CHAPTER II REVIEW OF RELATED LITERATURE

This chapter describes the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field. This chapter also presents several similar previous studies. The analysis conducted in this research depends on some theories discussed in this chapter.

A. Review of Related Literature

1. Definition of Lesson Plan

There are several definitions of lesson plans have been provided. Reiser and Dick stated that lesson planning is an activity that teachers and students will do. Teachers can plan their lesson while they are in shopping, driving even when they are walking to the class. Harmer clarified that lesson planning is the art of combining some different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to whatever sign and gestures teachers may use to visualize and create that identity. It can be inferred that planning a lesson means the time for teachers to design what activities, materials, or skills that will be delivered to the students.

¹ Baylor A. L., et.al., "The Instructional Planning Self-reflective Tool IPSRT): A Method for Promoting Effective Lesson Planning, Educational Technology". 41(2), 2001, 59.

² Jeremy Harmer, *The Practice of English Language Teaching, Third Edition* (New York: Longman, 1991), 434.

Mulyasa stated that lesson plan is a plan which describes procedures and management of research in order to reach one or more basic competence regulated in the Standard Content and extended in the syllabus.³ It means that there are steps and organizations developed by a teacher in a plan of course in order to achieve Competence-Based that stated in the curriculum. The steps deal with the chain works conducted by the teacher in developing the lesson plan such as establishing the objective of research, indicators, materials, and methods. They should be done structurally in order to meet students' needs, interests, and be able to adjust students' ability appropriately.

According to the Minister of National Education Regulation Number 103 Year 2014 said that the lesson plan is developed lesson plan in detail on particular subject matter or theme that refers to the syllabus.⁴ In addition, Ginting asserted that lesson plan is teaching scenario which is as reference for teacher to prepare, do, and evaluate the result of teaching-learning process.⁵

In conclusion, lesson plan is a sequence of lessons which are prepared by teacher based on the curriculum. It is a detailed description of a syllabus which is developed by a teacher as an effort to reach main competence and basic competence in the curriculum.

³ Mulyasa, Kurikulum Tingkat Satuan Pendidikan.....212.

⁴ Peraturan Menteri Pendidikan nasional Republik Indonesia No. 103 Tahun 2014, Panduan *Penyusunan Kurikulum 2013 Jenjang Pendidian Dasar dan Menengah* (Jakarta, 2014).

⁵ As cited by M. Fadlillah, *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI*, *SMP/MTs*, & *SMA/MA* (Yogyakarta: Ar-Ruuz Media, 2014), 144.

2. The Function of Lesson Plan

The Planning a lesson is an essential process in an instruction because this process will help teacher to manage instruction effectively. As asserted by Richards, "planning a lesson before teaching is considered essential in order to teach an effective lesson." It should enable students to learn effectively in the classroom and to gain specific competencies after teaching-learning process. It should also provide an appropriate quality towards language learning so that the students can obtain the quality of language skills as well.⁶

Harmer argued that teachers and students will find the lesson not meaningful and interesting without lesson plan. The worst condition is the students are undermined to learn English. If teachers do not think what they are going to do, it means they do something useless at all.⁷ Those are the reasons why lesson plan is essential.

According to the Minister of National Education Regulation Number 65 Year 2013 about the Standard Process, every teacher must develop lesson plan completely and systematically so that teaching-learning can be administered interactively, fun, challenging, and can encourage students to participate actively as well as can give sufficient space for their creativity and autonomy based on their interests, innates, and also their physic and psychology

⁶ J.C. Richards - D. Bohlke, *Creating Effective Language Lessons* (New York: Cambridge University Press, 2011), 35.

⁷ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition* (New York: Longman, 1991), 309.

development.⁸ It means that a teacher as the agent of change in the classroom is required to be able to develop his lesson plan systematically in order to create interactive and effective learning based on students' interests, ability, and so forth as well as to encourage students to be active and creative in their learning activities.

3. The Component of Lesson Plan

The main focus of lesson plan is to decide what teachers and students will do in the classroom, to get the effective instruction, and to increase students' achievement. As Brown clarified that key questions in planning, he indirectly pointed out the content of a lesson plan. They are:⁹

- a. What kinds of things do you want the pupils learn?
- b. What are your precise instructional objectives?
- c. What is the most appropriate sequence of the topics and the tasks (procedure)?
- d. What are the most appropriate methods?
- e. How should the teaching and learning be evaluated?

In addition, according to Reiser and Dick there are six components of lesson plans which can be criteria in lesson planning: indicators, objectives,

⁸ Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 65 Tahun 2013, Standar Proses untuk Satuan Pendidikan Dasar dan Menengah (Jakarta: Badan Standar Nasional Pendidikan, 2007),

<sup>1.
&</sup>lt;sup>9</sup> G. Brown, *Micro Teaching* (London: Methuen and Co. Ltd., 1975), 24.

activities, materials, instructional media, and assessment. 10 They are described:

1) Indicators

Reiser and Dick clarified that the criteria of indicators; match with the objectives, reveals the specific skill, considering the domain of learning, and measurable.¹¹

On the other hand, Rowntree listed some observable (measurable) and non-observable (immeasurable) verbs. Observable (measurable) verbs mean the verb that used in instructional goals can help the goals to be easy to see, assess, or observe by the learners. Reiser and Dick stated about the using of measurable instructions. They argued that measurable instruction for goals must use measurable verbs. Some examples of the measurable verbs are *state*, *describe*, *list*, and others. The observable and non-observable verbs are presented in the table below. 13

1

¹⁰ As cited by Bidaria, Thesis: "Teaching English for Young Learners" (Jambi: Universitas Jambi, 2013), 13.

¹¹ As cited by Miftah Farid, Thesis: "Teachers Difficulties in Lesson Planning" (Bandung: Universitas Pendidikan Indonesia, 2014), 17.

¹² As cited by A. Rejeki, Thesis: "Case Study of Lesson Plans of Two Elementary Schools in Bandung Kulon, West java" (Bandung: Universitas Pendidikan Indonesia, 2009), 14.

¹³ As cited by A. Rejeki, Thesis: "Case Study of Lesson Plans of Two Elementary Schools in Bandung Kulon, West java"

Table 2.1
Observable and non-observable objective verbs based on Rowntree

Observable (measurable) Verbs	Non-observable (immeasurable)
	Verbs
Explain, list, evaluate, pick out,	Know, understand, really know,
distinguish between, analyze,	really understand, be familiar with,
summarize, compare, apply, asses,	become acquainted with, have a
suggest reasons why, give	good grasp of appreciate, be
example of, carry out,	interested in, acquire a feeling for,
demonstrate, etc.	be aware of, believe, have
	information about, realize the
	significant of, learn the basics of,
	obtain working knowledge of,
	believe in, etc.

2) Objectives

After having indicators, objectives are the second aspect that should be taken in the lesson plan. Objectives are explicit descriptions of what students will be able to do instead of what teachers are going to do as a result of the instructional activities they received. Based on Reiser and Dick proposed taxonomy to classify objectives into four types or domains of learning out comes, they are knowledge skills, intellectual skills, motor skills, and attitudes skills.¹⁴ Firstly, knowledge skills explain the ability to

¹⁴ As cited by A. Rejeki, Thesis: "Case Study of Lesson Plans of Two Elementary Schools in Bandung Kulon, West java" (Bandung: Universitas Pendidikan Indonesia, 2009), 15.

recall and remember some specific in formations. It commonly refers to memorize specific information. The suggested verbs for this domain learning in objectives are list, state, describe, and recognize. Secondly, intellectual skills are those processes used by learners that go above and beyond the pure memorization to the actual use of the information. The suggested verbs for this domain learning objectives are *classify*, *apply*, and solve. Thirdly, motor skills are the next type which refers to any physical activities that requires a movement from the learners. The suggested verbs for this domain are *perform* and *execute*. Finally, attitude refers to the personal feelings and beliefs that outcome in a person's preference to act in particular way. The suggested verb for this domain is choose. All of these domains should be incorporated in the objective of lesson plan because they have been formulated in measurable verbs and helps students to achieve the objectives. The table below describes suggested verbs for various learning domains of objectives.¹⁵

¹⁵ As cited by A. Rejeki, Thesis: "Case Study of Lesson Plans of Two Elementary Schools in Bandung Kulon, West java".....

Table 2.2 Suggested verbs for various learning domains of objectives based on Reiser and Dick

Learning domains	Suggested verb
Knowledge	List, state, describe, and recognize
Intellectual skills	Classify, apply, solve
Motor skills	Perform, execute
Attitudes	Choose

In addition, Reiser and Dick said that the criteria of instructional objectives; stated explicitly, based on the relevant document, translated on the instruction, and measured on the assessment tools.¹⁶

Activities 3)

Learning process will be successful if students' needs are accommodated by the classroom activities that facilitate by the teachers. Reiser and Dick stated that many teachers spent a lot of time in planning activities in the classroom. It indicated that to plan activities to be relevant with objectives is not easy. 17

¹⁶ As cited by Miftah Farid, Thesis: "Teachers Difficulties in Lesson Planning".....
¹⁷ As cited by Bidaria, Thesis: "*Teaching English for Young Learners*"......16.

In addition, Reiser and Dick clarified that the criteria of instructional activities; reflecting students-centered instruction, reflecting communicative method, motivate students to learn and to expose foreign language, helping students to recall prerequisite, presenting information and examples, integrating the four skills (reading, listening, speaking, and reading), and providing practice and feedback. 18

Materials

Reiser and Dick asserted that the criteria of materials in lesson planning; appropriate with the goals and objectives, appropriate with student's level, appropriate with student's need, and appropriate with student's characteristics. 19

5) Media

Some students have different span memories in learning. For that reason, media is important to help teacher to explain the materials especially in teaching language learners. According to Reiser and Dick, there are three principles of using media; effectiveness, practicality, and appropriateness. In terms of effectiveness, media should help students to get the purpose of materials. Beside that, it can be effective if it can

As cited by Miftah Farid, Thesis: "Teachers Difficulties in Lesson Planning"
 As cited by Miftah Farid, Thesis: "Teachers Difficulties in Lesson Planning"

motivate students, inform students of objectives, and present information and example, provide practice and feedback, and summarize the lesson. Then, teachers should consider in selecting media whether it is practical to use or not. In this case, teachers are demanded to choose media smartly and creatively. Last, teachers should pay attention to the appropriateness of media. The media should be suitable for student characteristics. ²⁰

Furthermore, Reiser and Dick clarified that the criteria of instructional activities: practical, motivating students' participation, relevant with material, relevant with the condition and students' characteristics.²¹

Assessment

Assessment is an activity administered to examine learners' progress. Teachers have to take assessment into their lesson plan since it provides information whether students achieve the objectives or not.²² By assessment, teachers know the progress of their students.

²⁰ As cited by Bidaria, Thesis: "Teaching English for Young Learners"......18.

²¹ As cited by Miftah Farid, Thesis: "Teachers Difficulties in Lesson Planning"
²² As cited by Bidaria, Thesis: "*Teaching English for Young Learners*".....19.

In addition, Reiser and Dick stated that the criteria of assessments tool in lesson planning; measure the objective, match with the material, match with the students' grades, and reliable.²³

4. Requirements of Curriculum 2013 (K-13)

There are several components guiding teachers in designing K-13 lesson plan which can also be criteria or requirement for constructing an effective K-13 lesson plan. The components which are based on the Minister of National Education Regulation Number 103 Year 2014 are as follow:²⁴

a. Main competence (KI)

Main competence is description of students' primary competences included knowledge, attitude, and skills to be achieved every class and/or semester in a certain subject or competence which have to be posed by students in a certain subject.

In addition, main competence is competence which can be performed by students for a certain subject/lesson or the macro-skills based on the government regulation in the curriculum. This main competence will be then translated into the basic competence that has several specific competences to be achieved by students. The macro-skills of English language are listening, reading, speaking, and writing. Each of these

²³ As cited by Miftah Farid, Thesis: "Teachers Difficulties in Lesson Planning"

Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 103 Tahun 2014, Panduan Penyusunan Kurikulum 2013 Jenjang Pendidikan Dasar dan Menengah.....

macro-skills is interpreted into basic competences which have to be achieved by the students. After that, the main competence and basic competence will be formulated in the syllabus and lesson plans.

b. Basic competence (KD)

Basic competence is several competences which have to be mastered by students for a certain subject as a basis for establishing indicator of competence.

c. Indicator of standard competence achievement

Indicator of standard competence achievement is behavior or performance which can be measured and observed to show the achievement of basic competence and main competence. In this notion, indicator of standard competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive (knowledge), psychomotoric (skill), and affective (attitude). The following table describes standard and its description of indicator of standard competence achievement:²⁵

²⁵ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....* 306.

Table 2.3 Indicator of Standard Competence Achievement

No.	Indicator of Standard	Description
	Competence Achievement	
1.	The suitability with KI and	The indicators of standard
	KD.	competence achievement are
		developed from KI and KD.
		They developed for basic
		competence in all main
		competences 1, 2, 3, and 4.
2.	The suitability between	The operational verbs used are
	using operational verbs and	suitable with the competences
	competences.	that want to be measured.
3.	The suitability with attitude,	The indicators of standard
	knowledge <mark>, and skill</mark>	competence achievement are in
	aspects.	line with attitude (affective),
		knowledge (cognitive), and
		skill (psychomotoric) aspects.

In educational activity, teachers must be able to extend the basic competence into indicator of standard competence based on these three types of learning, so that after a learning episode, students should have acquired new skills, knowledge, and/or attitudes. According to Moore and Rosyada, there are some operational verbs which can be used in indicator of standard competence achievement:²⁶

²⁶ As cited by Mulyasa, Kurikulum Tingkat Satuan pendidikan.... 14.

Table 2.4 Operational Verbs of Three Domains

No.	Aspect	Competence	Indicator of Standard
			Competence Achievement
1.	Cognitive	Knowledge	Mentions, writes, states,
			puts in order, identifies,
			defines, matches, names, labels, depicts.
		Comprehension	Translates, changes, generates, scatters, rewrites,
			summarizes, differs,
			concludes, summarizes,
			gives idea, and explains.
4		Application Application	Operates, produces,
			changes, overcomes,
		1/1	applies, shows, prepares, and counts.
		An alysis	Analyzes, divides, decides,
			and differentiates.
		Synthesis	Creates, conceptualizes,
			organizes, implements,
		Evaluation	integrates, and plans. Criticizes, interprets,
		Evaluation	judges, and evaluates.
2.	Affective	Receiving	Believes, chooses, follows,
			asks, and allocates.
		Responding	Confirms, answers, reads,
			assists, conducts, reports,
		** 1	and shows.
		Valueing	Initiates, invites, engages,
		Organization	proposes, and does.
		Organization	Verifies, arranges, unifies, correlates, and influences.
		Characterization	Uses values as way of life,
			defends values believed.
3.	Psychomotoric	Observing	Observes process, gives
			attention to phases of deed
		.	and articulation.
		Imitation	Trains, changes, unloads a

Practicing	structure, reconstructs a structure, uses a model. Familiarizes behavior already formed, controls
Adapting	habitual to be consistent. Adjusts model, develops model, and applies model.

d. Objective

Objective is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of the course program, the students are able to achieve the aims which are relied on basic competence. The following table describes standard and its description of objective:²⁷

Table 2.5 Objective

No.	Objective	Description
1.	The suitability between	The objectives contains
	objectives and the behavior of	behavior which is the result of
	the result of the study.	the study. The behavior is
		formulated into the form of
		operational verbs. The
		objectives do not cause
		double interpretation and
		developed for basic
		competence in all main
		competences 1, 2, 3, and 4.
2.	The suitability between	The objectives are developed
	objectives and the indicator.	from the indicator and basic
		competence which is in the
		curriculum.

⁻

²⁷ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....*306.

e. Material

Material consists of relevant theory, facts, principles, and procedures which are written in point style based on the objective formulated, students' characteristic, and time allocation. This means that materials are related to what students will learn in the learning setting and have to be relied on the objective established, students' characteristic, and time allocation. The following table describes standard and its description of material:²⁸

Table 2.6 Material

No.		Mate <mark>ria</mark> l			Descrip	otion	
						8	
1.	The	suitability	between	The	materials	are	selected
	materia	al <mark>s and the o</mark> bj	ectives.	base	d on the obje	ective	es.
				77			
			/ / /				
2.	The	suitability	between	The	extent of	inst	ructional
	materia	als and	the	mate	rials are sui	table	with the
	charac	teristics of stud	dents.	char	acteristics of	f the	students
				(incl	uding fast	an	d slow
				learr	ners, high-m	notiva	ated and
				less-	motivated 1	earne	ers). The
				stude	ents have di	ffere	nt ability
				shou	ld be given	the	different
				learr	ning service.		

²⁸ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....*307.

3.	The	suitability	between	The	possibility	of	the
	materi	als and time a	llocation.	mater	ials can be	achieve	d in
				time a	allocated.		

f. Teaching activity

Teaching activity is divided into three stages: First, pre-teaching. It is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are apperception and motivation conveyed to students in the beginning of teaching-learning process. Second, whilst-teaching. It is the process of teaching and learning to achieve basic competence which is conducted systematically through observing, questioning, exploring, associating, and communicating phases. Observing is in which students are facilitated to observe the object, questioning is in which students are engaged to ask about the result of observing the object, exploring and associating are in which students are facilitated to collect, to process, and to analyze the information, while communicating is in which students are confirmed, delivered, and communicated the information or their projects then gotten the feedback or reflection. Third, post-teaching. It is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up

towards students. The following table describes standard and its description of teaching activity:²⁹

Table 2.7
Teaching Activity

No.	Teaching Activity	Description
1.	The suitability between	Teaching activity has to
	teaching activity and the	provide some steps: pre-,
	scientific approach.	whilst, and post and to use the
		scientific approach
		(observing, questioning,
		exploring, associating, and
		communicating).
2.	The suitability between	Teaching activity selected can
	teaching activity and the	ease the students to
	materials.	comprehend the materials.
3.	The completeness of steps in	Each learning stage has to
	each learning stage and its	show the steps and
	compatibility with time	proportional time should be
	allocation.	given for each, for example:
		5-10% of time is for
		introduction, 70-80% is for
		the main lesson, and 10-15%
		is for closing.

g. Assessment

Assessment is conducted to evaluate students' results of research in which the instruments used are based on the indicator of standard competence achievement. It can be inferred that assessment is required to execute using rubrics in order to evaluate students' achievements towards

²⁹ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....*308.

indicators determined. The following table describes standard of assessment:³⁰

Table 2.8 Assessment

No.	Assessment	Description
1.	The suitability between the assessment technique and the	The authentic assessments are in line with knowledge
	authentic assessment.	(cognitive), skill (psychomotor), and attitude
		(affective) aspects. Kinds of authentic assessment:
		performance assessment, project assessment, portfolio, and written assessment.
2.	The suitability between the	For example, writing test is
	assessment technique and the	to measure the
	indicator of standard	comprehension of material,
	competence achievement.	performance test is to
		measure performance skill,
		and the scale of attitude is to
		measure attitude.
3.	The completeness of	All assessment instruments
	assessment instrument.	which are used are attached,
		for example: questions,
		rubric, and answer key.

³⁰ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....*308.

h. Resource

Resource is selected based on main competence and basic competence, objective, material, and scientific approach. In addition, resource is tool and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students' interests in learning. The following table describes standard and its description of resource:³¹

Table 2.9 Resource

No.		Re <mark>sou</mark> rce	V //	Description
1.	The resour	suitability rce and objecti	between ve.	The resource selected can be used to achieve the objective or the competence which has been set, for example: book, "When English Rings The Bell", module, audio visual, and others.
2.		suitability rce and mate cientific appro	erial and	The resource selected enables students to comprehend the material and is described in detail and is suitable with scientific approach.
3.	The resour	suitability rce and cteristics of stu	the	The resource selected is suitable with the level of cognitive development, affective

³¹ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....*307.

characteristics, and psychomotoric
skill of the students.

5. Principles in Designing Lesson Plan

Creating teaching learning process needs a good lesson plan. In developing a good lesson plan, teachers must obey the principles in order to achieve the objectives of teaching learning process. Harmer stated that there are two main principles behind good lesson planning; variety and flexibility". Variety refers to students' involvement in a number of different types of activity and where possible they are introduced to a few selections of materials.³² It means that a lesson planning needs a variety so that learning is interesting and not monotonous for the students.

There are several important principles, based on the Minister of National Education Regulation Number 81 A Year 2013 about the implementation of curriculum 2013, which should be considered by the teacher before designing a lesson plan. The principles are as follows:³³

- a. Lesson plan is designed as curriculum idea and based on syllabus which had developed in national level to be realized in teaching learning process.
- b. Concern learners' differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability,

.

³² Jeremy Harmer, *The Practice of English Language Teaching*.....258.

³³ M. Fadlillah, *ImplementasiKurikulum 2013 dalamPembelajaran SD/MI*, *SMP/MTs*, & *SMA/MA*), 145.

emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment. This means that before developing lesson plan, teachers have to consider many aspects related to students' differences and their backgrounds in order to produce appropriate and useful lesson plan for students.

- c. Encourage students to be active participants. The process of teaching learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm. It is no doubt that this principle requires teachers to make their students become active by doing many useful efforts. It means, in designing a lesson plan, a teacher has to consider this principle.
- d. Develop reading and writing culture. It ascertains that reading and writing culture are skills that are very rare to be taken into account either by teachers or students. Therefore, in designing a lesson plan, a teacher has to consider this principle.
- e. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial. In this regard, after conducting teaching-learning activity or in post-teaching stage, teachers have to provide feedback and follow up towards students' tasks or performances.
- f. Be relevant and cohesive. Lesson plan is designed by considering relevance and cohesiveness among main competence, basic competence, materials,

teaching-learning activity, indicator of standard competence achievement, assessment, and resources united in learning experience. Lesson plan is also developed by accommodating thematic teaching learning, integration across subject and learning aspect, and culture diversity. It refers to the teachers have to make sure that the lesson plans developed must be relevant and coherent among the lesson plan's components such as main competence, basic competence, materials, and so forth as well as they are relevant with culture diversity.

- g. Apply information of technology and communication based on situation and condition. It other words, in developing lesson plan, teachers may use information of technology and communication media such as internet, newspapers, and so forth in the teaching instruction as an attempt to attract students' interests in learning.
- h. It is appropriate with the aims of curriculum 2013.
- i. Lesson plan is designed by paying attention the cohesiveness and relevance between KI and KD, material, teaching activity, assessment and resource.
- Lesson plan is designed by considering the applying information of technology and communication systematically, and effectively.

In addition, according to Woodward, there are some criteria that need to be considered for good lesson and language course:³⁴

³⁴ Tessa Woodward, *Planning Lessons and Courses: designing sequences of work for the language classroom.....*2.

- 1) Feeling comfortable physically, socially, and psychologically.
- 2) Knowing a little about each other, why teacher and learner are together and what teacher and learner want to get out of the experience.
- 3) Having awareness of some of what there is to learn.
- 4) Having awareness of some of things which have learned.
- 5) Having a notion about how teacher and learner learn best.
- 6) Accepting that language is mixture of things (part instinct, motor skill, system, cultural artifact, music, part vehicle for content and part content itself), that it changes all the time and thus that teacher and learner need to teach and learn it in a variety of ways.
- 7) Knowing why teacher and learner are doing the activities teacher and learner are doing.
- 8) Doing things in class that would be worth doing and learn things that are worth learning for their own sake outside the language classroom.
- 9) Becoming more capable of taking the initiative, making decisions and judging what is good and useful.
- 10) Starting useful habits which will continue after teacher and learner have left each other.

6. Steps in Designing Lesson Plan

Designing lesson plan needs to pay attention to some principles and steps in order to be able to design the lesson plan well. Feez asserted that to design a systematic English lesson plan, a teacher may follow the following steps: 35 Firstly, analyzing students' needs and establish the specific objectives related to the context of students. Secondly, connecting the specific objectives with the general curriculum products and find the contexts to use the texts of genre from these outcomes. Thirdly, discovering and select what to be learnt by students in order to achieve the objectives determined. Fourthly, sequence the syllabus components into an effective development of teaching and learning. Fifthly, planning the way to observe students' progress during the lessons and assess students' achievement on the specific objectives at the end of program. Finally, planning the way to report students' achievement of the general curriculum products. According to Minister of National Education Regulation Number 103 Year 2014 about the Curriculum 2013 study guide, there are several steps in designing K-13 lesson plan, starting from lesson identity, core competencies, basic competencies, indicators of standard competence achievements, learning materials, learning activities, learning resources, and assessments.³⁶ Moreover, the learning process in K-13 is emphasized as a curriculum based on scientific approach that includes observing, questioning, exploring, associating, and communicating. Lesson

³⁵ S. Feez, "Curriculum evolution in the Australian adult migrant English program." In D. R. Hall & A. Hewings (Eds). *Innovation in English language teaching*. Oxon: Routledge, 2001, 208-228.

³⁶ Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 103 Tahun 2014, *Panduan Penyusunan Kurikulum 2013 Jenjang Pendidikan Dasar dan Menengah*

plan is designed based on scientific approach dealing with the character of subjects and students' characteristics.³⁷

7. Difficulties in Designing Lesson Plan

Designing lesson plan requires skill to think well in order to gain the best result and achieve the goal of teaching. There are some problems might be found when teachers and planners develop the lesson plan. Tashevska stated that those difficulties are timing, formulating lesson aims, sequencing activities, anticipating problem, and choosing appropriate teaching method.³⁸

Furthermore, According to Kizlik, the most common problems in designing lesson plan in term of formulating the objective, selecting the assessment, selecting the material, selecting the instruction, and choosing the teaching activity.³⁹ They will be described as follows:

- a. The objective of the lesson: it does not specify what the student will actually do that can be observed. Objective is a description of what a student does that forms the basis for making an inference about learning. It means, poorly written objectives lead to faulty inferences.
- b. The assessment: it is disconnected from the behavior indicated in the objective. An assessment in a lesson plan is simply a description of how the

³⁷ Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, *Materi Pelatihan Guru Implementasi Kurikulum 2013.....291*.

³⁸ SvetlaTashevska, "Some Lesson Planning Problems for New Teachers of English", (http://eprints.nbu.bg/895/1/Some Lesson Planning Problems.pdf), accessed on April 8, 2015).

³⁹ Bob Kizlik. "Five Common Mistakes in Writing Lesson Plans(and How to Avoid Them)", (www.educationoasis.com/instruction/bt/five common mistakes.htm, accessed on April 8, 2015).

teacher will determine whether the objective has been accomplished. It must be based on the same behavior that is incorporated in the objective.

- c. The material specified in the lesson is extraneous to the actual described learning activities.
- d. The instruction in which the teacher will engage is not efficient for the level of intended student learning.
- e. The teaching activity described in the lesson plan does not contribute in a direct and effective way to the lesson objective.

It can be concluded that when design a lesson plan, the planners and the teachers may find some difficulties related with its components.

B. Previous Study

There are some researches related with lesson plan. The first research was conducted by Asfaw, done in 2002 in Kafa Zone. It was conducted by analyzing 25 lesson plans collected from each of 15 teachers teaching English in grade seven, academic year 2001 in different schools in Ethiopia. The findings of this research showed that most of the lesson plans were not appropriate for successful teaching and learning interaction.⁴⁰

The next research was done by Widyastono in 2011. The research *entitled* "Kemampuan Guru dalam Menyusun Kurikulum Tingkat Satuan Pendidikan".

The researcher wants to get information about teachers' ability to enact the

⁴⁰ Abebe Asfaw, Thesis: "An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone" (Addis Ababa: Addis Ababa University, 2002).

school-based curriculum. The research was conducted to 150 teachers from Jakarta, Bekasi, Depok, Bogor, and Tangerang. The result of the research indicates that the teachers' ability in writing up the school-based curriculum (syllabus) which encompasses standard competence, basic competence, instructional materials, learning activities, indicators, assessment, time allotment, and learning resource, was quite poor.⁴¹

The next research was conducted by Kodriyah in 2011. The research was conducted at two junior high schools, SMPN 1 Malang and SMPN 5 Malang. The researcher concluded the result of this study which showed that the teachers have already developed the competence standards and basic competence, the learning indicators, learning objectives, time allotment, the instructional materials, the teaching and learning methods, and the teaching and learning procedure, the assessment based on the KTSP curriculum to comprehend the curriculum to achieve the students' competences. 42

The next research was done by Anindita Badianti in 2013 entitled "The Analysis of Junior High School English Teachers' Lesson Plan". In this research, the researcher focused on to what extents are the indicators, the instructional objectives, the teaching learning activities, the materials, the assessments the lesson plan explicate. The research conducted to 5 English grade 7 lesson plans

⁴¹ Herry Widyastono, Thesis: "Kemampuan Guru Dalam Menyusun Tingkat Stauan Pendidikan" (Jakarta: Badan Penelitian dan Pengembangan Kementrian Pendidikan dan Kebudayaan, 2012).

⁴² Kodriyah, Lailatul, Thesis: "An Analysis of Lesson Plans on Teaching Speaking at National Junior High Schools with International Standards (SBI) in Malang" (Malang: Fakultas Sastra Inggris Universitas Negeri Malang, 2011).

written by five different ex-international Junior High School Teachers and three different schools i.e. SMPN 6 Surabaya, SMPN 2 Jombang, and SMPN 3 Tuban. The result of the research indicated that only 2 of 5 lesson plans were closely appropriate. It means that most of teachers were not able make appropriate lesson plan. Therefore, it is required more seminars and counseling of how to make a good lesson plan to teachers.⁴³

The next research conducted by Rini Budi Rahayu in 2013. The research entitled "An Analysis of the Pre-service English Teachers' Ability in Designing Lesson Plan". In this research, the researcher wants to analyze KTSP lesson plan designed by the pre-service English teachers who took Internship Program year 2012, UIN Sunan Ampel Surabaya, focuses on the quality, strengths and the weaknesses of the lesson plans, and the causes of those strengths and weaknesses of the lesson plan. The result of this research indicates that the pre-service English teachers are quite good at designing lesson plan. ⁴⁴

The difference between those researches with this research was that the subject of the researches was the level of the school; junior high school. Meanwhile, this research was conducted in the state Islamic studies of bachelor degree which was similar with the last research conducted by Rini Budi Rahayu. Rahayu's research analyzed the quality focused on strength and weakness of the

⁴³ Anindita Badianti, Doctoral Dissertation: "The Analysis of Junior High School English Teachers' Lesson Plan" (Surabaya: Universitas Negeri Surabaya, 2013).

⁴⁴ Rini Budi Rahayu, Thesis: "An Analysis on Pre-Service English Teachers' Ability in Designing Lesson Plan" (Surabaya: IAIN Sunan Ampel, 2013).

lesson plan designed by the students of pre-service teachers of English Teacher Education Department. Meanwhile, this research was conducted to know whether the lesson plans met the requirements of K-13 or not.

Furthermore, the previous research by Asfaw was focused on knowing the quality of the lesson plans designed by the teachers and how the teachers applied the lesson plans in conducting teaching while this research was focused on knowing whether the lesson plans met the requirements of K-13 or not.

The difference between this research and Widyastono's research was the subject of the research. This research was conducted to the pre-service English teachers in the state Islamic studies of bachelor degree while Widyastono's research was conducted to the real English teachers from Jakarta, Bekasi, Depok, Bogor, and Tangerang. Furthermore, this research focused on analysis of K-13 lesson plans designed by the pre-service English teachers while Widyastono's research focused on analysis of teachers' ability in designing KTSP lesson plans.

In conclusion, in this research, the researcher focuses on analysis of K-13 lesson plans designed by the pre-service English teachers. They are students who taking PPL 1 academic year 2015 at English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. Moreover, the researcher is interested to describe some difficulties in designing K-13 lesson plans.