AN ANALYSIS OF A TEACHER WRITING LESSON PLAN

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Abstract
This research aimed to analyse an English teacher writing the lesson plan for teaching the students of grade X of SMKN 2 Sungai Raya academic year 2018/2019. In this research the researcher analysed an English teacher in writing the lesson plan. The actions were designed to know how the teacher made the lesson plan for teaching. The subject of this researcher was an English teacher who taught in grade X of SMKN 2 Sungai Raya academic year 2018/2019. The method of this research was a descriptive study. The researcher analysed the teacher by giving questionnaire and doing an interview. From the questionnaire and the interview the data were collected by the researcher, the researcher analysed and described it in this research. The result of this research showed that the teacher was good enough in understanding the way to be a good teacher, but unfortunately the teacher did not make the lesson plan by himself, it became a problem for the teacher to have good teaching in the process of teaching learning. By this result, the researcher of this research can conclude that the English teacher of grade X in SMKN 2 Sungai Raya did not have good quality in writing the lesson plan.
Keywords: Analysis on a Teacher, Lesson Plan, Descriptive Study.

INTRODUCTION

Curriculum 2013 is a form of integrated work between reconstruction of passing grade competence, suitability and adequacy, expansion, advancement of the materials, learning revolution and evaluation reform. On this curriculum, learners also introduce the suitable rules of texts to avoid confusion in the process of arranging text (based on situation, condition: who, what and where). Beside that, learners will use to expressing them selves and their knowledge using spontaneous good language.

The essentials of curriculum 2013 are every subject supports all competencies (attitude, skill and knowledge) where subject will design tie one and another and it has basic competence which tie by the core competence of each class. In line with this, the principals and the teachers must meet the contextual need and standard of the curriculum in order to provide effective educational system for each region of Indonesia. Since curriculum 2013 applied throughout Indonesia, teachers will use appropriate materials, strategies as well as methods of teaching in the classroom.

Therefore, teachers must prepare the syllabus and the lesson plan for teaching instruction in order to create interesting language learning. The syllabus as a plan for one period of teaching program must be based on the standard rule by its curriculum. It has lesson plans as small units which have pivotal role in conducting teaching instruction in the classroom.

Teaching instruction will be effective if the teachers will create fun and interesting teaching and learning activities in the classroom by developing good and

systematic lesson plan. To produce good and systematic lesson plan, English teachers should be skillful, creative, and innovative in order to enable learners to absorb the knowledge of language learning easily and effectively.

Writing a lesson plan is very important to do by any teacher. Because in the lesson plan contains the purpose of learning where each item will have different goals. In addition lesson plan also includes planning materials, planning aids, teaching methods and learning procedures. Exactly teachers make lesson plan will know what materials will the teacher teach to students the next day. Therefore every teacher, in the conditions and situations, however, the teachers still have to make a lesson plan, for planning an instructional guidelines.

In this research , the writer uses discriptive research and the writer wants to know how is the problems related with curriculum 2013 especially in designing K-13 lesson plan. Some teachers have difficulties in making authentic assessment that is part of lesson plan of 2013 curriculum. In making authentic assessment the teacher not only gives the score but also provides the evidences why the students can get that score. Another difficulty is the teacher do effort hard in combining main competence to Basic Competence. Besides, teachers have difficulties in designing lesson plan of curriculum 2013 because of the change of same components from the previous lesson plan.

As a consequence, still many educational units are not able to develop and prepare especially Syllabus and Learning Implementation Plan subjects in English in Vocational high school (SMK). In both of these documents carefully when examined, it find that: 1) there are many teachers who teach language skills separately; 2) learning activities showed less cohesion language skills that impact the language skills assessment is also a stand-alone; 3) tasks that gives tend to be in the context of class that should be the everyday world context where the target language is widely used; 4) text being taught less varied. Other conditions, the ability of the teacher to translate.

The teacher of English can not accommodate students' ability, needs and interests appropriately. Only a few of them who are able to develop the lesson plans originally, systematically, and effectively by adjusting with students' proficiency, needs, and interests. Moreover, on the one hand, teachers must reach the goals set by the government in the curriculum, but on the other, they must adjust their teaching including materials, methods, and strategies to the students' context, such as their culture, ability, and background.

There are semilar researchers about lesson plan. First, the research is focused on analyze types of the lesson plan in implementing Theme-Based instruction by Septi (2013). Second the research is focused on analysing types of describe the content of lesson plan by the English teachers by Pujiyono (2012). While in this research, the writer will focused how is difficulties make lesson plan in designing 2013 curriculum.

This a basis to write lesson plan. This first part deals with theoretical background on 2013 curriculum. The following is the literature about inference lesson plan of 2013 curriculum.

METHOD

In order to obtain the result of the problem, it is necessary to use an appropriate method that needs to gather the information and data. The appropriate method of this research is descriptive study to obtain information concerning current status of phenomena. As Ary, et al (2010) said that "descriptive studies are designed to obtain information concerning status of phenomena:The aim is to describe what exist with respect to variables or condition in a situation.The focus of this research is on the investigate of An analysis of teacher write lesson plan in SMKN 2 Sungai Raya.

This study concerns with the lesson plan write by teacher. Do the teacher write

the lesson plan on requirement of k-13 in the school.This research will be conducted at SMKN 2 Sungai raya. The participant will be the ten grade of SMKN 2 Sungai raya, academic year 2018/2019. Data will be take lesson plan write by teacher. Participant of Research. The subject in this research is lesson plan of ten grade, who are taking in SMKN 2 Sungai Raya. The research involved these lesson plan who were genuinely willing to participate in this research to ensure the informants give honest responses, a researcher should involve those who are genuinely willing to participate and data freely.

Technique of Data Collection

In this research, the researcher used qualitative research in the term of descriptive study. It is primarily and inductive process of organizing data into categorizing and identifying patterns. It is also going to be used to collect data about lesson plan written. It also describes the phenomena that occur in the field. The research used questionnaire to collect the less and most dominant intrinsic data. Mean while interview is the instrument to know lesson plan written.

Tools of Data Collection

In this research, the research used questionnaire and interview to collect the data from the lesson plan of ten grade in SMKN 2 Sungai Raya As follow:

Questionnaire

Questionnaires or questionnaires are data collection techniques done by giving a set of questions or statements written to the respondent to answer from Sugyono (2011 p, 142). In this study, questionnaire consists of 30 statement items with 10 items are variables "Readiness of Teachers to prepare a 2013 lesson plan curriculum" and 20 points are variable "Preparation of lesson plan".

The types of questionnaires distributed directly to 2 (two) respondents who are X grade English teachers at Sungai Raya 2

Vocational High School are closed questionnaires (answer options are provided), directly (the respondent answers about him), and in the form of a check list (Respondents just put a check mark (V) Sugiyono (2011 p. 152).

The questionnaire in this study was arranged on a Guttman scale, so Respondents only gave a checklist in the "Yes" or "No" column. The validity of the questionnaire with the Guttman scale was carried out with sort the easiest to hardest items, then count sort the easiest to hardest items, then count. In this test utilizing the Guttman Scale Analysis program (SKALO).

The questionnaire used in this study is valid because it meets the reproducibility coefficient and scalability coefficient. Furthermore, the calculation is done with the answer give a score of 1 for the answer "Yes", and score 0 for the answer "No". The analysis is done like on a Likert scale, that is by calculating the average answers based on scoring of each answer from the respondent Sugyono (2011 p, 227).

Interview

In this study, the interview method used for English teacher class X at SMK 2 Sungai Raya is an interview in formal and unstructured interviews. At interview semi structured, interviewer asks a series of questions that have already been structured, then one by one deepened in extracting information further Sugyono (2011 p,96). Whereas in the unstructured interview no using systematic and complete interview guidelines for data collection Jhonson (2012 p, 140).

Technique of Data Analysis

Data of analysis is the search for patterns in data, both behavior appear, objects, or body of knowledge. Data analysis in qualitative research is inductive

FINDINGS AND DISCUSSION

Research Finding

Results of lesson plan analyses

1) Learning objectives
   a) Conformity of objectives with indicators achievement of competency.
   Not corresponding
   Only one learning goal is appropriate with indicators of competency achievement.
   Corresponding
   All learning objectives are in accordance with Indicators of Competence Achievement. Base on the instrument of teacher performanceassessment. It's founds that learning objectives was accordance with the indicators of competency. The score of this part is 8 (accordnce).

   b) Operational verbs that can be used observed and measured
   Not corresponding
   Only one operational work can be observed and measured.
   Corresponding
   All operational verbs can be observed and measured.
   were able to do all the aspects of learning objetives, only one aspect that the students did not really understand that was about making recount text. The score of part (b) was 8 (Accordance), almost all the verbs were quesssed by the student, because the verb in the text were familiar with them, only 2 verb that they did not know about.

   c) Learning objectives
   Incomplete
   It only covers one aspect of attitude or knowledge, or skills
   Complete
   Includes attitudes (discipline, cooperation, etc.), knowledge (high-level thinking, critical thinking, etc.), and skill, using measuring devices,

conducting experiments, and other reasons. For the part (c) thes core was 5 (uncomplate). It's becaue the students did not achieve all the aspect, the students did not ask the material that they did not understand, there weresome students did not pay attantion to the explanationand also some of them did not deapline in teaching learnig process.

d) Formulation of learning objectives
Incomplete
Only one aspect of A / B / C / D
Complete
Includes A, B, C, D (Audience, Behavior, Condition, Degree). Example: Student (A) can identify related words with time in the morning (B) at least three appropriate words (D) based on observations in the school environment. Students were not decipline in teaching learning process but they could understand the maerial and content of the text.

2) Learning material
   a) The suitability of the learning material with the basic competencies and indicators to be achieved.
   Not corresponding
   Not in accordance with the basic competencies and indicators to be achieved.
   Corresponding
   In accordance with all basic competencies and indicators to be achieved. Learning materials was accordance with the basic competencies and indicators to be achieved. It's because the material which was written by the teacher in the lesson plan was suitable with the basic competencies and indicators, the material consisted all the needs in the basic competencies and indicator, so the researcher scored 9 (Accordance) for this part.

b) Formation of material

Not systematic

Not in the form of subject matter that is written in order and incomplete.

Systematic

The main material is arranged in the form of grain in order and complete. For the arrangement of learning material the researcher scored 10 (systematic), in this part the teacher wrote the material in the lesson plan was complete and easy to be understood by the students.

c) Teaching materials (in the attachment)

Incomplete

Only includes facts/ concepts/ principles/ procedures.

Complete

Contains complete facts, concepts, principles, and prosedures. For teaching material written by the teacher was complete, the researcher gives score 9 (complete), because the teaching material written by the teacher contained facts, concepts, principles and procedures.

3) Strategies of learning

a) Models, approaches, and learning method.

Incomplete

Written incomplete and incompatible with BC, material characteristics and student characteristics

Complete

Written in full and in accordance with KD, material characteristics taught and student characteristics

The learning strategy in part of model, approach and method of learning was accordance with the basic competencies because the teacher wrote it accordance with the characteristic of the students, the researcher give 9 (complete) for this part.

b) Steps lerning of syntax

Not corresponding

Only includes facts/ concepts/ principles/ procedures.

Corresponding

Contains complete facts, concepts, principles, and prosedures. The steps of learning also accordance with the model of learning, the teacher did all the step of learning based on the lesson plan, the researcher scored this part 9 (Accordance).

c) Stages of learning activities

Incomplete

It only covers one preliminary / core closing stage and is not accompanied by time allocation at each stage

Complete

Includes preliminary, core, and closing and accompanied by time allocation at each stage.

In the stages of learning activities the teacher did all the stages from opening to the closing, but the teacher did not care too much about the time in every stages of learning, so the researcher gives score 8 (complete) for this part.

d) Application of active learning

Invisible

The steps of learning do not reflect active learning.

Visible

Learning steps Learning steps reflect active learning (e.g. form groups, students are invited conducting experiments, observing the environment, etc.). For the application of active learning the researcher gives score 5 (incomplete) because the teacher did not ask the students to work in group, do an experiment, and analyse the material.

4) Learning Media Selection

Not corresponding

Not according to learning objectives, learning materials, class conditions, and do not pay attention to safety.

Corresponding

In accordance with the learning objectives, material learning, classroom conditions, and safety concerns. In part of learning media selection was accordance with the learning objective, learning material, condition of the class and the condition of the students, so the researcher scored this part 9 (Accordance)

5) Selection of Learning Resource

Incomplete

Only one type, printed book / hand. out / electronic teaching materials (IT) only as well pay less attention to relevance and updates.

Complete

Includes printed materials (books, handouts, and etc.), Electronic teaching materials (IT), and the surrounding environment, and pay attention to relevance and up-to-date. In the selection of learning resources the teacher only used a book, the teacher did not use it, learning media and hand out, so the researcher scored this 5 (incomplete).

6) Evaluation

a) Coverage of assessment aspects

Not complete

Only covers one aspect, attitude or knowledge or skill.

Complete

Includes aspects of attitude, knowledge, and skills. In doing the evaluation, the teacher did not evaluate all the aspects, the teacher only evaluated the knowledge of the students, the researcher gives score 5 (incomplete) for this part.

b) Appropriateness of assessment with objectives / indicators. '

Not corresponding

Evaluation is not in accordance with the objectives / indicators.

Corresponding

Evaluation in accordance with all objectives / Indicator. Appropriateness of assessment with objectives / indicators is corresponding so the score is 8.

c) Assessment component**.**

Incomplete

Not complete, only consists of tests / questions

Complete

Includes a grid, tests / questions, answer keys, attitude instruments, skill instruments, and the scoring rubric. Assessment component is not complete because only consists of tests / questions.

7) Plan enrichment and / or remedial activities

Not good

Not planning enrichment activities and / or remedial

Good

Plan / provide activities enrichment for students who have more ability, plan / provide remedial**.** In part of planning for enrichment and remedial activities was good, because the teacher planned to do the remedial for the students who did not reach the standard score, here the researcher gives score 10 (good).

Results of lesson plan analyses

In this study there should be two lesson plans that will be discussed, but from the two speakers only one English teacher made lesson plan and other English teacher did not make a lesson plan. The lesson plan is good enough although there are some incompletes.

The first is the material was not really complete, it just consisted of fact, concept, principle and prosedure. The second is the evaluation was not complete in aspects of assessment, it's only cover one aspect, attitude, knowledge or skill. The third is the appropriateness of assessment with objectives or indikators were not

corresponding because the assessment is not in accordance with the objective or indicator. The fourth is the assessment component was not complete because it's only tests and questions. The fith is the planning activities and remedial were not good because the English teacher did not plan anrichment or remedial activities. But so far only a few are incomplete, others are quite complete.

Result of questionnaire analyses

Based on the result of the questionnaire, it's found that the English teacher in this research is good enough because he answered yes more then answered no. From the data of the questionnaire the rsearcher can say that the English teacher in this research has understood the way how to be a good teacher, he understands well the 2013 curriculum learning, because he has explored it, he relize that having a lesson plan is a must for the teachers, he also tries to improve her quality in teaching, also the teacher has all the need for teaching such as syllabus, annual program, semester program, eduation calender and an affactive day calculation.

This teacher also can be catagorized as a creative teacher because he uses another reference book in teaching and tries to connect the material with every day life. Unfortunately the teacher in this research feels that making the lesson plan based on 2013curriculum is not eassy so her all lesson plans were not ready in early semester, he also feels that authentic assessment is difficult for her to be implemented in her teaching and he doesn't know the minister education and culture NO. 81 H of 2013 concerning guidelines for implementing the 2013 curriculum, from this finding, the researcher stated that the teachereducation and culture NO. 81 H of 2013 concerning guidelines for implementing the 2013 curriculum, from this finding, the researcher stated that the teacher still has some weaknesses in teaching English in SMK N 2 Sungai Raya.

Result of interview analyses

In this research, the researcher did an interview for the English teacher. Based on the result of the first question of the interview,it found that the English teacher did not write the lesson plan by himself, he got the lesson plan from his friend, he said that he is bussy because he isalso a village stuff, beside that the principal also doesn't require him to make the lesson plan.

The second part of the question in the interview was about the authentic of the assessment asked about how complicated the 2013.the teacher in this research answered that it's difficult for him to match the 2013 curriculum and the lesson plan.

The next question of the interview related to the characteristic of the students being able. There the teacher teaches in one class, based on his answer. He said that there are 1 or 2 students are able in process of teaching learning English, another question was about the 2013 curriculum implementation training, here the teacher took a part in the 2013 dstruction training.

Research Discussion

From this research we know that making lesson plan is not easy . There are many things to be controlled such as time, information and others. Whereas we know that making lesson plan is important for the teachers as the plan for teaching and learning process by the lesson plan, the teacher will know all the steps of teaching, also it will help another and the students to be more effective in teaching learning process.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research that English teacher did not write lesson plan by himself. From the questionnare and interview he got the lesson plan from his friend, he did not have much time to write it. Although UU section 20 planning plan also professional but so far it's good enough because the English teacher at least has a lesson plan even though he did not write it himself. From the difficulties faced

by the English teacher in writing lesson plan on 2013 curriculum was because of time and the headmaster did not require to maka it because some reasons such as time, condition of schol and money.

Suggestion

From the results of the research and the conclusions, there are several things that are suggested, so that the grade X English teachers in Sungai Raya 2 Vocational High School can develop lesson plans in accordance with the 2013 Curriculum standards, and have a strong motivation and enthusiasm in preparing lesson plans. These suggestions include:

1) The teacher sould participate in the training of the 2013 Curriculum implementation.
2) When a teacher realizes that the provision of Curriculum 2013 is not enough, the teacher should continue to strive to improve his understanding of the 2013 Curriculum.
3) He must have the book related to the 2013 curriculum for teaching
4) The teacher should make the lesson plan himself.
5) The teacher must dismiss the notion in him that compiling the 2013 Curriculum lesson plan is difficult.
6) Personal reasons should not be a reason not to develop a lesson plan. Schools should hold a competition such as "Teacher Award". The aim is to increase the enthusiasm of teachers in improving their quality,

especially in terms of preparing quality lesson plans and in accordance with applicable curriculum standards (red-Curriculum 2013).

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