CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present and to analyze the data which have been collected during the research. The first data are concerning whether the lesson plans designed by the pre-service English teachers met the requirements of K-13 or not. The second data are the difficulties faced by the pre-service English teachers in designing K-13 lesson plans. The researcher obtained all of the data through documentation and interview.

A. Research Findings

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

In this study, 14 lesson plans designed by 14 pre-service English teachers during PPL 1 academic year 2015 were analyzed. They consisted of 4 K-13 lesson plans were written in English and 10 K-13 lesson plans were written in Bahasa Indonesia for Junior High School and Senior High School by the pre-service English teachers. They were analyzed based on the checklist of K-13 lesson plan analysis which was checked by the researcher's thesis advisors and the competent English lecturer. The checklist was used to find out the first objective of study and the interview guideline was used to find out the second objective of study.

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.¹

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:

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

Standard		Indicator of standard competence achievement		Objective	Material	Resource	Teaching activity	Assessment	
L	1	ac	M	<u>iciii</u>	М	М	М	М	М
Ε	2		M	17	M	M	M	M	M
S	3		М		М	М	М	М	М
S	4		М		N	М	М	М	М
0	5		М	1	М	M	М	М	М
Ν	6	4	Ν	1	N	N	М	М	Ν
	7		Ν		N	M	М	М	М
Р	8		Ν		N	N	М	N	Ν
	9	-	N		N	М	М	М	Ν
A	10		Μ		M	М	М	N	Μ
Ν	11		Ν		N	N	М	М	Ν
	12		Μ		M	М	М	М	М
	13		N		N	М	М	N	Ν
	14		Μ		M	N	М	М	М
Percent	tage		57,1%	6	50%	71,4%	100%	78,6%	64,3%

Table 4.1
Research Finding: The lesson plans designed by the pre-service
English teachers

a. Indicators of standard competence achievement

Supposedly, the indicators of standard competence achievement formulated in the lesson plans were suitable with main competence and basic competence. They were also in line with knowledge, attitude, and skill aspects. In addition, the operational verbs used were suitable with the competences that wanted to be measured. Moreover, they were developed for basic competence in all main competences 1, 2, 3, and 4. From the table, it could be seen that 8 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 10, Lesson Plan 12, and Lesson Plan 14. The following were indicator of standard competence achievement examples of some those lesson plans (for other lesson plans including the descriptions, see appendix 3).

Table 4.2Lesson Plan 3

Kompetensi Dasar	Indikator	Tujuan
 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar. 2.2. Menunjukkan 	 1.1.1 Siswa mampu menunjukkan rasa syukur 1.1.2 karena diberi kesempatan belajar bahasa inggris tentang teks prosedur (procedure text). 	 1.1.1 Siswa mampu menunjukkan rasa syukur karena diberi kesempatan belajar bahasa inggris tentang teks prosedur (<i>procedure text</i>) yang tercermin dalam sikap siswa selama proses pembelajaran. 2.2.1 Siswa mampu
perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Siswa mampu menunjukkan perilaku jujur dan percaya diri ketika mengerjakan latihan soal.	menunjukkan perilaku jujur dan percaya diri ketika mengerjakan latihan soal procedure text tentang "How to make a cake"

From the table, it could be seen that indicator of Lesson Plan 3 met the requirements of K-13 because it was suitable with main competence and basic competence. Such as the indicator 3.6.1 was in line with basic competence 3.6. It was about definition and social function of procedure text. Besides, it used operational verbs that were suitable with the competences that want to be measured, such as show (*menunjukkan*), define (*memberikan definisi*), and arrange (*menyusun*). They were in line with knowledge, affective, and skill aspects. Moreover, it was developed for basic competence in all main competences 1, 2, 3, and 4. Such as indicator 1.1 1 developed from KD 1.1 in KI 1, indicator 2.2.1 developed from KD 2.2 in KI 2, indicator 3.6.1 developed from KD 3.6 in KI 3, and indicator 4.10.1 developed from KD 4.10 in KI 4.

Table 4.3Lesson Plan 12

Kompetensi Dasar	Indikator	Tujuan
	Pencapaian	
	Kompetensi	
1.1 Mensyukuri	001	1.1.1 Terbiasa
kesempatan dapat	n rasa syukur	mengungkapka
mempelajari bahasa	atas	n rasa syukur
Inggris sebagai bahasa	kesempatan	atas kesempatan
pengantar komunikasi	dapat belajar	dapat belajar
internasional yang	bahasa Inggris	bahasa Inggris
diwujudkan dalam	diwujudkan	diwujudkan
semangat belajar.	dengan do'a	dengan do'a
	sebelum	sebelum
	memulai	memulai
	pelajaran.	pelajaran dan
		bersungguh-
		sungguh saat
		belajar asking
		and giving
		opinio.

Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.	2.2.3.Menunjukkan perilaku tanggung jawab, peduli dan kerjasama dalam melaksanakan komunikasi fungsional yang terwujud dalam kegiatan yang dilaksanakan siswa selama proses pembelajaran berlangsung.
Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya, sesuai dengan konteks penggunaannya.	3.1.3 Merespon ungkapan- ungkapan menunjukkan meminta dan mengungkapkan pendapat dalam dialog/percakap an.	3.1.3 Merespon ungkapan- ungkapan menunjukkan meminta dan mengungkapkan pendapat dalam dialog/percakapa n sesuai dengan tema yang diperoleh secara berpasangan.
Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan	4.1.3Mempraktekkan percakapan yang menunjukkan meminta dan mengungkapka n pendapat.	4.1.3 Mempraktekkan percakapan berpasangan yang menunjukkan meminta dan mengungkapkan serta merespon pendapat dengan ketepatan 80%

mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks. secara lancar dan intonasi yang baik

From the table, it showed that indicator of Lesson Plan 12 met the requirements of K-13 because it was suitable with main competence and basic competence. Such as the indicator 4.1.3 was in line with basic competence 4.1. It was about asking and giving opinion. Besides, it used operational verbs that were suitable with the competences that want to be measured, such as express (*mengungkapkan*), show (*menunjukkan*), respond (*merespon*), and practice (*mempraktekkan*). They were in line with knowledge, affective, and skill aspects. Moreover, it was developed for basic competence in all main competences 1, 2, 3, and 4. Such as indicator 1.1 1 developed from KD 1.1 in KI 1, indicator 2.2.3 developed from KD 2.2 in KI 2, indicator 3.1.3 developed from KD 3.1 in KI 3, and indicator 4.1.3 developed from KD 4.1 in KI 4.

On the other hand, 6 lesson plans did not meet the requirements of K-13. They were Lesson Plan 6, Lesson Plan 7, Lesson Plan 8, Lesson Plan 9, Lesson Plan 11, and Lesson Plan 13. The following were the indicator of

standard competence achievement examples of some those lesson plans (for other lesson plans including the descriptions, see appendix 3).

Table 4.4Lesson Plan 13

F	Basic Competence	Indicator of Standard Competence Achievement	Objective
1.1	Grateful for the opportunity can study English as an international language of communication embodied in the spirit of learning. Show the honest behavior, discipline, self-confidence and responsibility in interpersonal communication with teachers and friends.		
3.7	Understand social function, text structure and language aspect in simple descriptive text about people, tourism place, and historical building based on the met the requirements of K- 13 context its use.	3.7.1 Mention the physical appearance and characteristic of people individually.	Mention the physical appearance and characteristic of people in English through the activity of writing or answering questions from the text in individual honestly, and confidently.

4.10	Organize spoken and written descriptive text about people, tourism place, and historical building based on the correct	4.10.1 Creating a descriptive text about people in a group.	Create a descriptive text about describing people form 75% correct grammar and met the requirements of K-13 yocabulary in
	based on the correct and met the requirements of K- 13 context.		K-13 vocabulary in a group responsibility.



1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar<u>.</u>

- 2.1 Menunjukkan perilaku peduli, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- C. Objective
 - 1. Students will be able to understand the way to introduce each other.
 - 2. Students will be able to discuss the difficulties in every learning activity with group work in communicative manner.
 - 3. Students will be able to play some role play based on the material have given

- C. Objective
 - 1. Students will be able to understand the way to introduce each other.
 - Students will be able to discuss the difficulties in every learning activity with group work in communicative manner.
 - 3. Students will be able to play some role play based on the material have given

D. Metodh

- 1. Pendekatan : Pendekatan Saintifik
- 2. Metode : Project Based Learning
- Strategi : Picture cued identification
- 4. Teknik : Individu dan Kelompok.

E. Indicator:

- Students will be able to understand the way to introduce each other by communicate with each other.
- 2. Students will be able to discuss the difficulties in every learning activity with group work in communicative manner.
- Students will be able to play some role play based on the material have given with responsibility.

Figu<mark>re</mark> 4.1 Lesson Plan 11

From the table and figure above, indicator of Lesson Plan 11 and Lesson Plan 13 did not meet the requirements of K-13 because they were developed for basic competence in not all main competences 1, 2, 3, and 4. Lesson Plan 13 was developed for basic competence only in main competence 3 and 4. Besides, Lesson Plan 11 used operational verbs, such as *understand* which could not be measured and included one of immeasurable verbs because it was too general to be measured. Moreover, indicator of Lesson Plan 11 was placed after method of teaching while it was placed after main competence and basic competence as well as the government's rule.

b. Objectives

Ideally, the objectives in the lesson plans met the requirements of K-13. The objectives were formulated by the pre-service English teachers specifically and did not cause double interpretation by concerning basic competence that wanted to be achieved and containing the process and the result of the study. Moreover, they covered all basic competences in all main competences 1, 2, 3, and 4. From the table, it could be seen that 7 of 14 lesson plans met the requirements of K-13. They were Lesson Plan 1, Lesson Plan 2, Lesson Plan 3, Lesson Plan 5, Lesson Plan 10, Lesson Plan 12, and Lesson Plan 14. The following were the objective examples of some those lesson plans (for other lesson plans including the descriptions, see appendix 3).

÷	C. INDICATORS & OBJECTIVES						
-	Basic competence	Indicator	Objectives				
	 1.1 Grateful for the opportunity can learn English as an international language of communication embodied in the spirit of learning. 	 Demonstrate sincerity in learning English about public places. 	1.1.1 At the end of the lesson, students will be able to Demonstrate sincerity in learning English about public places.				
	2.3 Demonstrate responsible behavior, caring, cooperative and peaceful in implementing functional communication.	2.3.1 Demonstrate courage and cooperation in implementing functional communication.	2.3.1 At the end of the lesson, students will be able to Demonstrate courage and cooperation in implementing functional communication.				
	3.5 Understanding the social function, the structure of the text, and linguistic elements in the text to state and ask for the name and number of animals, objects, and public places are close to the students' everyday life.	3.5.1 Mention the names of public places.	3.5.1 At the end of the lesson, students will be able to mention the names of public places with 80% accuracy when given a task to mention the names of public places by picture "my town" cooperatively and courageously.				
	4.6 Develop oral and written texts to express and ask for names of animals, objects, and public places are close to the students' everyday lives, with due regard to the social function, the structure of the text, and linguistic elements are correct and appropriate context.	4.6.1 Rewrite the names of public places in sentences.	4.6.1 At the end of the lesson, the students will be able to rewrite the names of public places in sentences with 80% accuracy when given a task to complete sentences using the names of public places cooperatively and courageously.				
		<mark>Fig</mark> ure <mark>4.2</mark>					
	Lesson Plan 1						

From the table, it could be seen that objective of Lesson Plan 1 met the requirements of K-13 because it contained the behavior of the result of the study. Such as the word *mention* which was operational verb contained the behavior of the result of the study. It was clear and no double interpretation. In addition, it was developed from indicators 1.1.1, 2.3.1, 3.5.1, and 4.6.1.

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- 1.1.1 Menunjukkan rasa syukur karena diberi kesempatan belajar bahasa Inggris tentang teks pemberitahuan (announcement) yang tercermin dalam sikap siswa selama proses pembelajaran berlangsung
- 2.3.1 Menunjukkan perilaku tanggung jawab, peduli dan kerjasama dalam melaksanakan komunikasi fungsional yang terwujud dalam kegiatan yang dilaksanakan siswa selama proses pembelajaran berlangsung
- 3.8.1 Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement) dengan benar melalui kegiatan tanya jawab dan diskusi dengan sikap kerjasama yang baik
- 3.8.2 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement) dengan benar melalui kegiatan membuat bagan dan mencocokan kosa kata yang sesuai dengan sikap kerjasama yang baik
- 4.11.1 Merespon makna teks pemberitahuan (announcement) melalui kegiatan menyimak presentasi dan menuliskan jawaban dengan ketepatan 80% dengan peduli dan tanggung jawab

Figure 4.3 Lesson Plan 2

Objective of Lesson Plan 2 regarded as met the requirements of K-

13 because it was formulated by concerning basic competence and containing the behavior of the result of the study. Such as the word *explain* which operational verb contained the behavior of the result of the study. It was clear and no double interpretation. Besides, it was developed from indicators in all main competences 1, 2, 3, and 4.

On the contrary, 7 lesson plans did not meet the requirements of K-13 in the case of objective. They were Lesson Plan 4, Lesson Plan 6, Lesson Plan 7, Lesson Plan 8, Lesson Plan 9, Lesson Plan 11, and Lesson Plan 13. The next were objective examples of some those lesson plans (for other lesson plans including the descriptions see appendix 3).

Table 4.5	
Lesson Plan 9	,

Komp	oetensi Dasar	Indikator Pencapaian Kompetensi	Tujuan
d n b s p k in y d d s	Mensyukuri Aesempatan Aapat nempelajari bahasa Inggris bebagai bahasa bengantar comunikasi nternasional ang liwujudkan alam emangat belajar.		
ta ja k c d n k	Menghargai berilaku anggung awab, peduli, cerjasama, dan inta damai lalam nelaksanakan comunilasi ungsional.		
3.14. N si d k u n fu d si p /I	Aenerapkan truktur teks an unsur ebahasaan ntuk nelaksana kan ungsi sosial ari teks pesan ingkat dan engumuman pemberitahuan <i>notice</i>), sesuai engan konteks	Menentukan tujuan komunikatif teks Pengumuman/ pemberitahuan (Notice).	Siswa mampu memahami teks tulis pesan singkat dan pengumuman/pembe ritahuan dengan tindakan dilaksanakan sesuai yang diharapkan.

	penggunaannya		
4.17.	Menyusun teks tulis pesan singkat dan pengumuman /pemberitahu an (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatik an fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Menyusun teks notice dan sort message.	Siswa mampu membuat ungkapan dengan stuktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, perduli, kerja sama dan cinta damai.

- B. Basic Competence (KD)
- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.1 Menunjukkan perilaku peduli, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Objective

- 1. Students will be able to understand the way to introduce each other.
- Students will be able to discuss the difficulties in every learning activity with group work in communicative manner.
- 3. Students will be able to play some role play based on the material have given

Figure 4.4 Lesson Plan 11

From the table and figure above, objectives of Lesson Plan 9 and Lesson Plan 11 did not meet the requirements of K-13 because they were not developed from all indicators in main competences 1, 2, 3, 4. They were developed from indicators only in main competences 3 and 4. In addition, objective of Lesson Plan 9, "memahami teks tulis pesan singkat dan pengumuman/pemberitahuan dengan tindakan dilaksanakan sesuai yang diharapkan" which means "*understand* notice text and announcement with expected attitude" and objective of Lesson Plan 11, "students will be able to *understand* the way to introduce each other". The word "*understand*" was too general and caused double interpretation. Furthermore, objective of Lesson Plan 11 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. Materials

Theoretically, the materials in the lesson plans were correct. 10 of 14 lesson plans met the requirements of K-13 with the theory. They were Lesson Plan 1, Lesson Plan 2, Lesson Plan 3, Lesson Plan 4, Lesson Plan 5, Lesson Plan 7, Lesson Plan 9, Lesson Plan 10, Lesson Plan 12, and Lesson Plan 13. The materials were selected by the pre-service English teachers by considering objectives, students' characteristics, and time allocation. In addition, the materials covered grammar, vocabulary, and pronunciation as language elements and provided language functions and genres. Nevertheless, there were some pre-service English teachers only stated in what grade the students were without providing detail description of students. The following was the example of the suitability between the material and the objective and the characteristic of some those lesson plans (for other lesson plans and the descriptions, see appendix 4).

Table 4.6

Objective	> M	laterial	Student
At the end of the lesson, students will be able to Demonstrate sincerity in learning English about public places. At the end of the lesson, students will be able to Demonstrate courage and cooperation in implementing functional communication. At the end of the lesson, students will be able to mention the names of public places with 80% accuracy when given a task to mention the names of public places by picture "my town" cooperatively and courageously. At the end of the lesson, the students will be	- - > Li > Li > Ta - su Ci	places	7 th Grade

Lesson Plan 1

the names of	
public places in	
sentences with	
80% accuracy	
when given a	
task to complete	
sentences using	
the names of	
public places	
cooperatively	
and	
courageously.	

From the table, it showed that the material of Lesson Plan 1 met the requirements of K-13 because there was the suitability between the objective, the material, and the students' characteristic in that lesson plan. The objective of Lesson Plan 1 was "students will be able to mention the name of public places". It was suitable with the material that was about public places. In addition, it covered vocabulary and pronunciation as language elements.

Table 4.7Lesson Plan 3

Objective	 A A<	Student
Siswa mampu memberikan definisi tentang fungsi social dan struktur teks dari	A. procedure text How to Make Cake	11 th Grade

sebuah procedure	
text tentang "how	
to make a cake"	
dengan ketepatan	and the second sec
80% saat	and the second sec
menjawab	
pertanyaan dari	
teks yang	
diberikan oleh	Ingredients: Egg Yolk,
guru.	the butter, sugar, vanilla,
	ovalet, wheat flour, milk
Siswa mampu	powder.
menyusun teks	Steps:
prosedur	
acak.tentang	1. Remove the egg yolk and
"How to make a	albumen and place them in
cake" dengan	different bowl.
menempelkannnya	2. Mix the butter, sugar, vanilla,
pada papan tulis	and ovalet for 10 minutes.
dalam grup	3. Put the yolk into the dough
berpasang-	and blend again at least 10
pasangan.	minutes.
	4. Pour the wheat flour little by
	little into the dough and stir
	well.
	5. Pour the milk powder little by
	little into the dough and stir
	well.
	6. Pour the chocolate powder
	little by little into the dough
	and stir well.
	7. Blend the albumen around 5
	minutes.
	8. Pour the albumen into the
	dough. Blend them around 10
	minutes.
	9. Prepare a baking pan
	lubricated with butter. Pour
	the dough. Put into the oven
	and bake around 40 minutes in
	25 degrees celcius.
	10. Lift the cake and put on the
	plate. Spread some sugar on it.
L	1

	The bolu cake is ready to	
	serve.	
	B. Fungsi social procedure teks	
	A procedure is a text that tells	
	you how to do, make or use	
	something. It will give you a	
	step-by-step guide so that you	
	can achieve a specific goal.	
	Procedures can be either written	
	or oral (spoken).	
	or oral (spoken).	
	C. Conoria Struktur procedure text	
	C. Generic Struktur procedure text	
	The generic structure of procedure	
	text are:	
	1. Title or heading that states	
	what the procedure is about.	
	2. Short introduction. This	
	usually outlines the goal of the	
	procedure.	
	3. List Of Equipment: materials	
	or ingredients that are needed in	
	order to achieve the outcome.	
	4. The steps that break down the	
	process so it is easy to understand.	
	5. Visual elements are important	
	because they help the reader to	
	better understand the procedure.	
	Visual elements can include maps,	
	drawings, photographs, or	
	diagrams of the process and the	
	end result.	
L		

From the table, it signed that the material of Lesson Plan 3 met the requirements of K-13 because there was the suitability between the objective, the material, and the students' characteristic in that lesson plan.

The objective of Lesson Plan 3 was "students will be able to define the social function, structure, and language feature of *procedure text*." The material covered the genre of "Procedure Text".

However, there were four lesson plans; they were Lesson Plan 6, Lesson Plan 8, Lesson Plan 11 and Lesson Plan 14 which did not meet the requirements of K-13. The pre-service English teachers misplaced the tittle for the materials. In the other words, they omitted the materials which were one component of K-13 lesson plans.

d. Resources

Based on the analysis of the study, the result was explained by showing these following table.

Table 4.8Resources

	Resources: "When English Rings The Bell" grade VII Picture of "my town" Questions paper Whiteboard Board marker Worksheets	 LP.2 Resources: "When English Rings The The Bell" grade X Card for vocabulary game and for word's alphabet game, announcement text, example of authentic announcement White board, board marker
LP.3 • •	Resources: Handout Books Worksheet Random procedure text	 LP.4 Resources: Text about descriptive text from authentic source Historical pictures in the world

Internet, video, LCD, laptop	• LCD, projector, whiteboard, marker
 LP.5 Resources: "When English Rings The Bell" grade VIII Pictures of "present continuous tense" Power point presentation LP.7 Resources: "When English Rings The Bell" grade VII Listening Resource Pack for MTs/SMP Worksheet LCD, laptop, speaker audio (tactics for listening) LP.9 Resources: "When English Rings The Bell" grade VII semester 2 chapter XI The example of notice and short message, picture, white board, ppt 	 LP.6 Resources: PATHWAY to English for Senior High School Grade XI www.youtube.com Pictures of "what are you doing (will and be going to) Whiteboard, marker LP.8 Resources: Joe Jonas & Demi Lovato song Perfect two song Perfect two song LP.10 Resources: "Look Ahead: An English Course for Senior High School Students" grade XII page 171 Handout, picture of 7 amazing world Laptop, whiteboard, marker
 LP.11 Resources: Video, picture, ppt LCD, Laptop, speaker, audio (Tactics for Listening) 	 LP. 12 Resources: Students' book Picture, LCD, Projector, laptop, White board, board marker, card for vocabulary game, dialog script
LP. 13 Resources:	LP.14 Resources: • Narrative text and its

Worksheet	generic structure
• Poster	• Video of Malin
• Handout, vocabularies list	Kundang
• "When English Rings The	Karton Manila
Bell" grade X	• Handout
• Whiteboard, marker	• Worksheet
	• LCD, ppt, whiteboard,
	marker

From the data gotten by the researcher, it could be seen that 14 lesson plans met the requirements of K-13. There was suitability between resources and objectives, materials, and characteristics of the students in those lesson plans. Most of pre-service English teachers took the materials from K-13 book, "When English Rings The Bell". Besides, some pre-service English teachers took the materials from the other books and resources. The following was the example of the suitability between the resource and the material, the objective, and the students' characteristic of some those lesson plans:

Table 4.9Lesson Plan 1

Objectives	Materials	Students	Resources	
Demonstrate sincerity in learning English about public places. Demonstrate courage and cooperation in	 Social Functions Introduce and mention the names of public places around the students' daily life. 	7 th Grade	 "When English Rings The Bell" grade VII Picture 	

implementing	- vocabulary	of "my
functional	1. Mosque	town"
communicatio	2. Hotel	
	2. Hotel 3. Zoo	• Question
n. Mention the		s paper
	4. School	Whitebo
names of	5. Bus station	ard
public places.	6. Hospital	• Board
Rewrite the	7. Cinema	mark
names of	8. Bank	• Workshe
public places	9. Market	ets
in sentences.	10. Park	
	Text Structure	
	- Images and	
	definitions of	
	the names of	
	public places	
	are exposed	
	Linguistic element	
	► The names of	
	public places	
	\succ Speech,	
	spelling, and	
	handwriting	
	> Topics	
	- Public places	
	in city such as	
	hotel, hospital,	
	zoo, Cinema, and	
	others related to	
	students' daily life.	

However, because of the human error, there were four pre-service English teachers wrote incomplete resources on those lesson plans. They only wrote the tittle of the resource without involved the original resource (example: website) in Lesson Plan 8 and provided the further explanation in detail (example: what picture and video is) in Lesson Plan 11. Moreover, in Lesson Plan 3 and Lesson Plan 12 the pre-service English teachers did not give clear information for the reader or the other teachers who might use the lesson plan about what books which would be used. They only wrote books and students' book. Nevertheless, in general the resources planned by the teacher in the lesson plans, such as whiteboard, marker, laptop, LCD, projector, power point presentation, students' worksheets, poster, card for game, and pictures met the requirements of K-13 to achieve the basic competence.

e. Teaching activity

The next component that must be written in the lesson plan was teaching activity. It was considered to divide into 3 steps of learning activities: pre-, whilst-, and post-activities clearly, to be suitable between the activities with the scientific approach which consisted of mengamati (observing), (questioning), mengeksplorasi menanya (exploring), mengasosiasi (associating) and mengkomunikasikan (communicating), and to be systematic between teaching steps with materials and time allocation. From the data, it found that the pre-service English teachers really concerned to this part. They divided the activities in good organize. They also understood about each part of activities. It could be seen in preactivity the pre-service English teachers put some warm-up activities like greetings and students' attendance. Nevertheless, in all lesson plans 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).

Table 4.10 Lesson Plan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	 Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. Guru mengajak siswa memulai pelajaran dengan berdoa. Guru mengecek daftar hadir siswa Appersepsi Guru mengenalkan topik baru tentang Pengumuman dengan cara: <i>Lead in:</i> Guru bertanya kepada siswa tentang apa yang mereka baca di papan-papan dijalan atau mading sekolah; apa yang biasa mereka dengar di stasiun, bandara, dan sekolah. <i>Warming-up:</i> Guru menempelkan kartu vocabulary secara acak dan artinya secara terpisah Guru menempelkan kertas yang bertuliskan 3 kriteria: <i>verb, noun, adjective</i> di papan tulis, dan meminta siswa (berdasarkan kelompok) untuk menempatkan kosa kata berdasarkan keriteria di papan tulis dan mencocokkan makna, selama 1 menit 	5 menit

Inti	Mengamati	(12
	• Guru membagikan contoh teks pengumuman	menit)
	yang berhubungan dengan materi sebelumnya	2 menit
	(Historical Places)	
	• Siswa diminta untuk menjelaskan secara	
	singkat tentang isi teks pengumuman tersebut	
	<u>Menanya</u>	
	• Guru meminta siswa untuk menyiapkan	
	beberapa pertanyaan berdasarkan contoh	2 menit
	undangan tersebut dengan menggunakan 5W	2 memit
	+ 1H question	
	• Siswa diminta untuk saling menanya dan menjawab; Guru menuliskan pertanyaan di	
	papan tulis secara cepat	
	 Pertanyaan yang diharapkan: 	
	• Who wrote the announcement?	
	Who is the announcement for?	
	What is the announcement about?	
	When is the announcement released?	
	Where is the announcement released?	
	Why is the announcement released?	
	How is the announcement released?	
	• Etc.	
	<u>Mengeksplorasi</u>	3 menit
	• Siswa diminta untuk mendiskusikan bagian-	5 mem
	bagian dari pengumuman	
	• Guru meminta siswa untuk membacakan hasil	
	diskusi	
	• Guru menggambarkan bagan/peta bagian-	
	bagian dari pengumumanGuru meminta bantuan siswa untuk	
	• Guru meminta bantuan siswa untuk memasukkan kosa kata yang ada di papan	2 menit
	tulis kedalam bagan secara bersama-sama.	
	Mengasosiasikan	
	• Guru membagikan Teks skrip pengumuman	
	lisan	
	• 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)	

Penutup	 Guru menekankan pertanyaan: Perbedaan fungsi sosial dari pengumuman tertulis dan pengumuman secara lisan. Perbedaan struktur teks dari pengumuman tertulis dan pengumuman secara lisan. Perbedaan unsur kebahasaan dari pengumuman tertulis dan pengumuman secara lisan. Perbedaan unsur kebahasaan dari pengumuman tertulis dan pengumuman secara lisan. 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) Setiap kelompok diminta untuk menyampaikan hasil pengamatan dan yang lain membandingkan dengan hasil diskusi mereka; apabila ada perbedaan disampaikan. Guru membagikan lembar <i>partner Assessment</i> dan meminta siswa untuk menilai sikap anggota kelompoknya Siswa diminta untuk melakukan game <i>alphabet word</i>: Siswa duduk/berdiri berjajar dan agak berdekatan, posisi merentangkan tangan Telapak tangan kiri berada diatas telapak tangan kana teman disampingnya Guru memberikan kertas dengan huruf kapital diatas telapak tangan kiri semua siswa secara terbalik Guru memulai dengan menepuk (melatakkan kartas) diatas tangan kiri semua siswa secara terbalik 	3 menit 3 menit

<i>in announcement</i> Memberi option: ☺ dan ☺	
■ I have known what I'm going to do after	
reading announcement	
 Memberi option: ☺ dan ☺ Kemudian meminta siswa untuk menggambar 	
tanda cinta dibawah gambar <i>smile</i> yang mereka pilih	
• Guru menutup pembelajaran dengan memertikan tidak ada pertenyaan dan	
memastikan tidak ada pertanyaan dan mengajak siswa berdoa bersama.	

From the table, it showed that the teaching activity of Lesson Plan 2 met the requirements of K-13 because it was divided into pre-, whilst-, and post- activity and was described in detail. In pre-activity, the preservice English teacher put some warm-up activities like greetings and students' attendance but there was no motivation covered except apperception. In addition, teacher successfully designed students to get involved in the teaching learning process by providing engaging lead in. In whilst-activity, the pre-service English teacher presented five steps. They were observing (mengamati), questioning (menanya), exploring (mengeksplorasi), associating (mengasosiasi), and communicating (mengkomunikasikan). Therefore, it was suitable with the scientific approach (5M). In post activity, the pre-service English teacher gave game which was consisted of some questions related to the lesson learnt. In addition, it was systematic with the material and all stages were delivered by the pre-service English teacher sequentially in the lesson plans in proportional time. Systematic was logical sequence, example starting from leading students, then giving materials, assessing students, giving feedback, and conclusion. Furthermore, proportional time was divided to 5 minutes for pre-activity, 12 minutes for whilst-activity, and 2 minutes for post-activity. However, there were three lesson plans which did not meet the requirements of K-13. They were Lesson Plan 8, Lesson Plan 10, and Lesson Plan 13. The following were the teaching activity example of some those lesson plans.

Table 4.11Lesson Plan 8

1	6		
	STAGE	TIME	ACTIVITIES AND DETAILED PROCEDURE
Ī	1	2'	Greeting for opening
			Teacher checks students' attendance
			Brainstorm. Teacher tells the student what they will do in this meeting.
	2	4'	Set the group task. Teacher divides students into 3 groups, which each group consists of 5 students
			Then gives listening song cards to each group.
			Teacher plays the audio while Students are matching the cards in sequence in their own group
			Teacher plays the audio more for feedback

3	3'	Teacher asks what the Students know about song in general
4	7'	Invites Ss to analyze about language and social function of first song then gives feedback T gives worksheet i.e. the second song with blank inside lyrics Ss fill in the blank individually while listening to second song
5	3'	Feedback In group, students read and discuss about the messages in song lyrics Representatif of each group presents the result of their discussion
6	1'	Summary and Conclusion

From the table, it showed that the teaching activity of Lesson Plan did not meet the requirements of K-13 because it was not described in detail. The pre-service English teacher did not divide into pre-, whilst-, and post- activity by heading but the pre-service English teacher only wrote stage 1 until stage 6. Besides, the main activity was not divided based on the scientific approach (5M); observing, questioning, exploring, associating, and communicating. Questioning stage was not provided in that lesson plan. Moreover, the post-activity of Lesson Plan 8 was not described in detail. The pre-service English teacher only wrote summary and conclusion without detail further explanation.

Table 4.12 Lesson Plan 10

1.	Kegiatan Pendahuluan
	a. Guru memberi salam kepada siswa serta menanyakan
	kabar mereka.
	b. Guru memimpin do'a sebelum aktifitas dimulai.
	c. Guru mengabsen kehadiran siswa.
	d. Guru meminta murid untuk menuliskan rasa syukur
	mereka dalam mempelajari bahasa Inggris
2.	Kegiatan Inti
	a. Mengamati
	• Siswa akan melihat gambar yang berhubungan
	dengan topic pada hari ini (gambar-gambar mengenai 7
	kejaiban dunia)
	5 /
	• Siswa akan mendiskusikan handout yang berisi
	daftar ekspresi yang digunakan untuk mereview bangunan
	secara berpasangan.
	• Siswa mengamati contoh review text yang
	diberikan oleh guru
	and and a start Build

b. Menanya

• Guru meminta siswa membentuk lingkaran besar dan memainkan game "in turn" untuk membuat siswa bertanya tentang materi

c. Menalar

• Siswa menjawab pertanyaan guru yang berkaitan dengan bagian awal paragraph review text sebagai bagian dari proses menjelaskan.

d. Mencoba

• Setelah mendengarkan penjelasan guru yang dilakukan lewat proses *eliciting*, Siswa akan membuat paragraf pendek (3 kalimat) yang berisi pengenalan dari bangunan yang hendak ditinjau oleh siswa.

e. Mengkomunikasikan

• Sepasang siswa maju untuk membacakan paragraph yang telah dibuat kepada kelas.

• Siswa lainnya mencoba untuk menemukan beberapa frase (dari paragraph yang dibacakan) yang mengindikasikan informasi lebih lanjut dari produk yang hendak di review. Hal tersebut bisa berupa bagian-bagian dari produk tersebut, keunikan dan kualitasnya.

f. Menalar

• Siswa bermain game secara grup untuk mengevaluasi pemahaman mereka terhadap materi yang telah dipelajari sebelumnya.

3. Penutup

a. Siswa mengisi rubrik self-assessment selama proses pembelajaran.

b. Guru memberi umpan balik dan hasil selama proses pembelajaran.

- c. Guru mengumumkan tentang materi selanjutnya.
- d. Guru memberi motivasi, menutup pelajaran.

From the table, it could be seen that the teaching activity of Lesson Plan 10 had 3 stages; pre-, whilst-, and post- activity and was described in detail. In pre-activity, the pre-service English teacher put some warm-up activities like greetings and students' attendance. Lead in activity was also provided in the well sequence activity. In whilst-activity, the preservice English teacher presented six steps. They were observing *(mengamati)*, questioning *(menanya)*, exploring *(mengeksplorasi)*, associating *(mengasosiasi)*, communicating *(mengkomunikasikan)*, and exploring (menalar). All steps in scientific approach were well covered. Therefore, it was suitable with the scientific approach. In post-activity, the pre-service English teacher gave feedback to students, informed the next material, and giving motivation. In addition, in post-activity, teacher filled the rubric of self-assessment during teaching learning process. However, the activity of Lesson Plan 10 did not meet the requirements of K-13 because it was not provided the time allocation for each stage.

Table 4.13Lesson Plan 13

ant an		
STAGE	TIME	ACTIVITIES AND DETAILED PROCEDURE
Warm	2'	• Teacher come to the class and then asks the head of the
Up/		class to lead the other students to pray.
		• Teacher checks the attendance list.
opening		• Teacher starts the class with giving a simple worksheet
lesson		to the students. They should fiiling in the blank with
		the met the requirements of K-13 word in the box list.
Lesson/	5'	
Main	5	• The teacher showing a paper that patched in the wall.
lesson		The paper contain list of vocabularies for describing
		people.
		• The teacher gives brave explanation about the
		Vocabularies its use to describing people. Also tell the

	generic structure of descriptive text and the use of
	present tense to describing people.
4'	• The teacher ask the students to open their book page 58. After that read the descriptive text and answer the worksheet.
8'	• The teacher devide the class into groups. Each group consist of three students.
	• The teacher deviding the group by giving a card. Each group should consist of three students with different
	cards.
ſ	 The teacher gives worksheet 2 to the students. After the students finished the task, the teacher ask the group to check the other group task and give score using their card member.
1'	 The teacher checks their understanding and provides students with feedback by giving hand signals game: <i>Thumbs up indicates</i> "I
	understand well"
	□ Thumbs sideways means "I
	have a question"
	□ Thumbs down signals, "I
	do not yet understand".
	• T answers the stundents' question.
	• T gives conclusion and motivation of the students working on tasks also the character that have been showed by the students.
	• Teacher asks students to check under their chairs if there is rubbish please throw it on the can.
	• Then The teacher closes the class by saying hamdallah.

From the table above, it could be determined that the teaching activity of Lesson Plan 13 did not meet the requirements of K-13 because it was not described in detail. The pre-service English teacher did not divide into pre-, whilst-, and post- activity by heading. There were only two activities written by the pre-service English teacher; opening lesson and main lesson. Besides, the main activity was not divided based on the scientific approach (5M); observing, questioning, exploring, associating, and communicating. Questioning stage was not provided in that lesson plan.

f. Assessment

Assessment was the next component that must be concerned in the lesson plan. It was provided by considering 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 had to present the questions, the answer key, and the scoring rubric).

From the table, it could be seen that there were 9 lesson plans designed by the pre-service English teachers met the requirements of K-13. They were LP1, Lesson Plan 2, Lesson Plan 3, Lesson Plan 4, Lesson Plan 5, Lesson Plan 7, Lesson Plan 10, LP12, and Lesson Plan 14. The assessments techniques of those lesson plans which chosen by the preservice English teachers were in line with the indicator of standard competence achievement and the authentic assessment. Besides, the assessments instruments used are complete with the question, the answer key, and the scoring rubric. The following was a teaching assessment example of those lesson plans (for other lesson plans including the descriptions, see appendix 6).

Table 4.14Lesson Plan 1

L. P. de	Kinds of assessment		
Indicator -	Cognitive	Affective	
Indicator 2.3.1 & 3.5.1	Oral	Observation	
Indicator 2.3.1 & 4.6.1	Written	Observation	

Rubric for Cognitive Aspects

> Indicator 3.5.1

Aspect	Score	Category
	5	Almost perfect pronunciation
	4	There are some errors but does not interfere with meaning
Pronunciation	3	There are some errors and disturbing meanings
	2	Many faults and disturbing meanings
	1	Too many errors and disturbing meanings

> Indicator 4.6.1

Aspect	Scores	Category
Writing	5	Writing very precise vocabulary

Vocabulary	4	Writing precise vocabulary
	3	Writing vocabulary precise enough
	2	Writing less precise vocabulary
	1	Writing vocabulary imprecise

Rubric for Affective Aspects

Indicator 2.3.1

		11	
	Affective	Score	Category
		5	Courage and met the requirements of K-13 in all aspects of delivering idea Courage but inmet the requirements of K-13 in some aspects of delivering idea
	Courage	3	Courage and inmet the requirements of K-13 in all aspects of delivering idea
		2	Not Courage and inmet the requirements of K-13 in some aspects in delivering idea
		1	Not Courage and inmet the requirements of K-13 in all aspects of delivering idea

Affective	Score	Indicators
	5	Always cooperating in group work
	4	Often cooperating in group work
Cooperative	3	Seldom cooperating in group work
	2	Ever cooperating in group work
	1	Never cooperating in group work

> Questions paper

	Public places					
Student	Questions	A	nswer			
	Is there a police office in the picture?	Yes	No			
	Is there a mosque in the picture?	Yes	No			
	Is there a zoo in the picture?	Yes	No			
	Is there a Cinema in the picture?	Yes	No			
	Is there a market in the picture?	Yes	No			

> Worksheet1

(Match public places with definition / function)

Public places	Definition / Function
1. Mosque	a) A building where Muslims go to have religious services.
2. Hotel	b) A large building where people pay to stay for a short time.
3. Zoo	c) A place where many different types of animals are kept so that people can see them.
School	 A place where children are taught.
5. Bus station	e) A place where buses start and finish their trips.
6. Hospital	f) A building where sick or injured people receive medical treatment.
7. Cinema	g) A building where we can see a movie / film
8. Bank	h) A building where you can keep your money or borrow money.
9. Market	i) A place outside where people buy and sell goods, food, etc.
10. Park	j) A place in a large open area with grass and trees in a town, where people can walk,
	play games, etc.

> Worksheet2

(Complete these sentence using names of public places based on the context)

	Complete these sentences using names of public places!			
1.	My family always prays shubuh in (Mosque)			
2.	We can't go to to see animals. (Zoo)			
3.	My father usually saves his money in (Bank)			
4.	I don't want to go because I can see film at home. (Cinema)			
5.	I have fever, I should go to (Hospital)			

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).

Table 4.15 Lesson Plan 11

Penilaian Sikap (Afektif Evaluasi) 1.

Penilaian didasarkan oleh kegiatan dan tingkah laku siswa yang berkaitan dengan karakter yang dimiliki oleh siswa dalam bersosialisasi sehari- hari.

Uraian	Skor
Tanggungjawab (responsible)	
• Siswa mengerjakan worksheet yang diberikan guru dengan	4
sungguh-sungguh tanpa bantuan orang lain.	
• Siswa mengerjakan worksheet yang diberikan guru tanpa	3
bantuan orang lain.	
• Siswa mengerjakan worksheet yang diberikan guru dengan	2
bantuan orang lain.	
• Siswa bermalas – malasan saat mengerjakan worksheet yang	1
diberikan guru.	-
✤ Komunikatif (Communicative)	
• Menciptakan kekompakan, sosialisasi dan mampu memimpin	4
saat berdiskusi.	
 Menciptakan kekompakan dan sosialisasi saat berdiskusi. 	3
 Menciptakan kekompakan saat berdiskusi. 	2
• Tidak menciptakan kekompakan, sosialisasi dan tidak mampu	1
memimpin saat berdiskusi	
Jumlah Skor	8
Skor penilaian:	

Skor penilaian:

Nilai =
$$\frac{\text{skor perolehan}}{8} X 100$$

Keterangan:

85-100 : A (Sempurna)

70-84	: B (Bagus)
/0-04	. D (Dagus

55-74 : C (Cukup)

<54 : D (Kurang)

Worksheet

No	Description	Score
Matter	- Carefulness (when the students aswer the worksheet)	

	Very carefulness	4					
	Carefulness	3					
	Sufficient of Carefulness	2					
	Less of carefulness	1					
	- Variation of Vocabulary and Phrase (when students						
	presence in front of the class)	4					
	Met the requirements of K-13 and full of variation	3					
	Met the requirements of K-13 and many variation	2					
	Met the requirements of K-13 and sufficient of variation	1					
	Met the requirements of K-13 and lack of variation						
	- Pronunciation and Intonation						
	Most of pronunciation and intonation are correct						
	It has some lack of pronunciation, but not change	3					
	meaning	2					
	It has some lack of pronunciation and change meaning	1					
	So many lack of pronunciation and change meaning						
	- Creative Role play						
	The students present the roleplay with very convidents,	4					
	very entertain role play and very creative imagination use						
	the instrument while presence in front of the class.						
2	The students present the story with confident and creative	3					
	imagination						
	The students present the story sufficient of convident and	2					
	creative imagination.						
	The students present the story with afraid to speak (not	1					
	tell the story)						
	Total Score	16					

Assessment Method

Score X 100 = Students' Score

Total Score

From table above, it could be inferred that the assessment of Lesson Plan 11 involved the suitability between assessment technique used in teaching and learning process. It consisted of cognitive and affective assessment. Both of cognitive and affective assessments were measured by giving the scoring rubric. Cognitive assessment used performance assessment. On the contrary, affective assessment was not in line with the indicator. The indicator for affective assessment was not written in the lesson plan. From that view, it indicates that Lesson Plan 11 did not meet the requirements of K-13.

The difficulties faced by the pre-service English teachers in designing K-13 lesson plans

After conducting the research on K-13 lesson plans designed by the preservice English teachers, the researcher continued to find out the difficulties in designing K-13 lesson plans by having interview. The interview was conducted to 14 pre-service English teachers who designed those lesson plans. The result of the interview would be described and relied on Kizlik's theory. The analysis was described here:

Table 4.16
The difficulties faced by the pre-service English teachers in
designing K-13 lesson plans

The pre-service English teachers' difficulties	The difficulties faced by the pre-service English teachers in designing K-13 lesson plans													
theories in	1	2	3	4	5	6	7	8	9	10	11	12	13	14
designing lesson plan														
Formulating the objective		-		-		\checkmark	-	\checkmark		-		-		-
Selecting the assessment	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark			-	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Selecting the material	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Formulating the instruction	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Selecting the teaching activity		-			\checkmark									

From table above, it could be seen that the pre-service English teachers had difficulties in the case of formulating the objectives, selecting the assessments, and selecting the teaching activities. There were 8 of 14 preservice English teachers who had difficulties in term of formulating the objectives, 13 of 14 pre-service English teachers who had difficulties in term of selecting the assessments, and 13 of 14 pre-service English teachers who had difficulties in term of selecting the teaching activities.

The first aspect was formulating the objective. When the researcher asked about the difficulty in formulating the objective, 8 of 14 pre-service English teachers stated that they 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. They had difficulty in selecting operational verbs which were used in the objectives. Their some objectives either caused double interpretation, did not contain operational verbs, or did not developed from indicators in all main competences 1, 2, 3, and 4. They said that they did not know about it. They still had less understanding about K-13. 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 forth 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 have difficulties in term of selecting the instruction. They were from D and E class.

The fifth aspect was selecting the teaching activity. When the researcher asked about the difficulty in formulating the objective, 10 of 14 pre-service English teachers stated that they had difficulties in applying scientific approach (5M) especially in determining and classifying the activities in the scientific approach (5M) stage in proportional time. 2 of them had difficulties in connecting the activities to the real life using scientific approach (5M). 2 of them had difficulties in *questioning* stage of 5M especially in engaging students to be active in giving questions. They said that they confused and still had less understanding about K-13. 3 of them said that they still had less experience in teaching so that they had limited idea in creating good teaching activities.

B. Discussion

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

From the findings above, K-13 lesson plans designed by the pre-service English teachers had consisted of six components were discussed based on the lesson plans components determined by the Minister of National Education Regulation No. 103 Year 2014 and their connection to meet the requirements of K-13. Besides, the findings from the interview were also discussed further. 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 competences 1, 2, 3, and

4. Most of them were only developed in main competence 3 and main competence 4. From that figure, some indicators of standard competence achievement did not meet the requirements of K-13 since 42,9 % of the pre-service English teachers might do some mistakes in a few points dealing with formulating indicators of standard competence achievement.

b. Objectives

Based on the data findings employed by the researcher, 7 of 14 objectives established by the pre-service English teachers supported basic competence determined in K-13 and contained the process and the behavior which was the result of the study as like Richards and Bohlke asserted that students' achievements in the targeted skills should be achieved at the end of lesson.² They clarified that learning objectives not only cover specific competencies to be achieved by students but also contain processes and learning experiences. Nevertheless, 2 of 14 objectives caused double interpretation and one of them placed after main competence and basic competence. In addition, 7 of 14 objectives formulated by the pre-service English teachers did not develop from indicators in all main competences 1, 2, 3, and 4. Most of them were only developed from indicators in main competence 3 and main competence 4. It means that 50% of the pre-service

² J.C., Richards, - Bohlke, D. *Creating effective language lesson*. (New York: Cambridge University Press, 2011), 87.

English teachers might do imperfection dealing with formulating objectives so that some objectives formulated did not meet the requirements of K-13.

c. Materials

From the data findings in the analysis, 10 of 14 materials selected by the pre-service English teachers considering objective, characteristic of student, and time allocation. They consisted of language functions, such as *asking for giving opinion expression, announcement text, notice, and short message* and genres, such as generic structure of *procedure text, review text, descriptive text,* etc. It indicates that they met the requirements of K-13. In addition, they also covered grammar, vocabulary, and pronunciation as language elements as like Harmer stated that grammar, vocabulary, and pronunciation should be taught because they are essential language elements for students. These elements can be employed either inductively or deductively in the lesson or can be done by teacher through games and other techniques which can be effective and attractive for students.³

However, 4 of 14 materials did not included in the lesson plans designed by the pre-service English teachers. It shows that the pre-service English teachers omitted the materials which were one component of K-13 lesson plans. 28,6% of the pre-service English teachers might do deficiency in this term so that some materials selected did not meet the requirements of K-13.

³ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*..... 457.

d. Resources

From the data findings in the analysis, all of 14 resources selected by considering objective, material, and students' characteristic. It signs 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. The pre-service English teachers used the K-13 book, "When English Rings The Bell", other books, internet, etc. Furthermore, the pre-service English teachers might plan to use other media in the teaching activities such as poster, picture, video, laptop, liquid crystal display (LCD) projector, and internet in order to attract students' interests in learning so that the teaching-learning activities in the classroom would be interesting as like Harmer clarified that the high tools of technology are beneficial to help and to ease the teacher in whatever approaches and techniques used in the classroom.⁴ It indicates that the preservice English teachers had no problems dealing with selecting the resources.

e. Teaching Activity

From the data findings in the analysis, 11 of 14 teaching activities selected by the pre-service English teachers were divided into 3 steps of learning; pre-, whilst-, and post- activities, applying scientific approach

⁴ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*..... 487.

(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 preservice English teachers were not divided into pre-, whilst-, and postactivity in proportional time (time allocation was not written in the lesson plan) and unsuitable with the scientific approach (5M), such as in *whilstactivity*, 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 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School.

However, 5 of 14 lesson plans did not meet the requirements of K-13 because they were unsuitable with the indicator of standard competence achievement. Besides, the assessment was not provided in the lesson plan. Moreover, the assessment instrument used was not complete because it did not have the question and the answer key but the scoring rubric provided was not determined obviously.

From that view, it signs that 35,7% of the pre-service English teachers might do some errors dealing with selecting assessment so that some assessments did not meet the requirements of K-13. It was crucial that the pre-service English teachers needed to be able to select assessment based on the indicators of standard competence achievement so that the basic competence determined could be achieved by the students.

The difficulties faced by the pre-service English teachers in designing K-13 lesson plans

Actually, the pre-service English teachers still confused and had less understanding about K-13 so that they faced some difficulties in some terms. Based on the theoretical frameworks that were used by this analysis, the most difficulties faced by the pre-service English teachers were in line with Kizlik's theory which has been explained in the previous chapter. They were difficulty 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 activities, and selecting assessments when designing K-13 lesson plans. This was in line with the theory from Kizlik.

