

**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**



**IAIN PURWOKERTO**

**THESIS**

**Presented to Faculty of Tarbiyah and Teacher Training, State Institute of  
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Sarjana Pendidikan (S.Pd)**



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# **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**

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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 12<sup>th</sup> 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 12<sup>th</sup> 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**

## **MOTTOS**

“ Where there is love there is life “

*Mahatma Gandhi*



## **DEDICATION**

To my dear parents, Sumarni and Mochamad Hartono.

To my dear grandparents, Midjan and Saminah.



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Praise the presence of Allah SWT, for the abundance of his grace and gift, so that the researcher can complete the thesis with title: An Analysis of Lesson Plan Made by English Teacher Based on Curriculum 2013 at SMK Negeri Kebasen in 12th Grade In The Academic Year 2020/2021. Piece and salutation be upon to our beloved Muhammad SAW, his family, companions and his faithful.

This thesis is presented as a partial fulfilment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and teacher Training of State Institute of Islamic Studies Purwokerto.

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17. The last, for all those involved in the writing of this thesis.

The researcher realizes that this thesis does not deserve to be named perfect thesis. Therefore, the researcher will be welcome to accept any kinds of constructive criticism and suggestion.

Purwokerto, 30<sup>th</sup>December 2020

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## 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 SMKN 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 12<sup>th</sup> 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 12<sup>th</sup> 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.

## CHAPTER II

### LITERATURE REVIEW

#### A. Nature of Curriculum 2013

##### 1. Curriculum

In general, the curriculum is a set of rules that serve as guidelines for teaching and learning activities. Etymologically, curriculum comes from a word taken from Greek word *curir* which means "runner", and *curere* which means "place to run". Then, it is adapted into the educational world as several subjects that must be studied or taken by a student to get a learning achievement as an award. 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.

According to Richards (2001: 9), the curriculum is all those activities in which children engage under the auspices of the school. This includes not only what students learn, but how they learn it, how the teacher helps them learn, what supporting materials are used, style and method of assessment, and what kind of facilities. According to Graves (2008), in the curriculum, there are planning, implementation, and evaluation. 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. Similar opinion and strengthen this understanding put forward by Saylor, Alexander, and Lewis (1974) who consider curriculum as an attempt at school to influence students to learn both inside and outside school.

Based on the definition of curriculum mentioned above, and in connection with this research, the definition of the curriculum can be concluded that the curriculum is a set of plans that were written about the objectives, content, teaching materials and used as a guideline for the implementation of learning activities to achieve educational goals.

## **2. The Development of Curriculum**

The curriculum serves as a guide or reference. Based on Ruhimat at all (2017: 9), he argues that the curriculum serves as a guide in carrying out the learning process for the teacher. Whereas for students, the curriculum serves as a learning guide. A good curriculum is a curriculum that meets the requirements of internal relevance, namely the existence of coherence and consistency between its components. Curriculum change is a normal occurrence, even curriculum changes are needed as a form of adjustment to environmental changes. The education system should respond to changes that occur in society.

Indonesia has been changed 11 times changing curriculum, start from curriculum 1947 until curriculum 2013. The first curriculum that applies in Indonesia is spread as *Rentjana Pelajaran*, then in 1952 it changed to *Rentjana Pelajaran Terurai*, changed again in 1964, then in 1968, 1975, 1984, then changed again to the *Kurikulum 1994* and the *Suplemen Kurikulum 1999*. 2004 changed to a competency-based curriculum (KBK), then refined again in 2006 to become the education level unit curriculum (KTSP). Since 2013/2014, Indonesia has started implementing the 2013 Curriculum in schools in Indonesia for grades 1, 4, 7, and 10. The implementation of the 2013 Curriculum will be carried out in stages until it is applied to all classes in Indonesia.

Indonesia uses 2013 curriculum 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. The 2013 curriculum is a refinement of KTSP. The 2013 curriculum aims 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 to the life of society, nation, state, and civilization world. Based on Permendikbud (2014: 44), curriculum 2013 is a curriculum that can produce Indonesian people which: productive, creative, innovative, effective through reinforcement attitudes, skills, and integrated knowledge.

### **3. Basic principles of the 2013 curriculum**

The curriculum as an educational tool was created with a purpose. In fact, the curriculum appears and continues to develop to achieve educational goals. The achievement of the 2013 Curriculum goals can be seen from how the contribution of the existing curriculum to efforts in preparing the tools learning, namely the development of syllabus, textbooks, learning resources, learning models, instruments learning, and later outlined in the form of a learning implementation plan (RPP), the implemented in learning practices in educational units.

The 2013 curriculum development is based on Presidential Regulation No. 5 of 2010 and Government Regulations No. 32 of 2013. Curriculum development in 2013 includes imperative to improve the mindset. Based on Permendikbud (2014: 51) the improvement mindset of curriculum 2013 includes:

- a. Graduate competence standard derived from necessity



- b. Standard Content derived from Graduate competence standard through its Core Competencies (KI) free subjects
- c. All subjects must contribute to attitude formation, skills, and knowledge
- d. Subjects derived from competencies to be achieved
- e. All subjects are tied up by core competencies

The characteristics of the 2013 curriculum include:

- a. Develop a balance of generic competencies, and apply it in a variety of situations in schools and communities.
- b. Provide a planned learning experience where learners apply what is learned at school to the community and use the community as a source of learning.
- c. Give sufficient time to develop various generic competencies.
- d. Competence is stated in the form of class KI which is more detailed continues in KD subject.
- e. KI class becomes KD organizing elements, where all KD and the learning process is developed to achieve the competencies stated in the KI.
- f. KD is developed based on the accumulative principle, mutual strengthen (reinforced) and enrich (enriched) between lessons and levels of education (horizontal organization and vertical)

In the 2013 curriculum, the term competency standard is not known anymore. However, the term core competence appears. Core competencies (KI) are a description of the main competencies which are grouped into aspects of attitudes, knowledge, and skills (effective, cognitive, and psychomotor) that students must learn for a school level, class, and subject.

Core competencies are abilities that students must-have for each class through learning.

In the previous curriculum, there was more emphasis on cognitive aspects and testing as the dominant assessment activities. 2013 curriculum assessment emphasizes cognitive, attitudes, and psychomotor aspects proportionally. assessment of tests and portfolios complement each other (Permendikbud: 2013).

## **B. Lesson plan**

### **1. The Definition of Lesson Plan**

Planning learning is an integral part of the learning component. Based on R.D. Conners (1980) as cited on Nurdin (2019: 39), he stated that teaching is an integrated action and is carried out gradually. One of the stages that must be passed by the teacher is compiling a lesson plan. Lesson planning activities should not be separated from other activities in learning. This picture shows an interrelated sequence of teaching implementation.



**Figure 1. The sequence of the Learning Process**

Rasyidin (1988: 63-64) cited on Nurdin (2019: 41) argued that lesson planning is the mapping of steps towards learning objectives. The teacher as a learning designer is in charge of making the design of the learning program which is his responsibility under competencies that have been determined.

According to Permendikbud No.22 of 2016 concerning Basic and Secondary Education Process Standards, Learning Implementation Plan (RPP) is a plan of learning activities

designed face-to-face for one or more meetings. Based on Government Regulation 19 of 2005 article 20, states that the planning of the learning process includes a syllabus and a lesson plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. RPP or lesson plan includes (1) identity school/madrasah, subjects, and class/semester; (2) Time Allocation; (3) KI, KD, competency achievement indicators; (4) learning materials; (5) learning activities; (6) assessment; and (7) learning media/tools, materials, and resources (Permendikbud 22: 2016).

According to Brown (1978) as cited in Nurdin (2019: 42), he describes the key question in planning:

1. What kind of thing do you want people to learn? ( Includes skill, facts, concepts, attitudes, values)
2. What is your precise instructional objective?
3. What is the most appropriate sequence of topics and tasks?
4. What are the appropriate methods?
5. How should teaching and learning be evaluated?

Based on our official curriculum the development of RPP should refer to a certain Basic Competence (KD) specified in Content standards (KI) and described in the syllabus. The Curriculum 2013 is a revision of the curriculum Education Unit Level (KTSP) and it has undergone several revisions again aspects of being the 2017 revised Curriculum 2013. One of the results of the revision is change on the RPP load which is deep preparing RPP must appear 4 aspects, which is 21st-century skills, strengthening education character, strengthening literacy culture and development of HOTS (Higher Order Thinking Skill) on learning.

## **2. The Goals and Benefit of Lesson planning**

The need of making lesson plans before the teaching process is not without purpose. According to Nurdin (2019: 42), he described the lesson plan prepared by the teacher basically has the function to:

- a. Determine the direction of learning
- b. Provide content and meaning of purpose
- c. Determine how to achieve the goals set
- d. Measure how far the goal has been achieved and what actions to take if the goal has not been achieved.

Nurdin (2019: 42) stated that lesson planning essentially has functioned as a projection or prediction of what the teacher will do in the classroom. If likened to a theater performance, the lesson plan is a script that becomes a reference in theater performance and the learning process is a theater performance. In other words, lesson plan roles as a scenario for the learning process. Therefore, the lesson plan should be is flexible and allows the teacher to adapt it with student responses in the learning process.

### **3. The Principles of Preparation and Development of RPP**

From Permendikbud 22 of 2016, paying attention to the development of lesson plan as following:

- a. Each lesson plan must completely contain basic competencies spiritual attitude (KD from KI-1), social (KD from KI-2), knowledge (KD from KI-3), and skills (KD from KI-4).
- b. One RPP can be implemented in one meeting or more.
- c. Pay attention to individual differences in students
- d. RPP is prepared by taking into account differences in ability beginning, intellectual level, interests, motivation to learn, talents, potential, social skills, emotions, learning styles,

needs specific, learning speed, cultural background, norms, values, and/or the environment of students.

e. Learner-centered

The learning process is designed to be centered students to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning, using a scientific approach includes observing, ask questions, gather information, reason/associate, and communicate.

f. Context-based

The learning process that makes the surrounding environment a learning resource.

g. Present-oriented

Learning that is oriented towards the development of knowledge and technology, and the values of future life now.

h. Develop learning independence

Learning that facilitates students to learn independently.

i. Having linkages and cohesiveness between competencies and/or interfaces

RPP is prepared by paying attention to linkages and integration between KI, KD, indicators of achievement competencies, learning materials, learning activities, assessment, and learning resources in one whole learning experience. RPP is prepared to accommodate thematic learning, integration across subjects, across aspects of learning, and diverse cultures.

j. Make use of information and communication technology

RPP is prepared by considering implementation information and communication technology in an integrated manner, systematic, and effective according to the situation and conditions.

RPP components according to Permendikbud 22 Of 2016 about Process Standards are as follows.

a. Pay attention to the individual differences of students

RPP is prepared by taking into account different types of gender, initial ability, intellectual level, interests, learning motivation, talents, potential, social skills, emotions, learning styles, special needs, speed study, cultural background, norms, values, and/or environment of learners.

b. Encourage the active participation of students

The learning process is designed to be centered on students to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm to learn.

c. Develop a culture of reading and writing

The learning process is designed to develop a passion for reading comprehension of various readings, and expression in various forms of writing.

d. Provide feedback and follow-up

The RPP contains the design of the feeding program positive feedback, reinforcement, enrichment, and remedy.

#### **4. RPP components and systematics**

RPP components according to Permendikbud Number 22 of 2016 about process standards are as follows.

1. Subject identity

Subject identity includes; education units, classes, semesters, program/program of expertise, subjects, number of meetings.

2. Competency standards

Competency standards are the minimum competency qualifications of students which describes the mastery of knowledge, attitudes, and skills expected to be achieved in each class and/or semester in a subject.

3. Basic competence

Basic competencies are several abilities that must be mastered by participant students in certain subjects as a reference for the preparation of indicators competence in a lesson.

4. Competency achievement indicators

Competency indicators are behaviors that can be measured and/or observed to show the achievement of certain basic competencies which become a reference subject assessment. Competency achievement indicators are formulated with the uses of an observable and quantifiable operational verb that includes knowledge, attitudes, and skills.

5. Learning objectives

Learning objectives describe the process and learning outcomes expected to be achieved by students in accordance with basic competencies.

6. Teaching materials

Teaching materials contain relevant facts, concepts, principles, and procedures, and are written in bullet form in accordance with the formulation of achievement indicators competence.

7. Time Allocation

Time allocation is determined according to the need for achieving KD and study load.

8. Learning methods

The learning method is used by the teacher to create an atmosphere of learning and learning process so that students achieve basic competencies learning atmosphere and learning process so that students achieve basis competence or set of predefined indicators. Method selection learning is adapted to the situation and conditions of students, as well as

the characteristics of each indicator and the competencies to be achieved in each subject.

## 9. Learning Activities

### a. Introduction

The introduction is the initial activity in a learning meeting which is shown to generate motivation and focus attention on students to participate actively in the learning process. In preliminary activities, teachers: prepare students psychologically and physically to follow the learning process, ask questions that are linking previous knowledge with the material to be studied, explain the learning objectives or basic competencies to be achieved, and deliver material and explain the description of activities according to the syllabus.

### b. Core Activity

The core activity is a learning process to achieve KD. Learning activities are carried out in an interactive, inspirational, fun, challenging, motivate students to participate actively, as well as provide space sufficient for initiative, creativity, and independence according to talents, interests, and physical and psychological development of students. This core activity is carried out systemically through a process of exploration, elaboration, and confirmation. In exploration activities, the teacher: involves students looking for information broad and deep about the topic/theme of the material to be studied with learning from various sources; using a variety of learning approaches, learning media, and other learning resources; facilitate interaction between students and between students and teachers, environment, and resources learn other; involve students



actively in every activity learning; and facilitate students to experiment on laboratory, studio, and field.

In elaboration activities, teachers: familiarize students with reading and diverse writing through specific, meaningful tasks; facilitate students through giving assignments, discussions, and others to bring up new ideas both orally and in writing; give a chance to think, analyze, solve problems and act without fear; facilitate students in cooperative and collaborative learning; facilitate students to compete healthily to improve achievement learning, facilitating students to make exploratory reports carried out both oral and written, individually or in groups; facilitate students to present the work individually or in groups; facilitate students to carry out exhibitions, tournaments, festivals, and products resulting from; and facilitate students to carry out activities foster the pride and self-confidence of students.

In confirmation activities, the teacher provides positive feedback and strengthens in the form of oral, written, gestures, or gifts for the success of students, providing confirmation of the results of exploration and elaboration of students through various sources; facilitate students reflecting to gain the learning experience that has been done and facilitate students to gain meaningful experiences in achieving basic competencies.

c. Closing Activity

Closing is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. In closing activities, teacher: together with

students and/or independently create lesson summary/conclusion; conduct an assessment and/or reflection on activities that have been implemented consistently and programmed; and provide feedback on the learning process and results; plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or provide assignments both individual and groups according to the learning outcomes of students; and convey a plan learning at the next meeting.

#### 10. Assessment of learning outcomes

Procedures and instruments for assessment processes and learning outcomes are adapted to competency achievement indicators and refers to the Assessment Standard.

#### 11. Learning resources

The determination of learning resources is based on competency standards and basic competencies, as well as teaching materials, learning activities, and indicators of achievement of competence.

**IAIN PURWOKERTO**

The systematics of the RPP is operationally embodied in the following format.

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan :

Mata pelajaran :

Materi Pokok:

Kelas/Semester :

Alokasi Waktu :

A. Kompetensi Inti (KI)

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.1 ...	
2.	4.1	

- **Kolom Kompetensi Dasar:** masing-masing satu KD dari masing-masing KI 3 dan KI 4 yang merupakan rangkaian (kesatuan) pengetahuan dan keterampilan. KD-KD tersebut pada dasarnya dapat disalin dari silabus.
- **Kolom Indikator Pencapaian Kompetensi:**
  - 1) Rumuskan dua atau lebih indikator yang sesuai dengan Kompetensi Dasar.
  - 2) Menggunakan kata kerja operasional
  - 3) Dirumuskan secara rinci baik dari konten materi maupun kemampuan berpikir
  - 4) Representatif

C. Materi Pembelajaran (dapat berasal dari buku teks

pelajaran dan

buku panduan guru, sumber belajar lain berupa muatan lokal, materi

kekinian, konteks pembelajaran dari lingkungan sekitar yang

dikelompokkan menjadi materi untuk pembelajaran reguler,

pengayaan, dan remedial)

D. Materi Pembelajaran

1. Pertemuan 1

2. Pertemuan 2

3. Dst.

(Berisi sub-tema/topik sebagaimana disarankan pada silabus untuk masing-masing pertemuan dirumuskan secara rinci. Materi pembelajaran dapat dilampirkan bila uraian cukup banyak).

E. Metode Pembelajaran

F. Sumber Belajar

Berisi spesifikasi semua sumber belajar (buku siswa, buku referensi, majalah, koran, situs internet, lingkungan sekitar, narasumber, dsb.).

G. Media Pembelajaran

H. Media

- a. Alat dan bahan
- b. Tulis spesifikasi semua media pembelajaran (video/film, rekaman audio, model, chart, gambar, realia, dsb.). Berikut adalah CONTOH cara menuliskan berbagai jenis media pembelajaran.
- c. Video/film: Judul. Tahun. Produser. (Tersedia di Situs internet lengkap dengan tanggal pengunduhan)
- d. Rekaman audio: Judul. Tahun. Produser. (Tersedia di Situs internet lengkap dengan tanggal pengunduhan)
- e. Model: Nama model yang dimaksud
- f. Gambar: Judul gambar yang dimaksud
- g. Realia: Nama benda yang dimaksud

I. Kegiatan Pembelajaran

Aktivitas Guru	Aktivitas Siswa
Pendahuluan (10% dari total waktu pertemuan yang dinyatakan dalam menit)	

Kegiatan inti (75% dari total waktu pertemuan yang dinyatakan dalam menit)	
Penutup (15% dari total waktu pertemuan yang dinyatakan dalam menit)	

1. Pertemuan Pertama:

- a. Kegiatan Pendahuluan
- b. Kegiatan Inti
  - 1) Mengamati
  - 2) Menanya
  - 3) Mengumpulkan informasi/mencoba
  - 4) Menalar/mengasosiasi
  - 5) Mengomunikasikan
- c. Kegiatan Penutup

2. Pertemuan Kedua

- a. Kegiatan Pendahuluan
- b. Kegiatan Inti (\*\*)

  - 1) Mengamati
  - 2) Menanya
  - 3) Mengumpulkan informasi/mencoba
  - 4) Menalar/mengasosiasi
  - 5) Mengomunikasikan

- c. Kegiatan Penutup

3. Pertemuan seterusnya.

J. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Sikap

- a. Teknik: ...
- b. Bentuk Instrumen: ...
- c. Kisi-kisi:

No.	Sikap/nilai	Nomor Butir Instrumen	Bentuk Instrumen
1.			
2.			
3.			

- 2. Pengetahuan
  - a. Teknik: ...
  - b. Bentuk Instrumen: ...
  - c. Kisi-kisi:

No.	Indikator	Level Kognitif	Nomor Butir Instrumen	Bentuk Instrumen
1.				
2.				
3.				

- 3. Keterampilan
  - a. Teknik: ...
  - b. Bentuk Instrumen: ...
  - c. Kisi-kisi:

No.	Keterampilan	Level Kognitif	Nomor Butir Instrumen	Bentuk Instrumen
1.				
2.				
3.				

K. Pembelajaran Remedial dan Pengayaan.

**C. Review of Relevant Studies**

The first research was a thesis written by Tina Oktafianti (2018) , entitled “An Analysis of Lesson Plan Made by An English Teacher Referring to Curriculum 2013 at Mts Al-Qur’an Harsallakum Bengkulu in Academic Year 2018/2019”. The researchers of this study took a qualitative approach to data analysis. The study’s findings the school facility and teacher was nor ready for curriculum 2013. In addition, the teacher less develop the lesson plan. Further, this study have similar method, which is use qualitative method to analyzed the data.

The second research was written by Arif Hidayatullah (2015) student of English Education Departement Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta. Under the title of " An Analysis on Lesson Plan Made by English Teacher at The Seventh Grade Students of SMP Muhammadiyah 1 Kartasura in Academic Year 2015/2016". This study was took a qualitative approach to data analysis. The study's teacher was ready for curriculum 2013 and the quality of lesson plan made by english teacher is pretty good. Further, this study have similar method, which is use qualitative method to analyzed the data. Data collection techniques in this study using techniques of documentation. Test the credibility of the data is done by triangulation, to test the credibility of the data is done by checking the data which have been obtained through several sources.

The third research was a journal written by Devita Hrviani and Riana Eka B. (2018), entitled "An Analysis of Prospective Teachers' Lesson Plan in SMA N 9 Semarang". The method of this research used qualitative descriptive methods. The aims to find out the level of prospective teachers' understanding to renewels in the lesson plan of revised curriculum 2013. This research is written with the results of processing and analysis the data used a qualitative descriptive approach.



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## CHAPTER III RESEARCH METHOD

This chapter discussed the method used by the researcher in conducting this research. This discussion the type of research, the setting of the research, sources of the data, the techniques of collecting data, the technique of analyzing data, and the trustworthiness of data.

### **A. Type of the Research**

The type of this research is qualitative research. Sugiyono (2011: 9) stated qualitative research is research which is based on



the philosophy of post-positivism, is used for examining the conditions of natural objects, the researcher as a key instrument, the data collection technique is done by triangulation (combined), data analysis inductive/qualitative in nature, and qualitative research results emphasize more meaning rather than generalizations. As Creswell (2014: 32) related that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

In this research, the researcher used the content analysis method with the type of research was descriptive qualitative research. The researcher analyzed the content of the lesson plan in 12<sup>th</sup> grade made by an English teacher in SMK N Kebasen. In collecting data, this research used the content analysis method, because the subject that is being analyzed is a document in the form of a lesson plan. After that, the researcher described and analyzed it. In conclusion, the researcher used qualitative research because the data content of explanation, description, and the interpretation about the analysis of lesson plan made by an English teacher in SMK N Kebasen based on 2013 curriculum.

### **B. The setting of the Research**

The researcher researched SMK N Kebasen in 12<sup>th</sup> grade on July 20-30, 2020. This school is located at Jl. Raya Bentul, RT.09/RW03, Desa Kebasen, Kebasen, kab. Banyumas and has three grades of class, there are 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>. The school has 30 classrooms and 3 majors which are automotive body repair (12 classes), accounting (12 classes), and culinary (6 classes). It also has a library, a science laboratory, vehicle repair room, cooking practice room, multimedia room, an OSIS room, a counseling room, a teacher room, a headmaster room, a canteen, a ceremony field, a

prayer room, a volleyball field, and a garden. There are also parking lots for the teachers and the students.

Research is carried out outside class to interview the teacher English SMK N Kebasen for in-depth information. The research was also conducted by analyzing the RPP of English teachers at SMK N Kebasen.

### **C. Sources of the Data**

#### **1. Primary Source**

The primary source of the research in this research is from RPP made by an English teacher of 12<sup>th</sup> grade of SMK N Kebasen.

#### **2. Secondary Source**

The secondary sources are documents of the syllabus of 12<sup>th</sup> grade and interviews with the teacher at 12<sup>th</sup> grade of SMK N Kebasen in the academic year 2019/2020.

### **D. Data collection technique**

#### **1. Documentation**

Documents needed for research. In this research, document analysis techniques or documentation method is the main method in the collection technique of this qualitative data, this is because the data collection method used is content analysis. This technique is used to obtain data on the form of lesson plans, syllabus, and documents from teacher ratings and other documents that support the research. Based on Haerdiyansyah (2014:143) documentation is one way that can be done by qualitative researchers to get a picture from the point of view of the subject through a written media and other documents written or made directly by the subject in question. The instrument of the documentation, the researcher will use a field notes that the researcher makes to takes notes of all the data needed during the research and an observation sheet to take notes

of the interview with the English teacher. In this research, the researcher collected and lists the eight-lesson plan made by an English teacher in 12<sup>th</sup> grade.

## 2. Interview

Based on Sugiyono (2015: 319) interview is a meeting of two people to exchange information and ideas through question and answer, so that constructs of meaning can be constructed in a particular topic. The interview is a conversation with a purpose. The conversation was conducted by two parties, the interviewer (interviewer) who asked questions and interviewed (the interviewed) providing answers to the questions Moleong (2004:135).

The interview used in this study was a structured interview, that is, all questions are carefully formulated and prepared in the observation sheet form. The researcher used the list of questions to conduct interviews so that the conversation could be focused on. Before conducting the interview, the researcher prepared several steps so that the interview ran smoothly researcher did an interview with the English teacher of SMK N Kebasen. The researcher made an interview with the English teacher about the lesson plan made by the English teacher in this school.

### **E. Data Analysis Technique**

The analysis of the lesson plan in this research will enable categorization of the contents in the lesson plan according to the 2013 curriculum. Such an analysis will determine the suitability of the lesson plan emphasis upon the 2013 curriculum standard.

According to Sugiono (2015), in terms of data collection methods or techniques, then technique data collection can be done by interview, questionnaire, observation, and all three combined. In analyzing the data the researcher used the following procedures:

### 1). Reduction of the Data

According to Sugiyono (2015:338) reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, and removing unnecessary ones. This data reduction takes place after the data collection has been completed, all field notes are read, understood, and made contact summaries that contain a description of the results of the study, on-field notes, focus, and answers to the problems study.

After collecting the data, the researcher used table form as an instrument to analyze the compatibility of lesson plan referring to curriculum 2013 and clustered the lesson plan into the standard of curriculum 2013. The table form is used to put all of the lesson plans. In the table form, the researcher identified the contents in order to check the distributions of every part of lesson plan. After the RPP document was obtained, then it is analyzed using RPP review guidelines. The purpose of analyzing RPP documents namely to analyze the suitability of the RPP components with the standard process according to the principles of preparation and development of lesson plans, and whether the RPP model meets the standards of Permendikbud No. 81A. Finally, the researcher interprets the result of the data analysis by describing it qualitatively.

### 2). Presentation of the Data

Sugiyono (2015:314) he argued that in qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories and so on. The most commonly used is the narrative text.

In presenting this data the researcher formed the data analysis that has been analyzed in detailed narrative form. The lesson plan components are grouped based on each part in order to know the compatibility of the lesson plan referring to curriculum 2013 new revised.

### 3). Conclusion

Initial conclusions are the commonly provisional result and it can be changed if not found strong evidence. In the final stage, conclusions must be checked again (verified) on the notes that have been made by the researcher and then towards a solid conclusion. With this, the researcher could draw conclusions from the data and information that has been obtained. After the researcher examined all data, reduced the data, and presented data to answer the formulation of existing problems. The conclusion of this research was the result of the analysis based on the problem statement.

### 4). Triangulation

The qualitative research needs the validity of the data. Actually, the validation of data analysis designated the quality of the researcher's result. In this research, the researcher used triangulation to develop the trustworthiness of data. Based on Sugiyono (2009: 363), he stated that validity is the degree of accuracy between the data that occurs in the object of research with the power that can be reported by researchers. Data validity test in qualitative research includes; test credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). In this research, the researcher used a data credibility test to test the validity of the data from the interview with the data from documentation which the researcher gain from school.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher was presented the data analysis and discussion used to answer research questions which have been collected from the observation, interview, and documentation. The important point of this chapter was to analyze how did the English Teacher arrange the lesson plan at SMK N Kebasen in 12th grade in the academic year 2020/2021 referring to Curriculum 2013.

#### **A. The General Description of SMK N Kebasen**

##### **1. The of SMK N Kebasen**

SMK N Kebasen is a high school managed by the government.

There is the profile of SMK N Kebasen:

School Name : SMK N Kebasen  
NSSN : 401030205060  
Address : JL. Raya Bentul RT 09 RW 03, Kebasen  
Telp : 02816511068  
Fax : 02816847525  
Email : smknkebasen@ymail.com  
Districts : Banyumas  
Province : Jawa Tengah  
Established : May 24, 2010

## 2. Vision and Mission of SMK N Kebasen

As an educational institution that carries out tasks in the form of the curriculum to achieve educational goals, in carrying out its duties SMA Negeri Kebasen has the following vision and mission:

a. Vision

*"Competent, Professional, Competitive"*

With benchmarks:

- 1) The development of noble character
- 2) Achievement in the academic field that is marked by better learning outcomes in the National Examination and General Exams
- 3) Achieving the level of achievement in the fields of sports and arts and language in accordance with the interests and talents of students
- 4) The spirit of patriotism is embedded in students
- 5) Mastery of students in communication in foreign languages
- 6) The realization of optimal services for teachers, employees, and students.
- 7) Excellent in standing/holding principles.

b. Mission

While the mission:

- 1) Preparing productive students to enter the world of work
- 2) Preparing students who have competent careers and excellent self-development
- 3) Preparing Adaptive, Creative, and Productive students
- 4) To prepare students with good character and noble character

c. The Goals of SMK N Kebasen

SMK N Kebasen is the only State Vocational High School in Kebasen District which was established based on the Banyumas regent's decree number 79 on May 24, 2010. The purpose of establishing SMK N Kebasen is to accommodate students who have graduated from SMP / MTs who are equivalent in the District area Kebasen and its surrounding.

### 3. Curriculum

SMK N Kebasen has already used the 2013 curriculum in the academic year 2020/2021. The curriculum structure of SMK N Kebasen is the pattern and composition of subjects that must be taken by students in learning activities. The 2013 curriculum is a refinement of KTSP. Curriculum 2013 was designed to prepare the Indonesian who have the ability to 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. The aim of the 2013 curriculum is to prepare Indonesian people to have the ability to live as a person and a citizen faithful, productive, creative, innovative, affective, and able to contribute to the life of society, nation, state, and civilization world.

- a. SMK N Kebasen curriculum contains 18 subjects, 4 local content, and 3 self-development.



- b. The allocation of time for 1 hour of learning is 45 minutes.
- c. Effective week in 1 school year (2 semesters) is 34 to 38 weeks.

**4. Facilities and Infrastructure in SMK N Kebasen**

Education and teaching in its implementation are greatly influenced by the availability of adequate facilities because, without these facilities, teaching activities will experience many obstacles and will not run well. These facilities can be in the form of learning space and other facilities.

The facilities and infrastructure available at SMK N Kebasen are as follows:

Tabel 4.1. The facilities and infrastructure available at SMK N Kebasen

No	Jenis Ruang	Milik					
		Baik		Rusak Ringan		Rusak Berat	
		Jml	Luas (m <sup>2</sup> )	Jml	Luas (m <sup>2</sup> )	Jml	Luas (m <sup>2</sup> )
1	Ruang Kelas	30	54	-	-	-	-
2	Lab. Praktek Body Automotif	1	72	-	-	-	-
3	Lab. Praktek Akutansi	3	72	-	-	-	-
4	Lab.Praktek Jasa Boga	1	72	-	-	-	-
5	Laboratorium Komputer	3	64	-	-	-	-

6	Ruang Perpustakaan	1	72	-	-	-	-
7	Ruang Aula Pertemuan	1	140	-	-	-	-
8	Ruang Serba Guna	1	72	-	-	-	-
9	Ruang UKS	1	6.5	-	-	-	-
10	Koperasi	1	24	-	-	-	-
11	Ruang BP/BK	1	24	-	-	-	-
12	Ruang Kepala Sekolah	1	24	-	-	-	-
13	Ruang Wakil Kepala Sekolah	1	24	-	-	-	-
14	Ruang Guru	1	58	-	-	-	-
15	Ruang TU	1	48	-	-	-	-
16	Ruang OSIS	1	48	-	-	-	-
17	Kamar Mandi/WC Guru	8	2.5	-	-	-	-
18	Kamar Mandi/WC Siswa	26	2.5	-	-	-	-
19	Dapur	1	2.4	-	-	-	-
20	Lapangan Olahraga	1	-	-	-	-	-
21	Gudang	1	48	-	-	-	-
22	Ruang Parkir	2	-	-	-	-	-
23	Masjid	1	-	-	-	-	-
24	Ruang Aset	1	48	-	-	-	-

## B. Data Presentation

### 1. The Results of Lesson Plans Analysis

There were seven English lesson plans analyzed by the researcher in this research. The content analysis checklist was checked several times

by the researcher for evaluating the English lesson plan made by the English teacher at the 12-grade student of SMK N Kebasen. The analysis gained by documentary was employed to find out the objective of the study. The results from the analysis checklist and document were described by the researcher in the form of words and descriptions as this research was a qualitative study.

Based on the theoretical background that the researcher has discussed in chapter 2, it was found that the criteria for good lesson plans that have been arranged in the RPP components and systematically according to Permendikbud Number 22 of 2016. The researcher described data that had been gotten from some kinds of data collection techniques. The data were obtained from documentation and interview with teacher SMK N Kebasen. According to the observation which had been done by the researcher during the research, the researcher found some findings.

Table 4.2. Analysis Lesson Plan 1

Materi Pokok	The Lesson Plan Component	Criteria	Information
Offering Help	Subject Identity	√	Complete
	Kompetensi Inti	√	In accordance with the Permendikbud 22 thn 2016
	Kompetensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016

	Tujuan Pembelajaran	√	In accordance with the Permendikbud 22 thn 2016
	Materi Pembelajaran	√	Load material complete according to Basic Competencies
	Penilaian, Pembelajaran Remedial dan Pengayaan	√	<ul style="list-style-type: none"> <li>• Assessment of attitudes and skills should use scores of 1-3 accompanied by guidelines of Permendikbud 22 thn 2016</li> <li>• There are no answer keys and scoring guidelines</li> <li>• There is no remittal and enrichment</li> </ul>
	Media/alat, Bahan, dan Sumber Belajar	√	Incorrect format Permendikbud 22 thn 2016, Where the orderis after the scenario, there is no need to put it before the scenario.

Table 4.3. Analysis Lesson Plan 2

Materi Pokok	The Lesson Plan Component	Completeness of Components	Information
Reporting News (Information)	Subject Identity	√	Complete
	Kompetensi Inti	√	In accordance with the Permendikbud 22 thn 2016
	Kompetensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016
	Tujuan Pembelajaran	√	In accordance with the Permendikbud 22 thn 2016
	Materi Pembelajaran	√	Examples of learning materials are inaccurate with the Basic

			Competencies mentioned
	Penilaian, Pembelajaran Remedial dan Pengayaan	√	<ul style="list-style-type: none"> <li>• There are no answer keys and scoring guidelines</li> <li>• There is no remittal and enrichment</li> </ul>
	Media/alat, Bahan, dan Sumber Belajar	√	Incorrect format Permendikbud 103 the Year 2014, Where the order is after the scenario, there is no need to put it before the scenario.

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Table 4.4. Analysis Lesson Plan 3

Materi Pokok	The Lesson Plan Component	Criteria	Information
Asking for one's Attention	Subject Identity	√	Complete
	Kompetensi Inti	√	In accordance with the Permendikbud 22 thn 2016

and Response	Kompetensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016
	Tujuan Pembelajaran	√	The content is accordance with the Permendikbud 22 thn 2016 bur the writer do not mention the head line
	Materi Pembelajaran	√	Load material complete according to Basic Competencies
	Penilaian, Pembelajaran Remedial dan Pengayaan	√	<ul style="list-style-type: none"> <li>• Assessment of attitudes and skills already use scores of 1-3, which is accompanied by guidelines of Permendikbud 103 thn 2014</li> <li>• There are no answer keys and</li> </ul>

			scoring guidelines
	Media/alat, Bahan, dan Sumber Belajar	√	Incorrect format Permendikbud 22 thn 2016, Where the orderis after the scenario, there is no need to put it before the scenario.

Table 4.5. Analysis Lesson Plan 4

Materi Pokok	The Lesson Plan Component	Criteria	Information
Application Letter	Subject Identity	√	Complete
	Kompetensis Inti	√	In accordance with the Permendikbud 22 thn 2016
	Kompetenensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016



	Tujuan Pembelajaran	√	In accordance with the Permendikbud 22 thn 2016
	Materi Pembelajaran	√	Load material complete according to Basic Competencies
	Penilaian, Pembelajaran Remedial dan Pengayaan	-	<ul style="list-style-type: none"> <li>• Assessment of attitudes and skills already use scores of 1-3, which is accompanied by guidelines of Permendikbud 22 thn 2016</li> <li>• There are no answer keys and scoring guidelines</li> </ul>
	Media/alat, Bahan, dan Sumber Belajar	√	Incorrect format Permendikbud 22 thn 2016, Where the order is after the scenario, there is no need to put it before the scenario.

Table 4.6. Analysis Lesson Plan 5

Materi Pokok	The Lesson Plan Component	Criteria	Information
Caption	Subject Identity	√	Complete
	Kompetensi Inti	√	In accordance with the Permendikbud 22 thn 2016
	Kompetensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016
	Tujuan Pembelajaran	√	In accordance with the Permendikbud 22 thn 2016
	Materi Pembelajaran	√	Load material complete according to Basic Competencies
	Penilaian, Pembelajaran Remedial dan Pengayaan	-	<ul style="list-style-type: none"> <li>• There are no answer keys and scoring guidelines</li> <li>• There is no remedial and enrichment</li> </ul>

	Media/alat, Bahan, dan Sumber Belajar	√	Incorrect format Permendikbud 22 thn 2016, Where the orderis after the scenario, there is no need to put it before the scenario.
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Table 4.7. Analysis Lesson Plan 6

Materi Pokok	The Lesson Plan Component	Criteria	Information
Factual Report	Subject Identity	√	Complete
	Kompetensis Inti	√	In accordance with the Permendikbud 22 thn 2016
	Kompetenensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016
	Tujuan Pembelajaran	√	In accordance with the Permendikbud 22 thn 2016

Materi Pembelajaran	√	The material used is not detailed and accurate
Penilaian, Pembelajaran Remedial dan Pengayaan	-	<ul style="list-style-type: none"> <li>• Assessment of attitudes and skills should use scores of 1-3 accompanied by guidelines of Permendikbud 103 thn 2014</li> <li>• There are no answer keys and scoring guidelines</li> <li>• There is no remedial and enrichment</li> </ul>
Media/alat, Bahan, dan Sumber Belajar	√	Incorrect format Permendikbud 22 thn 2016, Where the order is after the scenario, there is no need to put it before the scenario.

Table 4.8. Analysis Lesson Plan 7

Materi Pokok	The Lesson Plan Component	Criteria	Information
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Keharusan dan Responya	Subject Identity	√	Complete
	Kompetensis Inti	√	In accordance with the Permendikbud 22 thn 2016
	Kompetenensi Dasar	√	In accordance with the Permendikbud 22 thn 2016
	Indikator Pencapaian Kompetensi	√	In accordance with the Permendikbud 22 thn 2016
	Tujuan Pembelajaran	√	In accordance with the Permendikbud 22 thn 2016
	Materi Pembelajaran	√	The material used is not detailed and accurate. The teacher does not attach an example that is in accordance with the intended learning objectives.
	Penilaian, Pembelajaran Remedial dan Pengayaan	-	<ul style="list-style-type: none"> <li>• There are no answer keys and scoring guidelines</li> </ul>

			<ul style="list-style-type: none"> <li>• There is no remedial and enrichment</li> </ul>
	Media/alat, Bahan, dan Sumber Belajar	√	<ul style="list-style-type: none"> <li>• Incorrect format Permendikbud 22 of 2016, Where the order is after the scenario, there is no need to put it before the scenario.</li> <li>• The media that teachers use is less diverse, most teachers only use laptop, LCD, and Hand Out</li> </ul>

## 2. Content Analysis of Lesson Plan

- a. The identity of the lesson consists of institutional school, subjects, class/semester, subject matter, and time allocation. Based on the lesson plan above, the lesson plan is already mentioned all those criteria above.
- b. Based on the Standard of Content of Minister of National Education Regulation No. 22 2016. Standard of competency is the qualification of minimized competence of students describing knowledge, attitude, and skills to be achieved every class and semester in a certain subject or competence which have to be posed by students in a certain subject. Based on the lesson plan above, the standard of competency was good based on the syllabus.

Furthermore, all genres stated in the standard of competency and basic competence were covered appropriately in the lesson plans developed by the teacher

- c. Based on the Standard of Content of Minister of National Education Regulation No. 22 of 2016 lesson plan above, the basic competency was good and connected with the syllabus. The standard of competency and basic competence were covered appropriately in the lesson plans developed by the teacher
- d. Based on the lesson plan above, there was mentioned an indicator. In this case, an indicator of competence achievement when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, phsycomotoric, and effective.
- e. Based on the lesson plan above, the materials developed by the teacher in the lesson plans supported basic competence achievement or in other words, they were appropriate with the basic competence. Also, the materials were extended sufficiently and sequentially in the lesson plans developed by the teacher. The material of study is related to what students will learn in the learning setting and have to rely on the indicators of competency established.
- f. Teaching activity. It is divided into three stages: Pre-teaching, while -teaching, and post-teaching. First, pre-teaching is conducted to encourage students' motivation and to attract their attention to learning participation. Second, while-teaching is the process of teaching and learning to achieve basic competency which is conducted systematically through exploration, elaboration, and confirmation phases. Finally, post-teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students. Based on the lesson plan above, as mention in the analysis table, all the lesson

plan is already mentioned all the three stages of teaching. In the pre-teaching phase, the teacher gives apperception and motivation towards students and check the attendance covered except apperception. Pre-teaching contained its aspect related by the teacher to the students' life context and materials of study through questions establishment. During while-teaching, all the stages (*observing, asking questions, gathering information, associating, and communicating*) have been mentioned and described properly by the teacher in each lesson plan. All stages are well and thoroughly described. Furthermore, post-teaching developed by the teacher in the lesson plans was planned to cover conclusion, feedback, and follow up towards the students. Yet, the tasks or homework as the follow-up action planned to deliver to students were not specifically stated by the teacher. *observing, asking questions, gathering information, associating, and communicating* have been mentioned and described properly by the teacher in each lesson plan

- g. The scoring system and procedures used to assess achievement student learning based on assessments that have been developed in harmony with syllabus development. Assessment is a series of activities to obtain, analyze, and interpret data about learning processes and outcomes for students who are carried out systematically and continuously, so that be meaningful information in decision making. The assessment conducted using tests and non-tests in written form or verbal, performance observation, attitudes, and assessment of the work in the form of a project or product, portfolio use, and self-assessment.
- h. Based on the lesson plan above, it was some of the lesson plans have already specifically mentioned the scoring system some of them do not mention the specific criteria of scoring.



Based on the analysis of the seven lesson plan above, the researcher concluded that all of them have the same quality content and it was pretty good quality. The researcher has analyzed lesson plan, all of lesson plan had almost the same weaknesses in some component such as there was no remittances and enrichments, less more specific objectives, there were no various materials used by a teacher, there were no various methods, the assessment was no deliver the key answer, etc.

### **3. Preparation of Lesson Plans by English Teachers at SMK N Kebasen**

Based on interviews with English teachers at SMK N Kebasen, the results show that all English teachers have carried out the drafting RPP. The preparation of English teacher lesson plans at SMK N Kebasen was carried out at the beginning of each semester. Teachers make lesson plans independently. As a guide in making lesson plans, teachers English uses a guidebook for preparing lesson plans following the 2013 Curriculum.

In the interview with the teacher, the teacher felt that it was facilitated by making lesson plans according to the 2013 curriculum. After all, the teacher did not need to be too center in the class because the teacher was only a facilitator. As the teacher said in the interview:

*“Teachers are made easier by the 2013 curriculum because teachers are only facisssslitators, teachers only provide appropriate themes, learning facilities and students who should be more active, not teachers”.*

Then in preparing indicators, the teacher adjusts to the KI and KD that will be achieved. Learning objectives are developed based on basic competencies will be achieved. The material used is from the 2017 SMK class XII Kemendikbud English book and Smart ways for SMK's student's CV. Educational Gift. Method and the strategies used by the teacher in learning are adjusted to the material which will be delivered, such as cooperative learning, project-based learning, etc. In the

assessment section, the teacher assesses the competence of knowledge, skills, and attitudes.

#### **4. The Obstacles in Lesson Plan Formulation**

According to the results of interviews with teachers, the obstacles faced by each teacher different. The researcher would explain the question about problem statements of the obstacles faced by the teacher while made and implementing the lesson plan referring to the 2013 curriculum. After analyzing the teaching writing using the genre-based approach the researcher found that there were some obstacles faced by the teacher such as:

##### **a. Determining Learning Strategies**

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. With the 2013 curriculum in effect recently at SMK N Kebasen, of course, the standards for making lesson plans are also different and increasingly complex. In this case, the teacher finds it difficult to adjust learning strategies according to student abilities. Besides, according to the teacher's explanation in the interview, the abilities of students in class XII were different, some were better at mastering the material and some were less proficient in mastering the material. As mention in the interview:

*“Back again because of the problem of many students who are not active, so to determine the strategy also becomes confused, because the possibility of the strategy is good but not in accordance with the circumstances of the class. So that in the end the teacher only used the lecture method”.*

##### **b. Determining the Learning Media Appropriate Material and Learning Objectives**

In teaching and learning activities, the teachers need supporting media to facilitate teaching and learning activities. Another obstacle experienced by the teacher in making lesson plans was determining the learning media appropriate material and learning objectives to be achieved. In this case, the teacher finds it difficult to use media in accordance with the learning objectives and the available facilities. According to the analysis conducted by the researcher, teachers only use monotonous and less creative media in choosing learning media, most teachers only use LCD, laptop, and hand out.

The efforts made by the teacher, considering the ability, classroom situation, facilities available, and the knowledge of students.

**c. Time setting in compile lesson plans**

According to the results of interviews conducted with teachers, the preparation of lesson plans is carried out in stages at the beginning of the semester. The teacher experienced problems in managing time in compiling lesson plans. The teacher stated that sometimes it was very difficult to divide time. According to the teacher's explanation, this is because the teacher also has a busy teaching schedule and a lot of school administration tasks overcome these obstacles is to use the available time to make a lesson plan.

**d. Lack of student interest**

In this case, the researcher found the problem faced by the teacher in implementing the lesson plan by the interview with the teacher. According to the explanation from the English teacher Mrs. Dijah Muspita, she said that it is difficult to 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. Due to these constraints, teachers cannot fully implement learning using

lesson plans according to the 2013 curriculum standards, because in fact, not all students are more active in class.

## **5. The Problem-Solution Done by Teacher in Lesson Plan Formulation**

### **a. Determining Learning Strategies**

Efforts made by the teacher in overcoming these constraints are at during learning, the teacher increases special attention to the students have fewer abilities. In the interview, the teacher revealed that the teacher made sure to focus more on students who were slow to understand the material so that no students were left behind

### **b. Determining the Learning Media Appropriate Material and Learning Objectives**

In this case, the teacher found difficulties to use media in accordance with the learning objectives and the available facilities. According to the analysis conducted by the researcher, teachers only use monotonous and less creative media in choosing learning media, most teachers only use LCD, laptop, and hand out. The efforts made by the teacher, considering the ability, classroom situation, facilities available, and student knowledge.

### **c. Time setting in compile lesson plans**

The teacher experienced problems in managing time in compiling lesson plans. To overcome the lack of time in making lesson plans, teachers tried to make a lesson plan in their spare time at school.

### **d. Lack of student interest**

Based on the results of the researcher's analysis of the lesson plan above, in teaching teachers often use cooperative learning methods. In the interview, the teacher stated that the

teacher often used the cooperative learning method, especially the peer discussion method or jigsaw to invite students to be more active in class. In this method, the teacher hopes that it will influence students who are passive to become active. As the teacher said in the interview:

*“Not all students are active in class, only a few students are active and can capture the material well, the rest are only followers. So to solve that problem, I usually form a discussion group, in one group I mix active and inactive students. It is hoped that with this discussion method other students will also be active”.*

### **C. Discussion**

After describing the analysis of the lesson plan made by the English teacher based on curriculum 2013 at SMK N Kebasen in 12<sup>th</sup> grade in the academic year 2020/2021, the researcher found some research findings to answer the research problem. In general, it would be concluded as 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, the obstacles faced by the teacher while made and implementing the lesson plan referring to curriculum 2013 and the solutions of the obstacles faced by the teacher while made and implementing the lesson plan referring to curriculum 2013. The result findings could be classified as follows:

#### **1. Lesson Plan Made by English Teacher at SMK N Kebasen in 12<sup>th</sup> grade in the Academic Year 2020/2021.**

According to the data obtained from the research, each English teacher at SMK N Kebasen carries out the preparation of their lesson plans. Based on this lesson plan a teacher is expected to be able to implement programmed learning. The results of the research obtained from interviews with English teachers of SMK N Kebasen, the function of the lesson plans is to determine learning success or failure of learning,

so that learning is more coherent, for restrictions so that learning does not spread, and to provide scope students to be more active. This is in accordance with the statement of Nurdin (2019: 42), who stated that lesson planning essentially has functioned as a projection or prediction of what the teacher will do in the classroom. The teacher also mentioned in the interview that the function of the lesson plan is as a reference for teachers to implement teaching and learning activities to be more focused and running effectively and efficiently. This is under the theory that lesson plans are scenarios used in learning.

Through interviews and reviewing lesson plan documents, it can be seen that the lesson plan above is a lesson plan that the teacher made herself. The annual program and syllabus attached to the lesson documents correspond to English subjects. Then in the lesson plan sheet, it says that the lesson plan maker is a teacher who teaches English subjects, Mrs. Dijah Muspita.

Through data analysis techniques conducted by researchers, it can be described in general terms, the lesson plans made by English teachers are more or less based on the standard process, the principles of the 2013 curriculum based on Permndikbud 22 of 2016. The causes include the lesson plan is complete, the scientific steps are in the learning scenario, and the model is appropriate learning with learning steps.

Based on the analysis of supporting documents from the teacher in the form of the syllabus and annual programs and semester programs, the allocation of time and components in the lesson plan is in accordance with the syllabus, annual program, and semester program. Writing basic competencies and indicators according to the format in Permndikbud 22 of 2016. In preparing indicators, teachers adjust to the Standards Competencies and Basic Competencies to be achieved. Learning objectives are developed based on the basic competencies to be achieved. This is in accordance with the direction of Permendikbud

103/2014 that indicators must refer to basic competencies, which stated that; indicators are behaviors that can be measured and/or observed to show the achievement of certain basic competencies which become a reference subject assessment (Permndikbud 22 of 2016).

The formulation of learning objectives is fully appropriate with KD and indicators. Based on Permndikbud 22 of 2016, it stated that learning objectives describe must the process and learning outcomes expected to be achieved by students in accordance with basic competencies. Then in several lesson plans above, the teacher did not present the material in detail and clearly, this was not in line with Permndikbud 22 of 2016 which stated that; Teaching materials contain relevant facts, concepts, principles, and procedures, and written in bullet form in accordance with the formulation of achievement indicators competence.

The methods and strategies used the teacher in learning have adjusted the material to be delivered. In the lesson plan above, the teacher uses several monotone strategies, almost uniform and there is no difference in each lesson plan. Teachers more often use the lecture method when learning. Where this does not make students more active in the class. In accordance with the objectives of the 2013 Curriculum, students are required to be more active in the classroom and teachers only as facilitators.

Teaching activity. It is divided into three stages: Pre-teaching, while -teaching, and post-teaching. First, pre-teaching is conducted to encourage students' motivation and to attract their attention to learning participation. Second, while-teaching is the process of teaching and learning to achieve basic competency which is conducted systematically through exploration, elaboration, and confirmation phases. Exploration is in which students are engaged in finding information actively, elaboration is in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while

confirmation is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, post-teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students. Based on the lesson plan above, as mention in the analysis table, all the lesson plan is already mentioned all the three stages of teaching activity based on Permndikbud 22 of 2016.

In the pre-teaching phase, the teacher gives apperception and motivation towards students and check the attendance covered except apperception. Pre-teaching contained its aspect related by the teacher to the students' life context and materials of study through questions establishment. Based on Permndikbud 22 of 2016, in preliminary activities, teachers prepare students psychologically and physically to follow the learning process, ask questions that are linking previous knowledge with the material to be studied, explain the learning objectives or basic competencies to be achieved, and deliver material and explain the description of activities according to the syllabus.

During while-teaching, all the stages (observing, asking questions, gathering information, associating and communicating) have been mentioned and described properly by the teacher in each lesson plan which is related to the standard of a lesson plan based on Curriculum 2013 which have been mention on chapter II; *This core activity is carried out systemically through a process of exploration, elaboration, and confirmation.* All stages are well and thoroughly described.

Furthermore, post-teaching developed by the teacher in the lesson plans was planned to cover conclusion, feedback, and follow up towards the students. Yet, the tasks or homework as the follow-up action planned to deliver to students were not specifically stated by the teacher. Observing, asking questions, gathering information, associating, and communicating have been mentioned and described properly by the



teacher in each lesson plan. All stages are well and thoroughly described. As Permndikbud 22 of 2016, that mentioned; closing is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.

The scoring system and procedures used to assess achievement student learning based on assessments that have been developed in harmony with syllabus development. In the assessment, remedial, and enrichment sections, the teacher only attaches the assessment. In lesson plan 1, the assessment and scoring categories are not mentioned, the next lesson plan is complete.

In the learning step, all teachers have applied exploration, elaboration, and confirmation steps. In the assessment, the teacher use has written and oral assessments. In the assessment section, in almost all of the lesson plans above, teachers do not include remedial and enrichment, which is not in accordance with the standard lesson plan from Permndikbud 22 of 2016. In the assessment section, there are still lesson plans where the assessment criteria are less detailed and do not include score scores.

## **2. The Obstacle faced by Teacher**

In this case, the teacher finds it difficult to adjust learning strategies according to student abilities because the abilities of students in class XII were different, some were better at mastering the material and some were less proficient in mastering the material. In this case, the teacher should pay more attention to students who are considered weaker in mastering learning.

Another obstacle experienced by the teacher in making lesson plans was determining the learning media appropriate material and learning objectives to be achieved. In this case, the teacher finds it difficult to use media in accordance with the learning objectives and the available facilities. According to the analysis conducted by the

researcher, teachers only use monotonous and less creative media in choosing learning media, most teachers only use LCD, laptop, and hand out.

According to the explanation from the English teacher Mrs. Dijah Muspita, she said that it is difficult to 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. Besides, according to the objectives of the Curriculum 2013, which was students must be more active in learning and the role of the teacher is only as a facilitator. Based on Permendikbud 103 of 2014, the learning process is designed to be centered students to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning, using a scientific approach includes observing, ask questions, gather information, reason/associate, and communicate. In this case, the teacher can more often give students group assignments that require students to be more active in class. Including games can also increase student participation in active learning.



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## **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 12<sup>th</sup> 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 12<sup>th</sup> 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 12<sup>th</sup> 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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**IAIN PURWOKERTO**

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# **APPENDIXES**

**IAIN PURWOKERTO**

**THE DATA COLLECTION INSTRUMENT**



The instruments of the study in this research are field notes, list of interviews question, and documentation.

#### A. Interview

The interview that used in this research was structure interview so the researcher used the list of question to conduct interview.

##### Interview guideline ( Teacher)

1. Apakah guru membuat sendiri RPP yang gunakan ?
2. Apakah di SMK N Kebasen sudah menggunakan Kurikulum 2013 dalam pembelajaran?
3. Jika sudah , sejak kapan SMK N Kebasen menerapkan Kurikulum 2013?
4. Apakah dalam membuat RPP guru berpatokan pada kurikulum 2013?
5. Adakah hambatan dalam membuat RPP?
6. Jika ada kesulitan dalam membuat RPP tersebut, apa solusi yang di lakukan guru?
7. Apa faktor pendukung mengaplikasian RPP dalam kelas?
8. Bagaimana respon murid saat pembelajaran pembelajaran Bahasa Inggris?

#### B. Documentation

1. School Profile
2. File RPP and silabus kelas 12 tahun pembelajaran 2020/2021
3. Audio record of interview

FIELD NOTE 1

Date :  
Topic : Ask the teachers schedule  
Informant : Mrs. Dijah Muspita Purnamasari M.Pd  
Place : Teacher's Room

Today, was the first day the researcher conducted the research in SMk N Kebasen. The researcher met her in teacher's room and asked her permission to conduct the research in this school. The researcher wanted to observed the teaching writing process in her class. She asked that she would help and cooperated to the research.

#### FIELD NOTE 2

Date :  
Topic : Interview the teacher  
Informant : Dijah Muspita Purnamasari M.Pd  
Place : Teacher's room

Before conducted the interview, the researcher have prepared the list of question. The list interview contained several question related to the implementation of genre-based approach in teaching writing in this school, and also the obstacles of implementing the approach. The interview data are listed in the appendix that has been attached.

After collecting data from interviewed that conducted by the researcher, the Researchers ask permission to request lesson plans and syllabus files of 12 grade of SMK N Kebasen.

#### **The Result of Interview with English teacher**

Peneliti : Assalamu‘alaikum, saya febru. Saya mau minta izin untuk melakukan penelitian di kelas yang di ampu oleh ibu.

Guru : Waalaikum salam. Boleh mas.

Peneliti : Saya minta izin untuk mengajukan beberapa pertanyaan untuk melengkapi penelitian saya, apakah ibu bersedia?

Guru : Boleh, silahkan.

Peneliti : terkait dengan penelitian saya mengenai analisis RPP berdasarkan kurikulum 2013, apakah guru membuat RPP sendiri?

Guru :.Iya, semua RPP yang saya gunakan untuk mengajar saya buat sendiri. Arena saya sudah lama mengajar Bahasa inggis dan ssaya juga sudah terbiasa membuat RPP untuk kelas ynag saya ajar.

Peneliti : Dalam membuat RPP apakah sudah berpatokan dengan kurikulum 2013?

Guru : Sebenarnya sudah berpatokan dengan kurikulum 2013, karena di sekolah ini sudah mulai menerapkan kurikulum 2013. Tapi dalam penerapannya sendiri itu berberda dengan teorinya yaa, RPP sudah di buat sesuai dengan panduan kurikulum 2013 tapi kalo di terapkan di kelas agak susah

Peneliti : Apakah guru mengalami kesulitan selama membuat rpp?

Guru : Sebenarnya kesulitannya itu mencari media dan strategi yang cocok di terapkan di kelas tapi tetap sesuai dengan kurikulum baru. Kadang sudah d buat RPP ynag bagus tapi Ketika di terapkan di kelastidak bisa berjalan dengan baik. Kadang anak-anak tidak mau berkerjasama dengan guru. Tidak semua anak dapat bekerja sama dengan baik. Jadi tidak merata. Lebih seringnya guru lebih aktif dari murid. Padahal seharusnya kalo menurut kurikulum 2013 kan siswa yang harusnya lebih aktif bukan gurunya.

Peneliti : Jadi solusi apa yang ibu lakukan untuk mengatasi itu?

Guru : Saya bisanya memberi tugas untuk berkelompok, jadi nanti anak yang aktif dan yang tidak terlalu aktif saya gabungkan dalam satu grup. Jadi nanti yang pintar bisa mengajari yang belum terlalu paham. Biar yang kurang aktif juga nanti terpacu untuk aktif.

Peneliti : Apakah fasilitas di sekolah sudah mendukung dalam pengaplikasian RPP di dalam kelas?

Guru : Untuk fasilitas sekolah juga sudah mendukung, di sekolah sudah ada LCD juga sudah biasa di gunakan dalam pembelajarn. Dan sarana sekolah juga sudah memadai untuk mendukung pembelajaran. Anak-anak di kelas juga sudah pintar dalam menggunakan gadget Cuma mereka tidak memaksimalkan penggunaan gadget mereka. Mereka cenderung menggunakan gadget untuk games atau bermain medsos. Kalo untuk pembelajaran masih jarang mereka gunakan. Jadi saya sebagai guru juga bingung. Padahal kalo di maksimalkan gaded bisa sangat menunjang di kurikulum 2013 ini.



**IAIN PURWOKERTO**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
(sesuai Permendikbud No. 22 tahun 2016)

- Satuan Pendidikan** : ... (isi dengan nama sekolah)
- Mata Pelajaran** : ... (isi dengan nama mata pelajaran)
- Kelas/semester** : ... (isi dengan tingkat dan dengan kata **satu** atau **dua** yang rele-van – dengan huruf)
- Materi Pokok** : ... (isi dengan tema/aspek/jenis teks sesuai istilah yang dipakai pada mata pelajaran yang bersangkutan)
- Alokasi Waktu** : ... pertemuan (... JP) (isi jumlah pertemuan dan jumlah jam pelajaran dengan memperhatikan jumlah jam per minggu dan penjadwalan; jumlah JP termasuk untuk alokasi ulangan yang terintegrasi dalam proses pembelajaran, alokasi waktu dapat dilihat pada **program semester**)

## B. Kompetensi Inti

1. ...
2. ...
3. ...
4. ...

## C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

CONTOH

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.2 ...	
4.	4.1	

- **Kolom Kompetensi Dasar:** Tulis masing-masing satu KD dari masing-masing KI 3 dan KI 4 yang merupakan rangkaian (kesatuan) pengetahuan dan keterampilan. KD-KD tersebut pada dasarnya dapat disalin dari silabus.
- **Kolom Indikator Pencapaian Kompetensi:**
  - 5) Rumuskan dua atau lebih indikator yang sesuai dengan Kompetensi Dasar.
  - 6) Menggunakan kata kerja operasional

- 7) *Dirumuskan secara rinci baik dari konten materi maupun kemampuan berpikir*
- 8) *Representatif*

#### **D. Tujuan Pembelajaran**

1. Pertemuan 1
2. Pertemuan 2
3. Pertemuan 3
4. Dst.

##### ***Rumusa Tujuan Pembelajaran:***

- 1) *Rumuskan tujuan pembelajaran yang relevan dengan indikator pencapaian kompetensi.*
- 2) *Tujuan-tujuan tersebut dikelompokkan menjadi tujuan pertemuan 1, 2, 3, dst.*
- 3) *Tujuan pembelajaran dirumuskan dengan menggunakan kata kerja operasional yang dapat diamati dan diukur, yang mencakup sikap, pengetahuan, dan keterampilan.*
- 4) *Rumusan tujuan pembelajaran mengandung komponen minimal ABC (audiens, behavior, condition)*
- 5) *Rumusan condition dijabarkan secara rinci*
- 6) *Rumusan tujuan pembelajaran dapat berupa proses pembelajaran*

##### **CONTOH:**

*Setelah mengikuti proses pembelajaran:*

1. *peserta didik dapat menyusun bangun-bangun geometri untuk membentuk persegi panjang sehingga panjang dan lebarnya merupakan hasil pemfaktoran suatu bentuk kuadrat.*
2. *peserta didik dapat menghitung panjang garis tinggi suatu segitiga siku-siku dari titik sudut siku-siku jika diketahui kedua sisi siku-sikunya.*
3. *peserta didik mendengarkan presentasi kelompok lain dengan penuh perhatian.*
4. *peserta didik mengembalikan alat-alat pembelajaran ke tempat penyimpanan sehabis menggunakannya dengan rapi.*

#### **E. Materi Pembelajaran**

1. Pertemuan 1  
...
2. Pertemuan 2  
...
3. Dst.

(Tulis sub-tema/topik sebagaimana disarankan pada silabus untuk masing-masing pertemuan dirumuskan secara rinci. Materi pembelajaran dapat dilampirkan bila uraian cukup banyak).

#### **F. Metode Pembelajaran**

Metode yang direkomendasikan untuk diterapkan adalah Metode Saintifik yang diperkaya dengan Inquiry-Discovery Learning, Pendekatan Berbasis Masalah dan Pendekatan Berbasis Proyek.

**Untuk SMP**, aplikasikan Metode Saintifik dengan atau tanpa diperkaya dengan salah satu atau lebih di antara pendekatan-pendekatan pembelajaran berikut:

1. Inquiry Learning
2. Pembelajaran Berbasis Proyek
3. Pembelajaran Berbasis Masalah
4. Pembelajaran Kontekstual
5. Pembelajaran Kooperatif

Metode yang dirancang dalam RPP pada dasarnya adalah metode yang dinyatakan secara eksplisit atau disimpulkan dari kegiatan pembelajaran yang dirancang dalam silabus. Pemilihan tambahan metode/pendekatan dapat dilakukan dengan menganalisis buku siswa, buku guru dan/atau berdasarkan kebutuhan belajar peserta didik.

#### **G. Sumber Belajar**

Tulis spesifikasi semua sumber belajar (buku siswa, buku referensi, majalah, koran, situs internet, lingkungan sekitar, narasumber, dsb.). Berikut adalah CONTOH cara menuliskan berbagai jenis sumber belajar.

1. **Buku siswa:** Nama pengarang. Tahun penerbitan. Judul buku. Kota penerbitan: Penerbit (halaman)
2. **Buku referensi:** Nama pengarang. Tahun penerbitan. Judul buku. Kota penerbitan: Penerbit (halaman)
3. **Majalah:** Penulis artikel. Tahun terbit. Judul artikel. Nama majalah, Volume, Nomor, Tahun, (halaman)
4. **Koran:** Judul artikel, Nama koran, Edisi (tanggal terbit), Halaman, Kolom
5. **Situs internet:** Penulis. Tahun. Judul artikel. **Tersedia di** Situs internet lengkap dengan tanggal pengunduhan
6. **Lingkungan sekitar:** Nama dan lokasi lingkungan sekitar yang dimaksud
7. **Narasumber:** Nama narasumber yang dimaksud beserta bidang keahlian dan/atau profesinya

#### **H. Media Pembelajaran**

1. **Media**
2. **Alat dan bahan**

Tulis spesifikasi semua media pembelajaran (video/film, rekaman audio, model, chart, gambar, realia, dsb.). Berikut adalah CONTOH cara menuliskan berbagai jenis media pembelajaran.

- Video/film: Judul. Tahun. Produser. (Tersedia di Situs internet lengkap dengan tanggal pengunduhan)
- Rekaman audio: Judul. Tahun. Produser. (Tersedia di Situs internet lengkap dengan tanggal pengunduhan)
- Model: Nama model yang dimaksud
- Gambar: Judul gambar yang dimaksud
- Realia: Nama benda yang dimaksud

## I. Langkah-langkah Kegiatan Pembelajaran

### 1. Pertemuan 1

Aktivitas Guru	Aktivitas Siswa
Pendahuluan (10% dari total waktu pertemuan yang dinyatakan dalam menit)	
Kegiatan inti (75% dari total waktu pertemuan yang dinyatakan dalam menit)	
Penutup (15% dari total waktu pertemuan yang dinyatakan dalam menit)	



2. Pertemuan 2
  - a. Pendahuluan (10% dari total waktu pertemuan yang dinyatakan dalam menit)
  - b. Kegiatan inti (75% dari total waktu pertemuan yang dinyatakan dalam menit)
  - c. Penutup (15% dari total waktu pertemuan yang dinyatakan dalam menit)
3. Pertemuan 3
  - a. Pendahuluan (10% dari total waktu pertemuan yang dinyatakan dalam menit)
  - b. Kegiatan inti (75% dari total waktu pertemuan yang dinyatakan dalam menit)
  - c. Penutup (15% dari total waktu pertemuan yang dinyatakan dalam menit)
4. Pertemuan ..., dst.
  - *Disarankan pembelajaran mencakup tahap-tahap kegiatan yang berpusat pada siswa*
  - *Kegiatan-kegiatan pembelajaran pada dasarnya disalin dari silabus mata pelajaran. Kegiatan-kegiatan pembelajaran tersebut dapat disempurnakan dengan cara menambah, mengurangi/ataumengubahnya.*
  - *Pengaturan, peran guru dan peran siswa dalam penyelesaian kegiatan pembelajaran dirancang sedemikian rupa hingga selama mengerjakan kegiatan pembelajaran peserta didik melaksanakan nilai-nilai.*
  - *Kegiatan pendahuluan memuat aktivitas kegiatan apersepsi, memberikan motivasi serta penyampaian tujuan*
  - *Kegiatan inti mencerminkan metode/model pembelajaran yang dipilih*
  - *Kegiatan penutup memuat aktivitas penarikan kesimpulan, memberikan pekerjaan rumah, serta penyampaian informasi materi pada pertemuan berikutnya.*
  - *Kegiatan pembelajaran tidak hanya terjadi di ruang kelas, tetapi juga dapat dilakukan di luar ruang kelas dan lingkungan sekolah. Selain itu pemanfaatan TI serta kebiasaan membaca agar digalakkan.*

## J. Penilaian

1. Sikap
  - a. Teknik: ...
  - b. Bentuk Instrumen: ...
  - c. Kisi-kisi:

No.	Sikap/ nilai	Nomor Butir Instrumen	Bentuk Instrumen

4.			
5.			
6.			

Instrumen: lihat *Lampiran ...*

2. Pengetahuan

- d. Teknik: ...
- e. Bentuk Instrumen: ...
- f. Kisi-kisi:

No.	Indikator	Level Kognitif	Nomor Butir Instrumen	Bentuk Instrumen
4.				
5.				
6.				

Instrumen: lihat *Lampiran ...*

3. Keterampilan

- a. Teknik: ...
- b. Bentuk Instrumen: ...
- c. Kisi-kisi:

No.	Keterampilan	Level Kognitif	Nomor Butir Instrumen	Bentuk Instrumen
4.				
5.				
6.				

Instrumen: lihat *Lampiran ...*

Rubrik Penskoran : *Lampiran....*

**K. Pembelajaran Remedian dan Pengayaan**

..., ..... 20...

Mengetahui

Kepala SMP

.....

NIP. ....

Guru Mata Pelajaran

.....

NIP. ....

*Lampiran 1: ...*

*Lampiran 2: ...*

*Dst.*

