



In this study, the researcher put the data into several classifications. The classification started from observation on the content of lesson plan, the component of lesson plan met the requirements of K-13 or not by analyzing six aspects of the lesson plan. They were indicators of standard competence achievement, objectives, materials, resources, teaching activities, and assessments included the difficulties faced by the pre-service English teachers in designing K-13 lesson plans.

The K-13 lesson plans designed by the pre-service English teachers were analyzed in this study. Each of lesson plan consisted of some components analyzed was based on the requirements of K-13 determined by Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School.<sup>1</sup>

The analysis of those 14 lesson plans was met the requirements of K-13 (M) and did not meet the requirements of K-13 (N) and were described as follows:

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<sup>1</sup> Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 103 Tahun 2014, *Panduan Penyusunan Kurikulum 2013* .....















































<ul style="list-style-type: none"> <li>• Internet, video, LCD, laptop</li> </ul>	<ul style="list-style-type: none"> <li>• LCD, projector, whiteboard, marker</li> </ul>
<p><b>LP.5 Resources:</b></p> <ul style="list-style-type: none"> <li>• “When English Rings The Bell” grade VIII</li> <li>• Pictures of “present continuous tense”</li> <li>• Power point presentation</li> </ul>	<p><b>LP.6 Resources:</b></p> <ul style="list-style-type: none"> <li>• PATHWAY to English for Senior High School Grade XI</li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• Pictures of “what are you doing (will and be going to)”</li> <li>• Whiteboard, marker</li> </ul>
<p><b>LP.7 Resources:</b></p> <ul style="list-style-type: none"> <li>• “When English Rings The Bell” grade VII</li> <li>• Listening Resource Pack for MTs/SMP</li> <li>• Worksheet</li> <li>• LCD, laptop, speaker audio (tactics for listening)</li> </ul>	<p><b>LP.8 Resources:</b></p> <ul style="list-style-type: none"> <li>• Joe Jonas &amp; Demi Lovato song</li> <li>• Perfect two song</li> </ul>
<p><b>LP.9 Resources:</b></p> <ul style="list-style-type: none"> <li>• “When English Rings The Bell” grade VIII semester 2 chapter XI</li> <li>• The example of notice and short message, picture, white board, ppt</li> </ul>	<p><b>LP.10 Resources:</b></p> <ul style="list-style-type: none"> <li>• “Look Ahead: An English Course for Senior High School Students” grade XII page 171</li> <li>• Handout, picture of 7 amazing world</li> <li>• Laptop, whiteboard, marker</li> </ul>
<p><b>LP.11 Resources:</b></p> <ul style="list-style-type: none"> <li>• Video, picture, ppt</li> <li>• LCD, Laptop, speaker, audio (Tactics for Listening)</li> </ul>	<p><b>LP. 12 Resources:</b></p> <ul style="list-style-type: none"> <li>• Students’ book</li> <li>• Picture, LCD, Projector, laptop, White board, board marker, card for vocabulary game, dialog script</li> </ul>
<p><b>LP. 13 Resources:</b></p>	<p><b>LP.14 Resources:</b></p> <ul style="list-style-type: none"> <li>• Narrative text and its</li> </ul>









designed by the pre-service English teacher, there was no motivation covered except apperception. In whilst-activity, the pre-service English teachers put the main activities that related to the lesson. There were five stages (5M) that must be written specifically by the pre-service English teachers in order to present each phase and to achieve basic competence. In the *observing, questioning, and exploring* section of the lesson plans developed, the pre-service English teachers intended to explore the student's knowledge through building students' knowledge of the field. In the *associating and communicating* section, the pre-service English teacher intended to elaborate strategy or technique in order to make students get the skills and then the students were intended to do some activities. In post-activity, the pre-service English teachers did some evaluation activities, feedback like gave the questions related to the lesson learnt, homework, or the information about the next material to the students. From the table, it could be seen that 11 of 14 lesson plans met the requirements of K-13. They were Lesson Plan 1, Lesson Plan 2, Lesson Plan 3, Lesson Plan 4, Lesson Plan 5, Lesson Plan 6, Lesson Plan 7, Lesson Plan 9, Lesson Plan 11, Lesson Plan 12, and Lesson Plan 14. The following was a teaching activity example of some those lesson plans (for other lesson plans including the descriptions, see appendix 5).



Inti	<p><b><u>Mengamati</u></b></p> <ul style="list-style-type: none"> <li>• Guru membagikan contoh teks pengumuman yang berhubungan dengan materi sebelumnya (<i>Historical Places</i>)</li> <li>• Siswa diminta untuk menjelaskan secara singkat tentang isi teks pengumuman tersebut</li> </ul> <p><b><u>Menanya</u></b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyiapkan beberapa pertanyaan berdasarkan contoh undangan tersebut dengan menggunakan 5W + 1H question</li> <li>• Siswa diminta untuk saling menanya dan menjawab; Guru menuliskan pertanyaan di papan tulis secara cepat <ul style="list-style-type: none"> <li>○ Pertanyaan yang diharapkan: <ul style="list-style-type: none"> <li>▪ <i>Who wrote the announcement?</i></li> <li>▪ <i>Who is the announcement for?</i></li> <li>▪ <i>What is the announcement about?</i></li> <li>▪ <i>When is the announcement released?</i></li> <li>▪ <i>Where is the announcement released?</i></li> <li>▪ <i>Why is the announcement released?</i></li> <li>▪ <i>How is the announcement released?</i></li> <li>▪ Etc.</li> </ul> </li> </ul> </li> </ul> <p><b><u>Mengeksplorasi</u></b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk mendiskusikan bagian-bagian dari pengumuman</li> <li>• Guru meminta siswa untuk membacakan hasil diskusi</li> <li>• Guru menggambarkan bagan/peta bagian-bagian dari pengumuman</li> <li>• Guru meminta bantuan siswa untuk memasukkan kosa kata yang ada di papan tulis kedalam bagan secara bersama-sama.</li> </ul> <p><b><u>Mengasosiasikan</u></b></p> <ul style="list-style-type: none"> <li>• Guru membagikan Teks skrip pengumuman lisan</li> <li>• Siswa diminta untuk mendiskusikan tentang jawaban dari pertanyaan yang sama dengan teks pengumuman pertama dan mengidentifikasi bagian-bagian dari pengumuman (berdasarkan lembar kerja yang diberikan guru)</li> </ul>	<p>(12 menit) 2 menit</p> <p>2 menit</p> <p>3 menit</p> <p>2 menit</p>
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	<ul style="list-style-type: none"> <li>• Guru menekankan pertanyaan: <ul style="list-style-type: none"> <li>○ Perbedaan fungsi sosial dari pengumuman tertulis dan pengumuman secara lisan.</li> <li>○ Perbedaan struktur teks dari pengumuman tertulis dan pengumuman secara lisan.</li> <li>○ Perbedaan unsur kebahasaan dari pengumuman tertulis dan pengumuman secara lisan.</li> </ul> </li> </ul> <p><b><u>Mengkomunikasikan</u></b></p> <ul style="list-style-type: none"> <li>• Guru menunjuk perwakilan dari kelompok untuk menyampaikan skrip pengumuman (secara lisan), sementara siswa lain mengidentifikasi struktur pengumuman, kata kunci, dan informasi yang disampaikan (konten) secara berkelompok (berdasarkan lembar kerja yang diberikan guru)</li> <li>• Setiap kelompok diminta untuk menyampaikan hasil pengamatan dan yang lain membandingkan dengan hasil diskusi mereka; apabila ada perbedaan disampaikan.</li> <li>• Guru membagikan lembar <i>partner Assessment</i> dan meminta siswa untuk menilai sikap anggota kelompoknya</li> </ul>	3 menit
Penutup	<ul style="list-style-type: none"> <li>• Siswa diminta untuk melakukan game <i>alphabet word</i>: <ul style="list-style-type: none"> <li>▪ Siswa duduk/berdiri berjajar dan agak berdekatan, posisi merentangkan tangan</li> <li>▪ Telapak tangan kiri berada diatas telapak tangan kanan teman disampingnya</li> <li>▪ Guru memberikan kertas dengan huruf kapital diatas telapak tangan kiri semua siswa secara terbalik</li> <li>▪ Guru memulai dengan menepuk (meletakkan kertas) diatas tangan kiri siswa bertama, maka siswa tersebut menyebutkan <i>vocabulary</i> yang didahului huruf tersebut; dan begitu seterusnya.</li> </ul> </li> <li>• Guru menuliskan (di papan tulis): <ul style="list-style-type: none"> <li>▪ <i>I have understood about the structure of announcement</i> Memberi option: ☺ dan ☹</li> <li>▪ <i>I have known the vocabularies that are used</i></li> </ul> </li> </ul>	3 menit





























The assessment of Lesson Plan 1 met the requirements of K-13 because it involved the suitability between assessment technique used in teaching and learning process and the authentic assessment. It was also in line with the indicator of standard competence achievement. It consisted of cognitive and affective assessment. Cognitive assessment was in line with indicator 3.5.1 and was measured by giving oral and written assessment. Then, affective assessment was in line with indicator 2.3.1 and was measured by giving the scoring rubric. Moreover, it involved the completeness of assessments instruments used. It means that the assessments were presented by providing the questions, the answer key, and the scoring rubric.

On the contrary, there were five lesson plans which did not meet the requirements of K-13. They were Lesson Plan 6, Lesson Plan 8, Lesson Plan 9, Lesson Plan 11, and Lesson Plan 13. The following was an example teaching assessment of those lesson plans (for other lesson plans including the descriptions, see appendix 6).









The second aspect was selecting the assessment. When the researcher asked about the difficulty in formulating the objective, 5 of 14 pre-service English teachers stated that they had difficulties in establishing technique of authentic assessment such as, oral assessment, written assessment, portfolio, etc. There were many aspects in authentic assessment that had to be analyzed. There were cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects. 3 of them had difficulties in making affective assessment. 6 of them had difficulties in making detail rubric. They said that they confused and still had less understanding about K-13. One of them said that she was not taught about detail assessment in curriculum development by the lecturer.

The third aspect was selecting the material. When the researcher asked about the difficulty in selecting the material, all of pre-service English teachers said they did not have difficulties in selecting the material. They selected the materials from internet, K-13 books “When English Rings The Bell”, and other books. They said that they considered well the materials before teaching.

The fourth aspect was selecting the instruction. When the researcher asked about the difficulty in selecting the instruction, 10 of pre-service English teachers said they did not have difficulties in selecting the instruction because they did not recommended writing the instruction in the lesson plans. However, 4 of them wrote the instruction in their lesson plans but they did not





It could be inferred that they were six prime components of K-13 lesson plans that already written in the lesson plans. They could be also as the criteria for analyzing the contents of K-13 lesson plans designed by the pre-service English teachers. They were indicator of standard competence achievement, objective, material, resource, teaching activity, and assessment. All of them were discussed based on the findings stated in the previous subheadings.

Based on the theoretical frameworks that were used by this analysis, in general the lesson plans designed by the pre-service English teachers met the requirements of K-13 determined by the Minister of National Education Regulation No. 103 Year 2014. They were described as follows:

a. Indicators of Standard Competence Achievement

From the data findings in the analysis, 8 of 14 indicators of standard competence achievement formulated by the pre-service English teachers used operational verbs which could be measured and developed from basic competences in all main competences 1, 2, 3, and 4. It means that they were in line with the Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School. Nevertheless, there was only one indicator of standard competence achievement formulated by the pre-service English teacher which used the immeasurable verb and placed the indicator after method of teaching. Besides, 6 of 14 indicators of standard competence achievement did not develop for basic competence in all main competences 1, 2, 3, and







(5M), and showing the suitability between activity, material, and time allocation. It means that they met the requirements of K-13.

On the contrary, 3 of 14 teaching activities selected by the pre-service English teachers were 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. From that figure, it signs that 21,4% of the pre-service English teachers might do imperfection in the case of selecting teaching activities so that some teaching activities did not meet the requirements of K-13.

#### f. Assessments

From the data findings in the analysis, 9 of 14 assessments selected by concerning the suitability between assessment technique used in teaching and learning process and the authentic assessment, the suitability between the assessment technique and the indicator of standard competence achievement, and the completeness of assessments instruments used (the assessments have the questions, the answer key, and the scoring rubric). It indicates that they were in line with the requirements of K-13 determined by the Minister of National Education Regulation No. 103 Year



in formulating the objectives, selecting the teaching activities, selecting assessments, selecting the materials, and selecting the instructions.

In formulating the objectives, the pre-service English teachers had difficulties in combining KI to KD then linking KD to indicator of standard competence achievement and objective. It must be more specific by using the operational verb. Besides, they had difficulties in selecting the operational verbs which were used in the objectives. Some operational verbs used still caused double interpretations. Furthermore, they had difficulties in developing objectives from indicators in all main competences 1, 2, 3, and 4.

In selecting the teaching activities, the pre-service English teachers had difficulties in applying scientific approach (5M) especially in determining and classifying the activities in the met the requirements of K-13 scientific approach (5M) stage in proportional time. They had also difficulties in connecting the activities to the real life. In addition, they had difficulties in *questioning* stage especially in engaging students to get involved in giving questions.

In selecting the assessments, the pre-service English teachers had difficulties in establishing technique of authentic assessment, such as oral assessment, written assessment, portfolio, etc. There were many aspects in authentic assessment that had to be analyzed. There were cognitive (knowledge), affective (attitude), and psychomotor (skill) aspects. Most of



the pre-service English teachers had difficulties in making affective assessment and detail rubric.

In term of selecting the materials, the pre-service English teachers did not have difficulties because they considered well in selecting the materials. They selected the materials from internet and K-13 book “When English Rings The Bell” and other books. It indicates that the pre-service English teachers had no problems in selecting the materials.

In case of selecting the instructions, the pre-service English teachers did not have difficulties because they were not recommended to write the instruction in their lesson plans by the lecturer. For the pre-service English teachers who wrote the instruction in their lesson plan, they considered well and created the instruction clearly. It means that the pre-service English teachers had no problems in selecting the instructions.

The pre-service English teachers had solved those problems by reading some resources (books, internet, etc.) that related to K-13 especially in the case of designing K-13 lesson plan, sharing about those problems with their friends in PPL 1 and with the real teacher who applied K-13 lesson plan in formal school, and also consulting those problems with the lecturer in PPL 1. Those activities had been done by the pre-service English teachers in order to decrease the problems and deficiencies while designing K-13 lesson plans.

From that view, it can be said that the pre-service English teachers had some difficulties in term of formulating objectives, selecting teaching

