is not found, then the largest portion of the evaluation result there are some students who are still confused about certain explanations. without the right and skills, competence will tend to be subjective even though the scoring rubrics are provided. although it is considered not to finalize, the data of non-authentic assessment results still remain for Jurnal judgment.

Based on the explained above, that concludes the teachers did not have difficulties in stating identity and objectives, but the teachers got some difficulties in stating indicators, developing the learning material, choosing the appropriate method, and making assessment procedure.

The solution to the problem is that the teachers need to refersh to their teaching competencies especially about designing lesson plans in any kind of workshop held by the Teachers’ Working Groups (TWGs) or socialization through Forum Group Discussion (FGD). TWGs are used by some countries as a means of professional support for teachers and bring teachers together to address their work problems.

Musyawarah Guru Mata Pelajaran (MGMP), Indonesia model of TWG is a perfect place for them to implement their Professional Development through various professional activities facilitated by Goverment. With MGMPs essential for Teacher Professional Development (TPD), many efforts have been made to signify MGMP management quality, inclusively through revitalization by making it accountably standardized.

In designing lesson plan is the Curriculum division doing the program called IHT (In House Training) to develop the human resource of the teachers in that school. House Training is done every three months a year, it is a program to contain the teacher to discuss, sharing and tell the new knowledge about the development of the curriculum. The instructor in this program is the teacher who is teaching in this school also, usually, the teacher that follows the seminar or workshop at the national level and then shares the information by In House Training

Teaching method did not develop isolated but integrated into the teaching model, peer teaching, and lesson study. in regard to classroom assessment, MGMP socialized, and distributed assessment tools such as checklists and rubrics included in Lesson plans. Attitude, knowledge, and skills were subject to measure.

Moreover, cooperating with the other teachers can br often helpful in a school where there are teachers of different levels of experience and training. It is mean that teaching skill can be develop by working with a mentor teacher.[[60]](#footnote-60)

1. **Teachers Dominant in Designing Lesson Plan based on 2013 Curriculum**

The dominant difficulties faced by teachers in designing the RPP curriculum 2013 such as designing instructional media, designing methods, and determining assessments. The limited facilities and infrastructure at school cause difficulties for teachers in determining the media. So a teacher, delivering material only uses existing media such as pictures and the internet and only uses books that are in accordance with the 2013 curriculum. Teachers also have difficulty in developing and choosing teaching methods because they see the conditions and characteristics of different students. Another difficulty is in designing the assessment. because the assessment in the 2013 curriculum is indeed very complicated. There are many aspects of assessment, an assessment system that prioritizes attitudes, abilities, and skills that must be considered one by one by the teacher. So teachers have difficulty paying attention and assessing students while teaching.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

1. **Conclusions**

From the result of research above, the researchers found there are some the teacher’s abilit in designing lesson plan based on 2013 curriculum by the english teachers in SMP 12 Kaur. The difficulties are that :

* 1. The designing indicators concern with the choosing appropriate operational verbs
  2. Designing the learning material, the material that using the student’s book from the government is proportion less in material, it means that less variation.
  3. Choosing the appropriate teaching method in learning activities.
  4. The difficulties in design and implemented the procedure of assessment because there are many aspectt in 2013 Curriculum assessment.
  5. The teachersh has dominant difficulties in the design learning method and design learning assessment.

As the solutions to overcome the difficulties, the teachers should more be close to the students then, it is related to the students’ need and student interest, attended the workshop, joined the seminar of the 2013 curriculum, discussed with the teachers who had the same field, attended *In House Training* in school, attended *MGMP*, and learned from journal, books and internet.

1. **Suggestion**

After conducting the research, the researcher would be recommend some suggestions :

1. For English Teacher

From the explanation of the research results above It suggested that the teacher should revise the shortages and improve they knowledge and skills about the 2013 lesson plan. Especially related to developing a systematic and good lesson plan based on 2013 Curriculum, standard process and standard content. The teacher should pay attention on several things which were still in the problems related to the lesson plan develop; determine the indicator, learning activities,teaching method, and assessment. It is also suggested that the teacher should utilize time effectively so the teacher can prepare the lesson plan appropriately to the student’s needs and interest.

1. For Ministry of National Education and Culture

It is suggested that the government should facilitate the teachers to udeep understand and could implemented the 2013 Curriculum well. The Government can conduct workshop related to 2013 Curriculum in rural location.

1. For Readers

It is suggested that the reader to increase about the new curriculum to always up to date the information and can give the suggestion to the next researcher. It is suggested for the next researcher 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.

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