

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents finding and discussion of data as a result of analysing the indicators and the evaluations in lesson plan of students' teacher in PPL 1.

A. Finding

On this section, the researcher explains the findings based on description of analysis and interview. The finding is presented in the form of description of the result of analysis of the indicators and the evaluations in lesson plan of students' teacher in PPL 1. There are 10 lesson plan from different students' teacher, 71 indicators and 15 evaluations. The description of analysis from the statement of problems which consist of “are the indicators and evaluations in lesson plan of students' teacher in PPL I appropriate”?

Then, the other finding is based on the interview with to know the process of preparation of lesson plans, the question of interview in this research are as follows:

1. The process of preparation of lesson plans,
2. The preparation of indicators,
3. The preparation of evaluation,
4. The appropriate of indicators and Evaluations.

Appropriate of indicators with the evaluation is required in determining success the learning process which carried out, appropriate could be observed

from the lesson plans that was made before the learning going on, so hopefully the teacher can optimally arrange the lesson plans.

In this research, the researcher just get the knowledge aspect of four aspect in lesson plan of students' teacher lesson plan,

Table 4.1 appropriate between indicators and evaluation

Name	Indicators (knowledge aspect)	Evaluation	appropriate		Note
			yes	no	
AA	- 16 indicators	1. To understand the announcement, pay attention to the following clues 2. Read the announcement 3. Answer the following questions based on the text.			
AB	- 4 indicators	1. Read the passage. Then choose the correct answer to the questions that follow the reading passage. 2. Read the passage. Then choose the correct answers to the question that follow the reading passage. 3. Circle the right one. Is it true (T) or false (F).			
AC	- 6 indicators	1. Read the text then answer the question below using simple present tense !			

AD	- 4 indicators	1. Fill the blanks with use expression of sympathy			
AE	- 1 indicator	1. Read the narrative text then answer the question.			
AF	- 1 indicator	1. (Evaluated while the process of teaching and learning)			
AG	- 2 indicators	1. Read the text about Tornado then answer the question			
AH	- 2 indicators	1. Read the descriptive text then answer comprehension question.			
AI	- 2 indicators	1. Arrange this procedure text correctly. - How to make sambal korek.			
AJ	- 3 indicators	1. read the following text and then answer the following questions. 2. answer the following question by referring to the text 'visiting niagara falls.'			

From these descriptions, it can be seen 10 lesson plans that have indicators and evaluation. In this research only indicator in aspect of knowledge are being taken, because the evaluation that meant here is only to be a matter of measurement such as question for students, evaluation here can not measure such

as indicators that assess aspects of behavior or attitude. So this research only analysis 31 indicators and 15 evaluations.

According to BSNP (2010:9) in formulating indicators, thing needed to notice such as “The whole indicator of meeting the demands of the competencies which are contained in a verb is used in standards of competencies and basic competencies. The indicators should reach the level of competence at least basic competence at least basic competencies and can be developed beyond the competence of at least in suitable with the potential and the needs of learners. So according to the theory above we be able make the indicator in accordance with the purposes of the students by adjusting the basic competencies that contained in the syllabus.

Based on the description from the table above is obtained answers according of them when in the interview, they make the indicators in different ways such as making an indicator to directly take on the indicators that already exist in the syllabus, and there are several person making the the indicator with copied from a lesson plan that has taught to them before they PPL 1 and there are several also makes indicators based on basic competence in the syllabus. Therefore, only a several people who understand how to create an indicator of the answer interviews were is obtained.

From the above table can be seen clearly there are five evaluations are appropriate and there are five evaluations that are not appropriate with indicators that are made by them. And then it will be explained in more detail. Researcher

will present an example of the evaluations which appropriate and not appropriate with the indicators.

a. The Evaluation which Appropriate with Indicator

In their own lesson plan in this analysis there are 36 basic competencies. Based on the results of the analysis that has been done, appropriate evaluation with indicators on aspects of knowledge will explain some more detailed example is as follows.

Examples of evaluation appropriate with this indicator is taken from the lesson plan of AB, indicators that she made has met the criteria of appropriate between the indicator with the basic competencies. The Criteria in indicators that she made are urgency, relevancy, and usefully. In indicator here is no criteria of countinuity because in PPL 1 lesson plan does not discuss the earlier lessons and not learning lessons but only discuss one meeting only. So the indicators that made by the AB here are appropriate with the basic competence.

Indicators that she writes there are four indicators in knowledge aspect to mention that are (1)“students can read descriptive text, historical building and landmark” And evaluation in which she writes is “read the passage, then chooose the correct answer to the questions that follow the reading passage”. evaluation written by her that can say appropriate with indicator because the object in indicators and evaluation is same to ask the students read a descriptive text, in that indicators also mention about historical building and landmark that is same in evaluation who she made about historical building and landmark in descriptive text. Can be seen as the following this example.

Read this passage. Then choose the correct answer to the questions that follow the reading passage.

About Bandung, Jakarta and Bali

Bandung is one popularly most interesting vacation in Indonesia with factory outlets, natural sceneries, beautiful old building, and culinary adventures. Some of the well-known sights in Bandung are Getang sate, Dago area, Lembang district, Ciwidey tea estate and so on.

Jakarta is one of the most asian crowded cities. It contains some of the country tallest buildings. It is also famous for Indonesia's miniature park and modern entertainment area as well as Monas the national monument.

The beautiful island of Bali, with its beaches and natural beauty-sceneries, is the heart of Indonesia's tourism. Bali is famous for cultural performance and souvenirs.

- | | |
|-------------------------|---------------------------------|
| • What is Bandung like? | • What is Bali like? |
| • What is Jakarta like? | • What are they well-known for? |

From the example of descriptive text above about Bandung, Jakarta and Bali are explanations of historical building and landmark located in the area. Whereas the indicators in the lesson plan that is "students can read descriptive text, historical building and landmark". So the first indicator is said to be appropriate because the evaluation support to achieve the objectives of the indicator.

The other examples of evaluation appropriate with this indicator following are (2) "students can identify the structure and linguistic elements elements of descriptive text, historical building, and landmark" and (3) "students can identify the specific information about descriptive text about place historical building, and landmark" this evaluation can say appropriate with indicator because in the evaluation here contains questions to be answered by reading the

descriptive text him first so that students can identify and then to answer questions. Can be seen as the following this example.

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hai

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave

d. In front of the cave

e. Inside the cave

9. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guide the visitor in the cave

e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

e. Place

From the example of descriptive text above about Petruk cave were be found the evaluation which to ask the specific information about descriptive text about place historical building, and landmark such as "*Why did Petruk cave named as one of character in Punokawan puppet?*". For answer to the question students have to identify that text and looking for the specific information. Then students can answer that question and students to be able to identify the structure and linguistic element of that descriptive text. Therefore, the indicator is said to be Appropriate with the evaluation.

The next example is taken from the lesson plan created by a AD, Indicators that she writes there are four indicators in knowledge aspect to mention are (1)"teacher asks the students about the expression sympathy based on their. This indicator is fulfilled because in the learning process he asked the students

about the expression sympathy, so this could also be called the evaluation while learning process.

The next indicators that are (2) "the student can find some words to "express and respond sympathy and (3) "the students are be able to express and respond the words of expression sympathy that have been learnt in pairs". Then evaluation was she made in the lesson plan can be seen as follows.

Exercise 1

Anny : hello via how are you?

Via : i'm fine thanks and you?

Anny : i'm fine too thanks, Via i'm inviting you to my party to night, i will organize birthday party, can you go to my party?

Via : of course, before it, happy Anny.

Anny : thank you Via, see you to night.

Via : see you

Based on that evaluation can be said appropriate to the indicator, because the indicators there mention that students can find some expression of sympathy and the evaluation also must fill the blank by filling with expressions of sympathy. Other indicators are also appropriate for the evaluation above has fulfilled the desired object by the indicator, there is an object of the students are be able to express and respond expression the words of sympathy that have been learned in pairs. Based on interviews obtained from AD obtained that she when teaching asks students to fill in the answers from the blank phrase and then she asks the students to read the evaluation in pairs with other students. But before that she said that she read an example of the evaluation and ask students to listen in advance so that students can do what she want to achieve. It also meets the objectives of the indicators which mentions (4) "students hear the interaction of sympathy expression under teacher's guidance and directive then identify the

characteristics using the expression sympathy". So she made the evaluation that can be said appropriate to all the indicators that exist within her own lesson plan.

Lesson plans created by AG here has two indicators in the aspect of knowledge, this indicators can be said appropriate because it has the same concept is based on the basic competencies in the lesson plan and meets the criteria of appropriateness indicators and basic competence.

The indicator (1) "read scientific texts factual report and comprehend it" and (2) "identify the meaning of scientific texts factual report" and its evaluation is answer the question based on scientific text above. Based on the data that has been taken from the interviews with AG mentioned that he made this evaluation by taking the material on the internet. His evaluation that can be seen as follows.

Exercise 1

The word tornado comes from Spanish language and means to twist or turn. A tornado is a whirlwind produced by atmospheric conditions, mainly extremely low pressure, during a severe thunderstorm. Tornadoes usually turn counterclockwise. They appear as funnel shaped columns of violently rotating winds that reach down from a storm and touch the ground. Although a tornado is not always visible to the eye, tornadic conditions can still be picked up on radar, or the tornado may become visible once debris and dirt are pulled into it.

A tornado may also be referred to as a funnel cloud, but this is technically not a correct term. While the two words are sometimes used interchangeably, a funnel cloud is different, not in its make up, but in the fact that it does not touch the ground. Another name that is often used to describe a tornado is twister,.....

Answer the question based on scientific text above.

Question

1. *What does Tornado mean?*
2. *What is a tornado?*
3. *How does tornadoes usually turn?*
4. *What do tornadoes look like?*
5. *What are the other names of tornadoes?*
6. *Why is it technically not correct to refer tornadoes as funnel clouds?*
7. *Why is a tornado described as a twister?*
8. *What usually precedes a tornado?*
9. *What usually accompanies a tornado?*
10. *What does the word some in the last line refer to?*

These evaluations could be said to appropriate to the indicator because the purpose of these indicators met by the evaluations made and evaluations should not deviate from the material to be achieved, the results of interviews with AG also mentioned that he did not take arbitrarily material taken from the internet so that the evaluation here can meet the criteria of appropriate with the indicator.

Another example is taken from Lesson Plan AI, he wrote four basic competence is based on the guidelines of the syllabus. Indicators that he created in four aspects already meet the criteria of appropriate indicator with basic competence. Indicators written by AI in the aspect of knowledge that (1) "identify the text structure and elements of the language of the procedure text" and (2) "read the procedure text with punctuation Correctly". And evaluation of the procedure text, how to make sambel korek. Based on the results obtained interviews he made the evaluation based on the student handbook and see the indicator first before he included an evaluation of the student handbook. So he is not arbitrary in making evaluations into his lesson plan. Examples of his evaluation can be seen as follows.

How to make sambel korek

ingredients:

*7 pieces of red chilli
2 cloves of garlic
1 tablespoon of salt
a little of water*

steps:

*first, wash the chilli.
then, peel and wash the garlic.
next, put all the ingredients in blender,
including the salt and add little of water.
after that, blend them all in two minutes
the last, is put the sambal into the small
bowl. It is really good if served with hot
rice and fried fish.*

Viewed from the data above, the evaluation could reach the indicators set, AI explain the lesson plan her when the interview, in the learning process she describes elements of the language of procedure text and shows an example to the students, AI asks the students to read and identify examples of text because he took the reading skill in his lesson plan. When evaluating the students were asked to arrange a random sentence from the procedure text about "sambel korek"

The final goal of learning that he wrote was also met by a given evaluation. The final goal of learning that he created, that "the students can identify the text structure and elements of the language of the procedure" and "the students can arrange the sentence about how to make sambel korek scrambled Correctly". So therefore, indicators and evaluation of AI can be said to appropriate based on defined criteria.

A great lesson plans are made carefully in order not to make students' difficulty in capturing the lessons, as mentioned J.harmer, A great learning process requires very detailed planning for success. So should make an evaluation should be appropriate indicators and purpose of the lessons that have been taught. Therefore, appropriate of evaluation and indicators are important, as stated by the experts, planning is how to make a great process of learning in order to help create the desired purpose. Through the formulation of objectives / indicators of the operational objectives to be Achieved learning outcomes students have illustrated Clearly.

b. The Evaluation which is not Appropriate with Indicator

The following is an explanation of the indicators of evaluation which is not appropriate. Incompatibility here is caused by various things such as indicator not appropriate with the basic competence, the indicator is made arbitrarily, and evaluation that does not meet the objectives of the indicators. If any of the of the lesson plans are in the making lesson plan will make it less feasible to use as a guide the learning process. From the data taken there are several lesson plans that indicators have less in appropriate with the evaluation, and will be described in more detail as follows.

The first example of a lesson plan taken from AA, there is a fourth aspect of the indicators and all there are 21 indicators, from the aspect of knowledge there are 16 indicators that he created, as shown in Table 4.2. based on the results of interviews obtained by AA, he said that he had not fully understand how to create a lesson plan that uses the curriculum 13 and still confused preparing indicators based on the basic competencies, so he just copy directly of a sample lesson plan that he obtained and just replace a few sentences of the indicators. A few evaluation that she made can be seen as follows.

Read the announcement

<p style="text-align: center;"><i>Announcement</i> <i>Please join!</i> <i>car Free Day</i> <i>Every Sunday, starting from 6 a.m to 9 a.m.</i> <i>Along the main street, Japan patimura</i> <i>Please enjoy the fresh air in our town by biking and walking</i> <i>Also enjoy many kinds of performances and various meals at the town</i> <i>square</i> <i>Don't miss it</i></p>

Question:

1. *What is announcement about?*
2. *When does the event take place?*
3. *Where the event located?*
4. *How can people enjoy fresh during the event?*
5. *What time the event will be held?*

Evaluations made by AA it does not achieve the purpose of the indicators that made in the lesson plan, the indicator about the legend text whereas evaluation above explain about the announcement, a lesson plan that has clearly had an indicator that not in appropriate with the evaluation that has been made because AA arbitrarily create indicators.

Examples lesson plan taken from AE lesson plan that the indicator says "the tenth graders of the senior high school will be able to improve their reading by having two minutes to read the narrative text with at least 80% fluency and accuracy in the classroom -the tenth graders of high school seniors will be able to improve their reading comprehension by having two minutes to analysis and underline the sentences using past tense in text and answering the question with at least 80% accuracy and acceptability in the classroom". In the lesson plan here no evaluation support for the achievement of the indicator and she do not use verb operational (KKO). Based on the results of interviews with the AE, she makes the indicator follows the from the lessons of making a lesson plan and following lesson plan format which has taught them. So indicators that she created is not included in the criteria of appropriate between indicators with basic competence. In the process of learning in the lesson also no mention of anything that would achieve the indicator. Can be seen as the following this example.

A Korean Cinderella Story

This is a Korean "Cinderella-type" story. A beautiful young girl is mistreated by her ugly step-mother and her ugly step-sister.

A long, long time ago, there were two sisters. The older sister's name was Kongi and the younger sister's name was Potgi. Kongi had a stepmother. The stepmother and Potgi disliked Kongi because she was so beautiful and kind; she was a lovely person. Potgi was very ugly; she was also a greedy and selfish person. The stepmother and Potgi always made Kongi do house chores,.....(till end)

Question

- 1. Who is the main character in the story ?*
- 2. Why did the stepmother and Potgi dislike Kongi ?*
- 3. What does Potgi look like ?*
- 4. Why did Kongi can not go to the party ?*
- 5. Who was hep Kongi to do the house chores ?*

From the example of evaluation above about narrative text only mets the indicator that says "answering the question" and in the evaluation here is also no support for achieving the indicators that mentions "the tenth graders of high school seniors will be able to improve Reviews their reading comprehension by having two minutes to analysis and underline the sentences using past tense in the text", even in the process of learning nothing is to be associated as it, so it is difficult to measure the achievement of learning processes related to underline the sentences. According to scriven, Evaluation is the process of determining the merit, worth and value of things and evaluations are the products of that process. Evaluation is not the mere accumulation and summarizing of data that are clearly relevant for decision making gathering and analyzing the data that are needed for decision making comprise only one of the two key components in evaluation, a second element is required to get to conclusions about merit or net benefits: evaluative premises or standards. Evaluation has two arms: one in engaged in data

gathering, the other collects, clarifies and verifies relevant values and standards. So it can be included into an example of at the evaluation which is not appropriate with indicator.

The next example by AF lesson plan, in her lesson plan only get one standard competence, one basic competence and one indicator. From interviews with AF said that he made a lesson plan like this because of PPL 1 here use time only about 15 minutes in one session if you make all the basic competencies and indicators of the syllabus would not be sufficient time to meet these goals so he just made the most. Indicators here does not meet the criteria of appropriateness indicators with basic competence because he was not use the operational verbs and just take one indicator, at least input two aspects of basic competencies that already exist.

The indicators mention of "expressing many kinds of expression in oral language interpersonal/transactional: expressing love, sorrow, attention, embarrassment, anger, attitude, and annoyance" and its evaluation is not formed like the questions. AF put his evaluation while the learning process, from the interview he said that he explained a bit about the lessons to students and provide an example of a dialogue on many kinds of expression in oral language. These evaluations can not be said appropriate to the indicators because the evaluation just as a training if in process of learning activity, this evaluation can not measure all of students' score. As stated by Sanjaya is indicators measured by learning results and not of learning process.

The next example by AJ's lesson plan, an indicator that he made there has four aspects, but the indicator in the aspect of knowledge here is less precise with the basic competencies that exist in the lesson plan, he do not use verb operational (KKO) like the other aspect because he makes the indicator is not based on the basic competencies that exist, based on interviews with AJ obtained the data that he made his own sentence without knowing how to create the appropriate indicators. Mention that indicators "students can demonstrate what teacher says and response the meaning of descriptive text" but the evaluation "answer the following question by referring to the text about visiting Niagara falls", the evaluation he gave it would not achieve the indicator made by himself, because the evaluation is given to the disciple can not measure what you want to achieve in the indicators and the final goal these lessons. So the indicator with evaluate the lesson plan created by AJ can be considered less appropriate.

This is an example of a lesson plan that has an evaluation but there does not have an indicator, the first example of the AC's lesson plan. in the lesson plan there are 4 standard competence and basic competences 1 but there he did not include indicators, evaluation provided is appropriate to the lesson about the announcement text, but in the lesson plan are no indicators therefore the evaluation given can not be measured the achievement. Such cases are also the same as lesson plans created by AH which has a competence standard and basic competence but does not have an indicator as well. Based on data from interviews with both of them, they both made lesson plan based on the sample of lesson plan that they see without knowing how to make a lesson plan based on the curriculum

used. Although that lesson plan have goal of the lesson but the absence of these indicators will not be able to measure an achievable goal of students in the lesson given. Therefore lesson plan their both can said is not appropriate because of the absence of indicators in both of them the lesson plan.

This is an example of a lesson plan that has an evaluation but there does not have an indicator, the first example of the AC's lesson plan. in the lesson plan there are 4 standard competence and basic competences 1 but there he did not include indicators, evaluation provided is appropriate to the lesson about the announcement text, but in the lesson plan are no indicators therefore the evaluation given can not be measured the achievement. Such cases are also the same as lesson plans created by AH which has a competence standard and basic competence but does not have an indicator as well. Based on data from interviews with both of them, they both made lesson plan based on the sample of lesson plan that they see without knowing how to make a lesson plan based on the curriculum used. Although that lesson plan have goal of the lesson but the absence of these indicators will not be able to measure an achievable goal of students in the lesson given. Therefore lesson plan their both can said is not appropriate because of the absence of indicators in both of them the lesson plan.

Table 4.2 Instrument of appropriate between indicator and basic competencies (KD)

Name	Component				Notes
	Use operational verb (KKO)	At least covers two aspects	Describe the hierarchy of competence	Reach the level of competence	
AA	√	√	-	-	
AB	√	√	√	√	
AC	-	-	-	√	
AD	√	√	√	√	
AE	-	-	√	-	
AF	√	-	-	√	
AG	√	√	√	√	
AH	√	-	√	-	
AI	√	√	√	√	
AJ	-	√	-	-	

From data above, some of them not reach yet all of criteria that must have of appropriate between indicator and basic competencies, and it will influence the appropriate between indicator and evaluations.

Table 4.3 Instrument of appropriate between indicator and evaluations

Name	Criteria				Notes
	Reach the object of indicator	Met purpose of indicator	Have indicator	Have evaluation	
AA	-	-	√	√	
AB	√	√	√	√	
AC	-	-	-	√	
AD	√	√	√	√	
AE	-	-	√	√	
AF	-	-	√	√	
AG	√	√	√	√	
AH	-	-	-	√	
AI	√	√	√	√	
AJ	-	-	√	√	

From table above, some of them that is not appropriate yet between indicator and evaluations. It because influence of appropriate between indicator and basic competencies and they are not understand yet about how make the indicator. Therefore, they have to study more about make lesson plan before their lesson plan used in PPL II.

Table 4.4 table of appropriate lesson plan designed by students' teacher in PPL I

NAME	Appropriate Between Indicators and Basic competence	Appropriate Between Indicators and Evaluation	Notes
AA	-	-	
AB	√	√	
AC	-	-	
AD	√	√	
AE	-	-	
AF	-	-	
AG	√	√	
AH	-	-	
AI	√	√	
AJ	-	-	

B. Discussion

From measurement of appropriate between indicator and evaluations obtained that some lesson plan written by students' teacher in PPL I are appropriate between indicators and evaluations, but lesson plans there are still found some do not appropriate yet, based on interview from correspondent obtained data that some of them still do not understand how to make indicators, the indicators not found in their lesson plan and some of them make indicators arbitrarily, so that the lesson plan that they make can be said not appropriate yet between indicators and evaluation in lesson plan. Based on the theory in chapter 2 according to Reiser, good planning will make students enjoy learning and acquiring skills, knowledge, attitudes in the instructions given. If plans are made with earnest, so that the lessons given to students will be maximal and efficient.