

CHAPTER IV

FINDING AND DISCUSSION

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

A. Finding

4.1. Does the lesson plan designed by the pre-service teacher meet the requirement of K-13 or not

In this study, 10 lesson plan designed by 10 pre-service English teacher during PPL 2. The consisted of 5 lesson plan K-13 were written in English and 5 lesson plan K-13 were written in *Bahasa Indonesia* for Senior High School by the pre-service english teacher. They were analyzed based on the checklist of lesson plan K-13 analysis which was checked by the researcher thesis advisors an. The checklist was used to find out the first objective of the 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 meet the requirement of K-13

or not by analyzing six aspects of the lesson plan. They were main competence, basic competence, indicators of standard competence achievement, objective, material, and teaching activities.

The lesson plan K-13 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 curriculum 2013 determined by Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 study Guide for Elementary School and Secondary School, as explained in the following paragraphs :

a. Main Competence

The competencies contained in the 8 from 10 lesson plan consist of KI 1 to 4 which include attitude competence, knowledge competence, and skill competence. So prove that the KI at 8 from 10 lesson plan in accordance with curriculum 2013

b. Basic Competence

The basic competence the lesson plan component shows that all basic competence plans are listed in KI 3. Automatically the complete indicator is only KD 3 or KD. Actually every KD has two indicators.

1. Formulation indicators accordance with KI-KD

2. Formulation indicators that include knowledge, skills, and attitude competence

c. Indicator of standard competence achievement

In fact, each the lesson plan must include indicators, and the indicators formulated in the lesson plan must be in accordance with the knowledge, attitude, and skills aspect. In addition, they are developed for basic competence in all major subject. However there are five the lesson plan that don't include indicators, maybe some of them do not understand about indicators.

d. Objective

The objective in the lesson plan meet the requirement of k13, the objectives are formulated by the pre-service teacher specifically and pay attention to the basic competence to be achieved and contain the process of study result. The following were the objective examples of the lesson plan.

Table 4.1

Lesson plan		
Basic competence	Indicator	Objective
Identify the social function of the text structure and linguistic element of spoken and written transactional interaction texts that involve the act of giving and asking for	Explore the understand article (a, an, the) and things	Student will be able to analyze article (a, an, the) and things from books they read and the video and the example of time delivered by the teacher

information related to
 the names and numbers
 of animals, objects, and
 public buildings that
 are close to our daily
 lives, according to the Practice how to tell
 context of their use article (a, an, the) and
 (pay attention to the thing correctly
 linguistic and
 vocabulary elements
 related to the articles a
 and the).

Compose very short
 and simple spoken and
 written transactional
 interaction text
 involving the act of
 giving and asking for
 information related to
 the names and numbers
 of animal, objective,
 and public buildings

Students will be able
 to understand article (a ,an , the) and things
 simply, well, and
 correctly

that are close to students daily lives by paying attention to the social function of the text structure and linguistic elements.

e. Material

Theoretically, the material in 10 lesson plan is correct and meet the requirement k13, the material chosen by the pre-service teacher taken into account the objective, student characteristics, and time allocation. Other than that as an element of language and genre. The following was the example of the suitability between the material and the objective and the characteristic.

Table 4.2

Lesson plan

Objective	Material	Student
At the end of the lesson, students will be able to demonstrate sincerity in learning English about public places.	<ul style="list-style-type: none"> ➤ Social Functions - Introduce and mention the names of public places, around the student daily life. - Vocabulary 	7 Grade

At the end of the lesson, students will be able to demonstrate courage and cooperation in functional communication.

1. Mosque
2. Hotel
3. Zoo
4. School
5. Bus station
6. Hospital
7. Cinema
8. Bank
9. Market
10. Park

➤ **Text Structure**

- Images and definitions of the names of public places are exposed

➤ **Linguistic element**

- The names of public places.
- Speech, spelling, and handwriting

➤ **Topics**

- Public places in city such as hotel, hospital, zoo, cinema, and others related to students daily life.
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From the tables, it showed that the material of lesson plan met the requirement of K13 because there was the suitability between the objective, the material, and the students characteristic in that lesson plan. The objective of lesson plan was students will be able to mention the name of

public places. It was suitable with the material that was about public places.

f. Teaching Activity

The last component of teaching activity, from the result analysis show that the component of learning activities in the lesson plan compiled by the pre-service teacher include pre activities, while activities, and post activities. To fit scientific approach which consist of observing, questioning, exploring, associating, and communicating.

From the data it is known that the community is very concerned about this section, they divide their well activitie. They also under stand about every part of the activity, it can be seen in pre-activities that by pre service teacher does some warm-up activities, and checking students attendance.

In while-activities the pre-service teahcer places the main activities related to the lesson, there are five stages that must be written specifically in order to present each stage and to achieve basic competencies, namely in the stage of observing, questioning, exploring, associating, and communication.

In post-activities the pre-service teahcer performs several feedback evaluation activities such as asking question related to the lesson learned. From the result of the analysis it can be seen that 10 lesson plan analyzed already meet the requirement of k13. The following was a teaching activity example of lesson plan.

Table 4.3**Lesson plan**

Kegiatan	Deskripsi kegiatan	Waktu
Pre-activities	<ul style="list-style-type: none"> • The teacher prepare students psychologically and phisically to participate in the learning process by greeting them with a friendly mood • The teacher invites students to start the lesson by praying • The teacher introduce themselfe briefly • The teacher checking students attendance 	5 menit
While-activities	<p>Observing</p> <ul style="list-style-type: none"> • Students are given motivation or simulation to focus on the topic of material, self introduce <p>Questioning</p> <ul style="list-style-type: none"> • Asking if the students still remember the previous material. The teacher ask the students if they are familiar with English self introduction. <p>The teacher introduce themselfe in-depth ti provide examples.</p> <p>Exploration</p> <p>Ststudents activities in class :</p> <ol style="list-style-type: none"> 1. Listening The teacher will introduce themselfe as an example and listening test for the students. 2. Reading The students will be asked to ead the written examples provided by the teacher and figure 	25 menit

out the steps on how make self introductions based on it.

Associating

- The students will make a simple self introduce text based on examples given.
- And read it to their friends.

Communicating

- Teacher review the materials and reinforcement in listening and writing.
- The students will listen to the teacher comments based on their introductions.

Post activity 2 menit

- Teacher and students conclude the lesson together.
 - Saying hamdalah and leave-taking.
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Table 4.4

Lesson plan

Kegiatan	Deskripsi kegiatan	Waktu
Pre-activity	<ul style="list-style-type: none"> • Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris • Guru mengajak siswa memulai pelajaran dengan berdoa • Guru mengecek daftar hadir siswa • guru menyampaikan topik bahasan (5 Menit

	<p>mengaitkan pengetahuan sebelumnya dengan apa yang akan dipelajari)</p> <ul style="list-style-type: none"> • menyampaikan tujuan pembelajaran dan menyampaikan cakupan materi 	
While-activity	<p>Observing</p> <ul style="list-style-type: none"> • peserta didik dilihatkan video berkaitan dengan teks transaksional <p>Questioning</p> <ul style="list-style-type: none"> • guru mengajukan pertanyaan terkait video <p>Associating</p> <ul style="list-style-type: none"> • guru membacakan percakapan singkat • guru membagi siswa ke dalam beberapa kelompok <p>Communicating</p> <ul style="list-style-type: none"> • siswa berkelompok akan membacakan percakapan singkat • guru dan siswa membahas bersama <p>Exploring</p> <ul style="list-style-type: none"> • Guru memberi penjelasan terkait eksperisi yang biasa digunakan dalam memberi dan meminta informasi jati diri. 	25 Menit
Post-activity	<ul style="list-style-type: none"> • Guru memberikan evaluasi kepada siswa 	5 Menit

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- Membuat video singkat yang berisikan pengenalan diri singkat
 - Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran
 - Guru menginformasikan rencana kegiatan pembelajaran berikutnya
 - Guru memberikan penugasan dan penutup dengan salam
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From the table 4.4 it can be seen that the teaching activities of the lesson plan meet the requirement of K13 because it is divided into pre, while, post and are described in detail. In the pre-activity, the pre-service teacher gave some warm-up activities such as greetings and student attendance. In addition, the teacher succeeded in designing students to get involved in the teaching and learning process by providing interesting directions. In the while-activities the pre-service teacher presents five steps, they observe, question, explore, associate, and communicate. In the post-activities the teacher provides information on the next activity plan, and the teacher gives an assignment and closes with greetings.

Based on the result of research conducted on 10 documents in the form of lesson plan designed by the pre-service teacher from the result of the

checklist above there are 5 out of 10 lesson plan that are not in accordance with curriculum 2013 including lesson plan 2,4,5,6, and 8.

Lesson plan 2 does not meet the requirement of the curriculum 2013 because it does not include componen of main competence, basic competence, and indicator of standard competence achievement. The lesson plan 4,5,6, and 8 do not meet the requirement of the curriculum 2013 because they do not include componen an indicator of standard competence achievement.

4.2. What are the difficulties faced by the pre-service teacher in designing K-13 lesson plan

From the result of interview with the pre-service teacher, it can be seen that pre-service teacher has difficulty in formulating objective, choosing an assessment rubric, and material. There are 6 out of 10 the pre-service teacher which difficulty in formulating goals, 4 out of 10 the pre-service teacher which difficulty in choosing an assessment.

The first aspect is formulating objective, when the researcher was asked about the difficulties in formulating objective 6 out of 10 the pre-service teacher expressed difficulties in incorporating KI into KD and then combining KD with indicator of standard competence achievement and objective.

The second aspect is assessment, 4 out of 10 the pre-service teacher of them have difficulty in assessment techniques, there are many aspect of

cognitive (knowledge), effective (attitudes) and psychomotoric (skills) assessment.

The third aspect is the selection of material, when the researcher asked about the difficulty in choosing the material all the pre-service teacher said they had no difficulty in choosing the material, they could just choose material from the internet, the book curriculum 2013 and other books. They said that they considered the material well before the teaching.

B. Discussion

1. Does the lesson plan designed by the pre-service teacher meet the requirement of K-13 or not

from the finding above, the lesson plan curriculum 2013 was designed by the pre-service teacher consisting of 6 components which were discussed based on the lesson plan components set by the Minister National Education Regulation No. 13 Year 2014 and their linkages to meet the requirement of curriculum 2013.

It can be concluded that there are 6 learning components of the curriculum 2013 that have been written in the lesson plan. They can also be criteria for analyzing the content of the lesson plan curriculum 2013 by pre-service teacher, they are main competence, basic competence, indicators of standard competence achievement, objective, material, and teaching activity.

2. What are the difficulties faced by the pre-service teacher in designing K-13 lesson plan

actually, the pre-service teacher are still confused about the curriculum 2013 so they face difficulties in several ways. Based on what has been explained previously they have difficulties in formulating objective, choosing assessment, and material.

In formulating the objective, when the researcher was asked about the difficulties in formulating goals 6 out of 10 the pre-service teacher expressed difficulties in incorporating KI into KD and then combining KD with indicator of standard competence achievement and objective.

In formulating objective, when the researcher was asked about the difficulties in formulating goals 6 out of 10 the pre-service teacher expressed difficulties in incorporating KI into KD and then combining KD with indicator of standard competence achievement and objective.

In material, when the researcher asked about the difficulty in choosing the material all the pre-service teacher said they had no difficulty in choosing the material, they could just choose material from the internet, the book curriculum 2013 and other books. They said that they considered the material well before the teaching.

The pre-service teacher have solved that problem by reading from several source related to the curriculum 2013, especially in the case of designing lesson plan curriculum 2013.