#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present and analyze the data which have been collected during the research. The first data are concerning the development of the lesson plans in international class using Cambridge curriculum and 2013 curriculum. The second data are the difficulties faced by the teachersin developing lesson plans. The researcher obtained all of the data through documentation study and an in-depth interview.

#### A. Research Findings

# 1. The development of English teachers' lesson plans in international class at SMP Muhammadiyah 5 Surabaya

In this study, the teachers' lesson plans were analyzed. Those two different lesson plans were obtained from two different teachers who teach seventh grade who interpreted as Teacher A and eighth grade who recognized as Teacher B. To gain the data of teachers' development in their lesson plan, the researcher used documentation study on Wednesday, November 26<sup>th</sup> 2014 and in-depth interview which was conducted on Wednesday, December 10<sup>th</sup> 2014 at 10.00 o'clock at SMP Muhammadiyah 5 Surabaya. The data is described below:

#### a. The teachers' perspective of lesson plan

In this study, based on interview, the teachers had said the similar thing but with different perceptions. Teacher A stated that lesson plan is a guide for the teacher to teach, a rule to manage the class, and a topic to be taught to aim a perfect teaching and learning program while Teacher B defined lesson plan as a written plan of the teacher before teaching in the class. Teacher B further explained that a lesson plan is one of teacher's responsibilities as a primary component before teaching to prepare the materials and the activities in the class.

Regarding with the components of lesson plan, Teacher A described that lesson plan consisted of the topic, the method, teaching procedure, time management and also assessment. Meanwhile, Teacher B stated that lesson plan consisted of teaching and learning process (procedures), instructional materials, and also assessment techniques.

#### b. The lesson plan's components developed by English teachers

When the researcher interviewed and asked the teachers about lesson plan components which needed to be developed, they also had similar opinions. Teacher A has explained that the teacher could not change the form of the lesson plan because the government has provided lesson plan design in the teacher's book. So the teacher could only develop the materials used in the class later while Teacher B stated that

the latest curriculum could be developed by eliciting the instructional materials.

In addition, to describe how teachers develop lesson plan carefully, the researcher used a guideline which has been provided by the government. They were explained below:

1. Lesson plan's identity (presenting educational level, class, semester, theme, sub-theme and the sum of meeting)

One of the components of lesson plan is the presence of lesson plan's identity. The figures below are the teachers' lesson plan identity<sup>1</sup>:

Educational level : SMP Muhammadiyah 5 Surabaya

Subject : English

Class/semester : VII/I

Main materials : Spoken text to mention one self, parent, elder brothers/sisters, young brothers/sisters and other relatives by giving model of discipline, self confident, responsible and honest

Time allocation : 2x40 minutes

Figure 4.1 Lesson plan's identity Teacher A

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<sup>&</sup>lt;sup>1</sup> This is an excerpt of a lesson plan by teachers at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.

Educational level : SMP Muhammadiyah 5 Surabaya

Subject : English
Class/semester : VIII/I

Main materials : Would you like to come?

Time allocation : 2x40 minutes

Figure 4.2 Lesson plan's identity Teacher B

It can be seen that the teachers gave the identity of lesson plan quite completely. Both Teacher A and B presented educational level, class, semester, main materials and the sum of meetings. The teachers, however, did not use theme and sub-theme terms, but they stated as main materials. Teacher A and B had the same form of lesson plan identity with Teacher B.

#### 2. Indicator's formulation

In formulating the indicators teachers should reflect on their appropriateness with SKL (*Standar Kompetensi Lulusan*/Grading Competency Standard), KI (*Kompetensi Inti*/Main Competence), and KD (*Kompetensi Dasar*/Basic Competence), their appropriateness with the use of operational verb with measured competence and also the appropriateness with attitude, knowledge, and skill aspect. These

following tables show that the teachers have considered those three main components.<sup>2</sup>

#### Main competence

- 1. Respecting and inspiring the knowledge of religion and belief.
- 2. Respecting and inspiring honest, discipline, responsible, care (tolerance, cooperative), polite, self confident in communicating effectively with social and natural area in society.
- 3. Understanding science (factual, conceptual, and procedural) based on the curiosity about knowledge or science, technology, cultural related with phenomenon and occurrence.
- 4. Attempting the process and displaying some skill (s) concretely (using, analyzing, arranging, modifying and making) and abstractly (writing, reading, counting, drawing and composing) based on the material and other resource which have similar theory.

Figure 4.3
KI for seventh and eighth grade

Table 4.4
KD and Indicators for seventh grade

Basic Competence	Indicators
1.1 Be grateful of the opportunity in learning English as one of international leading communication language which is shown in learning spirit.	
2.2Showing honest, discipline, confident and responsible in using transactional communication with teacher and friends.	<ol> <li>Showing seriousness.</li> <li>Showing politeness, confidence and responsibility.</li> </ol>
3.3 Understanding social function, the structure of the text and the language features spoken or written to mention oneself shortly and simply.	<ol> <li>Identifying a family tree based on the text in listening.</li> <li>Identifying a picture of family.</li> </ol>

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<sup>&</sup>lt;sup>2</sup> This is an excerpt of a lesson plan by teachers at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.

4.4 Creating written and spoken text to describe and ask oneself shortly and simply by considering social function, the structure of the text and language features correctly and contextually.

Describing family members in a short text.

It can be seen from the figure and table that Teacher A made the indicators from KD which has been set up by the government. The operational verbs of activities have been developed by Teacher A as well as SKL, KI, KD and also the students' outcomes.

Table 4.5 KD and Indicators for eighth grade

Basic Competence	Indicators
2.5Showing honest, discipline, confident and responsible in using transactional communication with teacher and friends.	<ol> <li>Students are confident in making a transactional communication.</li> <li>Students can be responsible in doing the tasks.</li> </ol>
3.3Applying structural text and language features to achieve social function from the expression of giving instruction, prohibition, asking permission, and how to respond correctly.	<ol> <li>Identifying the expression of giving instruction and prohibition.</li> <li>Expressing how to give instruction and prohibition.</li> </ol>
4.3Arranging simple spoken and written text to clarify ask and respond the expression of giving instruction, prohibition, asking permission by considering social function, structure of the text and language features correctly and contextually.	1. Writing sentences using the expression of giving instruction and prohibition.

It can be seen from the table that Teacher B made the indicators by considering KI and KD from 2013 curriculum. Teacher B also has stated some appropriate operational verbs related with KD. The

teacher, however, marked that the word "expressing" included in basic competence of knowledge. Teacher B should put it in skill or performance in fourth basic competence.

In addition, the three aspects which have been promoted by 2013 curriculum also have been written in indicators. Moreover, attitude, knowledge, and skill were in line with KI and KD.

#### 3. The formulation of instructional objectives

Besides formulating appropriate indicators, stating instructional objectives are regarded as important as indicators. Teachers should ensure that their instructional objectives were in line with process and learning outcomes and also with basic competence. The figures below clarified the teachers' formulation of instructional objectives.<sup>3</sup>

#### **Instructional Objectives**

Students are able to introduce, mention the identity, describe oneself by using English to keep the relationship with teacher and friends and everyone who are involved in role play using well organized structural text based on correct language features, honestly, discipline, confidence and responsible.

### Figure 4.6 Instructional objectives of seventh grade teacher

This figure indicated that the instructional objectives of seventh grade were in line with teachers' expectation which would be achieved by the students. In addition, Teacher A focused on the

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<sup>&</sup>lt;sup>3</sup> This is an excerpt of a lesson plan by teachers at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.

students' outcome that was to be able to describe about family members. Based on the process of teaching and learning program, it can be concluded that the instructional objectives were in line with the students' need and characteristics.

#### **Instructional Objectives**

#### Attitude:

By implementing role play model, students can practice transactional communication with teacher and friends by using the expression of asking and giving instruction and paying attention the social function, the structure of the text and language features correctly and contextually with honesty, discipline, confidence and responsibility.

#### Knowledge:

By implementing role play model, students can express and write the expression of asking and giving instruction and prohibition to practice transactional communication by considering social function, the structure of the text and language features.

#### Skill:

By giving assignment, students will be able to practice transactional communication by using the expression of asking and giving instruction or prohibition.

### Figure 4.7 Instructional objectives of eighth grade teacher

These instructional objectives were complete. Teacher B stated the goal based on attitude, knowledge and also skill aspects. In addition, Teacher B gave instructional objectives clearly by providing the teaching method based on KD.

#### 4. The selection of instructional materials

Regarding with selecting instructional materials, both teachers stated that they elicit Cambridge curriculum materials in their lesson

plans. However, they must put main materials from 2013 curriculum intensively. Then they should be selective to combine 2013 curriculum instructional materials with Cambridge curriculum materials. Teachers should concern to the main instructional materials by considering instructional objectives, students' characteristics and time allocation. These are the teachers' selection of instructional materials<sup>4</sup>

#### Instructional Materials

 Listening about family members adapted from Cambridge curriculum's book.

Unit 3 Exercise 5b

Look at Sally's family tree. Write the words from the box in the spaces. Then listen and check your answers.

My family's not very big, but it's not small either! My grandfather's called James (we call him Gran dad), and my grandmother's called Elizabeth, but we call her Gran. Then there's my mother, Claire, and my father, Jonathan. Of course, we call them Mum and Dad! My dad has a brother, he's called Uncle Mike, and he's married to Sarah, so she's our aunt and they've got a son, who's our cousin, Joseph. Um, I've got a brother, William, and a big sister, Olivia, so I'm in the middle! They're nice, but sometimes William is a pain.

- 2. Family adapted from Cambridge Curriculum.
- 3. Text or exercises from English textbook

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<sup>&</sup>lt;sup>4</sup> This is an excerpt of a lesson plan by the teacher at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.



Figure 4.8 Instructional objectives of seventh grade

#### **Instructional Materials**

- 1. Factual materials consist of some expression dealing with giving instruction or prohibition.
- 2. Conceptual materials
  - a. Social function to keep communicating with teacher and friends
  - b. The structure of the text
    Instruction: Come in, please!, thank you, put the book on the table
    please, etc
    - Prohibition: Don't be late, don't open it, don't tell anyone.
  - c. Language features
    - Vocabulary: please, okay, certainly, sure, sorry, let's. Grammar: Imperatives sentence in positive and negative Singular and plural nouns with or without a, the, this, those, my, their, etc
  - d. Expression, pronunciation, and intonation.

### Figure 4.9 Instructional materials of eighth grade teacher

It can be concluded from the figures that Teacher A had developed the materials by combining the newest curriculum with Cambridge curriculum. Teacher A enclosured some examples of pictures in lesson plan. By eliciting those pictures, it can be concluded that Teacher A had made her lesson plan more completely. The listening and the pictures were adapted from Cambridge curriculum's book but Teacher A did not give a clear infromation about what textbook would be used in the class. On the other hand, Teacher B stated the pages of the materials from the book. Consequently, Teacher B's intructional materials needed to be more well-developed regarding with the presence of pictures, slide show presentations and exercises.

However, the suitability of instructional objectives, students' characteristics and time allocation in both Teacher A and B were described clearly. In those lesson plans, the instructional materials were sequenced in order and systemized well. The extent of the instructional materials was also organized so that they were suitable with the time allocation.

#### 5. The selection of source materials

Selecting the source of materials was also important because it must be appropriate with KI, and KD and instructional materials which were applied using scientific approach. Based on the analysis of the study, the result was explained by showing these following figures.<sup>5</sup>

Table 4.10 Source Material

Learning Sources of Seventh	Learning Sources of Eighth Grade
Grade	
Sources: "When English Rings The	When English Rings a Bell class VIII:
Bell" and "English in Mind: Starter"	p.41-56, 201
(Listening Material)	

It can be seen from the table above that Teacher A had more learning sources which were than Teacher B. The sources were the

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<sup>&</sup>lt;sup>5</sup> This is an excerpt of a lesson plan by the teacher at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.

combination of 2013 Curriculum and Cambridge Curriculum but Teacher A did not specifically take the pages in the lesson plan.

Teacher B filed the materials from 2013 curriculum's book. The learning sources of those materials were taken only from the book. Based on interview, Teacher B could not find the same materials to set instructional materials from Cambridge book "English in Mind Elementary Level" so Teacher B did not put the materials together in lesson plan.

#### 6. The selection of teaching and learning media

By choosing and reflecting teaching and learning media on instructional objectives, the scientific approach implementation in instructional materials and students' characteristics is expected to get the best students' outcome. The figures below described the teachers' learning media selection.<sup>6</sup>

Table 4.11 Learning Media

Learning Media of Seventh GradeLearning Media of Eighth GradeMedia: audio, pictures, LCD and<br/>laptopMedia: textbook and power point slide

From the table above, it can be described that Teacher A had good selection of teaching media because she provided pictures to

<sup>6</sup>This is an excerpt of a lesson plan by the teacher at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.

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support learning process. Meanwhile, Teacher B's teaching and learning media considered necessary to be more developed because the learning sources and teaching media selected by Teacher B did not give clear information for the reader or the other teachers who might use the lesson plan about what books and slide which would be used and others.

#### 7. Teaching and learning model

The next issue is about the teaching and learning model. It should be suitable with instructional objectives and instructional materials with scientific approach.

Table 4.12
Teaching and Learning model

Teaching and Learning Model of	Teaching and Learning Model of
Seventh Grade	Eighth Grade
Approach: scientific approach	Approach: scientific approach
Strategy: observation, modeling, pair	Model: discovery learning
work/group work and practice	

Concerning with teaching and learning model, Teacher A and B had written that scientific is an approach. Both Teacher A and B correctly described about understanding the approach of teaching and learning. Teacher B used discovery learning term as the model of teaching accurately. While, Teacher A applied observation,

modelling, pair work/group work and practicing as the strategy of teaching.

#### 8. Teaching and learning procedure

The next matter is about the detail of the learning procedure. It is expected to present the steps of learning activity: pre-, whilst-, and post-activities clearly, to be suitable with the learning activities with scientific approach, and to be appropriate with teaching steps with systematic materials also time allocation. To be more understandable, the researcher provided the teachers' figures and explanation to show the teachers' teaching procedure.

<sup>7</sup> This is an excerpt of a lesson plan by the teacher at SMP Muhammadiyah 5 Surabaya originally

written in Indonesia. Original version is attached in the appendix.

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#### The teaching procedure

#### 1. Pre-activity

- a. Teacher checks the readiness of the students physically and psychologically.
- b. Teacher asks the students' experience in English.
- c. Teacher explains the instructional objectives and competence.
- d. Teacher informs the students the guidelines and the explanation of the activities will be done by the students to do the assignment and exercises in learning.

#### 2. Whilst-activity

#### Observing

- a. Students listen to the short text about family.
- Students complete the family tree based on the text in listening.
   Ouestioning
- a. Students practice to make questions related with the text and family tree.
- Teacher share the leading question to encourage the curiosity of the students about family.

#### **Exploring**

- a. Students mention and ask the family members in the pictures.
- Students try to mention and ask the family members in the pictures in teaching and learning process.

#### Associating

 Students compare the way how to introduce oneself, people and family members in English with friends.

#### Communicating

- a. Students make short text to tell oneself in family individually.
- b. Students present short text telling about oneself individually.

#### 3. Post-activities

- a. Teacher and students conclude the materials
- Assessing or making reflection related with the activity consistently and orderly.
- c. Giving feedback to the process and learning program.
- d. Informing the teaching plan for the next meeting.

### Figure 4.13 Teaching and learning procedure of seventh grade teacher

Table 4.14 Teaching and learning procedure of eighth grade teacher

No.	The step of the activities	Description	Allocation time
1.	Pre-activity	<ul> <li>Teacher enters to the class and greets the students using English to build an English environment at the first meeting.</li> <li>Teacher asks the students to pray together</li> <li>Before starting to the main material, teacher does apperception by checking the students' understanding about the previous materials given</li> </ul>	10'
2.	Whilst-activity	by teacher.  Describing the guideline for the main materials and the explanation of the activities which will be done by the students.  Observing	5'
2.	Willist-activity	Students are shown some pictures related with the materials by giving a power point slide.  Questioning With the guidance from the teacher, students ask and answer about the purpose of showing picture.  Example: what do you think about the picture? What is the expression they use? What is the expression they	15'
		<ul> <li>what is the expression they use for responding?</li> <li>Exploring</li> <li>By dividing the class into some big groups, students are given picture about the students who are doing activities.</li> <li>In group, students try to give the expression and the respond based on the situation in the picture.</li> </ul>	10'
		Associating  • Teacher gives some pictures about the expression of giving instruction and prohibition.	15'

		The students try to find some expressions in group about how to express instruction and prohibition in daily life. Communicating Every group's representative present the discussion about the expression of instruction and prohibition in front of the class which have been mentioned.	
3.	Post-activity	Teacher and students conclude the materials together.	10'

Based on the analysis, both Teacher A and B provided clear steps of teaching procedure which consisted of pre-, whilst-, and post-stages. Unfortunately, Teacher A did not specify the time for each step even or provide time allocations for the activities. On the contrary, Teacher A's lesson plan was still in line with scientific approach which consisted of "mengamati (observing), mempertanyakan (asking), bereksplorasi (exploring), mengasosiasi (correlating) and mengkomunikasikan (communicating).

Teacher B, on the other hand, had specified the time allocation for each step quite completed, yet, he did not give the allocation time of "communicating" step. However Teacher B related those five elements based on scientific approach correctly. Presenting pre-, whilst-, and post-activities have been done by Teacher B and orderly organized the activities in lesson plan.

#### 9. Assessment technique

The next aspect is concerned with the suitability of assessment technique used in teaching and learning process. It is supposed to be appropriate with assessment techniques with authentic assessment form, indicators of achievement competence. The assessment ought to have answer key with questions, scoring rubric and questions, remedial and the materials for remedial and enrichment by giving materials of enrichment.

In 2013 curriculum, teachers should accomplish some certain assessments based on government's form of measuring students' outcomes. In this analysis, the researcher found that both Teacher A and B had their own assessment techniques.<sup>8</sup>

#### **Teaching Assessment**

1. Assessment technique of attitude : Non test by observing the

students directly

2. Knowledge : Non test3. Skill : Performance

Figure 4.15 Assessment technique of seventh grade teacher

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<sup>&</sup>lt;sup>8</sup> This is an excerpt of a lesson plan by the teacher at SMP Muhammadiyah 5 Surabaya originally written in Indonesia. Original version is attached in the appendix.

Name Date				
Check the box to sho	w what you	an do. Add	comments	
	Difficulty le	evel		
What can you do in English	Not very well	Okay	Well	Very well
I can participate in class				
I can complete the blank family tree.				
I can understand the teacher's explanation about family members.				
I can read family members in correct pronunciation.				

Figure 4.16
Self assessment rubric for seventh grade students (Attitude)

Name	Date			
Check the box to show what you can do. Add comments				
	Difficulty l	evel		
What can you do in English	Not very well	Okay	Well	Very well
I can participate in class				
I can complete the blank family tree.				
I can understand the teacher's explanation about family members.				
I can read family members in correct pronunciation.				

Figure 4.17 Self assessment rubric for seventh grade students (Knowledge)

Name			Date	
Check the box to show what y	you can do. A	Add comn	nents	
	Difficulty	level		
What can you do in English?	Not very well	Okay	Well	Very well
I can participate in class				
I can make a text about my family.				
I can present a text about my family in front of my friends.				
I can read a text about my family with correct pronunciation.				

Figure 4.18
Self assessment of oral language for seventh grade (performance)

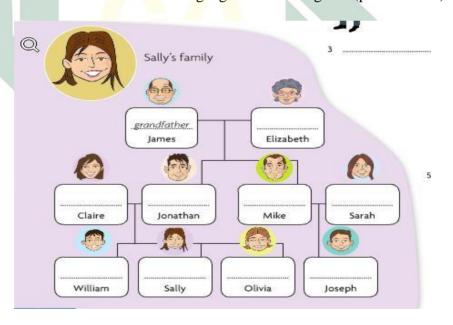


Figure 4.19 Listening exercise for seventh grade students

Hello my friendlet me tell you about my family. My family consists	
of	

## Figure 4.20 Performance task for seventh grade students

## Table 4.21 Scoring rubric of seventh grade teacher

#### For SpokenTest (Guru)

No.	Indicators	Score
1.	(Fluency)	0-3
	<ul> <li>Doing assignment fluently</li> </ul>	
	<ul> <li>Doing assignment fluently enough</li> </ul>	
	<ul> <li>Doing assignment not fluently enough</li> </ul>	
	<ul> <li>Do not do assignment fluently</li> </ul>	
2.	(Vocabulary)	0-3
	<ul> <li>Using many various vocabulary</li> </ul>	
	<ul> <li>Using quite many various vocabulary</li> </ul>	
	<ul> <li>Using quite various vocabulary</li> </ul>	
	Using little vocabulary	
3.	(Structure)	0-3
	<ul> <li>The structure of the sentence is correct</li> </ul>	
	<ul> <li>The sentences are various and correct</li> </ul>	
	• The structure of the sentence is quite correct	
	• The structure of the sentence is not correct	
4.	( Comprehensibility)	0-3
	<ul> <li>Understandable</li> </ul>	
	Understandable enough	
	<ul> <li>Not understandable enough</li> </ul>	
	Not understandable	

5.	Relevance	0-3
	The respond is relevant	
	The respond is relevant enough	
	• The respond is not relevant enough	
	The respond is not relevant	
	The sum of the score	

The Assessment: Score =  $\frac{\text{Jumlahperolehanskor} \times 100}{20}$ 

Teacher A attached technique and types of assessment with scoring rubric to assess students' achievement competence authentically. In contrast, Teacher A did not completely provide answer key for teacher, remedial and enrichment exercises for the students.

In another lesson plan developed by Teacher B, there were various types of assessments. Teacher B covered attitude, skill and performance assessment in this lesson plan. Teacher B also gave good rubric to measure students' improvement during the lesson. In contrast, Teacher B needed to present brief questions or instructions for assessing students.

1. Attitude

Assessment technique : Observation and self assessment

Instrument : Observation sheet

NO.	Attitude	Score
1.	Showing happiness when studying English thankfully	1-5
	because of the opportunity given by God to learn English.	

#### Discipline:

- 1. BT = Not appeared yet to show discipline
- 2. MT=Start appearing to show disciple
- 3. MB=Start improving to show discipline consistently
- 4. MK=Consistently improving to show discipline

#### Confident:

- 1. BT = Not appeared yet to show confidence
- 2. MT=Start appearing to show confidence
- 3. MB=Start improving to show confidence
- 4. MK=Consistently improving to show confidence

#### Responsible:

- 1. BT = Not appeared yet to show the responsibility of the rules actively
- 2. MT=Start appearing to show the responsibility of the rules
- 3. MB=Start improving to show the responsibility of the rules
- 4. MK=Consistently improving to show the responsibility of the rules

Figure 4.22
Teacher B's assessment technique and rubric of attitude for eighth grade

2.	Know	
∠.	IXIIOW	120

Assessment technique : Written test
Instrument : Description

No	Indicators	Criterion	Score
1.	Communicative goal	Understand very much	5
		Understand	4
		Understand enough	3
		Not understand enough	2
		Not understand	1
2.	The structure of the text	The structure of the text is very well-arranged	5
		The structure of the text is well-arranged	4
		The structure of the text is well-arranged enough	3
		The structure of the text is quite well-arranged enough	2
		The structure of the text is not well-arranged	1
3.	Word choice	Various and appropriate very much	5
		Various and appropriate	4
		Various and appropriate enough	3
		Quite various and appropriate enough	2
		Not various and appropriate	1
4.	Grammatical correctness	Grammatically perfect and correct	5
		Grammatically correct	4
		Grammatically correct enough	3
		Grammatically quite correct enough	2
		Grammatically incorrect	1

Figure 4.23
Teacher B's assessment technique and rubric of knowledge for eighth grade

3. Skill

Assessment technique : Practicing test

Instrument : Check list

No	Indicators	Criterion	Score
1.	Pronunciation	Understand very much	5
		Understand	4
		Understand enough	3
		Not understand enough	2
		Not understand	1
2.	Intonation	The structure of the text is very well-arranged	5
		The structure of the text is well-arranged	4
		The structure of the text is well-arranged enough	3
		The structure of the text is quite well-arranged enough	2
		The structure of the text is not well-arranged	1
5.	Word choice	Various and appropriate very much	5
		Various and appropriate	4
		Various and appropriate enough	3
		Quite various and appropriate enough	2
		Not various and appropriate	1
6.	Grammatical correctness	Grammatically perfect and correct	5
		Grammatically correct	4
		Grammatically correct enough	3
		Grammatically quite correct enough	2
		Grammatically incorrect	1

Figure 4.24
Teacher B's assessment technique and rubric of skill for eighth grade

It can be concluded that Teacher B did not explain in what video. Teacher B had the students do the tasks. In Teacher B's media selection of teaching and learning process, Teacher B did not

completely wrap and stated the video as one of the sources of materials. Moreover, based on instructional objectives and indicator of skill, Teacher B stated that the students should accomplish a written text about expression of giving instruction and prohibition but Teacher B filed a scoring rubric of speaking. It other words, the indicators and the scoring rubric were not appropriate.

#### c. The teachers' strategy and process in developing lesson plan

Teacher B explained that the lesson plans were designed by teamwork when the school's principal conducted a teacher training before the semester began. The teachers made a whole semester lesson plans by discussing with all English teachers of SMP Muhammadiyah 5 Surabaya but later every teacher has an obligation to revise and ensure the suitability of their lesson plan. Furthermore, every Friday, all teachers had a weekly meeting to have a micro teaching to know the teachers' improvement, share the difficulties in conducting teaching and learning process, and also solve any problems that occurred with other teachers.

Before teaching in the class, Teacher A and B reviewed their lesson plan a night before the day he came to his class. Later in the class, Teacher A and B also have done the same thing. They informed the students about the goal and objectives of materials in the class. The teacher used to do that to make the students to be more focused on the materials given by the teachers.

Teacher B always revised lesson plan individually after teaching to make better teaching and learning process because, as Teacher B stated before, lesson plan is a plan and every plan needs to be evaluated. Meanwhile, Teacher A did not consider revising because Teacher A stated that every semester would begin, teacher had to make lesson plan regularly.

d. The teachers' way in combining Cambridge curriculum component and
 2013 curriculum in lesson plans

Teacher A and B stated that the main components need to be developed were teaching and learning activities and also the assessment rubric. The teachers had their own rights to ensure and analyze whether the lesson plans are suitable with the students' characteristic, students' need, and the class because the other components could not be integrated in 2013 curriculum lesson plans.

Selecting materials were very important thing to do. By considering the materials focusing on some texts and expressions which adopted 2013 curriculum provided in the book and Cambridge curriculum, the teacher later combined those materials from Cambridge curriculum and 2013 curriculum.

# 2. The teachers' difficulties and the solution in developing lesson plan in international class at SMP Muhammadiyah 5 Surabaya

Because 2013 curriculum is the most current curriculum in Indonesia, Teacher B found some difficulties in developing lesson plan especially choosing materials from Cambridge curriculum and allotting time. Consequently, the materials from Cambridge curriculum were only additional components because Cambridge curriculum focused on grammar content while 2013 curriculum had different concentration. If the materials provided in Cambridge book were suitable with 2013 curriculum, the teacher would combine it. Another difficulty was the allocation because 2013 curriculum was difficult to be implemented. As stated by Teacher A, the difficulty was because of time allotment of teaching and learning process. Teacher B further stated that the previous curriculum, KTSP, was easier to be combined than the latest curriculum. The analysis was described here.

Table 4.25
Teachers' difficulties in developing lesson plan

Teachers difficulties theories in	Teachers difficulties in developing lesson plan	
developing lesson plan	Teacher A	Teacher B
Specifying the instructional	-	-
objectives		
Allotting time	<b>A</b>	<b>√</b>
Developing the suitable	-	-
learning aids	$\leftarrow$	
Arranging the lesson procedure	-	
Using appropriate teaching		-
methods	_ / \	
Selecting the lesson assessment	-	-
Choosing the students	-	-
activities		
Selecting the instructional	-	<b>√</b>
materials		

To solve those problems, Teacher B had some side steps. To ensure that the allocation time was enough, Teacher B reviewed before teaching. If the allocation time were not enough, Teacher B gave homework from Cambridge materials.

#### A. RESEARCH DISCUSSION

### The development of English teachers' lesson plans in international class at SMP Muhammadiyah 5 Surabaya

#### a. Teachers' perspective about lesson plan

This study used the description about lesson plan from Arrends that a good lesson plan is a daily plan which outlines what content to be taught, motivational techniques to be used, specific steps and activities for students to be done, the materials needed, and the evaluation process. Based on the interview, both teachers had explained the similar meaning about lesson plan. Although they clarified lesson plan based on their definition, it did not leave the original meaning of a good lesson plan stated by Arrends. Thus the teachers' comprehension about lesson plan was in line with what Arrends definition about lesson plan.

#### b. Lesson plan's components developed by teachers

After conducting the study, teachers had their own strategies to develop lesson plan. Based on interview, both teachers stated that the teacher only could make some development by eliciting materials without changing the instructional objectives based on 2013 curriculum. They both combine when planning review before teaching, and revise after teaching. The combination was set up from 2013 curriculum and Cambridge curriculum.

<sup>9</sup>Richard I. Arends, *Learning to Teach* 8<sup>th</sup> edition, (Singapore: McGraw-Hill, 2009), 120

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To be more understandable, the researcher also described each lesson plan's components of the Teacher A and B. The teachers developed the identity of lesson plan quite completely by giving educational level, class, semester, main materials and the sum of meetings. They did not present theme and sub-theme but they clarified as main material of teaching and learning. The teacher, however, had good understanding about the identity of lesson plan.

In formulating indicators, both teachers should indicate them to the suitability of indicators with SKL, KI, and KD, their appropriateness with the operational verbs used and also their appropriateness with attitude, knowledge, and skill aspect. Based on the analysis, the teachers could describe the appropriate indicators in their lesson plan well. Hence, Teacher A's lesson plan was different from Teacher B's in formulating indicators using suitable operational verb. Teacher B used term *melakukan* which means demonstrating. Based on Bloom taxonomy's theory of thinking, "demonstrating" is the stage of students' application of knowledge.

The following are the Bloom's taxonomy for thinking and the operational verbs for each stage: 10

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<sup>&</sup>lt;sup>10</sup> Helen Warnod, The Bridge: From Research to Practice; Integrated curriculum: Designing Curriculum in the Immersion Classroom, (ACIE Newsletter, 2002), 2

Table 4.26
The Cognitive Operational Verbs for Each Stage in Bloom's Taxonomy of Thinking

No.	Levels	Process	Products
1.	Knowledge	Identifying	Lists, description,
		Mentioning	fact sheet
		Showing	
		Naming	
		Listing	
		Underlining	
		Matching	
		Choosing	
		Defining	
- 4		Stating	
2.	Comprehension	<b>Explaining</b>	Essay, diagram,
		Describing	drawing
		Formulating	
		Summarizing	
		Changing	
		Giving example	
1		Predicting	
		Concluding	
		Interpreting	
		Replacing	
		Developing	
		Proving	
3.	Application	Demonstrating	Models, role plays,
		Counting	map,
		Connecting	journal,
		Calculating	
		Proving	
		Producing	
		Showing	
		Completing	
		Providing	
		Adapting	
		Finding out	
4.	Analysis	Separating	Survey, graphs,

		Accepting	interviews,
		Eliminating	book review
		Connecting	
		Choosing	
		Comparing	
		Contrasting	
		Dividing	
		Making	
		Diagram/scheme	
		Showing the relation	
5.	Synthesis	Categorizing	Invention, story,
		Combining	song, play,
		Creating	poem
		Designing	
		Setting up	
		Rearranging	
	_	Stringing up	
		Concluding	
		Making pattern	
6.	Evaluation	Comparing	Conclusion,
		Concluding Concluding	summary,
		Criticizing	report, jury, review,
		Evaluating	evaluation form
		Proving	
		Giving opinion	
		Interpreting	
		Discussing	
		Estimating	
		Choosing between	
		Differentiating	
		Supporting	
		Refusing	

In his lesson plan Teacher B wrote "melakukan tindak tutur ungkapan member instruksi dan melarang" which means "to be able to demonstrate giving instruction and prohibition" in basic competence of knowledge column. However, the theory of Bloom taxonomy stated that

demonstrating is not the stage of knowledge. So, the operational verb of "demonstrating" was not included in knowledge levels of thinking but it referred to application levels in Bloom's taxonomy theory. In conclusion, Teacher B did not use proper operational verb based on the cognitive operational verbs in Bloom's taxonomy of thinking.

To create instructional objectives, teachers considered some criteria which are in line with process and learning outcomes and also with basic competence. In this opportunity, teachers could make their instructional objectives equal with the criteria given by the government. Based on the documentation from the teachers' lesson plan, they both could arrange the instructional objectives appropriately.

Regarding with the selection of instructional materials, based on the information collected from the interview, the teachers stated that they would elicit Cambridge curriculum materials in their lesson plans without eliminating main materials from 2013 curriculum. From the analysis, Teacher B did not intensively compile both curriculums in lesson plan because Teacher B had stated that if the materials were not found in Cambridge curriculum's book, teacher would not mix it together in lesson plan. Although Teacher B didn't complete the materials with the combination of two curriculums, Teacher A had made a great arrangement between the most recent curriculum and Cambridge curriculum. The exercise of listening skill was taken from Cambridge curriculum's book

while the assessment of students' performance in writing was adopted from 2013 curriculum's book. In other words, teachers should consider the existence of those related materials before combining in lesson plan because according to performance scale of English<sup>11</sup>, the instructional materials should help the learners to:

- 1) Improve the learners' ability to respond, to listen and to understand
- 2) Develop creativeness and thoughts

In selecting learning sources, the teachers should rely on KI, KD, the scientific approach implementation in instructional materials and the students' characteristics. After analyzing the data, the researcher found the conclusion that Teacher A and B had different ways. Teacher B took the materials from the latest book provided by government but Teacher B did not cover Cambridge curriculum in selecting instructional materials. Moreover, Teacher B did not enclose the materials in lesson plan. On the contrary, Teacher A mingled two learning sources from "English in mind" book and "When English Rings the Bell". It can be concluded that Teacher A had different idea to select the learning sources. She considered mixing them by combining the learning sources.

<sup>11</sup>\_\_\_\_\_\_\_, Planning, Teaching and Assessing The Curriculum for Pupils with Learning Difficulties, (London: Qualifications and Curriculum Authority, 2009)

In lesson plan, the teacher should compile the complete information about learning source because the main function of those is to help students achieve the objectives.

By choosing teaching and learning media, both teachers could accomplish the instructional objectives, the scientific approach implementation in instructional materials and students' need and characteristics. In this study, Teacher B did not give a understandable description of what books and which slide presentation needed to use in the class later. Meanwhile, Teacher A had well-prepared media to teach listening in the class but Teacher A did not clearly explain which audio file and source would be used in the class.

The next object of the study is about the teaching and learning model. The suitability of teaching and learning model with instructional objectives and instructional materials with scientific approach are expected to be existed in lesson plan. In this matter, both teachers could mention correctly about the educational model. The teachers implemented scientific approach orderly and were in line with the criteria from the government in selecting the model of teaching. They both implemented scientific approach in conducting teaching and learning process by assigning the procedural steps of its learning model.

The next description is about the detail of the learning procedure in lesson plan. It is must present the steps of learning activity, be suitable with

learning activities with scientific approach, and be appropriate with teaching steps with systematic materials and time allocation. In this study, Teacher A did not allocate time of each step of activities. Meanwhile Teacher B could consider the time management in the class during the activities later by giving time allocation in learning procedure. Both of them described clearly the scientific activities which should be implemented during teaching and learning process.

The next aspect is concerned with the suitability of assessment technique used in teaching and learning process which should be appropriate with assessment techniques and with authentic assessment form also in line with indicators of achievement competence. In assessing students, teachers should have answer key, scoring rubric, remedial and enrichment. After analyzing lesson plan, both teachers did not comprehensively attach answer key of questions, remedial and enrichment.

Based on the analysis, Teacher A's assessment technique was in line with assessment form and the instructional objectives. On the other hand, Teacher B tried to cover written and speaking assessment in Teacher B's lesson plan. The aspects of scoring were clear enough to measure the students' ability in writing and speaking. Unfortunately, Teacher B did not give explanation about what kinds of video given to the Teacher As their task. Moreover, in scoring rubric, Teacher B filed a speaking test in confirming the students' skill but the teacher stated that the assignment of

the lesson in that meeting was ensuring the students to be able to write the sentences about the expression of giving instruction and prohibition. In conclusion, the scoring rubric was not suitable with indicators and instructional objectives because the scoring rubric was to clarify the students' achievement in writing not speaking.

In conclusion, Teacher A developed the lesson plan more acceptable than Teacher B regarding with the analysis of their components in lesson plan. Teacher A had better ability in developing lesson plan than Teacher B. hence they sometimes had different problems in improving lesson plan with Teacher A.

c. The teachers' strategy and process in developing lesson plan

In this study, the researcher found that the teachers had the similar strategy in developing lesson plan. The teachers conducted discussion and teacher training before semester begun and later weekly meeting especially on Friday, teachers would have a micro teaching to know the improvement and difficulties in teaching. Both of them used to review the lesson plan before teaching and revise if it is regarded as important.

d. Teachers' way in combining Cambridge curriculum component and 2013
 curriculum in lesson plans

In this study, the teachers develop the lesson plan carefully. They try to combine Cambridge curriculum component and 2013 curriculum by eliciting materials from "English in Mind" book. In this case is Cambridge

curriculum. Cambridge educational programs and qualifications are designed to be adaptable so that they can be used by schools which are in line with the best meet school managements' needs. <sup>12</sup> In other words, SMP Muhammadiyah 5 Surabaya had opportunity to arrange the lesson plan and match with the latest curriculum later since the procedural teaching and time management of the materials are supported.

## 2. The teachers' difficulties and the solution in developing lesson plan in international class at SMP Muhammadiyah 5 Surabaya

Because 2013 curriculum is the latest one, Teacher A and B found some difficulties in developing lesson plan especially choosing materials from Cambridge curriculum and deciding the allocation time. This finding was in line with the combination theories from Gafoor and Farooque and also Kizlik. The most common problems were in selecting materials and managing time of the learners'activities.

Both teachers had a trick to solve that problem by choosing the suitable materials which were in line with students' characteristics and needs without decreasing the main materials from 2013 curriculum's book. If both Teacher A and B could not cover the combination materials, they would give homework as a task for students.

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<sup>&</sup>lt;sup>12</sup>http://Education.cambridge.org./as/whats-new/Cambridge-news/2013/03/implementing-thecurriculum-with-cambridge, accessed on Tuesday, September 23<sup>rd</sup> 2014