CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The researcher would like to conclude the result of K-13 lesson plan analysis designed by the pre-service English teacher which is broken down into two research questions. They are the lesson plans designed by the pre-service English teachers met the requirements of K-13 or not and the difficulties faced by the pre-service English teachers in designing K-13 lesson plans in PPL 1. Meanwhile, in the suggestion, the researcher would like to recommend some suggestions on parts that need to be enhanced.

A. Conclusion

Based on the finding and the discussion displayed in the previous chapter, some conclusions are determined as the answers to the research problems.

1. The lesson plans designed by the pre-service English teachers met the requirements of K-13 or not

Regarding with the K-13 lesson plan, in general the researcher concluded that most K-13 lesson plans designed by the pre-service teachers met the requirements of K-13 determined by the Minister of National Education Regulation No.103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School. All of the K-13 lesson plans components are covered in the lesson plans designed. The percentage of

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.

- c. In material, material was not written in the lesson plan whereas it was one essential component of K-13 lesson plan.
- d. In teaching activity, teaching activity was not divided into pre-, whilst-, and post- activity in proportional time (time allocation was not written in the lesson plan) and unsuitable with the scientific approach (5M), such as in whilst-activity, it was not suitable with the scientific approach (5M). 5 stages of 5M were not divided by heading. Besides, question stage was not provided in the lesson plan. Then, in post-activity, it was not described in detail. It provided summary and conclusion without detail further explanation.
- e. In assessment, assessment was unsuitable with indicator of standard competence achievement. Besides, assessment was not provided in the lesson plan. Moreover, assessment instrument used was not complete because it did not have question and answer key but scoring rubric provided was not determined obviously.
- The difficulties faced by the pre-service English teachers in designing K-13 lesson plans

The researcher found three difficulties faced by the pre-service English teachers in designing K-13 lesson plans. They were difficulty in formulating objective, difficulty in selecting teaching activity, and difficulty in selecting assessment.

- a. In formulating objective, such as combining KI to KD then linking KD to indicator of standard competence achievement and objective and also selecting the appropriate operational verbs.
- b. In selecting teaching activity, such as determining and classifying the activities in the appropriate scientific approach (5M) stage in proportional time, connecting the activities to the real life using scientific approach (5M), and engaging students to ask in *questioning* stage of 5M.
- c. In selecting assessment, such as using authentic assessment technique, making affective assessment, and making detail scoring rubric.

B. Suggestion

After conducting the study, the researcher would recommend some suggestions for the pre-service English teachers, lecturer, and further researcher. They are described:

1. For the pre-service English teacher

After conducting the analysis of K-13 lesson plans designed by the pre-service English teachers in PPL 1, it is suggested that the pre-service English teachers are expected to understand and have well-knowledge about the requirements of K-13 determined by the Minister of National Education Regulation Number 103 Year 2014. The pre-service English teachers should revise their deficiencies and enhance their knowledge and skills especially in designing a systematic and good lesson plan which is based on government's rule. The pre-service English teachers also should pay attention on some

components which are still in problems related to the lesson plans designed.

They are objective, teaching activity, and assessment.

2. For the lecturer of English Teacher Education Department

The lecturer of PPL 1 should guide the pre-service English teachers to the quality of teaching-learning process by providing the best strategies in order to enhance the pedagogical competence of the pre-service English teachers in designing lesson plan. In addition, the lecturers may give chance for the pre-service English teachers to improve their competences by holding workshop or training which is related to the way to design K-13 lesson plan or curriculum development.

3. For the further researcher

Because the findings proved that there are essential problems or deficiencies on the lesson plans designed by the pre-service English teachers of English Teacher Education Department of Sunan Ampel Surabaya, academic year 2015 beside the lacks made by the researcher, it is suggested that further researcher can analysis the lesson plan with the specific aspect in order to give deeper discussion based on the curriculum applied or investigate teachers' perspectives of applying authentic assessment and scientific approach (5M) which are emphasized by K-13 in the classroom.