

Chapter I

INTRODUCTION

1.1 Background of the Study

Lesson planning helps teachers to ensure the classroom instruction aligns with curriculum goals and objectives. Therefore, it enables students to demonstrate their successful learning on unit or lesson. Lessons are not only give on how and what students learn, they also impact student attitudes toward language learning. In the long run, it is the lesson—not the curriculum or the unit plan—that students actually experience. It is through the lessons, teachers teach every day and communicate with language learning to deliver the material and students may decide whether they can absorb the lesson or not.

The effectiveness of teaching process in class is determined by the design of a good lesson plan in accordance with the syllabus to achieve the standard of the teaching and learning activities. So, every teachers must prepare the lesson plans completely and systematicaly so, learning takes place in an interactive, inspiring, fun, challenging, efficient, motivate learners to participate actively and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners.

The lesson plan should be a concrete step by step that done by the teacher in the classroom in assisting learners. One thing that very important in the preparation of lesson plans is learning activities should be directed focusly on the

students, while students interact and study actively, meanwhile the teachers facilitate and accompany only.

The teacher must prepare a lesson plan conscientiously and detail in order to deliver lessons to the students completely. A teacher must be able to arrange the lesson plan based on procedure or recommendation of the minister of education and culture Regulation No. 65 Year 2013 on Standard Process. The writer rose the issue of this lesson plan in order to ensure the lesson plan to be prepared by the teacher in accordance with the expectation. So, the writer has decided to reseach about the lesson plan because it will determine the success of the teacher in presenting the material in the classroom.

Sunjaya (2008:7) says that a curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum and it based on UU No. 20. year 2003 about National Education System mentions that curriculum is a set of plan and setting of content and lesson material that used as guide in teaching and learning activities.

Based on curriculum and lesson planning meaning above, the writer felt that curriculum and lesson planning are very important in teaching and learning activities.

The writer would like to research on the stages of lesson planning of English subject based on curriculum 2013 entitled **“The Study of Lesson Planning Based on Curriculum 2013 Implemented at Senior High School”**

1.2 Identification of the Problems

Good teachers have some plans when they walk into their classrooms. It can be as simple as a mental checklist or as complex as a detailed two-page of lesson plan that follows a pre-scribed format. Usually, lesson plans are written just for the teacher. The teachers should write the lesson plan based on what the students needs in mastery of the materials.

There are several problems that happened or preceived by techers when they were arranging the lesson plan and they are:

First, the teacher can not choose the right verbs from basic competence to be the indicator. Usually, the verbs which have used in indicator are not appropriate in the basic competence.

Second, the teachers have difficulties in developing the teaching materials based on the syllabus and it is caused by less mastering materials and less sources that are used in the teaching process.

Third, in the implementation of teaching process, the teachers do not master the lesson. So the students can not understand about the lesson or material that explained by the teachers.

Fourth, in the learning precedence, the teacher did not follow the stages of lesson planning in the classroom such as an exploration, elaboration, and confirmation well. It' resulted the students less understand from the material that had been taught by teacher.

Fifth, the teachers did not use media or others learning tools in the class when they teach the students. So, it made the class to be monotonous and boring. No visualisation that can make students less enthusias in learning process.

The last, to measure the students understanding in lesson, the teachers did not evaluate clearly. It means that evaluation instrument and the tool of measuring are not appropriate with the students skills that will be measured.

1.3 Research Questions

Based on some identifications which are explained above, On this occasions the writer tries to conduct research on lesson plan that accordance with standard competence curriculum 2013. The writer will show the formulation of the problem into the question.

1. What are the stages of the lesson planning in English subject based on curriculum 2013?
2. What are the teaching equipments in supporting the implementatioan of the lesson planning?

1.4 Objective of the Study

1. The writer would like to know the stages of the lesson plan that was made by the teacher on the teaching and learning process in the classroom.

2. The writer would like to know the teaching equipments in supporting the implementation of the lesson planning.

1.5 Limitation of the Study

This research will focused on the stages of lesson planning of English subject in SMA Pasundan 9, class XI, and the teaching equipments which is used.

1.6 Significances of the Study

There are two significances on this research, those are:

a. Theoritically

The result of this study can improve the teachers knowledge in how to made a good lesson planning based on curriculum 2013.

b. Practically

The result of the study can encourage the teacher in making a good lesson planning based on curriculum 2013.

Chapter II

THEORITICAL FOUNDATION

2.1 Curriculum

2.1.1 The Nature of Curriculum

In terminological, the term of curriculum in education is a set of subjects that must be taken or completed by learners at the school to get a diploma. Law of the Republic of Indonesia number 20 year 2003 about National Educational System mention that, curriculum is a set of plans and regulations about the aims, content and material of lessons and method employed as the guidelines for the implementation of learning activities to achieve an education objectives.

Sukmadinata and Erliana (2012: 31) argue that the curriculum is a core of the educational process, because among the fields of education, namely education management, curriculum, learning and student guidance. Teaching curriculum is the most directly affect of educational result. In contrast to the opinion of Hamalik (2013: 16) that curriculum is some subjects that must be taken and studied by the students to acquire the knowledge.

Based on the definition of curriculum that mentioned by some experts above, and in connection with this research, the definition of the curriculum can be concluded that the curriculum is a set of plans that was written about the objectives, content, teaching materials and used as a guideline for the implementation of learning activities to achieve an educational goals.

2.1.2 Components of the Curriculum

Surahmad (in Nurgiyantoro, 2008:9-11) mentions that the curriculum as an educational program that is planned and will be planned have the essential components as follows.

a. Objective

The curriculum is a program intended to achieve educational purposes. That purposes was used as a reference of the educational activities. Success or failure of the teaching program in the school can be measured of how many achievements of these goals.

b. Content

The program content of curriculum is everything that is given to children in the learning activities in order to achieve objectives. The content of curriculum is covering the types of subjects that are taught and the program contents of each field of study.

c. Organization

Curriculum organization is structure of the curriculum programs that form the framework of programs for the teaching that will be delivered to students. Organization of the curriculum can be divided into two kinds, namely the horizontal structure and vertical structure.

d. Strategy

The implementation of strategy can be seen from teaching, assessment, guidance and counseling, setting the overall school activities, teaching method, teaching tools, etc.

2.1.3 Function of the Curriculum

The function of the curriculum in order to achieve the goals of education is as a tool or effort to achieve educational goals.

In detail, Arifin (2011: 13-16) states that the function of the curriculum can be viewed from various perspectives as follows. The first, the function of the curriculum in achieving the goals of education is a tool in form human being accordance with the vision, mission, and goals of national education. The second, function of curriculum for the headmaster is a guideline to regulate and guide the daily activities at the school. The third, the function of the curriculum for every level of education is a function of continuity and power setup function. The fourth, the function of the curriculum for teachers, in practice, the teacher is spearheading the development of the curriculum and as well as the implementation of the curriculum. And the last, the function of the curriculum for supervisors can be used as a guidance, benchmarks in guiding the activities of teachers in schools.

2.1.4 Definition of the Curriculum 2013

Curriculum 2013 is a new curriculum that implemented on 2013/2014. This curriculum is developing of KBK 2014 (*Kurikulum Berbasis Kompetensi*) and KTSP 2006 (*Kurikulum Tingkat Satuan Pendidikan*). The main point of curriculum 2013 is enhancement and parity of soft skills and hard skills which cover attitude competence aspect, skills, and knowledge. Then, before the position of competences has derived from subject is change becomes the subject be expanded from the competence.

In this context, curriculum 2013 has attempted to instilling the values that have reflected to the attitudes can be comparable straight with skills that obtained through knowledge. It means that among soft skills and hard skills have embedded as balances, side by side, and can be applied in daily life. Hopeful that by curriculum 2013, all students can have attitude competence, skills and can increasing their knowledge based on their level education.

The “2013 curriculum”, integrating values systems, knowledge, and skills, has orientation on developing the learners’ competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters (Kemendikbud, 2012: 10). To achieve all of these, the teaching methodology involves not only exploration, elaboration, confirmation, but also

observation, inquiry, analysis, reasoning, description, inference, evaluation, and “creation” (*Kemendikbud*, 2012: 25).

The (English) teaching-learning materials of the “2013 curriculum” should be relevant to competencies needed by the learners and job markets. Essential teaching-learning materials have to contain the “core” materials which are suitable with the learner’s backgrounds and needs. The (English) teaching-learning process is conducted as student-centered learning and contextual learning (*Kemendikbud*, 2012: 25).

2.1.5 Background of the Curriculum 2013

Curriculum 2013 has been implemented in Indonesia educational system since Juli 2013. In this era, the development of curriculum is the phenomena that cannot be avoided. Curriculum in Indonesia education always changes since post-independence. It takes place to improve the quality of Indonesia education for being better. The change in curriculum change is also called curriculum innovation education (Arifin, 2012). Why curriculum must be developed? The minister of education and culture, (Nuh, 2013) said that government must replace curriculum because the old curriculum that made in 2006, is not appropriate with nowadays circumstance. A new curriculum is made because the existing curriculum does not support the demand of the human resource development.

The students just memorize the material, they do not have any competence and knowledge required for their daily lives. With the new curriculum, it is

expected that Indonesian education will grow and can compete in international scope. There are many curriculum developments in Indonesia such as : *Rencana Pelajaran 1947* (lesson plan 1947), *Rencana Pelajaran Terurai 1952* (Elaborated Lesson Plan 1947), *Kurikulum 1964* (Curriculum 1964), *Kurikulum 1968* (Curriculum 1968), *Kurikulum 1975* (Curriculum 1975), *Kurikulum 1984* (Curriculum 1984), *Kurikulum 1994* (Curriculum 1994), *Kurikulum 2004 KBK* (Curriculum 2004 CBC), *Kurikulum 2006 KTSP* (Curriculum 2006), Curriculum 2013. The development of curriculum 2013 is the next step development of Competency Based Curriculum (*Kurikulum 2004 “Kurikulum Berbasis Kompetensi”*) that has been initiated in 2004 and Education Unit Level Curriculum (Curriculum 2006 “*Kurikulum Tingkat Satuan Pendidikan*”) that includes attitudes competency, knowledge, and integrated skills.

Curriculum 2013 has started to be applied to schools and madrasah. The Indonesian government realizes that some changes to the new curriculum would bring some various opinions. But the goal of revision of curriculum 2006 to be curriculum 2013 is to bring the Indonesian education to be better. This curriculum offers some progress from the former curriculum. For example, curriculum 2013 gives some strategies for teachers and students. Teachers will be more creative, while students will be more active. In new curriculum, there is a scientific approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. So, teachers are demanded to be more creative and curriculum 2013 offers some models. Different from the Curriculum 2006 or

Kurikulum Tingkat Satuan Pendidikan (KTSP), the curriculum 2013 is the revision of the curriculum 2006,. So, it is still the operational curriculum made and done by each unit of education. Curriculum 2013 is arranged and developed by seeing the potential students, the developing of era, and the students' needs. The important thing is curriculum 2013 offering some models of teaching. In the assessment, teachers must use the authentic assessment. It will be helpful for teachers so that they do not use false assessment since in curriculum 2013, they will also assess the affective aspect. The former curriculum does not give the way how to assess the affective, but the curriculum 2013 has been existed the way how to assess it. Curriculum 2013 was implemented in the school year 2013/2014 on specific schools (limited). Curriculum 2013 was officially launched on July 15, 2013 in Ministry of Education and Culture. While, in Ministry of Religion it was begun in July 2014.

2.1. 6 Regulation of Government to the Development of Curriculum 2013

As mentioned in the law of National Education System number 20 year 2003 that aims of Indonesian Education is to develop students potential in order to become a man of faith, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsibility. Achieving the educational goals, certainly can not be separated from the educational curriculum.

In formulation of curriculum 2013 is based on several aspects as legal foundation, those are:

a. Philosophical Foundation

Philosophy is foundation of arranging the curriculum that is based on a frame of mind and the nature of real education. In this context, the philosophical foundation of the curriculum 2013 are :

- Education based on noble values, academic values, the needs of learners and society.
- The curriculum oriented of the competence development

b. Juridical Aspect

Juridical aspect is a foundation that is used as a legal basis in making and curriculum development. In making the curriculum in 2013, the juridical basis which is used are:

- The laws number 20 year 2013 about National Education System (*Undang-undang Nomor 20 tahun 2013 tentang Sistem Pendidikan Nasional.*)
- A Presidential Decree No. 1 year 2010 about Accelerating Implementation of National Development Priorities; Completion of the Curriculum and Active Learning Methodology based on the values of the Nation Cultural in Establishing the Competitiveness of National Character;

(Inpres No. 1 Tahun 2010 tentang Percepatan Pelaksanaan Prioritas Pembangunan Nasional; Penyempurnaan Kurikulum dan Metodologi Pembelajaran Aktif berdasarkan Nilai-nilai Budaya Bangsa untuk Membentuk Daya Saing Karakter Bangsa;)

- Indonesian Government regulation number 32 year 2013 about change of the low number 19 year 2015 about National Educational Standard. *(Peraturan Pemerintah Republik Indonesia Nomor 32 tahun 2013 tentang Perubahan Atas Peraturan Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan.)*
- Regulation minister of education and culture number 81 A year 2013 about implementation of curriculum 2013. *(Permendikbud Nomor 81 A Tahun 2013 tentang Implementasi Kurikulum 2013.)*

2.1.7 Content of Curriculum 2013

As explained before that curriculum is a core of the educational process, because among the fields of education, namely education management, curriculum, learning and student guidance. The curriculum is derived from the national education system. In Indonesia, educational goals are have 4 steps. Those are:

1. National Educational goals
2. Standard graduation goals
3. General Instructional
4. Sepesific instructional

2.1.8 Implementation of Curriculum 2013 in English Lesson

Implementation is the execution and implementation of ideas, concepts, policies or innovations to ensure the implementation of a policy to provide results that are practical.

Mulyasa (2014: 99) defines that the implementation of Curriculum 2013 is the actualization of the curriculum in learning and competence and character formation of students. It requires the activity of teachers to create and grow a variety of activities in accordance with the plans that have been programmed. Curriculum 2013 or character-based education is a new curriculum that is initiated by the Ministry of Education and Culture, as a substitute of KTSP.

Curriculum 2013 is a follow up of the Competency Based Curriculum (CBC). In revitalization and emphasis to the character education in development of curriculum 2013, is expected to prepare qualified of human resources, thus, society of Indonesia could answer a variety of problems and challenges are more complicated and complex. Implementation of Curriculum 2013 requires optimal cooperation for the teachers, so that need learning team shaped, compact and requires cooperation among team members. Cooperation among teachers is very important in the education process that lately changing very rapidly (Mulyasa,

2014: 9). Curriculum 2013 is implemented in the school as a pilot project and ready to be implemented. Implementation of Curriculum 2013 in English learning is covering three aspects: the lesson plan, the implementation of learning and learning process assessment.

2. Syllabus

2.2.1 Graduate Competency Standard

In determining the competency in the curriculum 2013 should be based on National Education Standards, that is minimum about Indonesian education system. Therefore, implementaton of education will be supporting national education goal. The National education goals are to developing students' potentials to become a man of faith and devoted to the One Almighty God, noble character, healthy, knowledgeable, skilled, creative, independent, and become a democratic nitizens and responsible.

According to PP No. 32 year 2013, graduate competency standard about National Education Standard known as *standar kompetensi lulusan* (SKL) that covers standard of content, standard of process, graduate competency standard, educational standard and educational staff, standard of facilities, standard of management, standard of financing and assessment standard of education. All of standards should be developed in the implementation of learning.

According to PP No. 32 year 2013, graduate competency standard is a criteria for graduate qualification of ability that include attitude, knowledge and

skills. It embodied and articulated through various competencies for each subject. It was confirmed in *PERMENDIKBUD No. 54 Tahun 2013* about graduate competency standard of elementary and intermediate education.

The usefulness of graduate competency standards is a major reference in the development of content standards, process standards, SKL, educational and educational staff standard, standard of facilities, standard of management, standard of financing and assessment standard of education.

So, we understand that we can arranging arranging a new curriculum base on SKL, starting from ontent standards up to financing standard. This is because the core of a curriculum is to realize or achieve graduate competency standards that have been assigned.

In the curriculum 2013, SKL translated into the Core Competency (KI) and basic Competency (KD). In this context, SKL for is devided into three parts, that is attitude, skills, and knowledge. To more details, follow the explanation bellow:

1. Attitude

In senior high school level, SKL has the relation with attitude is to have a good behavior that reflects the attitude of the faithful, noble character, confident, and responsible to interact effectively with the social and natural environment.

2. Skills

In Senior High School level, SKL has the ability to think and act of effective and creative in the abstract and concrete zona base on self-development which has learned in school.

3. Knowledge

In Senior High School level, SKL has procedural and metacognitive in science, technology, art, and culture with human insight, national, state, and civilization-related phenomena and events.

2.1.2 Definition of the Syllabus

In the curriculum 2013, an admistration of learning that must be made of the teacher is syllabus. Syllabus is an important point in the learning activities, because syllabus will used as a reference in making and developping the lesson planning in class. Based on the syllabus the teacher be able to knows how he/she will implement a good lessons, effective and efficient. So that, the graduate standard competence that has implemented is can achieved maximum.

In order to be able to reach what is specified in competence standard, specifically basic competence and indicators, developing English syllabus is a vital importance. According to *Depdiknas* (2008: 14), the components of a syllabus are competence standard, basic competence or sub-competence, indicator, main materials, instructional activities, evaluation, time allocation, and learning sources. One important and supporting thing that cannot be forgotten is teaching media/teaching aids. In other words, syllabus deals the questions: what

competence must be reached by the learners, how to reach the competence, and how to know whether or not the learners have reached the competence.

2.2.3 Principles of Syllabus Development Based on Curriculum 2013

Generally, developing of curriculum 2013 syllabus is same in principle with syllabus developing of KBK and KTSP. Because on principle, developing of syllabus is to adjust with society needs. The principles of syllabus development is cover: scientific, relevant, flexible, continuity, consistent, adequate, actual and contextual, as well as effective and efficient. To more details you can be observed of description below.

1. **Scientific**, it means that all materials and activities are being charge in the syllabus must be correct, logical, and can be justified scientifically. In curriculum 2013 scientific can be interpreted that all materials that all material which is developed in the syllabus should have the values of truth.
2. **Relevant**, that is scope, depth, level of difficulty, and the order of presentation of the material in the syllabus must be tailored to the characteristics of learners, for example, the level of intellectual development, social, emotional, and spiritual learners. From curriculum 2013, students are no longer interpreted as an object of study, but as a subject of study. Therefore, the learner must be centered on the learner,

meanwhile the educators as a facilitators. Like this situation the principles of relevance is very important.

3. **Flexible**, it means that in the learning process can be changed in accordance with the conditions and development of learners. All of the materials which has developed in the syllabus must be done base on situation.
4. **Continuity**, it means that every lesson program that arranged in the syllabus must have linkages each other in making students competency. And than, syllabus shoud be made in the plan, step by step, and continously.
5. **Consistent**, that is among core competency, basic competency, indicator, subject metter, learning experience, learning source and assessment system that have a consistent correlation in forming students competency.
6. **Adequate**, It is indicator scope, standar material, learning experience, learning sources and assessment system that have done can be achieve basic competency.
7. **Actual and contextual**, it is basic competency scope, indicator, subject metter, learning experience, sources of learning, assessment system that decoloped is base on development of science, technology and art in real life.

8. **Effective**, it means that attention implementaion of syllabus in the learning process and the level of competence base on the competency standards that have been assigned.
9. **Effisien**, it means efforts to reduce of funds, power, and time without compromising results or competency standards that have been assigned.

2.2.4 Steps for Development a Syllabus

There are steps in syllabus development, those are:

1. Assess and determine the standards Competency.
2. Assess and determine the basic competency.
3. Identify the subject metter/learning.
4. Developing of learning activities.
5. Formulate the competency achievement indicators.
6. Determine the type of assessment.
7. Determine the time allocation.
8. Determine the sources of learning.

2.3 Lesson Planning

2.3.1 Definition of the Lesson Planning

Adult English language learners generally have limited time to devote to participating in language classes. A good lesson plan is an important tool that

focuses both the instructor and the learners on the purpose of the lesson and, if carefully constructed and followed, enables learners to efficiently meet their goals.

A lesson plan is a teacher detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan.

A lesson plan is a detailed guide for teaching a lesson. It's a step-by-step guide that outlines the teacher's objectives for what the students will accomplish that day.

Kelly, defines a lesson plan as framework and a road map, which each teacher will create using an individual style. A good lesson plan is one that sees the “big picture” but includes detailed information for each activity. It's a good idea to organize your lesson plan as a unit plan. Each unit plan will cover a particular topic, and may be broken down into daily plans. An effective unit plan will include the following:

- **Objective(s):** While easy to ignore, identifying objectives from the beginning will vastly simplify instruction and assessment.

- **Activities:** The meat of your lesson plan will be the various activities you use to teach students what you want them to learn.
- **Time estimates:** Including a time estimate for each activity allows you to divide your unit plan into days and periods of time.
- **Required materials:** Spend some time writing down exactly what materials you need for each activities so that you will be better on preparing the lesson.
- **Alternatives:** It is always wise to plan ahead for absent students, especially if a large part of your plan is a simulation that can be hard to make up for those who miss it.
- **Assessments:** Decide in the beginning how you are going to assess your students to help focus your instruction on what the students actually need to learn.

2.3.2 Basic Principles of Lesson Planning

As with any skill, lesson planning becomes easier over time. As teachers gain experience in the classroom, they learn certain principles about planning. When seasoned teachers are asked to list some basic principles of lesson planning that novice teachers should be aware of, the ones that are frequently mentioned are actually basic principles of good teaching: coherence, variety, and flexibility.

These principles have proven useful for all teachers, not just the second or foreign language teacher.

1. **A good lesson has a sense of coherence and flow.** This means that the lesson hangs together and is not just a sequence of discrete activities. On a macro level, links or threads should connect the various lessons over the days and weeks of a course. On a micro level, students need to understand the rationale for each activity, also, they learn best when there are transitions from one activity to the next.

2. **A good lesson exhibits variety.** This variety needs to be present at both the macro and micro levels. While for more student, a certain degree of predictability in terms of the teacher, the next, classmates, and certain administrative procedure is comforting; however, to avoid boredom and fatigue, lesson plans should not follow the same pattern day after day. On a macro level, they should be variety in terms of topics (contents), language, and skills over the length of the course. On a micro level, each daily lesson should have a certain amount of variety in terms of the pace of the class, such as time spent on various activities, depending of the difficulty or ease of the material being covered. The percentages of teacher-fronted time and student-centered activities should vary from lesson to lesson; there are days when we want our students to participate and be active, but there are other days when we want them a bit calmer in order to be receptive to new

material or practice a listening or reading strategy. Some teacher-trainers have referred to this as the ability to “stir” or “settle” our students depending on the need. Each lesson should also have some variety in terms of classroom organization such as whole-class, small-group, pair, and individual activities. The mood of different lessons will vary as well; mood shifts can reflect the teacher’s disposition on a certain day, the chemistry of the mix of students, what weather, current events, or something unexplainable.

3. **A good lesson is flexible.** Lesson plans are not meant to be tools that bind teachers to some preordained plan. Good teachers think on their feet and know when it is time to change an activity, regardless of what the lesson plan says. An interesting student question can take the in an unanticipated direction that creates one of those wonderful “teaching moments” not to be missed. A brilliant idea can come as the teacher is writing on the board; sometimes pursuing these ideas is well worth a risk of failure. Even failure can be a valuable lesson for both the novice and experienced teacher.

2.3.3 Steps of designing a lesson planning

To design a lesson plan, there are some significant steps to follow.

1. Studying Standard of Content carefully to get information on all about the teaching of English for each level of schools (SMP/MTs, SMA/MAN, SMK).

2. Quoting the Standard of Competence and understanding it.

Standard of competence means the students' minimal competence qualification describing the students' knowledge, attitude, and skills achieved in each level of each subject. There are some terminology and concepts that the lesson plan designer has to carefully understand. For instance, one of the standard.

3. Quoting Basic Competencies

Basic Competence is a number of competence achieved and as the reference for developing indicators. There are also some basic concepts used in Basic Competencies.

4. Formulating the indicators

Indicators are learning behaviors that can be measured and observed to show the achievement of basic competence. So that the indicators are formulated using operational and observable action verbs.

5. Formulating aims

Aims are what teachers want the learners to learn or be able to do at the end of a lesson, a sequence of lessons or a whole course. To identify and select the most appropriate aims, teachers need to refer to Standard of Competence and Basic Competence. What the learners already know and what they need to know should be also considered.

2.3.4 Developing the Lesson Planning Based on Curriculum 2013

Before the actual delivery of a lesson, instructors engage in a planning process. During this process, they determine the *lesson topic* (if states have implemented content standards, the topic should derive from them). From the topic derive the lesson *objective* or *desired results*—the concepts and ideas that learners are expected to develop and the specific knowledge and skills that learners are expected to acquire and use at the end of the lesson. Objectives are critical to effective instruction, because they help instructors plan the instructional strategies and activities they will use, including the materials and resources to support learning. It is essential that the objective be clear and describe the intended learning outcome. Objectives can communicate to learners what is expected of them—but only if they are shared with learners in an accessible manner. Instructional objectives must be specific, outcome-based, and measurable, and they must describe learner behavior. Heinich et al. (2001) refer to the **ABCD**'s of writing objectives:

- **Audience** – learners for whom the objective is written (e.g., ESL, ABE, GED);
- **Behavior** – the verb that describes what the audience will be able to do (e.g., describe, explain, locate, synthesize, argue, communicate);

- **Condition** – the circumstances under which the audience will perform the behavior (e.g., when a learner obtains medicine from the pharmacy he or she will be able to read the dosage); and
- **Degree** – acceptable performance of the behavior (i.e., how well the learner performs the behavior).

2.3.5 Lesson Planning Components

Lesson plan is developed for each *standard of competency* which can be applied for one meeting or more. The teacher develops each of lesson plans for each meeting by adjusting to the schedule of institutional unit. In order to achieve effective and appropriate teaching and learning process, there are several components guiding teachers in developing lesson plan which can also be criteria for constructing an effective lesson plan. The components, which are based on the Minister of National Education Regulation Number 81 Year 2013 about Standard of Process, are as follows:

1. *Identity of lesson* consists of institutional unit, class, semester, theme/subtheme and time allocation.
2. *Score competence* is qualification of minimized competence of students describing knowledge, attitude, and skills to be achieved every class and/or semester in a certain subject or competence which have to be posed by students in a certain subject. It is based on the Standard of Content of Minister of National Education Regulation No. 81 Year 2013.

3. *Basic competence and Indicator of competence achievement* is behavior or performance which can be measured and observed to show the achievement of certain basic competence. In this notion, indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotoric and affective.

4. *Objective of study* is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course program, the students are able to achieve the aims which are relied on basic competence stated.

5. *Material of study* consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established.

6. *Method of study* is certain method applied by a teacher in order to create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined. The selection of method of study is adjusted with situation and condition of learners as well as characteristic of each indicator and competence to be achieved in every subject. It assures that the methods employed are suitable for students' condition in order to achieve basic competence and indicators established.

7. *Media, tools and source of study* are based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. In this viewpoint, resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students' interests in learning.

8. *Teaching activity or steps of teaching*. It is divided into three stages: First, *pre-teaching* is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are apperception and motivation conveyed to students in the beginning of teaching-learning process. Second, *while-teaching* is the process of teaching and learning to achieve basic competency which is conducted systematically through *exploration*, *elaboration* and *confirmation* phases. *Exploration* is in which students are engaged in finding information actively, *elaboration* is in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while *confirmation* is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, *postteaching* is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

9. *Assessment* is conducted to evaluate students' results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can be elucidated that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined.

Chapter III

RESEARCH METHOD

3.1 Research Design

The design of this research organizationally is divided into three fundamental phases which are planning, implementation and finishing (Arikunto; 2006). Firstly, the planning phases offers the process of selecting object of the research and ensuring problem to be examined, the process of literature study to get several references and deciding the appropriate approach to be applied, and the process of proposing the research, which specifically including writing the research, proposing the research, and presenting the research. Secondly, the implementation phase covers three main processes; the process of collecting data, process of analyzing and evaluating data, and process of generating conclusion. Lastly, the finishing phase covers the process of writing a paper as the physical product mainly to communicate the result of the research, which practically comprises the process of guidance, revision, and binding.

3.2 The Research Method

The writer uses qualitative method in this research because this method explaining in holistic of the research object by using words and language.

According to Moleong (2007:5) descriptive research is a method of research which is trying to describe and interpret the object as in the fact (translated in English). Qualitative method is method in research in which study the social phenomena or human problem. Qualitative research is also exploring phenomena, identifying the issues and answering the questions.

3.3 The Setting of the Research

In a qualitative research type, the terms “population” and “sample” are unknown, but the term to be used is “setting”. The setting of this research is at SMA Pasundan 9 Bandung. SMA Pasundan 9 is one of senior high schools in Bandung which has implemented 2013 curriculum from the previous three semesters. This is the reason why the researcher choose SMA Pasundan 9 Bandung as the place of the research.

3.4 Procedure of Data Collection

The techniques of data collection were content analysis and documentary study. The processes of data collection consisted of two stages.

First, the content analysis technique was conducted to collect the data about the content of the English lesson plan as a written or printed document. Thomas (2003) affirmed that there are three important processes in the research methods, namely, content analyses, observations, and interviews. He also asserted that content analysis is not only written or printed documents but it also may include

audio recordings, photographs, motion-picture films, video recordings, and so forth. In this study, the writer analyzed the lesson plannings, which were copied from English teacher, based on several aspects using content analysis checklist. The writer filled out the checklist of nine items of the lesson plan reviewed; namely, standard of competency and basic competence, objectives, indicators, time allocation, teaching activity, materials, methods of teaching, resources, and assessment. Then, these nine items were checked and reviewed whether they are appropriate with 2013 curriculum or not together with whatever deficiencies found after observing and appraising the lesson plan based on these nine items. Thus, the content analysis checklist was used to collect data for the first objective of the study.

Second, documentary study was also conducted to support the data of content analysis. The sources data for the document was English lesson planning. The writer copied the syllabus dan curriculum 2013 to review it. Curriculum 2013 as an object of the this reseach.

3.5 Techniques of Analyzing Data

Data analysis is the process of systematically searching and arranging all information gained from the interview transcripts, field notes, and other materials that were accumulated to increase our understanding of them and to enable us to present what we have discovered to others (Bogdan & Biklen, 2007). The technique of data analysis used in this study was qualitative content analysis since

the raw material for the research worker may be in the form of communication, usually written material such as lesson plan. Content analysis is intended to answer question directly related to the material analyzed. As asserted by Downe Wamboldt (as cited in Graneheim & Lundman, 2004) that content analysis aims at providing the knowledge and understanding of the phenomenon under study.

As specified by Wilkinson and Birmingham (2003), the process of qualitative content analysis starts from identifying the topic of research, establishing content categories, testing the categories, collecting data, and finally analyzing content of data and providing results. Therefore, the data which had been categorized based on the categories (e.g., components in the lesson plan: objective, indicator, materials, etc.) were tested through discussions with the educational experts and some English teachers. Next, the data were collected, analyzed and the results were provided and reported by the writer. The steps of analyzing process were firstly, the writer analyzed the English lesson planning developed by the teacher of English at the first semester of SMA Pasundan 9, which was in line with the first objective of study, in order to know whether it is appropriate with the 2013 Curriculum or not. The writer examined the lesson plan by calibrating it to the 2013 curriculum. The writer focused on nine aspects in the lesson plan.

They are (1) standard of competency and basic competence, (2) indicators of competency achievement, (3) objectives, (4) materials, (5) methods of teaching, (6) teaching activity, (7) time allocation, (8) resources, and (9) assessment. The

more the lesson plan matches with the curriculum, the more appropriate the lesson plan is. After that, the writer analyzed the difficulties faced by the teacher of English in developing the lesson plan and also reviewed the efforts made by the teacher to overcome the problems after classifying, identifying, sorting and grouping the data from the questionnaire sheet. Also, she appraised all the data including from document and interview as the supporting data by using simple appraisal such as classifying, identifying and grouping. The data presentation and research findings were discussed in chapter four in which all the non-numerical data were reported in form of words, descriptions, and categorizations by the writer.

In presenting the data analysis, the writer firstly presented a table of standard of competency and basic competence of 2013 curriculum for the first semester of senior high school. The next issue was analyzed on the lesson plan's content. The content of each aspect of lesson plans reviewed together with its deficiencies was explained in this section. After that, it continued with the difficulties faced by the teacher of English in developing the lesson plan and also the efforts made by the teacher to overcome the difficulties.

The data presentation and research findings are discussed in chapter four in which all the non-numerical data were reported in form of words, descriptions, and categorizations by the writer. In presenting the data analysis, the writer firstly presented of standard of competency and basic competence of curriculum 2013 for the first semester of senior high school. The next issue discussed was analysis

on the lesson plan's content. The content of each aspect of lesson plans reviewed together with its deficiencies was explained in this section. After that, it continued with the difficulties faced by the teacher of English in developing the lesson plan and also the efforts made by the teacher to overcome the difficulties.

3.5.1 The Values of Lesson Planning

Achieving a good result from the research, the writer must identify of all components of lesson planing.

There are two parts that the writer analyze in the chapter IV, those are English lesson planning components and learning equipment.

1. Lesson Planning Components

The analysis procedures of lesson planning components of SMA Pasundan 9 Bandung are:

First, learn the lesson planning that made by an English teacher at SMA Pasundan 9 Bandung and then, appropriate it with curriculum 2013.

Second, if you find incongruity of the lesson planning that has been analyzed so you must giving the right corection.

Third, giving assessment of every components based on analysis.

Fouth, giving **very good** to the component that contain all element of the English lesson planning at SMA Pasundan 9 Bandung.

Fifth, giving **good** to the component that did not put 1-2 element of the component.

Sixth, giving **fair** to the component that did not put 3-4 element of the component.

Seventh, giving **poor** to the component that did not put any element of the component.

For more details, look at the table below For Example

A. Head of Lesson Planning

Components	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	Poor
Head of Lesson Planning	✓				✓			
Head of Lesson Planning		✓				✓		
Head of Lesson Planning			✓				✓	
Head of Lesson Planning				✓				✓

B. Main Competence

Components	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	poor
Main	✓				✓			

Competence								
Main Competence		✓				✓		
Main Competence			✓				✓	
Main Competence				✓				✓

C. Basic Competence

Components	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	poor
Basic Competence	✓				✓			
Basic Competence		✓				✓		
Basic Competence			✓				✓	
Basic Competence				✓				✓

D. The Objectives of Learning

If the objectives of learning English in English lesson planning at SMA Pasundan 9 Bandung is accordance with the curriculum 2013 objectives, so the writer give score **Very Good**. If there is not put some elements of Objectives, so the writer give score **Good**. If there is no objectives of learning, the writer gives sore **Poor**.

E. The Material of Learning

Components	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	Poor
The Materials of Learning	✓				✓			
The Materials of Learning		✓				✓		
The Materials of Learning			✓				✓	
The Materials of Learning				✓				✓

F. Method and Approach of Learning

Components	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	Poor
Method and Approach of Learning	✓				✓			
Method and Approach of Learning		✓				✓		
Method and Approach of Learning			✓				✓	
Method and Approach of Learning				✓				✓

G. Media, Tools, and Sources of Learning

Components	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	Poor
M.T. S of Learning	✓				✓			
M.T. S of Learning		✓				✓		
M.T. S of Learning			✓				✓	
M.T. S of Learning				✓				✓

H. The Procedure of Teaching

Component	Criteria of Assessment				Score			
	Complete Element	Less one –two element	Less three-foour element	Did not put compone nt of the lesson planning	Very good	Good	Fair	Poor
The Procedure of Teaching	✓				✓			
The Procedure of Teaching		✓				✓		
The Procedure of Teaching			✓				✓	
The Procedure of Teaching				✓				✓
				✓				✓

I. Assessment

Component	Criteria of Assessment				Score			
	Complete Element	Less one – two element	Less three-foour element	Did not put component of the lesson planning	Very good	Good	Fair	Poor
Assessment	✓				✓			
Assessment		✓				✓		
Assessment			✓				✓	
Assessment				✓				✓

Chapter IV

RESEARCH ANALYSIS AND FINDINGS

This chapter presents research analysis and findings of the study. It consists of English 2013 curriculum for the first semester grade XI of senior high school, the analysis of the English lesson plans' content and learning equipment, the appropriateness component of the lesson plans with curriculum 2013 together with the teacher's efforts in overcoming the problems.

The Reaserch Analysis

There are nine components and learning equipments of English lesson planning analyzed by the writer in this study. The lesson plan components were checked several times by the writer, adjusting with the standard of English lesson planning based on curriculum 2013. The lesson plan components are Head of component, main competence, basic competency and indicator in achiving competence, ofjective of learning, method and approach of learning, media, tools and source of learning, steps in leaning activities, and assessment.

4.1 The Analysis of the English Lesson Plan's Component

To give clear analysis, the data were put into several classifications. The classification starts from observations on the English lesson plan's content, the appropriate component of the lesson plan with 2013 curriculum by analyzing eight aspects of the lesson plan; namely, standard of competency, basic competence and indicators of competency achievement, objectives of learning, materials of learning, methods and approach of teaching, media, tools, and resources of learning, the steps of the learning activity and assessment.

There were entirely eight lesson plans developed by the teacher at the first semester grade XI of SMA Pasundan 9 Bandung, academic year 2015/2016 analyzed. Each of lesson plan consisted of components analyzed was based on the curriculum and Standard of Process of the Minister of National Education Regulation No. 81A Year 2013 about implementation of curriculum. The analysis was accompanied by the supporting document such as syllabus. There were totally 40 hours of meeting planned by the teacher of English at the first year of SMA Pasundan 9 Bandung to conduct for one semester.

Based on the Minister of National Education Regulation No. 81 Year 2013 about Standard of Content, one hour of meeting determined for senior high school level is 45 minutes with four SKK (*Satuan Kredit Kompetensi*) or credit unit of competency per week. Basically, for one meeting is

determined 2x45 minutes, and for one week, there are four hours of meeting. It means that one week is 4x45 minutes (two meetings). Thus, one semester consists of 44 hours of meeting.

4.1.1 Head of Lesson Planning

There are have some subtitle of the head of lesson planning base on curriculum 2013, those are; school, class/semester, theme/subtheme and time allocation. Thus, lesson planning that implemented in SMA Pasundan 9 is same with recommended of the format of lesson planning base on curriculum 2013.

For more details, look at the table below.

Head of Lesson Planning base on Curriculum 2013	Head of lesson planning that implemented of SMA Pasundan 9 Bandung	Result
School Class/Semester Theme/subtheme Time Allocation	School Subject Class/Semester Theme/subtheme Time Allocation	Very Good

The writer was giving result **Very Good** of this component because elements of the head of components that implemented by English teacher at SMA Pasundan 9 Bandung is complete and accordance with recommended of curriculum 2013.

4.1.2 The Main Competence

The score competence is level ability to achieve graduate competency standards that must be owned a student at any grade level or program and to be foundation development of basic competence.

Main competence serves as the organizing element of the basic competence. As an element of the organization, this competence is a binder for the organization of vertical and horizontal organization of basic competence. Vertical organization basic competence is the correlation between the basic competency content of one class or level of education to the higher that comply with the principles of learning, and occur accumulation of continuous between the content that learned by students. While, horizontal organizational score competence are relation between the content of the basic competencies of subjects with competency content of different subjects in a weekly meeting and the same class so that occur a mutually process. Besides it, the score competencies should describe the balance quality between the achievement of soft skills and hard skills. In the curriculum 2013, the score competence covers several aspects, including spiritual attitudes, social attitudes, knowledge, and skills to function as a charge integrating learning, subject matter or program in achieving graduate competency standards.

For more details, look at the table below

Main Competence of Curriculum 2013	Main Competence that implemented at the SMA Pasundan 9 Bandung	Result
<p>KI1 :Menghayati dan mengamalkan ajaran yang dianutnya</p> <p>KI2 :Mengembangkan perilaku (jujur, disiplin,tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif, dan produktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dalam lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</p> <p>KI 3 : Memahami, menerapkan dan menjelaskan pengetahuan faktual, konseptual, prosedural, dan metakognitif dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>KI 4 : Mencoba, mengelolah, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>KI 1: Menghayati dan mengamalkan ajaran yang dianutnya</p> <p>KI 2 : Menhayati dan mengamalkan perilaku jujur, disiplin,tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai) santun, responsif, dan produktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dalam lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.</p> <p>KI 3 : Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.4.</p> <p>KI 4 : Mengelolah, menalar dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.</p>	<p>Very Good</p>

The writer gives result **Very Good** of this component because the elements of the main competence that implemented at SMA Pasundan 9 Bandung is

complete. It was contained in English lesson planning is same with curriculum 2013.

4.1.3 The Basic Competence and Indicator in Achieving Competence

Basic Competence is basic ability to achieve score competence that must be obtainable by learners through learning process. It could be said that the basic competency is a description of the subject matter that should be explained to the learners. Through basic competency, an educator will know what material should be taught. Therefore, the basic competence is one of the main references in implementing the learning.

In government regulation number 32 Year 2013 mentioned that the definition of the basic competence is a level ability in learning capacity, a learning experience, or subjects that refer to score competency. Basic competencies include spiritual attitudes, social attitudes, knowledge, and skills in teaching capacity. Each of these aspects must be run in parallel and balanced so that it will resulting students who have the soft skills and hard skills that quality. In this moment writer would like to elaborate on competency which has in English lesson planning of SMA Pasundan 9 Bandung.

For more detail, look at the table below

Basic competence that implemented of English lesson planning at SMA Pasundan 9 Bandung	Basic competence that recommended of curriculum 2013	Result
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	1.1 nsyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	Very Good
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	

Indocator in achieving competence of English lesson planning at SMA Pasunda 9 Bandung	Indicator in achieving of curriulum 2013	Result
1.1.1 Bersikap dan berperilaku patuh melaksanakan tugas-tugas belajar bahasa Inggris, toleran terhadap perbedaan pemikiran, mengutamakan kepentingan umum sebagai cerminan pengamalan ibadah dan ajaran agama.	1.1.1 Bersikap dan berperilaku patuh melaksanakan tugas-tugas belajar bahasa Inggris, toleran terhadap perbedaan pemikiran, mengutamakan kepentingan umum sebagai cerminan pengamalan ibadah dan ajaran agama.	Very Good
2.1.1 Bersikap dan bertindak mendorong diri memperoleh pengalaman belajar bahasa Inggris untuk kepentingan diri dan tanggungjawabnya kepada masyarakat.	2.1.1 Bersikap dan bertindak mendorong diri memperoleh pengalaman belajar bahasa Inggris untuk kepentingan diri dan tanggungjawabnya kepada masyarakat.	
2.1.2 Mengakui dan menghormati keberhasilan prestasi teman dalam belajar bahasa Inggris.	2.1.2 Mengakui dan menghormati keberhasilan prestasi teman dalam belajar bahasa Inggris.	
2.1.3 Bersuka cita dalam belajar berbicara bahasa Inggris, bergaul, dan bekerjasama dengan teman untuk memperoleh pengalaman belajar Bahasa.	2.1.3 Bersuka cita dalam belajar berbicara bahasa Inggris, bergaul, dan bekerjasama dengan teman untuk memperoleh pengalaman belajar	

<p>2.1.4 Bersikap dan bertindak preventif terhadap kerusakan lingkungan alam, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi</p> <p>2.1.5 Bersikap dan bertindak ingin memberi bantuan kepada teman dan lingkungan</p>	<p>Bahasa.</p> <p>2.1.4 Bersikap dan bertindak preventif terhadap kerusakan lingkungan alam, dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi</p> <p>2.1.5 Bersikap dan bertindak ingin memberi bantuan kepada teman dan lingkungan</p>	
<p>3.1.1 Menuturkan <i>Why don't you..., What about ...? You should ..., You can ..., Do you need?</i> dengan pelafaan bahasa Inggris, serta bersikap santun dan peduli untuk memberi saran dan tawaran serta ungkapan-ungkapan responnya.</p> <p>3.1.2 Menjelaskan hasil temuannya tentang fungsi sosial (kegunaan suatu hal bagi hidup suatu masyarakat) yang diekspresikan dalam kalimat-kalimat bahasa Inggris.</p>	<p>3.1.3 Menuturkan <i>Why don't you..., What about ...? You should ..., You can ..., Do you need?</i> dengan pelafaan bahasa Inggris, serta bersikap santun dan peduli untuk memberi saran dan tawaran serta ungkapan-ungkapan responnya.</p> <p>3.1.2 Menjelaskan hasil temuannya tentang fungsi sosial (kegunaan suatu hal bagi hidup suatu masyarakat) yang diekspresikan dalam kalimat-kalimat bahasa Inggris.</p>	
<p>4.1.1 Menstrukturkan antarunsur kebahasaan sehingga merupakan pola kebermaknaan dalam sistem komunikasi (pernyataan, pertanyaan, dan respon dalam ungkapan memberi saran dan tawaran) dalam bahasa Inggris dengan memperhatikan fungsi sosial.</p>	<p>4.1.1 Menstrukturkan antarunsur kebahasaan sehingga merupakan pola kebermaknaan dalam sistem komunikasi (pernyataan, pertanyaan, dan respon dalam ungkapan memberi saran dan tawaran) dalam bahasa Inggris dengan memperhatikan fungsi sosial.</p>	

The basic competence and indicator in achieving competence that implemented in English lesson planning at SMA Pasundan 9 Bandung were support the basic competence in achieving the objective of the curriculum. Beside that, the element that implemented was same with curriculum 2013, so the writer gives the result **Very Good** to this component.

4.1.4 The Objectives of Learning

The formulation of objectives developed by the teacher in the lesson plans was appropriate with the basic competence. It was also more specifically and clearly described from basic competence by the teacher.

Besides, the objectives contained process and result as they were pictured in the statements stated.

There are found three steps in achieving the objective of the learning of English lesson planning at SMA Pasundan 9 Bandung, and it is accordance with objective of learning that being recommended by curriculum 2013.

The writer was gives result **Very Good** of this component because the objectives learning that implemented in English lesson planning at SMA Pasundan 9 Bandung and curriculum 2013 are same.

4.1.5 The Materials of Learning

The materials that implemented at SMA Pasundan 9 Bandung are consisting of four skills, those are: listening skills, speaking skills, reading skills and writing skills. Because teaching English must focus on four skills, so that students have ability in English subject.

For more details, look at the table below

Four skills	Activity	Result
Listening skills	There are no implemented the tab recorder or english cassette that was listen to the students in increasing students listening skills	Good
Speaking skills	The teacher was giving same dialogue in improving student speaking skills. For example, make discussion group and speak by oral the short dialogue	
Reading skills	The teacher giving some task that improving student reading skills, like read the task about folklore	
Writing skills	The teacher was giving same task in improving students writing skills. The task like, writing folklore, make post card and poster, and writing personal journal	

The focus of materials in learning English bases on curriculum 2013 is consisting of four skill, those are; listening skills, speaking skills, reading skills, and writing skills. But, the English teacher did not put one of four skills in the lesson planning (this is listening skills), so the writer gives result Good of this component.

4.1.6 Method and Approach of Learning

Method is important in learning process because it's will support the teacher in achieving the objective of the curriculum. According to Jack Richards (1996), method is the phases in which the theory is put into practice.

The methods that implemented at SMA Pasundan 9 Bandung is Scientific Approach. Scientific method in learning process covers attitude, knowledge and skills domain.

For more details, look at the table below

The steps of scientific method based on English lesson planning at SMA Pasundan 9 Bandung	Activities	Result
Observing	The teacher giving chance to the learners to make observation through activities: viewing, listening, and reading.	Good
Questioning	The teacher giving chance to the learners to make question about what they viewed, heard, and be read	
Associating	The learners have to collecting data from many sources like, experiment, observing the object, and read the book.	
Experimenting	The learners processing the data that collected through experiment.	

Networking	The teacher giving chance to the student to make a group of discussion.	
The steps of scientific method based on curriculum 2013	Activities	
Observing	The teacher giving chance to the learners to make observation through activities: viewing, listening, and reading.	
Questioning	The teacher giving chance to the learners to make question about what they viewed, heard, and be read	
Collecting Data	The learners have to collecting data from many sources like, experiment, observing the object, and read the book.	
Associating	The learners processing the data that collected through observing, reading and other sources.	
Communicating	The teacher giving chance to the learners to communicate the information	

The English teacher only put three elements of the lesson planning, those are: observing, questioning, associating. Then, the teacher did not put two elements (collecting data and communicating) bases on curriculum, so the writer gives result **Poor** of this component.

4.1.7 Media, Tools, and Sources of leaning

The components	The Examples of Media, Tools and Sources	Activity	Result
Media	Camera LD, jaringan internet, kertas karton manila, krayon dan double tip.	The teacher teaching the material with the media like camera LD, etc.	Very Good
Tools	Alat praga: film pemercontoh tales, legends, oral history, tall tales, and fobles.	The teacher teaching material with tool, like film pemercontoh tales, etc.	
	1. Kementerian pendidikan dan	The teacher	

Sources	kebudayaan republik Indonesia. 2014. Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI semester 1. Jakarta. 2. http://musttrie-art.blogspot.com/2013/02/contoh-nasehat-dan-saran-dalam-bahasa.html 3. www.dailyenglish.com 4. http://learnenglish.britishcouncil.org/en/	teaching material from some sources, and explain to the students.	
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The Media, tools and sources of learning that contained of English lesson planning are complete and accordance with curriculum 2013. There are occur a good learning activities cause of complete the media, tools and sources. So, the writer gives result **Very Good** of this component.

4.1.8 The Procedure of Teaching

Generally, the formulation of teaching activity described activities and materials planned to be achieved by the students. Principally, in the teaching activity, there are three phases that must be accomplished by a teacher: *preteaching*, *while-teaching*, and *post-teaching*. In the pre-teaching phase, the teacher should cover apperception and motivation towards students. However, in all the lesson plans developed by the teacher at the first semester of SMA Pasundan 9 Bandung, there was no motivation covered except apperception. Regarding competence, in almost all the lesson plans developed, pre-teaching contained its aspect related by the teacher to the students' life context and materials of study through questions establishment, but it's less effective.

In the while-teaching phase, there are three stages must be passed through by a teacher through some activities engaged: *exploration*, *elaboration*, and *confirmation*. While-teaching developed by the teacher was written specifically to extend each phase in order to achieve basic competence. Thus, all stages were employed by the teacher sequentially in the lesson plans developed. In the *exploration* section of the lesson plans developed, the teacher planned to explore the student's knowledge through building students' knowledge of the field. In the *elaboration* section, the teacher planned to elaborate strategy or technique in order to make students get the skills and then the students were planned to accomplish some activities. In the *confirmation* section, the teacher planned to give students not just feedback but also motivation related to the activities which had been accomplished and the tasks which were difficult for the students.

In addition, it was encouraging that while-teaching developed by the teacher in the lesson plans was also planned to focus on the students where students are planned to engage actively in the activities while the teacher was planned to be a supervisor. Moreover, it was positive that while-teaching developed was planned to give opportunity to students to have cooperation and collaboration with friends as well as have interaction with environment. This will lead students to behave precisely of how to deal with other people and communities. Furthermore, it was constructive that post-teaching developed by the teacher in the lesson plans was planned to cover

conclusion, feedback and followup towards the students. Yet, the tasks or homework as the follow-up action planned to deliver to students were not specifically stated by the teacher. The teacher also did not plan to do reflection either for herself or for the students.

The steps in learning activities that contain in English lesson planning at SMA Pasundan 9 Bandung is complete and some with recommended of curriculum 2013, so the writer gives result **Very Good**.

4.1.9 Assessment

The implemented of assessment in SMA Pasundan 9 Bandung had covered some indicators, there are

1. Attitude and Personality

Nomor		Nama	L/ P	Indikator aspek yang dinilai										Nilai Akhir	
urt	induk			1	2	3	4	5	6	7	8	9	10	Agk	Hrf
1	0	Adang Ramdani	L												
2	0	Anisa Lutfi.s	P												

Ket:

1. Minat terhadap materi pelajaran (Religious)

2. Sikap terhadap guru pengajar (Social)

3. Usaha dan keseriusan dalam proses pembelajaran (Religious)

4. Bertanggung jawab dan disiplin waktu (Religious) atau di tempat lain (Social)

5. Bekerja sama dan saling menghargai dengan teman dalam belajar (social)

6. Percaya diri dalam belajar baik di sekolah maupun di tempat lain (Religious)

7. Mandiri (Social)

8. Berinisiatif (Religious)

9. Kompetitif (Religious)

10. Ketertiban ketika mengikuti pelajaran di kelas

*) 4 = Sangat baik (A); 3 = Baik (B); 2 = Kurang baik (C)

2. Assessment of Group Discusses Process

No	Nama Peserta Didik	Indikator/ Aspek yang dinilai						Nilai Akhir		Pedoman penilaian
		Tanggung jawab	Kerja sama	Disiplin	Kesopanan	Menghargai pdpt teman	kejujuran	Agk	Hrf	
1	Adang Ramdani									Nilai Setiap Indikator: Baik : 4 (A); Agak:3 (B) Kurang:2 (C); Tidak:1 (D)
2	Anisa Lutfi.s									
dst	Ari Anggaeni									

3. The Attitude Assessment While Presentation Process

Nomor		Nama	L/ P	Indikator/ Aspek yang dinilai										Nilai Akhir	
Urt	induk													agk	Hrp
1		Adang Ramdani	L												
2		Anisa Lutfi.s	P												
Dst		Ari Anggaeni	P												

Aspek yang dinilai:

1. Memberi kesempatan teman untuk menyampaikan pendapat
2. Memotong pembicaraan teman lain
3. Menyampaikan pendapat dengan jelas
4. Menerima pendapat teman
5. Mau menerima kritik dari teman
6. Memaksa teman untuk menerima pendapatnya.
7. Menyanggah pendapat teman dengan sopan
8. Mau mengakui kalau pendapatnya salah.
9. Menerima kesepakatan hasil diskusi
10. Memberikan argumentasi berdasarkan keilmuan dan atau realita

Pengskoran :

1. Untuk memberi skor, bubuhkan angka 1, bila siswa memenuhi aspek yang dinilai dan bubuhkan nilai 0 bila siswa tidak memenuhi aspek penilaian
2. Setiap nomor apabila dijawab 1 mendapat nilai 10 **kecuali** nomor 2 dan 6.
3. Nomor 2 dan 6 apabila dijawab 1 mendapat nilai 0, dan apabila dijawab 0 mendapat nilai 10

Jumlah nilai maksimal adalah 100.

4. Assessment and Test

a. Assessment

Tugas Terstruktur	Tugas Mandiri Tak Terstruktur
<ul style="list-style-type: none"> - Read Genre Conection - Understanding the text - Personal journal writing - Use the thinking technique, "THINK PAIR SHARE" to offer and suggest at solution to the problem given the teacher - Try to remember folklore that has some suggestion and offer in it. Write the folklore and share it with your classmates and teacher 	<p>Suggest and Offer :</p> <ul style="list-style-type: none"> • Responding Suggestion • Responding Offers • Let's practice Suggestion and offers • Complete the transactional conversations based on suggest and offer given the teacher.

<ul style="list-style-type: none"> - With a partner, come up with ideas and suggestion to improve English environment in your school. Make a poster and put these ideas and suggestion on the poster and share it with your teacher and classmates, and present in the class - Assume you and your friend win an all expense paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes. For creating the post card consider the aspect : you can consider the fact that there is an enchanted fish in waters, suggesting them to visit the place, and you can offer them incentives if they visit the place 	
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b. Test and Assessment Rubric

No	Soal	Jawaban	Skor
1	What are folklores?	Folklores are cultural and traditional stories	Serupa dengan tata bahasa benar: 1-2
		Folklores are cultural and traditional stories that teach lessons of life	Serupa dengan tata bahasa benar: 3-4
		Folklores are cultural and traditional stories that teach lessons of life such as beliefs and values	Serupa dengan tata bahasa benar: 5-6
		Folklores are cultural and traditional stories that teach lessons of life such as beliefs and values, or morality.	Serupa dengan tata bahasa benar: 7-8
		<i>Lebih sempurna lagi</i>	Serupa dengan tata bahasa benar: 9-10
	Read the text on page 3-5 then answer the question number 2-7		
2	Where did the fisherman's live?	She live in a small hut closed the seaside.	Serupa dengan tata bahasa benar: 1-2
3	What did the fisherman's wife do when she heard his husband didn't want to ask that fish?	She ask her husband to ask the fish for a nice cottage	Serupa dengan tata bahasa benar: 1-3
4	Was the fisherman sure about his wife's want?	No, he was not	Serupa dengan tata bahasa benar: 0-1
5	How did the fisherman's wife feel after having cottage?	She was not satisfied with their little cottage, and she wished to be an emperor.	Serupa dengan tata bahasa benar: 2-3
6	Why was the fisherman	Because he ashamed with the fish,	Serupa dengan tata bahasa

	angry with his wife's wish?		benar: 1-2
		Because he ashamed with the fish the powerful emperor was enough for her.	Serupa dengan tata bahasa benar: 3-4
		Because he ashamed with the fish so her wish to be a lord of sun and noon was not what he wanted.	Serupa dengan tata bahasa benar: 5-6
7	Did the fish grant a wish of fisherman's wife to be lord of sun and noon?	No, it did not	Serupa dengan tata bahasa benar: 0-1
8	What should we do tomorrow?	We <u>could</u> go on a picnic.	Serupa dengan tata bahasa benar: 0-1
9	Let's go to the beach!!	Yes, <u>let's</u> No, let's no. I am tired No, let's <u>stay at home</u> I <u>would rather stay</u> at home*	Serupa dengan tata bahasa benar: 0-2
10	Why don't to the beach?	Why don't we sure, it is a good idea I suppose we can All right OK. No, I can't I would rather not I would rather stay at home It's too far. Let's play tennis instead	Serupa dengan tata bahasa benar: 0-3
11	How about making a cup of coffee?	Yes let's make it. That's good ide	Serupa dengan tata bahasa benar: 0-2
12	I (suggest, watch, bring) we leave at & o'clock	Suggest	Serupa dengan tata bahasa benar: 0-1

$$\frac{\text{Gain Score}}{\text{Maximal Ccore}} \times 100$$

The assessment component that contained of English lesson planning are complete. There are four aspects of assessment with detail explanations and accordance with curriculum 2013. There also grammatical mistakes in point 10 and 12 for example:

“Why don't to the beach?”, it suppose to be ‘why don't we go to the beach?’ While point 12, “I (suggest, watch, bring) we leave at & o'clock.”

There is no time information. However, for the component, the writer gives result **Good**.

4.2 Learning Equipments

According to Zuhdan and friends (2011: 16) the learning equipment is a tool to carry out the process that will enable educators and learners in learning activities. Learning devices become a handbook for teachers in implementing the learning, both in the classroom, lab or outside the classroom. In Regulations Minister of Education and Culture number 65 Year 2013 on the Standard Process Primary and Secondary Education mentioned that the preparation of the learning device is part of the learning plan. Learning plan is designed in the form of syllabus and lesson plans that refers to the content standards. Moreover, in lesson planning also is preparation of media and learning resources, assessment tools, and learning scenarios. There are some learning equipments that consisting of teaching materials, graduate competency standard, media and evaluation.

The learning equipment is very important that should prepared by the teacher to make easy in learning activities. But,the writer did not found the English Learning equipments in the English subject at SMA Pasundan 9 Bandung, so the writer will not show it the paper. But the writer would like to writing the Learning Equipment should done by the English teacher, then practiced by the English teacher based on curriculum 2013.

4.2.1 Teaching Materials

Teaching materials is a set of tools or learning tool which are containing learning materials, methods, limitations, and how to evaluate that designed systematically and attractive in order to achieve the desired objectives, that is to achieve competence or sub competence in all its complexity (Widodo and Jasmadi in Lestari, 2013:1). This definition explains that a teaching material must be designed and written with the instructional rules because it will be used by teachers to help and support the learning process. Material or learning material is basically the "content" of the curriculum, which is a subject or field of study to the topic / subtopic and detail (Ruhimat, 2011: 152).

Base on the explanation above, the writer put the material that was arranged into the English lesson planning at SMA Pasundan 9 Bandung. The materials are:

Teaching materials that done by English teacher at SMA Pasundan 9 Bandung.

1. Listening to the dialogues. Fill the blanks. Then, practice the dialogues with your friend.

Source: Pathway to English for Senior High School Grade XI.2014.Hal 39.

2. Reading Folklore

Source: Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1, Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. Hal 3 – 5.

3. Have A Discussion: Keteladanan Perilaku Peduli, Kerjasama, dan Proaktif

Souce: Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1, Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. Hal 8.

4. Pengungkap Saran/Usul dan Tawaran: Terbiasa dengan Ungkapan Saran/Usul dan Tawaran

a. Penggunaan *Could* dan *Shall*

Kata *could* dapat digunakan untuk memberikan pernyataan saran dengan menggunakan ungkapan pertanyaan “*What should...?*”

Example:

X: What should we do tomorrow?

Y: We *could* go on a picnic.

We *could* go to Nicole's party.

Kata *could* dapat juga digunakan untuk memberikan tawaran atau kemungkinan.

Example:

X: I'm having trouble in math class

Y: You *could* talk to your teacher.

You *could* ask John to help you with your math lessons, or I could try to help you.

Kata *shall* saat digunakan dengan subjek "*I*" atau "*We*" dalam kalimat pertanyaan, maka kecenderungan maknanya bahwa pembicara menyarankan sekaligus meminta persetujuan. Frasa *shall we* digunakan pada *question tag* dengan kecenderungan makna yang sama.

Example:

Shall I open the window ? Is that okay with you?

Shall we leave at two? Is that okay?

Let's go, *Shall we*?

Source : http://bahasainggrisonlines.blogspot.com/2012/12/giving_suggestion.html

b. Frasa *Let's*

Frasa *let's* berasal dari frasa *let us* bermakna "*I have a suggestion for us*".

Let's + V1

Example:

X: Let's go to the beach!!

Y: Yes, let's

Oh, no let's not. I am tired

No, let's stay at home

*I would rather stay at home**

* Would + rather + V1

digunakan untuk

menyatakan alternatif- alternatif. Pola ini dapat juga digunakan dalam bentuk pertanyaan. Contoh:

Would you rather play tennis or stay at home?

c. Frasa *Why don't*

Why don't + we (you) + V1

Pola ini bermakna “saya mengusulkan” dalam ragam ungkapan “ramah”.

Example:

Why don't we go to a movie?

Why don't you come around seven?

* *Why don't we go* bermakna *Let's go*

What/How about + Ving

Example:

- What/How about making a cup of coffee?
- What/How about going for a drive?
- What about going to the beach?
- How about taking Anna?

What/How about + Noun

Example:

- What about a cup of coffee?
- What about Anna?
- How about a swim?
- What about a party?
- How about a break?

What say + we + V1

Example:

- What say we have a party?
- What say we *don't* go out tonight?

I Suggest + we + V1

Example:

- *I suggest we leave* at 7 o'clock
- *I suggest we don't take* Anna. She is studying.

*Pola ini digunakan untuk pemberian saran dari *first singular* kepada *first plural*.

Sources: <http://letspeakenglish.info/2010/06/01/making-suggestions-memberikan-saran/>

2. Pengungkap Nasehat

Frasa *Why don't...?* dapat digunakan sebagai pengungkap nasehat, di samping beberapa pola berikut.

had better + V1

Example:

- We *had better study* harder.
- I *had better help* Mum, she's so tired
- You *had better not be* late today.

Pola ini memakai kata bentuk lampau *had*, tetapi frasa *had better* selalu mengacu ke futurum. Bentuk negatifnya dengan menambahkan kata *not* setelah frasa *had better*.

should + V1

Example:

- You *should get up* early.
- You *should not smoke* so much.
- *Should* I *study* a bit longer? Yes, I think you *should*.
- *Should* we *stay* at home today, do you think? There's a lot of work

to be done.

ought to + V1

Struktur ini berfungsi sama dengan *should*.

Example:

- You *ought to see* a doctor. You have got a sore throat and you *ought not to work* so hard.

Penggunaan *should* dan *ought to* dalam kalimat pasif. Bentuk *should not (shouldn't)* lebih umum dan sering dipakai dibanding dengan *ought not (oughtn't) to*.

Example:

This wrist-watch *should not/ought not to be* thrown away. It
should/ought to be repaired.

Source : <http://musttrie-art.blogspot.com/2013/02/contoh-nasehat-dan-saran-dalam-bahasa.html>

5. Writing Folklore

Source: Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1, Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. Hal 21 dan 24.

6. Membuat *Post Card* dan *Poster*: Keteladanan Perilaku Peduli, Kerjasama, dan Proaktif
7. Menulis Jurnal Pribadi: Keteladanan Perilaku Peduli, Kerjasama, dan Proaktif.

4.2.2 Student's Worksheet

Using student worksheet in learning process help students to understand the material by themselves. Student worksheet also gives a large chance for the students to show up their ability and develop thinking process through looking for, guessing, and logically.

According to Encyclopedia, worksheet commonly refers to a sheet of paper with questions for students and places to record answers. The term may also refer to a single array of data in spreadsheet software or an informal piece of paper that an accountant uses to record information.

Student's Work Sheet
Expressing Suggest and Offer
First Meeting

Task 1

1. Suppose your friend have a problem. What are you going to do with your friend?
2. What will you do to solve the problem?
3. What would you like to do if you have a problem?

Task 2

1. Listen carefully to the dialog played by your teachers.
2. Pay attention to the expressing suggest and offer in the dialogue
3. Follow expressions used in the dialogue
4. Identify the characteristics of the expressing suggest and offer

Listen to the dialogue

Mrs. Suharmin : Mrs. Inna, can I talk to you ? I really need some suggestion about a problem I have.

Mrs. Inna : Go ahead. Tell me your problem.

Mrs. Suharmin : My friend is always asking me to copy my work. I want tell her to do her own assignments but ... I'm afraid she will be angry with me.

Mrs. Inna : I think you shouldn't always lend your work all the time. You can help her to do the assignments until she can do them independently.

Task 3

1. Do you have any questions about the dialogue?
2. Do you want to ask something relating to the dialogue? Think about our Indonesian cultures in the expressing suggest and offer.

Task 4

Discuss and look for the answers of these questions from your friends and report it.

Task 5

1. Work in pairs, make a dialogue about the expressing suggest and offer !look the example at the text book page 17.
2. Act out the dialogue in front of the class!
3. (Assignment at home). Find such dialogue using the expressing suggest and offer from another resources! Rewrite in a piece of paper!

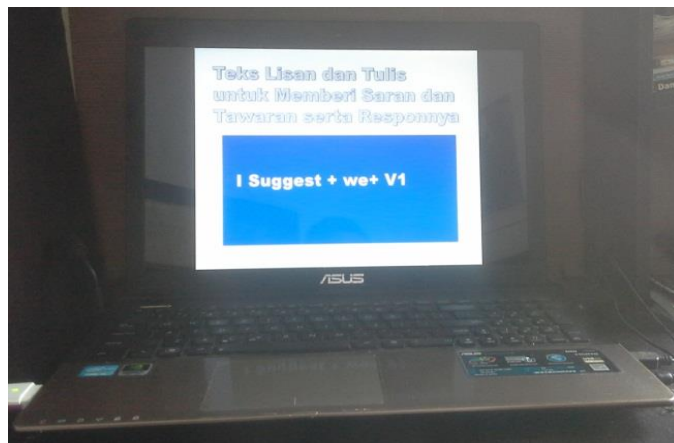
4.2.3 Teaching Media

There are have a lot of supporting factors in the learning and teaching process, in this case learning media has a very high influence in the learning process. Selection of media in the learning process does have a very important role beside delivery method that used.

Definition of media by details (Hamalik, 1994: 6), media as a communication tool for more effective of teaching and learning process; the function of the media in order to achieve the goals of education; subtleties of the learning process; the relationship between teaching methods and educational media; value or enjoyment of media education in teaching; selection and use of educational media; various types of educational media tools and techniques; education media in every subject; innovation process in media education.

There are has a lot of media that can be used, on this occasion the writer will share some examples of learning media below:

1. Laptop



The teacher uses laptop in saving teaching material. Then, uses the laptop as a media in giving teaching material to the students.

2. Tape Recorder



Listen short dialogue from the tape recorder. Then, the students fill the blanks.

3. Flash Card



Flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

How To Use?

Flashcards exercise the mental process of active recall: given a prompt (the question), one produces the answer. Beyond the content of cards, which are collected in decks, there is the question of *use* – how does one use the cards, in particular, how frequently does one review (more finely, how does one *schedule* review) and how does one react to errors, either complete failures to recall or mistakes? Various systems have been developed, with the main principle being spaced repetition – increasing the review interval whenever a card is recalled correctly and recalling the important information of the subject of study.

4.2.5 Evaluation

Evaluation is a process for gather, analyze, and interpret the information to knows the target level of the students learning goal. A good evaluation system be able to give a describing about learning quality, so it help the teacher in planning the learning strategy. For students, a good evaluation system be able to give motivate in increasing their ability.

In the curriculum 2013 has clarified that there was shift in assessment from evaluation by test (To know the knowledge bases on result), to aunthentic

assessment (To know the attitude competence, skills and knowledge bases on process and result).

Based on definition of evaluation above, the writer would like to write an evaluation that should done by English teacher accordance with recommended of curriculum 2013.

- **Writing Test**

Answer the four question below.

No	Question	Answer	Score			
			Very Good	Good	Pare	Bed
1	Where did the fisherman live?	She lived in a small hut close the seaside.				
2	What did the fisherman's wife do when she heard his husband didn't want to ask that fish?	She asked her husband to ask the fish for a nice cottage.				
3	Was the fisherman sure about his wife's want?	No, he was not				
4	How did the fisherman's wife feel after having cottage?	She was not satisfied with their little cottage				

- **Oral Test**

Comucating the conversation about giving suggestion below with your friend in fron of your friend.

Conversation	Ccore			
	Very Good	Good	Pare	Bed
A : We have been waiting nearly three quarters of an hour. B : Yes, I think the bus will never come. A : Would it be an idea to walk? B : Yes, It's a good idea. A : Has the new restaurant opened today? B : It has opened yesterday already. My friend told me it has a new and delicious menu. A : Why don't we eat there? B : It is a wonderful idea.				

• **Practice Test**

Make a short dialogue about giving offer, and then practice the dialogue in front of your friend.

No	Question	Answer	Score			
			Very Good	Good	Pare	Bed
1	Why don't we go to the beach?	Why don't we Sure, it's a good idea I suppose we can All right OK. No, I can't I would rather not I would rather stay at home It's too far. Let's play tennis instead				

$$\frac{\text{Gain Score}}{\text{Maximal Ccore}} \times 100$$

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The main goal of the writer in analyzing the English lesson planning is to ensure that the English lesson planning at the SMA Pasundan 9 Bandung is accordance with the curriculum 2013. The writer's expectation on English lesson planning is fulfilling the standard of curriculum 2013.

Based on the results of analysis and discussion of all stages of this study, there are some conclusions selected to the mistakes that found in English lesson planning at SMA Pasundan 9 Bandung:

1. The English teacher did not explains the teaching method base on curriculum 2013.
2. The English teacher did not mention the teaching Equipments on the English lesson planning.
3. The writer found that there are some elements of the lesson planning that are not acordance with curriculum 2013.

5.2 Recommendation

Based on the conclusions above, the writer would like to give some recommendation and those are:

1. Next researchers, they can do research more deeply on English lesson planning.
2. English teachers, they should be more careful and details in making English lesson planning accordance with curriculum 2013.
3. School Principals, they should monitor carefully in the making of lesson planning and checking the English lesson planning made by the English teacher and ensure that the lesson planning is accordance with the curriculum 2013.