

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the data and the result of study. The writer presents the data description of the lesson plans designed by English teacher based on 2013 Curriculum 2017 Revision at SMK Muhammadiyah 3 Banjarmasin and the problems in designing the lesson plan.

A. Findings

1. Lesson Plan Designed by English Teacher based on 2013 Curriculum 2017 Revision

One of important aspects in teaching and learning is lesson plan. In the 2013 Curriculum 2017 Revision, it had been regulated about lesson plan, include components, principal in designing, stage in designing, etc. According to English teacher, she makes a lesson plan based on the regulation in the 2013 Curriculum 2017 Revision that she got from training, searching, and sharing. Moreover, the researcher got the data from documentation of lesson plan designed by English teacher of SMK Muhammadiyah 3 Banjarmasin and analyzed by using checklist made by the researcher. The following table shows the result of English teacher's lesson plan checklist

Table 4.1

Result of component of lesson plans analysis

No	Aspect	Score					Total	Max. score	Level of Relevance (%)	Criteria
		LP 1	LP 2	LP 3	LP 4	LP 5				
1	School Identity						30	30	100	Suitable
	a. Name of School	√	√	√	√	√				
	b. Class	√	√	√	√	√				
	c. Semester	√	√	√	√	√				
	d. Subject	√	√	√	√	√				
	e. Subject matter	√	√	√	√	√				
	f. Time allocation	√	√	√	√	√				
2	Core Competence						20	20	100	Suitable
	a. KI- 1	√	√	√	√	√				
	b. KI- 2	√	√	√	√	√				
	c. KI- 3	√	√	√	√	√				
	d. KI- 4	√	√	√	√	√				
3	Basic Competence						5	10	50	Quite
	a. KD of KI- 3	√	√	√	√	√				
	b. KD of KI- 4	-	-	-	-	-				

4	Indicator									
	a. Indicator of KD-3	-	√	-	-	-	1	10	10	Not Suitable
	b. Indicator of KD-4	-	-	-	-	-				
5	Learning Objective	√	-	-	-	-	1	5	20	Not suitable
6	Learning Material	√	√	√	√	√	5	5	100	Suitable
7	Learning Model	-	√	√	√	√	4	5	80	Suitable
8	Learning Method	-	√	√	√	√	4	5	80	Suitable
9	Learning Media	√	√	√	√	√	5	5	100	Suitable
10	Learning tool	√	√	√	√	√	5	5	100	Suitable
11	Learning Source	√	√	√	√	√	5	5	100	Suitable
12	Learning activity									
	a. Pre activity									
	1) Creating initial condition	√	√	√	√	√	10	15	67	Quite
	2) Giving a reference	√	√	√	√	√				
	3) Making links	-	-	-	-	-				
	b. Main activity									
	1) Observing	√	√	√	√	√	21	25	84	Suitable

	2) Questioning	√	√	√	√	√					
	3) Collecting data	√	√	√	√	√					
	4) Associating	√	-	√	√	-					
	5) Communicating	√	-	√	√	-					
	c. Closing activity										
	1) Reviewing	-	-	-	-	-	5	15	33	Less	
	2) Evaluating	-	-	-	-	-					
	3) Follow-up	√	√	√	√	√					
13	Assessment	-	-	-	-	-	0	15	0	Not suitable	
	Total	24	24	25	25	23					
	Maximal Score	33	33	33	33	33					
	Level of Relevance (%)	73	73	76	76	70					
	Criteria	quite	Quite	suitable	suitable	Quite					

Based on table 4.1 above, it can be seen the results of the suitability assessment of lesson plan components according to the 2013 Curriculum 2017 Revision. Based on the results of the analysis, the components of three lesson plans are suitable with the rules in the 2013 curriculum 2017 Revision and two lesson plans are quite suitable. The description of the suitability of each component is described as follows.

a. School Identity

Based on the results of the lesson plan component analysis, it is revealed that the school identity listed in the five lesson plans is correct. The correct school identity is in accordance with the lesson plan format listed in the attachment of Permendikbud No. 22/ 2016. Based on the *Permendikbud*, the standard for writing school identity consists of the name of the school, subjects, class / semester, subject matter, and time allocation. Teachers can develop or add school identity beside the standards set by the Ministry of Education and Culture, but they are not allowed to reduce them. The completeness of writing school identity can be seen in Figure 4.1.

Figure 4.1

Writing school identity of lesson plan

Sekolah	: SMK Muhammadiyah 3 Banjarmasin	Sekolah	: SMK Muhammadiyah 3 Banjarmasin
Mata pelajaran	: Bahasa Inggris	Mata pelajaran	: Bahasa Inggris
Kelas/ semester	: XI TKJ 1 / 1 (Wajib)	Kelas/ semester	: XI TKJ 2 / 1 (Wajib)
Tahun Pelajaran	: 2017/ 2018	Tahun Pelajaran	: 2017/ 2018
Materi pokok	: Giving Suggestion	Materi pokok	: Tindakan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada keindahannya
Alokasi waktu	: 3 x 45 menit	Alokasi waktu	: 3 x 45 menit
Sekolah	: SMK Muhammadiyah 3 Banjarmasin	Sekolah	: SMK Muhammadiyah 3 Banjarmasin
Mata pelajaran	: Bahasa Inggris	Mata pelajaran	: Bahasa Inggris
Kelas/ semester	: XI TKJ 1 / 1 (Wajib)	Kelas/ semester	: XI TKJ 1 / 1 (Wajib)
Tahun Pelajaran	: 2017/ 2018	Tahun Pelajaran	: 2017/ 2018
Materi pokok	: Asking dan Giving Opinion	Materi pokok	: Teks Lisan dan Tulis Pernyataan dan Pertanyaan tentang Niat
Alokasi waktu	: 3 x 45 menit	Alokasi waktu	: 3 x 45 menit
Sekolah	: SMK Muhammadiyah 3 Banjarmasin		
Mata pelajaran	: Bahasa Inggris		
Kelas/ semester	: XI TKJ 2 / 1 (Wajib)		
Tahun Pelajaran	: 2017/ 2018		
Materi pokok	: Teks Lisan dan Tulis untuk Mengungkapkan dan Merespon Ucapan Selamat Bersikap (Extended)		
Alokasi waktu	: 3 x 45 menit		

b. Core Competence (KI)

Core Competence/ KI included in the five lesson plans consists of KI 1 to 4 which includes competency attitude, knowledge, and skill competency. It is proved that KI in the five lesson plans are suitable with the 2013 Curriculum 2017 Revision. KI in the 2013 Curriculum 2017 Revision is based on the *Lampiran Surat Keputusan Dirjen Dikdasmen Nomor 330/D.D5/KEP/KR/2017*. So, KI in five lesson plans are suitable with the achievement of competencies according to the 2013 Curriculum 2017 Revision.

c. Basic Competence and Indicator

The result of component of the lesson plans analysis indicates that all lesson plans listed basic competencies in KI-3 or KI knowledge only. Automatically, equipped indicators only cover KD-3 or KD knowledge. Even there is only one

indicator on KD-3, eventhough according to *Direktorat Pembinaan SMK* (2018, p.5) that each KD has a minimum of 2 (two) indicators.

d. Learning Objective

The result of component of the lesson plans analysis indicates that there is only one lesson plan that lists learning objective, while four of five lesson plans do not include learning objective at all.

e. Completeness of Component

The completeness of the lesson plan component includes learning materials, learning models, learning methods, media, tools, and learning resources. The result of the lesson plan component analysis shows that almost all lesson plans have included learning material, learning models, learning methods, media, tools, and learning resources that are suitable with the 2013 Curriculum 2017 Revision. There is only one lesson plan which learning model is not suitable with the 2013 Curriculum 2017 Revision and one lesson plan does not include learning methods.

f. Learning Activity

The result of component of the lesson plan analysis indicates that the planned learning activities compiled in the five lesson plans consist of pre activity, main activity, and closing activity. This is in accordance with what was revealed in *Permendikbud* No. 22/ 2016 which states that learning activities for each meeting are a scenario of teacher steps in making active learners learn and organized into pre, main, and closing activities. So, the lesson plan component in the learning activity planned in three lesson plans are suitable and two lesson

plans do not include activities of collecting data and communicating at the main activities.

g. Assessment

The result of the lesson plan component analysis reveals that there is no lesson plan that listed learning assessments that are suitable with the 2013 Curriculum 2017 Revision rules. According to *Direktorat Pembinaan SMK* (2018, p.5), learning assessment must include affective, cognitive and psychomotor aspects, and consist of assessment techniques, instruments, remedial and enrichment.

2. English Teacher's Problems in Designing Lesson Plan based on 2013 Curriculum 2017 Revision

The 2013 Curriculum 2017 Revision has been implemented at SMK Muhammadiyah 3 Banjarmasin since 2017. However, in 2015, the previous 2013 Curriculum was implemented and it changed to School Based Curriculum (*KTSP*) in 2016 as explained by the English teacher in the interview (Appendix 4, Friday, September 28th 2018),

Kurikulum 2013 yang terbaru diterapkan sejak tahun 2017. Tapi sebelumnya, pada tahun 2015, kita juga pernah menerapkan kurikulum 2013. Kemudian, karena berganti kebijakan pemerintah, diterapkan lagi KTSP, karena kami bukan sekolah piloting maka dari dinas pendidikan diperintahkan kembali ke KTSP lagi. Dan lalu baru 2017 diberlakukan kurikulum 2013 lagi.

In the implementation of some curriculums at SMK Muhammadiyah 3 Banjarmasin, the teacher found several differences among them. According to the English teacher, those differences include Core Competence (KI); Basic

Competence(KD);the integration of Higher Order Thinking Skill (HOTS, 4C (Critical Thinking, Creative, Collaborative, Communicative), Literacy, and Characters Strengthening (*PPK*); and assessment.

The Newest Curriculum implemented by SMK Muhammadiyah 3 Banjarmasin has several changes which have to be understood and applied by the teacher. In mastering these changes, the teacher has to follow some training. The teachers of SMK Muhammadiyah 3 Banjarmasin have ever followed training. The Principal of SMK Muhammadiyah 3 Banjarmasin (Appendix 4, Friday, September 28th 2018) stated that,

... sebelum melaksanakan k13 biasanya ada pelatihan. Baik pelatihan guru per mata pelajaran maupun pelatihan serumpun mata pelajaran. Contohnya ada beberapa mata pelajaran itu khusus untuk bidang tertentu, misalnya matematika, dan ada juga yang secara heterogen atau macam-macam mata pelajaran berkumpul jadi satu.

Furthermore, according to the principal, some trainings followed by the teachers are internal and eksternal training. Internal training is also called IHT (In House Training) which done every semester before the new academic year begins. The English teacher added about external training which the teachers followed twice in another school. However, those trainings do not enough for the English teachers to master some aspects emphasized in 2013 Curriculum 2017 Revision. To get more information and understanding as well as could apply the newest curriculum well, the teacher searched on internet and shared with teachers from another schools. So that, teaching and learning process can be done in accordance with 2013 Curriculum 2017 Revision.

According to the Principal, SMK Muhammadiyah 3 Banjarmasin is pointed by Ministry of Education and Culture as main cluster school, a school which guides 4 schools in the implementation of 2013 Curriculum. It actually should make teachers of SMK Muhammadiyah 3 Banjarmasin have more knowledge and experience in implementing 2013 Curriculum, especially in designing lesson plan, even they have been trained internally and externally. However, from the data of interview with English teacher of SMK Muhammadiyah 3 Banjarmasin, she still has problems when designing lesson plan based on the 2013 Curriculum 2017 Revision. There are four problems found based on the interview:

a. Formulating Indicators

One of the steps in making lesson plans is to formulate indicators. Based on interview with the teacher, formulating indicators in lesson plan based on 2013 Curriculum 2017 Revision is complicated, because there are several aspects which have to be mastered by the teacher. First, the teacher must study the knowledge base, after that it is analyzed using the cognitive domain according to the Bloom's taxonomy. In the cognitive realm of Bloom's taxonomy, there are 6 domains called C1-C6. The teacher found the difficulty because she does not really understand how to analyze C1-C6 which must be adjusted to the level and ability of students, subject matter, methods and environmental conditions.

b. Developing Learning Activity

In 2013 Curriculum 2017 Revision, learning activities must be integrated with HOTS, PPK, Literacy, and 4C. Through interview that is conducted with the

English teacher, from these 4 aspects, HOTS, Literacy, and 4C are difficult to implement. They are described as follows:

1) Integrating HOTS

In learning activities there are 3 stages, namely pre activity, whilst activity and post activity. In designing the three stages, the teacher get difficulty to design activities that invite students to think actively or express their opinions. The teacher cannot arbitrarily design the activities because based on her experience, the activity could not be done well as she said in the interview (Appendix 4, Friday, September 28th 2018) ,

Jadi kalau kita menurut k13, biasanya kita hanya menampilkan, misalnya video tentang simple present, lalu diminta siswanya memberi pendapat, memberikan pengetahuan yang mereka punya, sedangkan disini tidak bisa untuk menjalankan itu karena basik siswanya kurang mampu dan akhirnya kalau kita tetap paksakan untuk menerapkan seperti k13, maka kelas tidak bisa berjalan dengan lancar.

So, what the teacher can do is just adjust the activities with the character of the students and she must think several times to design activities that are integrated with HOTS.

2) Integrating 4C

4C is the ability to communicate, cooperate, be creative, and think critically (wider than HOTS). To design activities that integrate 4C in learning is very difficult for the teacher, as she said (Appendix 4, Friday, September 28th 2018),

Untuk HOTS dan kreatif tadi itu yang susah, seperti yang saya katakan sebelumnya, guru hanya bisa semampunya saja menerapkannya supaya k13 bisa berjalan, tapi juga disesuaikan lagi

dengan kemampuan kelasnya. Kalau memang betul-betul kita terapkan, kadang pembelajaran tidak berjalan.

So, according to the English teacher, to design learning activities that are integrated with 4C must be accompanied by the ability of students in mastering English.

3) Integrating Literacy

Based on the teacher's understanding, literacy is the activity of reading and writing. The difficulties in designing activities that motivate students to write are the students who are less mastered English and the teacher's lack of knowledge about methods that can make students happy and able to express their ideas through writing. In fact, learning in English is very much related to literacy, but it is difficult to implement because of these reasons.

c. Determining Time Allocation

Time allocation is very important in teaching and learning activities. However, in the SMK Muhammadiyah 3 Banjarmasin, determining time allocation in the lesson plan is difficult, not only in English subjects, but also in other subjects. As conveyed by the teacher (Appendix 4, Friday, September 28th 2018), *“Jadi, untuk merancang RPP untuk kegiatan pembelajaran ada kesulitan dipenyesuaian waktu, karena 1 jam pelajaran tidak sampai 45 menit lagi.”* This is due to the addition of required subjects for Muhammadiyah schools, namely BTA and Tahfizh. However, the addition of subjects is not accompanied by the addition of time allocation, so the policy taken by the school is to cut the allocation of other lesson times. Therefore, the teacher has difficulty in dividing time in each design of learning activities.

d. Designing Assessment

According to the teacher, the assessment of learning in 2013 Curriculum 2017 Revision is very difficult. In designing assessment of learning, there are 3 aspects that must be contained, namely attitudes, knowledge and skills. Each aspect must be detailed and described. As said by the English teacher (Appendix 4, Friday, September 28th 2018), *“Ada sikap, pengetahuan dan keterampilan, proyek, dll. yang harus dinilai dan harus dijabarkan dengan detail. Kalau ibu lebih suka KTSP untuk penilaiannya, lebih simpel dan bisa fokus pada nilai akademiknya.”* According to the English teacher, the most difficult is to design a final semester assessment or to report it. Furthermore, designing assessment techniques is also difficult for teachers, because there must involve activities such as making projects and practices. Thus, the activity of designing assessment of learning becomes difficult and requires a long time.

B. Discussion

From the results of findings above, it can be seen that the English teacher lesson plans of SMK Muhammadiyah 3 Banjarmasin are suitable and quite suitable. However, there are also several components of the lesson plans that are still not in accordance with the 2013 Curriculum 2017 Revision. They are indicators, learning objectives, main activity, closing activity, and assessment. The less suitability of components of the lesson plans of SMK Muhammadiyah 3 Banjarmasin is also in accordance with what problems in designing the lesson plans. From the results of the interview, it can be seen that the problems are in the formulating of indicators, developing learning activity, determining time

allocation, and designing assessment. The relation between the results of the lesson plan component analysis and the results of the interview about problems faced by the teacher in designing lesson plans are explained as follows.

1. Basic Competence and Indicator

Each English teacher's lesson plans of SMK Muhammadiyah 3 Banjarmasin only included one basic competence, namely basic competence of knowledge. Even though according to the *Direktorat Pembinaan SMK* (2018, p.8), basic competences that must be included in each lesson plan are basic competence of knowledge and skills. Moreover, from five lesson plans analyzed, there is only 1 indicator that complies with the 2013 Curriculum 2017 Revision, which is based on Bloom's taxonomy. This deficiency can be understood because from the results of the interview, the English teacher of SMK Muhammadiyah 3 also said that formulating indicators was difficult. She still did not understand the theory of how to formulate good and correct indicators. In the 2013 Curriculum 2017 Revision, indicators are formulated with reference to Bloom's taxonomy for indicators of knowledge basic competence, to Dave and Dyer's taxonomy for indicators of skill basic competence.

Operational verbs on each indicator must be in accordance with the domain. On the indicator of knowledge basic competence, there are six domains, namely Remembering (C-1), Understanding (C-2), Applying (C-3), Analyzing (C-4), Evaluating (C-5) and Creating (C6). In the indicator of skill basic competence, there are abstract and concrete skills. For abstract skill, it is based on Dyer's taxonomy, they are Observing, Questioning, Experimenting, Associating,

Communicating, and Creating. Then, for concrete skill, it is based on Dave and Simpson's taxonomy. According to Dave's taxonomy, the domains are Imitation (P-1), Manipulation (P-2), Precision (P-3), Articulation (P-4), and Naturalization (P-5), as well as according to the Simpson's taxonomy, namely PRI (Perception, Readiness, Imitating), Mechanism, Proficient, Adaptation, and Being Original.

2. Learning objectives

From five English teacher's lesson plans of SMK Muhammadiyah 3 Banjarmasin, there is only one lesson plan that contains the learning objective. The learning objective contained in the lesson plan is suitable with the 2013 Curriculum 2017 Revision which at least contains aspects of the audience and behavior. Four lesson plans did not contain learning objective at all which made the lesson plan component incomplete. There is no learning objective in the four lesson plans because English teacher of SMK Muhammadiyah 3 Banjarmasin only uses the objectives in the existing textbooks and are not included in the lesson plans. This is in accordance with the interview conducted that she said she only used the existing learning objectives, so that there was no obstacles in making the learning objectives.

3. Learning Activity

From the five English teacher's lesson plans of SMK Muhammadiyah 3 Banjarmasin that have been analyzed, there are two lesson plans that do not contain associating and communicating activities in the main activity, and five lesson plans do not contain reviewing and evaluating activities. The teacher got difficulty to develop these activities, because these activities require students to be

active. In accordance with the results of interview that to develop activities that require students to be active and communicative in learning English, in the 2013 Curriculum 2017 Revision are called HOTS and 4C, is very difficult because of the students' low ability.

In associating activities, according to *Direktorat Pembinaan SMK* (2018, p.6), students are required to process data in the form of physical and mental activities with the help of certain equipment. This means that students must be able to solve problems by connecting with existing theories in order to draw conclusions, and / or found important principles or concepts that are meaningful to get experience and knowledge. So, it can be concluded that associating activities must be integrated with HOTS and 4C. Likewise with communicating activities, students are required to describe and convey their findings from previous activities, which are addressed to others both verbally and in writing. So that students must be able to think critically in solving problems, communicate and work well together with friends, and convey what is found creatively.

For reviewing and evaluating activities, in these activities the teacher is required to make students active to recall the lessons that have been learned. According to the English teacher of SMK Muhammadiyah 3 Banjarmasin, this is difficult because students at SMK Muhammadiyah 3 Banjarmasin have low abilities in English mastery. This makes students passive and not confident.

4. Assessment

From the results of the analysis of English teacher's lesson plans of SMK Muhammadiyah 3 Banjarmasin, actually the five lesson plans have included

assessments, but none are in accordance with the 2013 Curriculum 2017 Revision. In the results of the interview with the teacher, designing an assessment in accordance with the 2013 Curriculum 2017 Revision was very difficult. According to her, it is very complicated because too much aspects must be assessed and assessment techniques must be made, as well as they must be explained in detail. As explained by *Direktorat Pembinaan SMK* (2018, p.5), the assessment must include assessment of attitudes, knowledge and skills.

Attitude assessment aims to shape the attitudes and character of students related to the development of religious and social attitudes, which is carried out during the learning process. Attitude assessment is done through observations recorded in a journal. More specifically is character assessment. This assessment is done by writing the strengths and uniqueness of each student. These kinds of assessments were not found in all English teacher's lesson plans of SMK Muhammadiyah 3 Banjarmasin that had been analyzed.

Knowledge assessment is conducted to determine the achievement of student learning completeness and identify weaknesses and strengths of the learning process (*Direktorat Pembinaan SMK*, 2018, p.9). Knowledge assessment is carried out through various techniques, including written tests, oral tests, assignments and portfolios. To choose assessment techniques must be adjusted to basic competence. In addition, instruments must also be included, answer keys and how to process scores in the lesson plan. There is only instrument which is not suitable with the 2013 Curriculum 2017 Revision in the English teacher's lesson plan of SMK Muhammadiyah 3 Banjarmasin,.

Assessment of skill must include abstract and concrete skills. Abstract skills are the skills of observing, asking, processing, reasoning, and communicating which are more dominant in thinking abilities, and concrete abilities are physical abilities such as using tools, trying, making, modifying, and creating with the help of tools (*Direktorat Pembinaan SMK*, 2018, p.11-12). Whereas in the English teacher's lesson plans of SMK Muhammadiyah 3 Banjarmasin only contains the assessment of communication skills that do during the learning process. Though skills assessment techniques can be done through performance, products, projects and portfolios.

In the lesson plan of the English teacher of SMK Muhammadiyah 3 Banjarmasin, there were also attachments of question instruments, most of them were multiple choice and short answer. According to the 2013 Curriculum 2017 Revision, assessment instrument must contain HOTS questions. HOTS question category is done by presenting various kinds of data such as statements, tables, graphs, results of carried out experiments, reports, reading material, paragraphs, drama texts, fragments of novels / stories / fables, poems, pictures, cases, films, etc. As a stimulus for students, and the data must be authentic or real.

There are several reasons that caused the lesson plans not suitable and English teacher's problem of SMK Muhammadiyah 3 Banjarmasin in designing the lesson plans obtained from the results of lesson plan analysis and interview results as follows:

1. Lack of training followed by teachers of SMK Muhammadiyah 3 Banjarmasin causes lack of knowledge and mastering new theory or

concept in making lesson plans including theories about making indicators that must be based on Bloom, Dave and Dyers' s taxonomy. Also about the steps to design a correct assessment in accordance with the 2013 Curriculum 2017 Revision which must contain an assessment of attitudes, knowledge and skills with aspects of the assessment that must be elaborated in detail.

2. The level of students who are still lack in mastering of English is also the reason why teacher found difficulties to design the lesson plan based on 2013 Curriculum 2017 Revision. This curriculum requires teachers to design activities that are integrated with HOTS and 4C which require students to be active in learning activities, but because of the lack of student in mastering English, the teacher must think about designing learning activities integrated with HOTS and 4C.
3. Making a lesson plan for one semester, SMK Muhammadiyah 3 Banjarmasin implemented this system, as delivered by English teacher of SMK Muhammadiyah 3 Banjarmasin in the interview. Lesson plans will be collected at the end of each semester, this also causes teacher's not suitable lesson plans and problems in designing lesson plans. So that in teaching, the teacher is only guided by the book for example for the material and learning objectives, sometimes even forgetting to include some components in the lesson.