

**AN ANALYSIS OF LESSON PLAN MADE BY AN ENGLISH
TEACHER BASED ON 2013 CURRICULUM IN 12TH GRADE OF
SMK NEGERI KEBASEN IN THE ACADEMIC YEAR 2020/2021**



THESIS

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Abstract

This research is aimed at analyzing the lessons plan referring to the 2013 curriculum made by an English teacher in SMK N Kebasen in the academic year 2020/2021 and the obstacles faced by the English teacher in creating and implementing the lesson plans.

This research was qualitative research. The researcher analyzed the lesson plans made by an English teacher. The subject of the research was the English teacher of the 12th grade of SMK N Kebasen. The object of the research were the lesson plans made by an English teacher at SMK N Kebasen. The data were obtained through interviews and documentation. The data were in the form of interview transcripts, field notes and audio records. The data from the observation, interviews, and documentation were analyzed qualitatively.

According to the data of interview and documentation, all the lesson plans in 12th grade are made by English teacher. The annual program and syllabus attached to the lesson documents correspond to English subjects. Through data analysis techniques conducted by researcher, it can be described in general terms, the lesson plans made by English teacher were based on the standard process and the principles of the 2013 curriculum based on Permndikbud 22 of 2016. The obstacles experienced by English teacher in creating and implementing English lesson plans were: Determining media strategies, determining learning media that are appropriate to the material and learning objectives, and the time for preparing the English lesson plans.

Keyword: SMK, Lesson Plan, 2013 Curriculum

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research questions, objectives, and significances of the research, operational definitions, and structure of the research.

A. Background of the Research

Education in Indonesia must be renewed and improved. At present, through its government policies, Indonesia often pursues the reform agenda, whether it is evaluating the existing system and materials or will be presented next. This step deserves appreciation. However, many educational policy products that have been designed and formulated are complicated and expensive, it turns out that when it comes to the implementation level, it experiences distortion and abuse. Various educational innovation policy packages are frequently processed instantaneously so that they do not comprehensively consider the various positive and negative implications. This change also occurs in the subject device known as the curriculum.

Marcia et al. (2011: 5), describes the curriculum as all the experiences that learners have under the guidance of the school. The curriculum as an instrument for improving the quality of education consists of three entities, namely objectives, methods, and content. The curriculum is a comprehensive plan that includes activities and experiences for students to support the learning process. The curriculum is structured to realize the goals of national education by paying attention to the stages of development of students and suitability to the environment, the needs of national development, the development of science and technology as well as arts and culture.

The curriculum in Indonesia has been changed several times. In 2000, there were 3 changes to the curriculum, namely, the 2004 KBK (Competency-Based Curriculum), the 2006 KTSP (Education Unit Level Curriculum), and the 2013 Curriculum, which are competency-based curriculum with constructivist learning where the teacher act as a facilitator during the learning process.

Curriculum development in 2013 is a further step in developing a competency-based curriculum that was released in 2004 and KTSP 2006 which includes competency in attitudes, knowledge, and skills in an integrated manner. The Ministry of Education and Culture revealed that the curriculum changes are very important issues because the curriculum must always be adapted to the demands of the times. 2013 curriculum is a new curriculum that has been implemented in Indonesia since July 2013. Nowadays, our country uses curriculum 2013 as the official education curriculum. 2013 curriculum was designed to prepare the Indonesian who can live, both as individual and citizen who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization. In the 2013 curriculum, there are five steps, namely observing, asking, reasoning, trying, and communicating, which causes the teacher to play a very important role in the learning process. Changes in the preparation made by the teacher included knowledge preparation, physical and mental preparation, and heart preparation (Kemendikbud, 2013).

Changing the old curriculum to the new curriculum requires different preparation from the previous curriculum, one of them is the role of the teacher as a facilitator. The role of the teacher in achieving these educational goals is very large. The role of the teacher is very important. Teacher creativity in learning will be able to easily educate and develop the

potential of students to become active and qualified students. Hence, this good teacher creativity is very possible to produce reliable students who will become the nation's successor in the future and the ability of a teacher to make a learning plan that is adjusted to the demands of the 2013 curriculum. In order to support the learning that can be conveyed properly and in line with the applicable curriculum, the teacher must make lesson preparation before entering the classroom. Based on Ruhimat (2017: 146), he stated that after the teacher studies the curriculum, then the teacher makes a learning design by considering the students' abilities, goals to be achieved, learning theory, characteristics of the material to be taught, methods and media or learning resources to be used, and the elements others as support.

According to Rasyidin (1988: 63-64) cited on Nurdin (2019: 41), he argued that lesson planning is the mapping of steps towards learning objectives. In the curriculum implementation, designing lesson plans then carrying out the teaching-learning process, and assessing student learning outcomes are sequential activities. The lesson plan is designed in the form of a syllabus and lesson plan which refer to the content standards. Lesson planning includes the preparation of lesson plans and preparation of media and learning resources, learning assessment tools, and learning scenarios. Following Nurdin (2019: 42), he described that the lesson plan at least includes elements of the expected teaching goals, the subject matter to be provided, the teaching methods to be applied, and the evaluation procedures carried out in assessing student learning outcomes. The preparation of the syllabus and lesson plans is adjusted to an approach that is under the rules and principles of the 2013 curriculum (Permendikbud RI Number 103 of 2014). Lesson plans that are used in learning should be following the concept of the 2013 revised curriculum, which aim is to prepare Indonesian

people to have the ability to live as a person and a citizen faithful, productive, creative, innovative, effective, and able to contribute in the life of society, nation, state and civilization world.

New 2013 curriculum which is competency-based curriculum and character, becomes problems in every school. The implementation of the 2013 curriculum in Indonesia itself is still new and not distributed well both in terms of facilities, implementation, and understanding of teachers as facilitators for students. Curriculum 2013 has been introduced in every lesson in SMK N Kebasen. Based on the importance and usefulness of RPP, it is necessary to do research related to the preparation of a lesson plan or RPP. Besides, in SMK N Kebasen itself, there are still many teachers who have difficulty in applying the 2013 curriculum. Besides, school and student facilities are not fully equal. Therefore, the specific goals of this research are how to lesson plan made by the teacher in SMK N Kebasen based on the 2013 curriculum, and what the obstacles that found by the teacher while creating and implementing the lesson plan based on the 2013 curriculum in SMK N Kebasen.

According to Mrs. Dijah as the English teacher and also the interviewee in the preliminary observation obtained by the researcher, she said that with learning subjects like students at that school, it was quite difficult to implement the 2013 curriculum. She argued that, to be honest, it was more suitable to use the KTSP curriculum. Teachers, especially English teachers find it difficult to build student creativity, due to their low interest in learning and the lack of infrastructure they have both at school and home. However, with all the shortcomings, the teacher is still trying to maximize the use of the 2013 curriculum. Besides this was a must according to the government orders, she also found that this curriculum has many advantages by current developments. After understanding this fact and

observing some of the previous research related to this discussion about lesson plan made by English teacher referring to the 2013 curriculum, the researcher is interested in conducting the research entitled

" An analysis of lesson plan made by an English teacher based on 2013 curriculum in 12th grade of SMK N Kebasen in the academic year 2020/2021". This research analyzed the lesson plan based on the standard 2013 curriculum new revision.

B. Operational Definitions

To avoid misunderstandings and to equate perceptions or views regarding the meaning of the title in the study, the researcher gives limits and affirmation of the following terms:

1. Lesson Plan

Various definition of lesson plan has defined by some experts. Harmer (2007: 156) views a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. A lesson plan is a teaching plan developed by a teacher based on students' interests and needs as well as the curriculum's goals through deep and precise thought. Consider to Spratt, Pulverness, and Williams (2005: 133), point out that a lesson plan is a set of notes that helps us to think through what we are going to teach and how we are going to teach it. Rasyidin (1988: 63-64) cited on Nurdin (2019: 41) argued that lesson planning is the mapping of steps towards learning objectives. Another definition of lesson plan has defined in Minister of Education and Culture No. 22 the Year 2016, about Standard Process Primary and Secondary Education mentioned that Learning Implementation Plan (RPP) is a plan-face learning activity for one or more meetings. RPP is

developed from the syllabus to direct learning activities of students to achieve Basic Competency (KD).

From the above definitions, it can be concluded that a lesson plan is a series of linked lessons which are prepared by a teacher based on the curriculum to gain the specific curriculum goals, in other words, it is a more specific description of a syllabus developed by a teacher as an attempt to reach the standard of competency in the curriculum. In accordance with Nurdin (2019: 42), he described that the lesson plan at least includes elements of the expected teaching goals, the subject matter to be provided, the teaching methods to be applied, and the evaluation procedures carried out in assessing student learning outcomes.

2. 2013 Curriculum

The curriculum can be described as a parameter in the teaching-learning process which has objectives, contents, materials, and methods to achieve the goals. Richards (2001: 9), the curriculum is all those activities in which children engage under the auspices of the school. Based on Harold B. Albertly (1965) as cited on Nurdin (2019: 2), he views the curriculum as all activities given to students under the responsibility of the school. So that the curriculum is not limited to activities in the classroom, but also includes activities carried out by students outside the classroom. In Indonesian Law no. 20 of 2003 concerning the National Education System, Article 1 number 19, states that the curriculum is a set of plans and arrangements regarding objectives, content, and materials lessons, as well as the methods used as guidelines for administration learning activities to achieve certain educational goals.

The government through the ministry of education and culture has determined that the 2013 curriculum must be applied to every lesson in every school in Indonesia. Curriculum 2013 has been implemented in schools since 2013 in Indonesia. Curriculum 2013 is a development against the curriculum used previously, which are the Competency-Based Curriculum (KBK) in 2004 and the Education Unit Level Curriculum (KTSP) in 2006 and now it has been revised again in several aspects become the 2017 revised Curriculum 2013. 2013 curriculum emphasizes character-based and competency-based. Based on Permendikbud No.69 of 2013, 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and effective and able to contribute to life society, nation and state, and world civilization.

C. Research Questions

Based on what has been limited above, the problem statement: How does English teacher make an English lesson plan at SMK N Kebasen in 12th grade in the academic year 2020/2021 referring to the 2013 curriculum?

D. Objectives and Significances of the Research

1. The Objectives of the Research

The objectives of the research are :

- a. to analyze the lesson plan made by the English teacher at SMK N Kebasen in 12th grade in the academic year 2020/2021 referring to the 2013 curriculum
- b. to find out the obstacles faced by the teacher while made and implementing the lesson plan referring to the 2013 curriculum

2. Significances of the Research

This research was expected to provide a significant contribution both theoretically and practically.

a. Theoretical Significances

Theoretically, this research was expected to give a contribution as a reference to make good lesson planning based on the 2013 curriculum.

b. Practical Significance

- 1) For the teacher, through this research, the teacher was expected to be more innovative, creative in making good lesson plan based on the standard of the 2013 curriculum. The research result was expected to able to provide input to improve the quality of the RPP.
- 2) For the researcher, this research could be a reference to other research and would develop the result better.
- 3) For the principal and vice-principal, this research can be the guideline to monitor the process of the making of lesson plans conducted by the teachers according to the Permendikbud number 22, year 2016.

E. Structure of the Research

In this research, the researcher makes structures of the research, as follow:

Chapter I is an introduction that contained the background of the research, operational definition, research questions, objectives, and significances of the research, and structure of the research.

Chapter II is the theoretical basis of the analysis of the lesson plan made by the English teacher at SMK N Kebasen in the academic year 2020/2021 based on the 2013 curriculum which is divided into several sub-chapters. First, the nature of the Curriculum which is consisted of sub-sub topics including the definition of the 2013 curriculum, and the basic

principles of the 2013 curriculum. Second, a lesson plan that includes the definition of the lesson plan, syllabus, components in the lesson plan, the role of the lesson plan in teaching and learning process, characteristic of the good lesson plan, and lesson plan referring to 2013 curriculum. Third, a review of relevant studies.

Chapter III contained research methods which include: type of research, the setting of the research, the techniques of collecting the data, and the techniques of analyzing the data, and the triangulation of the data.

Chapter IV contained research finding which includes a general description of SMK N Kebasen, and the analysis of lesson plan made by an English teacher at SMK N Kebasen in the academic year 2020/2021 based on the 2013 curriculum.

Chapter V contains a conclusion and suggestion.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this research, the researcher conducted descriptive research to describe “An analysis of lesson plan made by English teacher based on curriculum 2013 at SMK N Kebasen in 12th grade in the academic year 2020/2021”. This research was to analyze the lesson plan made by an English teacher at SMK N Kebasen in 11th grade in the academic year 2020/2021 referring to Curriculum 2013. This research aims to answer the research question; how is a teacher made an English lesson plan at SMK N Kebasen in 12th grade in the academic year 2020/2021 referring to the 2013 curriculum?

Based on the data that the researcher has gotten from document analysis, and also the result of the interview it could be summarized that the entire English lesson plan at 12th grade in SMK N Kebasen is completely made original by the English teacher.

Through data analysis techniques conducted by the researcher, it can be described in general terms, the lesson plans made by English teacher is already based on the standard process, the principles of the 2013 curriculum based on Permndikbud 22 of 2016. All the seven lesson plans made by Mrs. Dijah Muspita already serve details and implementation of the lesson plans refer to the standards for making lesson plans in the curriculum 2013. The formulation of learning objectives is fully appropriate with KD and indicators.

There were some findings by the researcher based on the analysis while the teacher made and implemented the lesson plan:

1. The teacher stated that the obstacles in the preparation of lesson plans were on when determining learning strategies that suit all student

abilities and the Basic Competencies used. In this case, the teacher finds it difficult to adjust learning strategies according to student abilities.

2. The teacher finds difficulties to use media under the learning objectives and the available facilities.
3. The teacher experienced problems in managing time in compiling lesson plans.
4. The teacher does not fully implement the lesson plan according to the curriculum 2013 because students tend to be passive and require teachers to be more active in class.

B. Suggestions

1. For the teacher

Through this research, the teacher is expected to be more innovative, creative while designing the lesson plan. The solutions to the teacher problems were:

- a. The teacher should pay more attention to students who are considered weaker in mastering learning. The teacher also could be combining students who are more mastering the material with students who are less familiar with the material.
- b. The teacher can include interesting media and various learning strategies so that students are more interested and active in learning activities.
- c. The teacher needed more often to give students group assignments that require students to be more active in class. Including games can also increase student participation in active learning.

Hopefully, this research could be the preferred method of teaching English to other teachers.

2. For researcher

This research is not perfect, the researcher hopes there will be a review by other researchers so that it can complete the imperfections of this thesis.

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