













































Self-assessment of oral language (Performance)				
Name		Date		
Check the box to show what you can do. Add comments				
What can you do in English?	Difficulty level			
	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)

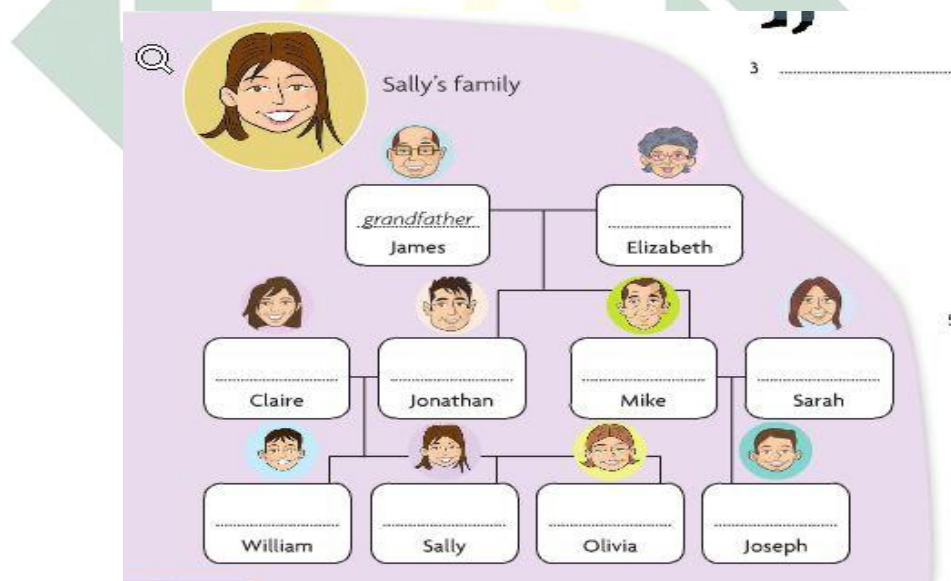


Figure 4.19

Listening exercise for seventh grade students

















## **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.













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



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 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



