

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*”

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,

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 Kementerian 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).

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.