An analysis of lesson plan in the 2013 curriculum made by English teachers

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Abstract
The purpose of this study is to analyze the Basic Competencies (KD) in Lesson Plan (LP) Curriculum 2013 made by English teachers who participated in the 2013 curriculum implementation training at LPMP Kal-teng. This research used qualitative method. The research subject was taken from the KD 2 lesson plan prepared by four teachers in one group. The data were obtained through documentation. The researcher used a manual coding sheet in analyzing the collected data. The results showed that the teacher implemented KD into the LP well based on the components of 2013 curriculum, it is evidenced by the preparation of a continuous LP based on the format of the Ministry of Education and Culture no 22 of 2016. All written stages were complete even though there were some lacking in writing some indicators of the lesson plan such as in writing time allocation, giving motivation in pre-activity, formulating learning objectives, using operational verbs and selecting learning material for students.

Keywords: lesson plan; basic competence; 2013 curriculum

INTRODUCTION
Lesson plan is a plan of teaching and learning process preparation each meeting or more. Lesson plan is developed from the syllabus in order to direct student’s learning activities to achieve basic competencies (KD) stated in the syllabus.

One of the teacher’s main tasks is to arrange and develop well a systematic lesson plan well, so that the teaching and learning activities carried out in class are more interactive, inspiring, fun, challenging, efficient, motivate students to actively participate, provide sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and student’s physical and psychological development.

The lesson plan arranged by the English teacher should be appropriate with the lesson plan component based on Kemdikbud number 22 year 2016 concerning the standart of process junior high school and Minister of Education and Culture Regulation No.103 of 2014 concerning Learning in Primary Education and Secondary Education.

Experience shows that many teachers find some difficulties when plan their lessons, especially those in accordance with the component/format on the 2013 curriculum. Based on that reason, the researcher was interested in analyzing the part of teacher's lesson plans which limited on the Basic Competence that was not in accordance with the lesson plan format of the 2013 Curriculum guidebook.
METHOD

Through the 2013 Curriculum teacher training implemented by LPMP Kalteng on 27 – 29 March, 2018. This training activities invited Twenty-five participants from districts/city in Central Kalimantan. Twenty-five English teachers of Junior High school were divided into 7 groups to discuss the basic competencies from syllabus and developed in this training, it means there were seven of based competency from syllabus have been developed in this training, and each group only developed one basic competency (KD). In this research, the researcher only took one lesson plan, that was developed from basic Competency 2 (KD 2) as a sample. There were four teachers in this group in making the lesson plan of basic competency 2 (KD 2). In conducting the research, researcher employed a qualitative method. The data were gained from teacher’s lesson plans based on 2013 curriculum. The researcher used the rubric of the 2013 Curriculum guidebook to analyze the lesson plan. The rubric used to analyze the data was based on the Minister of Education and Culture No. 22 of 2016 concerning the Standards of the Primary and Secondary Education Process, it is presented in the table below:

Table 1. The rubric to analyze the lesson plan

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>School identity</td>
<td>Write the name of the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write class / semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write time allocation</td>
</tr>
<tr>
<td>B</td>
<td>Core Competency</td>
<td>Write the core competencies completely and correctly</td>
</tr>
<tr>
<td>C</td>
<td>Basic Competence and competency achievement indicator</td>
<td>Write the basic competencies completely and correctly</td>
</tr>
<tr>
<td>D</td>
<td>Learning objectives</td>
<td>Formulate one or more for each Competency achievement indicator (IPK)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning objectives can be done by including the aspects of “ABCD”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written for each meeting</td>
</tr>
<tr>
<td>E</td>
<td>Learning material</td>
<td>Choose regular, remedial and enrichment materials according to the competencies developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning material must be in accordance with KD, time allocation and student development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The depth of the material and the ability of students</td>
</tr>
<tr>
<td>F</td>
<td>Learning Method</td>
<td>Apply one or more learning methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The selected learning Method is an active, effective and efficient learning which</td>
</tr>
</tbody>
</table>
facilitates students to achieve a basic competency with 21st century skills

G Media and materials
Matching with the learning objectives, students characteristic and appropriate with the material of the learning

H Learning resources
Utilize the natural or social environment
Using government textbooks (teacher books and student books)
Refer to materials obtained through the library
Material obtained through certain websites / internet

I Teaching activity
Formulated teaching activities that appear pre-activity, while-activity and post-activity
Designing learning activities in accordance with the learning method’s syntax
Designing learning activities that facilitate learning attitudes, knowledge and skills

J Assessment
Include techniques, forms, and examples of assessment instruments in the realm of attitudes, knowledge and appearance according to indicator
Arrange the instrument of assessment items in accordance with the rules of instrument development
Develop scoring guidelines (scoring rubrics)
write remedial and enrichment learning activities based on student’s characteristic, time allocation, media and materials

RESULT AND DISCUSSION
The researcher analyzed the lesson plan made by the English teacher trainee based on the rubric of the 2013 Curriculum guidebook. The researcher analyzed whether the lesson plan arranged by the English teacher were appropriate with the lesson plan indicators based on Kemdikbud number 22 year 2016 about the standart of process junior high school, about the lesson plan component.

Identity of lesson (namely)
The identity of lesson plan consist of institutional unit, subject, class/semester, topic or sub topic and time allocation/number of meeting. The teacher wrote lesson identity well and complete by stating the school, subject, class, semester, topic and time
allocation. The identity was good enough although there was no number of time (hours of meeting) for the lesson plan, teachers only write number of meetings, teacher arranged this lesson plan for two meeting, but teachers did not include time allocation. As mentioned before, one of characteristic of 2013 curriculum is” time allocation 2x40 minutes for Junior High school, so its means the teacher should write the time allocation completely: 2x40 (4 hours).

Core Competency

Core competency is qualification of minimum competence of students describing attitude, knowledge and skills to be achieved by students in every class and/or semester in a certain subject or competence which have to be obtain by students in a certain subject in order to achieve graduate competence standard (SKL). It is based on the Standard of Content of Minister of National Education Regulation No. 24 Year 2016. In the lesson plan above we can see the teacher write the core competency (KI 1, KI 2, KI 3, KI 4) completely and they were based on the syllabus. It was appropriate with the lesson plan components.

Basic Competence and competency achievement indicator

The basic competence of English subject contains the ability and content of learning for subjects which refers to the Core Competency and it is formulated to achieve Core Competencies. Basic Competency formulation is developed by taking into account the characteristics and abilities of learners, and the specificity of each subject.

Based on the 2013 curriculum guidebook, an English subject for Junior High School were only developed from two basic competencies, they are basic knowledge competencies (KD 3) and basic skill competences (KD 4). From the lesson plan, the researcher found that teacher arranged basic competences correctly in a table, then from the basic competency, the teachers seperated it into competency achievement indicator (IPK), the researcher appreciated that it was good indicators, because it was suitable with the core competencies and basic competencies in the syllabus.

The researcher appreciated how the teachers have seperated the basic competence into indicators, but in making indicator the teacher should pay attention to operational verbs. On the KD 3.2.1, teacher asked students to determine the suitable words for simple text, based on Bloom's taxonomy of thinking ability. The operational verb (KKO) determines is included in C3 stage (applying). However, according to the researcher, at the beginning of unit 2, students were still in on thinking ability C1 (remembering).

The operational verb used in KD 3.2.2 was in accordance with the cognitive classification of Bloom's taxonomy, where the teacher used to identify as an operational verb. However, in KD 3.2.1 the teachers used the operational verb to compile, as mentioned above, which has included C6 (creating) even though the material is relatively easy, but using the operational verb to compile may be quite difficult for new students at the grade seven of junior high school who were just introduced to the English subject, considering the determination of the operational verb is also based on the characteristics of each student.
On the basic competence of skills, the teachers have developed a good competence achievement indicator and it is accordance with basic competence. According to the researcher as well, the operational verb used was in accordance with the cognitive abilities for grade seven students and its can be measured in the assessments.

Learning objectives

The formulation of Learning objectives is based on basic competence. Learning objectives use operational verb that can be observed and measured, they include attitude, knowledge and skill. From the lesson plan observed, the teachers formulated learning objectives for every meeting, it is accordance with the rubric guideline. The formulation objectives developed by the teachers in lesson plan was appropriate with the basic competence and IPK, because based on the guide book, that IPK was very specific. But in formulating learning objectives, the teachers should take into account aspects of “ABCD” as proposed by Mager, Findlay and Nathan (Richards, 2001). “A” stands for “Audience” and refers to the students as the subject. “B” stands for “Behavior” that defines performance to be learned stated by action verbs. “C” stands for “Condition” under which the demonstration of students’ performance is to occur. “D” stands for “Degree” which describes how well the students must be able to demonstrate the performance.

Based on the findings, researcher described the analysis of learning objective as follow:

1. There were 7 objectives formulated by the teachers in the lesson plan, there was yet only two objectives represented the Behavioral Objective theory.
2. The other 5 objectives were missing “C” feature. Contrary with the previous aspect, teachers’ comprehension is still lacking on creating objectives which consist of complete “ABCD”.
3. They often overlooked to put Condition in their objectives to specify certain circumstance in which the students should be able to perform certain skill.

It can be assumed that based on the data findings, the objectives developed by the teacher supported basic competence determined in 2103 curriculum, but also it can be assumed that the teacher still have problems in formulated learning objectives.

Learning material

Learning Material consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established. Based on the lesson plan developed by teachers, the materials in that lesson plan supported basic competence achievement or in other words they were appropriate with the basic competence and the indicators determined. The teacher took the material from students’s book “When
English Rings a bell” and from the syllabus. The teacher also write remedial and enrichment materials completely.

In addition, a few of materials used in the lesson plans developed were a little monotonous for the students. The teacher might use different materials by searching them via internet or magazines and then adapting them to fit the students’ needs and interests.

Learning Method

Based on guide book from Minister of Education and Culture 2016, In 2013 curriculum, the teacher may use one or more learning methods in the lesson plan, and the method should use active and effective learning for students to achieve indicators and based on 21st century skills.

Based on the lesson plans developed by the teacher, they used two kinds of learning methods in one subject matter, i.e discovery learning for the first meeting and problem based learning for the second meeting.

Media and materials

Media and materials can be used to make difficult subjects more understandable, and for holding attention on important ideas. Its should lead students to be interested and remember ideas by becoming more involved in classroom activities. Media was made based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. In this viewpoint, tools and media used were textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity run well and effective as well as to attract students’ interests in learning.

The researcher found that teacher use instructional materials and media which were appropriate with indicators, student’s condition and school’s condition. In the lesson plan, the teacher used media in form of PPT slides and questions paper. The PPT slides used LCD and laptop to display attractive images that made students interested the material. The teachers also used whiteboard as the media since they put spidol as a tool stated in the lesson plan. We can say that these media and materials are quite interesting and varied according to basic competency and aspects requested in the 2013 Curriculum Guide.

Learning Sources

It is based on core competency and basic competency, student’s characteristics, materials, activity, and achievement indicator of competency. It can be in forms of books, print and electronic media, the environment or other relevant sources.

In the resource of the learning in the lesson plan, the researcher stated that it was suitable with the core competences and basic competences. They put a book as the source “ When the English Rings the Bell”(teachers book and students book). The teacher also wrote out the pages of source book. The sources of the learning material in lesson plan made by the teacher was appropriate with the material of the learning and syllabus, it was reflected the syntax of scientific approach in implementing 2013 curriculum. The researcher stated that this lesson plan had a very good source and
media, suitable with the material, and also used scientific approach and characteristic of the students.

**Teaching activity**

Principally, in the teaching activity, there are three phases that must be accomplished by a teacher: pre-activity, whilst-activity, and post-activity. In the Pre activity step, based on the observation from the lesson plan, teacher developed the same pre activities at the first meeting and at the second meeting. The researcher stated that the steps in pre activity was in line with the 2013 curriculum guidebook. At the first steps, the teacher asked the students to pray together which showed us how to build students character, as a reflection of the first core competencies. Then the teachers checked the students attendance and made a pleasant learning atmosphere by inviting students to sing a ‘good morning’ song as a warming up. Next, the teacher asked the previous material they learned and related it to the exitis material, the teacher also delivered the learning objectives and assessment technique that is complete with the simple sentences with suitable words, for knowledge assessment and skill assessment, the teachers give students writing and reading skill task. There was no motivation covered in pre-activity excepted apperception. In addition, the teachers successfully made the students to get involved in teaching learning by providing engaging lead in. From the pre teaching above, researcher stated that the teachers had made a good pre-activity step.

Whilst-activity is the process of teaching and learning to achieve basic competency which is conducted systematically through a scientific methods. In this whilst-activity at the first meeting, the teacher developed activities were in Discovery Learning. The activities designed by teachers reflected most of the characteristics of discovery learning. The syntax of that method are **Stimulation of problem statement**, **data collection**, **data processing**, **verification** and **generalization**.

From the syntax above, researcher found that teacher developed the activities systematically and clearly. However, in stimulation of problem statement, researcher did not found the activities of giving stimulation for students. Teacher just stated; “Topik ini adalah perkenalan diri/ Our identity.” Teacher should be able to stimulate by displaying images, videos or other media that are interesting and accordance with the learning material.

In the while-activity at the second meeting, teacher developed activities were designed which exemplified Problem Based learning. Researcher describe the analysis whilst-activity in the table:

<table>
<thead>
<tr>
<th>Table 2. First meeting</th>
<th>Whilst - activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps of Discovery Learning</strong></td>
<td><strong>Topik dalam materi ini adalah perkenalan diri / ‘our identity’</strong></td>
</tr>
<tr>
<td>formulate questions</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td><em>Pada tahap ini setiap kelompok diberi tugas (tes tertulis) untuk melengkapi sebuah teks tentang identitas seseorang. Setiap kelompok dengan bekerja sama</em></td>
</tr>
</tbody>
</table>
Based on the syntax of Discovey Learning on the lesson plan, at the first meeting, researcher found that teacher did not mention the activities clearly. Teacher only give the information about the topic of the meeting “our Identity”, but there were no activities mentioned on the first syntax. But in general, the next stage until the last syntax, the teacher can arrange steps for discovery learning well, such as in the planning stage, where students are given the task to complete the text about a person's identity in groups, so that students can plan and complete those assignments in groups. At the stage of collecting and analyzing data, students are asked to determine the right words by searching for information from dictionaries or other sources such as libraries. Furthermore, on draw the conclusion syntax, teacher together with students discuss the results of student’s work and making conclusion about the result of their work. At the last syntax, teachers asks students to write down their independent assignments about introducing themselves and practicing them in front of the class.

Overall, the syntax that made by teacher in this lesson plan is a good activities, but teacher should take a note about the time allocation. Based on the researcher’s analysis, almost impossible to finish all of the syntax in one meeting. So, it means the teacher can make it into more than one meeting.

Table 3. Second Meeting
<table>
<thead>
<tr>
<th>Steps of Problem Based Learning</th>
<th>Whilst-activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem clarification</td>
<td>Guru memberikan sebuah dialog yang masih acak yang berkaitan dengan hobi. Siswa mengidentifikasi dialog tersebut dan menulis kata-kata yang baru dan mencari artinya di kamus.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Guru memfasilitasi siswa untuk menemukan makna dari dialog yang disajikan.</td>
</tr>
<tr>
<td>Mengumpulkan dan menganalisis data</td>
<td>Setiap kelompok akan mengumpulkan data dan fakta untuk mengumpulkan informasi terkait untuk mengurutkan dialog yang masih acak tersebut.</td>
</tr>
<tr>
<td>Berbagi informasi dan berdiskusi untuk</td>
<td>Siswa merumuskan dan menetapkan solusi untuk mengurutkan dialog tersebut supaya menjadi dialog yang bermakna. Siswa menyusun dialog acak tersebut untuk menjadikannya dialog yang baik dan bermakna.</td>
</tr>
<tr>
<td>menemukan solusi penyelesaian masalah</td>
<td></td>
</tr>
<tr>
<td>Presentasi hasil penyelesaian masalah</td>
<td>Siswa mempresentasikan hasil diskusi mereka dalam mengurutkan dialog acak tersebut di depan kelas. Siswa mereview, menganalisis, mengevaluasi dan refleksi terhadap dialog yang sudah mereka urutkan. Siswa melakukan perbaikan berdasarkan hasil diskusi.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Siswa mengemukakan ulasan terhadap pembelajaran yang dilakukan. Guru dan siswa melakukan merefleksi atas kontribusi setiap orang dalam proses pembelajaran.</td>
</tr>
</tbody>
</table>

At the second meeting, the stages of learning used by teachers are problem based learning. This method uses 5 stages of learning process, teachers has developed the learning activity that are appropriate with the stages in problem-based learning methods. However, the teacher still has not considered whether the five stages of the activity can be fulfilled in one meeting, because that time allocation per meeting is only 2x40 minutes for Junior High school.

Nevertheless, the overall stages of the whilst-activity on the lesson plan have been systematic and the stages of the activities are in accordance with the learning objectives at the meeting. Whilst- activity at the second meeting also is in conformity with process standard components at permendikbud no.22 year 2016. In addition, the whilst-activity developed by the teacher in the lesson plans was also planned to focus on the students where students are engage actively in the activities while the teacher was planned to be a fasilitator. Moreover, it was positive that whilst-activity developed was planned to give opportunity to students to have cooperation and
collaboration with friends as well as have interaction with environment. This will lead students to behave precisely of how to deal with other people and communities.

Finally, Post-activities is conducted by giving feedback about topic/material of those meeting, making conclusion about learning objective of those meeting, teacher plans a remedial or enrichment, giving assignment, pray and saying good bye. 

Assessment is conducted to evaluate students results of study in which the instruments used are based on the indicators to be assessed.

Based on the observation, the researcher found that the assessment developed by teacher was suitable with the learning objectives. The assessment contains of the instruments of knowledge assessment and skills assessment. Teacher write it on the table. From the table we can see that teacher make the instrument and key answer based on the indicator and learning objectives of the lesson plan. It can be elucidated, that assessment is required to execute using rubrics in order to evaluate students’ achievement towards indicators determined.

CONCLUSION

Referring to the discussion of the research findings, the researcher draws to the following conclusions:

1. In the lesson plan made the English teacher in teacher training implemented by LPMP KalTeng, the teacher arranged a good lesson plan that was appropriate with lesson plan in 2013 curriculum it proved by the steps
2. Based on the lesson plan arranged by the teachers, it didn’t mention the time allocation.
3. In making indicator the teacher should pay attention to operational verbs. On KD 3.2.1, teacher asks students to determine the suitable words for simple text, based on Bloom's taxonomic thinking ability, the operational verb (KKO) determines has entered the C3 stage (applying), according to the researcher at the beginning of unit 2, students are still in on thinking ability C1 (remembering).
4. Teacher should take a note that in formulating learning objectives, teacher should take a note the aspects of “ABCD” as proposed by Mager, Findlay and Nathan (Richards, 2001). From the discussion above, there were 7 objectives formulated by the teachers in the lesson plan, there was yet only two objectives represented the Behavioral Objective theory. The other 5 objectives were missing “C” feature
5. In addition, a few of materials used in the lesson plans developed were a little monotonous for the students. The teacher might use different materials by searching them via internet or magazines and then adapting them to fit the students’ needs and interests.
6. There was no motivation covered in pre-activity excepted aperception

SUGGESTION

In reference to the conclusion above, some suggestions are given as follows. In the lesson plan made by the English teachers, the teachers must be set the objectives of the learning, and manage the time allocation. Teacher should know the aspects and
indicators of a good lesson plan when they develop a Lesson Plan. The expected to the teacher, they were able to motivate the students in order to be excited in learning English such as in the characteristic of curriculum 2013 teaching learning should be cheerful and friendly. for example, teacher must be find the material as interesting as possible by according to curriculum 2013.

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