



indicator met the requirements of K-13 is 57,1%, objective met the requirements of K-13 is 50%, material met the requirements of K-13 is 71,4%, resource met the requirements of K-13 is 100%, teaching activity met the requirements of K-13 is 78,6%, and assessment met the requirements of K-13 64,3%. The researcher found some essential deficiencies in components of K-13 lesson plans designed by the pre-service English teachers, such as *indicator of standard competence achievement, objective, material, teaching activity, and assessment.*

- a. In indicator of standard competence achievement, indicator of standard competence achievement was not developed for basic competence in all main competences 1, 2, 3, and 4. Besides, it used operational verbs which could not be measured, such as *understand*. Moreover, indicator of standard competence achievement was placed after method of teaching while it was placed after main competence and basic competence as well as government's rule.
- b. In objective, objective did not developed from indicators in all main competences 1, 2, 3, and 4. It was developed from indicators only in main competence 3 and main competence 4. In addition, objective caused double interpretation. Furthermore, objective was placed after main competence and basic competence while it was placed after indicator of standard competence achievement as well as the government's rule.





