

**AN ANALYSIS OF LESSON PLAN USED BY ENGLISH TEACHER
BASED ON 2013 CURRICULUM AT SMP TA'MIRUL ISLAM
SURAKARTA IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana*



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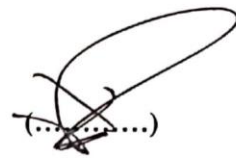
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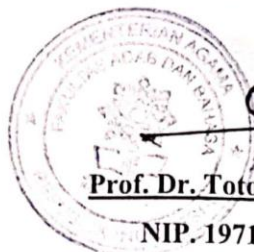


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DEDICATION

Praise and gratitude, I pray to the presence of Allah SWT, the Almighty who have given me strength and patience to finish this work. Glory and praise be to Allah SWT.

This thesis is dedicated to:

1. My beloved Parent, Sugiyanto and Siti Sulastri who have given unlimited support and prayers.
2. My beloved brothers, Debby Bagus Bakhtiar and Muhammad Afriyan Sah
3. The wonderful English Language Education lecturers, thank you for the lessons, experiences, hard work, advices, and dedication for giving the best for their student.
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MOTTO

“There is only one thing that makes a dream impossible to achieve: the fear of failure”

-Paulo Coelho, The Alchemist-

“Whatever you decide to do, make sure it makes you happy”

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “An Analysis of Lesson Plan Used by English Teacher Based on 2013 Curriculum at SMP Ta’mirul Islam Surakarta in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Lesson Plan Used by English Teacher Based on 2013 Curriculum at SMP Ta’mirul Islam Surakarta in Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the help, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 12 December 2022

The Researcher,

A handwritten signature in black ink, appearing to be 'Irma Rohmawati', written in a cursive style.

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ABSTRACT

Irma Rohmawati. 2022. **An Analysis of Lesson Plan Used by English Teacher Based on 2013 Curriculum at SMP Ta'mirul Islam Surakarta in Academic Year 2022/2023**. Thesis. English Language Education Department. Cultures and Languages Faculty.

This study analyses the component of lesson plan at SMP Ta'mirul Islam Surakarta in academic year of 2022/2023. The objectives of this study were to analyze the component of lesson plan referring on 2013 curriculum for 8th grade at SMP Ta'mirul Islam Surakarta in academic year of 2022/2023.

The research method was qualitative research. The researcher used content analysis study to analyze the lesson plan components. The subject of the study were two English teacher of the 8th of SMP Ta'mirul Islam Surakarta. The object of this study were eight lesson plan. The data was obtained through document analysis.

The result of this study showed that from 13 component (The identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement; Learning material; Learning method; Learning media; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; Assessment that include the competence of attitudes, knowledge, and skills) there are several lesson plan components that are not written by the English teacher I such as; Basic competence (Kompetensi Dasar/KD); Learning method; and Learning media. Meanwhile, the English teacher II did not write The identity of class or semester and Learning media in the lesson plan. It means that all English teacher's lesson plan was appropriate with The Minister of National Education Circular Letter No. 14 year 2019 regulation.

Keywords: *lesson plan, 2013 curriculum.*

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesian education is always renewed and improved. One of the main components in education is curriculum. It is the core of education and has a necessary impact to all education activity. Curriculum is about the lessons and academic subject matter instructed in a school or in a specific course or program. The content or materials in the curriculum must be well organized so the objectives can be achieved (Sholikhah, 2015). Curriculum means the whole content that taught on a course or an educational system. Curriculum is a structured planning product. It is used as guideline or framework instructions for developing learning strategies.

Indonesian curriculum has been changed 11 times from 1947. There are Rencana Pembelajaran in 1947, Rentjana Pelajaran Terurai in 1952, Rentjana Pendidikan in 1964, The 1968 Curriculum, The 1975 Curriculum, The 1984 Curriculum “The enhanced of 1975 Curriculum” with active learning/Cara Belajar Siswa Aktif (CBSA), The 1994 Curriculum and the Suplemen Kurikulum 1999, Competenced Based Curriculum in 2004, Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2006 and the last one is the 2013 Curriculum (Nur & Madkur, 2014). Then, the newest curriculum after the pandemic era is the prototype curriculum. The prototype curriculum is a competency-based and student-centered curriculum by

implementing project-based learning to support character development in accordance with the Pancasila Student Profile. The prototype curriculum is implemented in the Mover School Program (Supangat, 2021: 8). This curriculum is implemented in a limited and gradual manner.

In the current Indonesian education system, the government implements a policy of flexibility for education units to choose to implement the 2013 curriculum, the emergency curriculum and/or to simplify the curriculum independently according to the learning needs of students. According to Law No. 20 of 2003 Article 36 Paragraph 1 and 2 said that the implementation of the education goals, one of which is determined through the development of educational curriculum based on national standards and principle of diversification in accordance with the educational unit, the potential of the area, and learners. Lesson plan is developing a curriculum that has been compiled nationally, which will be developed by each teacher according to the needs and conditions of each school.

The 2013 curriculum is based on competency and focus on students-centered. The students are expected to become more independently in learning activities. The goals of 2013 curriculum to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization.

The 2013 curriculum is increase and balance students' hard skills and soft skills including attitude, skills and knowledge (Zainuri, 2018: 45). The

teacher acts as a fasilitator to guide student to have creative and critical thinking in the learning process. The teacher must also be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods to manage the class, and etc.

Making lesson plan is the first step that must be done by the teacher before teaching. Lesson plan is made by the teacher as a guide so that teachers are more confident. It helps teacher to remain and understand the material, and also to manage the time and activity in the class (Woodward, 2001: 1). Lesson plan is a plan of learning that contain some activities in the teaching and learning process. It is base of learning activities in the class.

Lesson plan is a part of learning component that teacher does before carrying out learning activities. The lesson plan is very important to the achievement of the intended target here is the completion of the entire learning material or material that has been determined by the curriculum. In developing lesson plan, teachers do steps and organizations such as define the objective of study, indicators, materials, and methods. It based from syllabus for learning activities as an effort to achieve Basic Competency (Kompetensi Dasar/KD).

The teachers are still finding the difficulty in implementing of lesson plan for teaching activity. For example, teachers find it difficult to determine steps of learning activities, some still do not lead to the learning objectives that have been determined, because there is still often an inaccuracy between the time allocation for implementation and the time allocation

planned in the lesson plan. The students' independent level was still low and they were passive in classroom so teacher must make learning more interesting. The teachers were required to implement lesson plan systematically in order to create interesting learning and lead to the learning objectives that have been determined. In implementing the lesson plan, teacher concern to the student characteristics. The teacher also has to pay attention to the limited allocation of learning time.

The researcher chooses to analyze the component of lesson plan referring to 2013 curriculum because of the simplification of lesson plan. Based on The Minister of National Education Circular Letter No. 14 year 2019 about simplification of lesson plan set that from 13 components of lesson plan in The Minister of National Education Regulation No. 22 year 2016 only three the minimal interrelated components that must be written by the teacher while the others are complementary. The three components include the learning objectives, the learning activities and the assessment. The teacher can choose the components which components to use in the lesson plan.

The researcher take place in SMP Ta'mirul Islam Surakarta because the existence of SMP Ta'mirul Islam Surakarta including educational institutions are continues to increase. It can see from the rise of the activities undertaken and supported by the personnel supervising quality and facilities available, such as multimedia-based learning, laboratory computer and IPA, hotspot area, library, sports fields and etc, so that is mutual support for the

creation of the progress and process of independence in SMP Ta'mirul Islam Surakarta. This school is ISLAM school integrated curriculum that combines general and Islamic curriculum and SMP Ta'mirul Islam Surakarta has Accreditation "A (Very Good)".

There is relevant study related to this study. The research conducted by Dedek Riski Maulani (2019/2020). The research is focus on analyzing the teacher's lesson plan based on Curriculum 2013 and to investigate the compatibility of the lesson plan with its implementation in the classroom of SMP Negeri 17 Banda Aceh in The Academic year 2019/2020. The difference between the researcher and Dedek' s thesis was to analyze the components of lesson plan based on the 2013 curriculum in 8th grade student at SMP Ta'mirul Islam Surakarta in academic year 2022/2023.

All the explanation above the main focus of this research is to find out the component of lesson plan used by English teacher based on 2013 curriculum. According to document analysis, the researcher analyze the component of lesson plan refers to The Minister of National Education Circular Letter No. 14 year 2019. Based on the phenomenon above the researcher is interested to conduct research entitled “AN ANALYSIS OF LESSON PLAN USED BY ENGLISH TEACHER BASED ON 2013 CURRICULUM AT SMP TA’MIRUL ISLAM SURAKARTA IN ACADEMIC YEAR 2022/2023”.

B. Identification of Problems

Based on the background of problem above, the problems of this research are identified as follow:

1. There is still often an inaccuracy between the time allocation for implementation and the time allocation planned in the lesson plan.
2. The steps of learning activities, some still do not lead to the learning objectives that have been determined.
3. The teacher found some difficulties in making the lesson plan.
4. Passive students and teachers need more effort to make learning more interesting.
5. The teachers have difficulty in determining the appropriate steps with the approach.

C. Limitation of the Problems

The problem limitation of study only focuses on analyzing of lesson plan referring to 2013 curriculum used in teaching English at eighth grade at SMP Ta'mirul Islam Surakarta in the Academic Year 2022/2023 because of the simplification of lesson plan. The researcher will analyze component of lesson plan at SMP Ta'mirul Islam Surakarta based on 2013 curriculum according to The Minister of National Education Circular Letter No. 14 year 2019.

The researcher chose four of lesson plan from two different teachers for teaching English subject on eight grade in first semester. The total lesson plan that the researcher analyzed was eight lesson plans. The lesson plans materials such as *Ungkapan menghargai kinerja & meminta dan memberi pendapat*, Must (Obligation) & Can (Suggestion), Command, Prohibition and Notice, Invitation Card, There are & There is, Expressing Willingness, Ungkapan asking for attention, Checking Understanding, Appreciating, and Asking Opinion, and Expressing Capabilities.

D. Formulation of the Problems

Based from the identifications that explained above in this research, the researcher formulated the problem of the study: What are the components used by English teachers in English lesson plan at SMP Ta'mirul Islam Surakarta in academic year of 2022/2023?

E. Objective of the Study

Based on the explanation above, the objective of this research is to analyze the component of lesson plan used by English teachers based on 2013 curriculum at SMP Ta'mirul Islam Surakarta in academic year of 2022/2023.

F. Benefit of the Research

The researcher hopes this research will have some significances. The significances can be distinguished into two significances:

1. Theoretical Significances

The finding of the research can enrich the theory of lesson plan referring to 2013 curriculum in junior high school. The result of the research can be used as reference for those who want to conduct about the lesson plan before the teaching process. The result of the research can be chief for English teachers in their teaching learning process, especially in designing the lesson plan before teaching.

2. Practical Significances

The result of this study will give some information and knowledge about the teaching learning process of English SMP Ta'mirul Islam Surakarta. For the teacher, the result of the research can be a reference for the English teacher to enrich their literature on designing the lesson plan and can improve and develop the English lesson plan. For the institution, the institution can use as additional information or reference for the guideline to monitor the process of designing the lesson plan. For the next other researchers, this research can be used reference for those who are doing a similar topic or theme about the component of lesson based on 2013 curriculum.

G. Definition of Key Terms

1. 2013 Curriculum

The curriculum is a learning reference that contains all programs that are run to support the learning process. In the education system, the curriculum will provide direction and be a guide in the implementation of the educational process that is arranged systematically. The 2013 curriculum is student-centered learning. Students as learning subjects are expected to become independent learners, while the teacher's role is more of a facilitator in the process of building knowledge in the 2013 curriculum. The 2013 curriculum is designed with the aim of developing the potential of students so that they have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and able to contribute to the life of society, nation, state, and world civilization.

2. Lesson Plan

A plan for learning is called a lesson plan. Lesson plan is a plan of learning that contain some activities in the teaching and learning process. It is base of learning activities in the class. Lesson plan is a part of learning component that teacher makes before carry out learning activities for successful teaching.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Curriculum

In the world of education, the curriculum is very important. Curriculum is the core of education. It has a necessary impact to all education activity. According to Kurniawan (2015: 133), the curriculum is a learning program which will decide certain education objective. In general, the curriculum is a set of rules that use as guidelines for teaching and learning activities. Etymologically, the word “curriculum” comes from a Greek’s word *currere* which means run in the running track that has start and finish line. Then the term curriculum was adapted in the world of education to show several courses that must be study or taught at the certain education or school level. Curriculum can be base for developing creative work or idea in teaching language. It also becomes a key concern of today’s school.

According to Soedijarto, the curriculum is a series of learning experiences and activities that are planned to be addressed by students in order to achieve the learning objectives that have been set by an authorized educational institution. In Indonesian Law no. 20 of 2003 about the National Education System, Article 1 number 19, states that the curriculum is a set of plans and regulations concerning purposes,

content, and materials lessons, as well as the methods used as guidelines for implementation learning activities to achieve certain educational purposes.

The success of an education depends on the curriculum used very much. Without a curriculum, it is impossible for the education can be running well, effectively, and efficiently based on the expectation. The curriculum is a plan and arrangement that is used as a guide in conducting the learning process in order to meet the learning criteria set by the government and to achieve certain educational goals.

Walker (2003: 5) states that a curriculum is a specific method of organize content and aims for teaching and learning in schools. Aims or purpose are the reason for teaching and learning the content. Content is the point that teachers and students concern to in the teaching and learning. Content can be represent as a list of school courses or, more specifically as a list of themes, topics, idea, or works to discuss. The content or materials in the curriculum must be well organized so the objectives can be achieved (Sholikhah, 2015: 58).

The term curriculum is about the lessons and academic subject matter instruct in a school or in a specific course or program. Curriculum means to the whole content that taught in a course or an educational system. It is a structured planning product for the guidelines and instructions for developing learning strategies.

2. Overview of 2013 Curriculum

At the end of 2012, Indonesia's ministry education had announced the change of new curriculum named curriculum 2013. This changed curriculum would be applied to all level education from primary to secondary. The newest curriculum was expected to increase the quality and character of Indonesia's education based on the globalization era. It has been changed 11 times from 1947 until 2013 curriculum. There are Rencana Pembelajaran in 1947, Rentjana Pelajaran Terurai in 1952, Rentjana Pendidikan in 1964, The 1968 Curriculum, The 1975 Curriculum, The 1984 Curriculum "The enhanced of 1975 Curriculum" with active learning/Cara Belajar Siswa Aktif (CBSA), The 1994 Curriculum and the Suplemen Kurikulum 1999, Competenced Based Curriculum in 2004, Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2006 and the last one is the 2013 Curriculum (Nur & Madkur, 2014).

The 2013 curriculum is based on competency and focus on students-centered. The students are expected to become more independently in learning activities. The 2013 curriculum is increase and balance students' hard skills and soft skills including attitude, skills and knowledge (Zainuri, 2018: 45). The teacher acts as a fasilitator to guide student to have creative and critical thinking in the learning process. The teacher must also be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods to manage the class, etc.

According to (Jaedun & Hariyanto, 2014: 15), Curriculum 2013 was designed to prepare the Indonesian who have the ability to live, both as individuals and citizens, who have a belief, who are productive, creative, innovative and effective and able to contribute to society, nation, state, and world civilization. The 2013 curriculum is a development of the KTSP curriculum which aims to make students more active and creative in learning, and the 2013 curriculum has four aspects of assessment; aspects of knowledge, aspects of skills, aspects of attitude, and behaviour.

The 2013 curriculum is designed with the following characteristics based on The Minister of National Education Regulation No. 58 year 2014:

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in different circumstances in the school and society.
- b. Putting the school as piece of the society that give a learning experience so the learners are capable to apply what is learned in the school to the society and utilize the society as a source of learning.
- c. Giving sufficient time to develop various attitudes, knowledge, and skills.
- d. Developing the competencies stated in terms of class core competencies (Kompetensi Inti/KI) which is more detailed continues in basic competence of subjects (Kompetensi Dasar/KD).

- e. Developing class core competence into organizing elements of basic competence where all the basic competencies and learning processes are elaborated to achieve the competence stated in core competencies.
- f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subject and education level (horizontal and vertical organizations).

The 2013 curriculum is use competency-based curriculum model. The content of curriculum is not limited to academic disciplines but also society, culture, and the students. The 2013 have core competence and basic competence. Core competence is a set of general competencies describing the attitude, skills, and knowledge that the learners need to complete for each subject at the end of each semester of every class and school level include primary, junior and senior high school. Core competence has four components include religious attitude, social attitudes, knowledge and knowledge utilization (Hasan, 2013: 167). It organizing elements of basic competence. Basic competence is a set of competencies describing the minimum attitudes, skills, and knowledge that students need to complete for each semester of every class and school level include primary, junior and senior high school.

3. Lesson Plan

A plan for learning is called a lesson plan. According to Brown (2001: 149) describes lesson plan as “a set of activities which “represent ‘steps’ along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson”. According to Farrell (2002: 31), lesson plans are systematic records of a teacher’s thought about what will covered during a lesson. It is a unit which is related lessons about a particular theme with some objectives for a particular subject. The written lesson plan describes how students will move towards obtaining specific objectives and the result of teaching behaviour in the students’ learning.

Another definition is purposed by Woodward (2001: 181) lesson plans is not only a written document for scrutiny by someone else. It means everything teachers do when they say planning as well as listening to students, remembering, visualizing, rehearsing, etc. It is include some work that teachers do when they’re say planning as following considering the students, thinking of the content, materials and activities that could go into a course or lesson, i.e. to ensure our lessons and courses are good.

Lesson plans consist of components or steps that provide a framework for planning and implementing instruction (Houston & Beech, 2002: 5). This framework can be used as guideline to teaching and learning in the class. It means for developing lesson plan teachers

do steps and organizations such as define the objective of study, indicators, materials, and methods based from syllabus for learning activities to achieve the learning objectives.

Based on The Minister of National Education Regulation no. 65 year 2013 lesson plan or known as Rencana Pelaksanaan Pembelajaran or RPP is the planning of teaching-learning activities for one meeting or more. In pandemic era, lesson plan is a technical guidance for teachers in preparing plans for implementing learning in classes or subjects in accordance with the curriculum used by the educational unit. It is link learning objectives, assessments and learning strategies in classes or subjects that are accordance with the needs of students.

It can be concluded that Lesson plan is a plan of learning that contain some activities in the teaching and learning process. It is base of learning activities in the class. Lesson plan is a part of learning component that teacher makes before carry out learning activities for successful teaching.

4. The Function of Lesson Plan

Lesson plan plays an important role in supporting teaching-learning process in schools. According to the Minister of National Regulation Number 65 Year 2013 about the Standard Process every teacher must develop a complete and systematic lesson plan so that teaching-learning can be administered interactively, fun, challenging, and encourage

students to participate actively while also providing sufficient space for their creativity and autonomy based on their interests, inmates, and physical and psychological development. It means that the teacher must create a lesson plan based on the students' interests, abilities, and other factors, as well as encourage them to be active and creative in their learning activities.

According to Woodward (2001: 181), a lesson plan can help a teacher boost confidence, it can help a teacher understand what research needs to conduct before teaching-learning process, it can help a teacher organize time and activity in the classes efficiently, it can help a teacher maintain memory and help to answer students' questions, and it can also help a teacher develop a personal style of teaching the content.

Lesson plan can help teacher in determining the direction of learning activities, because the lesson plan contains content and learning goals. It helps the teacher in managing the classroom teaching-learning activities. Lesson plan can help teacher to determine what they have to do in achieving the goal of teaching-learning activities. It also can measure how far the goals have been achieved.

5. Concept of Lesson Plan

The implementation of 2013 curriculum is used scientific approach. The function of this approach is to give experiences for the students to have opportunities to be active in class. The scientific approach model

has been modified for the 2013 curriculum so it can be applied to each course and not limited to natural science course but also for social course (Hasan, 2013: 167). This curriculum used scientific-based which several procedures start from observing, questioning, experimenting, analyzing and communicating. Due to several competencies which teacher should achieve, it committed the teacher to be more creative and well prepared before teaching and learning process. Thus, it needed to plan the lesson plan as suggested by Indonesia's ministry of education.

Table 2. 1 Scientific Approach for Learning Activities

Activities of Scientific Approach	Competencies developed by the activities
Observing	The students read/observe/listen to develop patience, sincerity, to differentiate general and specific information/feature/character, think analytically, critically, deductive, and comprehensive.
Questioning	The students ask questions from what is observed, to develop ability to formulate questions, creativity, curiosity, and critical minds.
Exploring	The students explore or collect information through experiment, read from other sources

	of information, observe from environment, interview human resources to develop sincerity, honesty, respect other opinions, communication skills, ways to determine valid resources, work cooperatively and collaboratively.
Analyzing	The students analyze information available from exploring activities to develop honesty, discipline, rule obedient attitudes, hardworking, skills in applying scientific procedures, analytical thinking.
Communicating	The students communicate the result of analysis they made, to develop honesty, sincerity, systematic thinking, the use of proper terms and language.

Source: Historia: International Journal of History education, Vol. xiv, No. 2 (2013)

Based on The Minister of National Education Regulation No. 6 year 2013 about Educational assessment standards, 2013 curriculum assessment of students learning outcomes includes the competence of attitudes, knowledge, and skills which is carried out in balanced manner so that it can be used to determine the relative position of each student

to the standards that have been set. Assessment is a process of collecting various data that describe about the students' progress after learning process. In the 2013 curriculum is using the authentic assessment. Kunandar states that authentic assessment is an activity of assessing students that emphasize of what should be assessed, both processes and results with various assessment instruments that are adapted to the demands of competencies in the Competency Standards (Standar Kompetensi/SK) or Core Competencies (Kompetensi Inti/KI) and Basic Competencies (Kompetensi Dasar/KD) (Ani, 2013: 745). The characteristic of authentic assessment as follow:

- a. It can used as formative or summative assessment, competency achievement of one basic competency (formative) as well as achievement of competency standards or core competencies in one semester (summative).
- b. Measuring skills and performance, not remembering facts, emphasizes the achievement of skills and performance competencies, not memorization and memory competencies.
- c. Continuous and integrated, is a unified whole as a tool to collect information on the achievement of student competencies.
- d. Can be used as feedback, can be used as feedback on the achievement of student competencies comprehensively.

6. The Principle of Preparing Lesson Plan

Based on *Permendikbud 22* of 2016, paying attention to the development of lesson plan as following:

- a. Pay attention to individual differences in students
- b. Lesson Plan is prepared by taking into account differences in ability beginning, intellectual level, interests, motivation to learn, talents, potential, social skills, emotions, learning styles, needs specific, learning speed, cultural background, norms, values, and/or the environment of students.

- c. Learner-centered

The learning process is designed to be centered students to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning, using a scientific approach includes observing, ask questions, gather information, reason/associate, and communicate.

- d. Context-based

The learning process that makes the surrounding environment a learning resource.

- e. Present-oriented

Learning that is oriented towards the development of knowledge and technology, and the values of future life now.

- f. Develop learning independence

Learning that facilitates students to learn independently.

- g. Having linkages and cohesiveness between competencies and/or interfaces RPP is prepared by paying attention to linkages and integration between KI, KD, indicators of achievement competencies, learning materials, learning activities, assessment, and learning resources in one whole learning experience. RPP is prepared to accommodate thematic learning, integration across subjects, across aspects of learning, and diverse cultures.
- h. Make use of information and communication technology RPP is prepared by considering implementation information and communication technology in an integrated manner, systematic, and effective according to the situation and conditions.

7. The Component of Lesson Plan

Before starting to design the lesson plan, it is important for the teacher to understand the components that consist in the lesson plan. The components help teacher in constructing the lesson plan effectively and can achieve the teaching and learning goal. Based on The Minister of National Education Regulation No. 22 year 2016, the lesson plan is systematically arranged, consisting of the components include:

- a. The school identity i.e. names of education unit.
- b. The subject or theme identity.
- c. The class or semester identity.
- d. The main material.

- e. The time allocation is determined according to the need for achieving Basic Competence (Kompetensi Dasar/KD) and learning load by considering the number of lesson hours in the syllabus and Basic Competence (Kompetensi Dasar/KD) that must be achieved.
- f. The learning objectives is formulated based on Basic Competence (Kompetensi Dasar/KD), by using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills.
- g. Basic competence (Kompetensi Dasar/KD) and indicators of competencies achievement.
- h. Learning materials consist of relevant theory, facts, principles, and procedures which are written in point style according to the indicator of competency achievement. It means that materials are linked to what students will learn in the learning setting and have to be relied on the indicators of competency established.
- i. Learning method is particular method applied by a teacher for create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined. The selection of methods adapted to the situation and conditions of students.
- j. Learning media is in the form of learning process tools to deliver material.

- k. Learning resources can be in the form of books, print and electronic media, surroundings, or other relevant learning resources.
- l. Learning activity that carried out through preliminary activities, main activities, and post activities. The explanation of the activity as follow:

1) Preliminary activity

This is initial activity in teaching-learning activity which can generate motivation and focus attention on students to participate actively in the learning process. In preliminary activities, teachers: prepare students psychologically and physically to follow the learning process, ask questions that are linking previous knowledge with the material to be studied, explain the learning objectives or basic competencies to be achieved, and deliver material and explain the description of activities according to the syllabus.

2) Main activity

This is core activity of learning process to achieve basic competence (Kompetensi Dasar/KD). Learning activities are carried out in an interactive, inspirational, fun, challenging, motivate students to participate actively, as well as provide space sufficient for initiative, creativity, and independence according to talents, interests, and physical and psychological development of students. This main activity is carried out systemically

through a process of observing, questioning, exploring/experimenting, analyzing and communicating. In the observing activity, the students are read/observe/listen to develop patience, sincerity, to differentiate general and specific information/feature/character, think analytically, critically, deductive, and comprehensive. In the questioning activity, the students ask questions from what is observed, to develop ability to formulate questions, creativity, curiosity, and critical minds. In the exploring/experimenting, the students explore or collect information through experiment, read from other sources of information, observe from environment, interview human resources to develop sincerity, honesty, respect other opinions, communication skills, ways to determine valid resources, work cooperatively and collaboratively. In the analyzing activity, the students analyze information available from exploring activities to develop honesty, discipline, rule obedient attitudes, hardworking, skills in applying scientific procedures, analytical thinking. In the communicating, the students communicate the result of analysis they made, to develop honesty, sincerity, systematic thinking, the use of proper terms and language

3) Post activity

Post activity is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion,

assessment and reflection, feedback, and follow-up. In this activities, teacher together with students and/or independently create lesson summary/conclusion; conduct an assessment and/or reflection on activities that have been implemented consistently and programmed; and provide feedback on the learning process and results; plan follow-up activities in the form of remedial learning, enrichment programs, counselling services and/or provide assignments both individual and groups according to the learning outcomes of students; and convey a plan learning at the next meeting.

- m. The assessment is carry out to evaluate students' outcome of study in which the instruments used are based on the indicator of competency achievement and standard of assessment. The assessment includes the competence of attitudes, knowledge, and skills.

The example of systematics lesson plan based on The Minister of National Education Regulation No. 22 year 2016 is operationally embodied in the following format:

RENCANA PELAKSANAAN PEMBELAJARAN	
(RPP)	
Satuan Pendidikan	: SMP
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2 (dua)

Tema : Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI

- KI.1 Menghargai dan menghayati ajaran agama Islam
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya
- 4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

- 1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya
- 2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. MATERI PEMBELAJARAN

Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda.

Fungsi sosial Membandingkan jumlah, sifat orang, binatang dan benda untuk menjaga hubungan interpersonal dengan guru dan teman Struktur teks

- a. Who has more population, China or Indonesia? China does.

- b. Who is taller, your brother or your sister? My brother is taller than my sister.
- a. Bandung is bigger than Bogor, but Jakarta is the biggest
- b. Tiger is the wildest animal in the world

E. PENDEKATAN DAN METODE PEMBELAJARAN

1. Pendekatan : Saintifik
2. Model : Kooperatif Learning
3. Metode : Diskusi

F. MEDIA PEMBELAJARAN

1. Media : CD Pembelajaran
2. Alat/Bahan : Laptop, LCD, Power Point.
3. Sumber Belajar :
 - Buku Teks wajib
 - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
 - Contoh teks tertulis
 - Contoh authentic teks undangan dan kartu ucapan.
 - Sumber dari internet:
www.dailyenglish.com
<http://americanenglish.state.gov/files/ae/resourcefiles>
<http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Persiapan psikis dan fisik dengan membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) dilanjutkan dengan absensi. b. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu) c. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan mengucapkan yel yel (jika ditanya apa kabar dunia? jawabannya “tetep asyik...” dan jika ditanya “masih semangat?”, jawabannya “Alhamdulillah...Allahu Akbar !” 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> ▪ Siswa membaca beberapa teks undangan pribadi dan ucapan selamat (greeting card), ▪ Siswa mengidentifikasi berbagai informasi yang terdapat dalam teks 	100 menit

	<p>undangan pribadi dan ucapan selamat (greeting card), dengan cara menjawab pertanyaan pemahaman</p> <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks undangan pribadi dan ucapan selamat (greeting card) (fungsi sosial, struktur teks, dan unsur bahasa) <p>Menanya</p> <ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai ungkapan yang terdapat dalam teks undangan pribadi dan ucapan selamat (greeting card) dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> ▪ Siswa membaca contoh-contoh lain dari teks undangan pribadi, dan ucapan selamat dari sumber lain ▪ Siswa menyalin beberapa undangan pribadi dan kartu ucapan selamat dengan tulisan tangan yang rapi. ▪ Siswa membuat kartu undangan pribadi dan ucapan selamat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> ▪ Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur teks, dan unsur kebahasaan, serta format penulisan teks undangan pribadi dan ucapan selamat (greeting card) ▪ Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan teks undangan pribadi dan ucapan selamat (greeting card) yang telah dipelajarinya. ▪ Siswa melakukan perbaikan terhadap kartu undangan dan ucapan selamat berdasarkan hasil analisis ▪ Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ▪ Siswa mempresentasikan/menempelkan kartu undangan dan ucapan selamat yang mereka buat di majalah dinding (madding) kelas 	
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	<ul style="list-style-type: none"> ▪ Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
Penutup	<ol style="list-style-type: none"> a. Peserta didik dengan guru bersama-sama menyimpulkan materi pembelajaran. b. Melaksanakan test tulis. c. Memberikan tugas di rumah untuk membaca materi yang akan disajikan pada pertemuan berikutnya. d. Mengakhiri pembelajaran dengan mengajak peserta didik menyanyikan “Dari sabang sampai Merauke” dilanjutkan dengan berdo’a sesuai keyakinan masing-masing. 	15 menit

H. PENILAIAN

1. Sikap spiritual

- a. Teknik : Observasi
- b. Bentuk Instrumen : Lembar observasi
- c. Kisi-kisi :

No	Sikap/nilai	Butir Instrumen
1.	Mensyukuri	1

Instrumen:

2. Sikap sosial

- a. Teknik : Observasi
- b. Bentuk Instrumen : Lembar observasi
- c. Kisi-kisi :

No	Sikap/nilai	Butir Instrumen
1.	Santun	1
2.	Peduli	1

Instrumen:

3. Pengetahuan

- a. Teknik : Observasi
- b. Bentuk Instrumen : Lembar observasi
- c. Kisi-kisi :

No	Indikator	Butir Instrumen
1.		1
2.		
3.		
4.		

Instrumen:

4. Keterampilan

- a. Kisi-kisi :

No	Keterampilan	Teknik	Bentuk Instrumen	Butir Instrumen
1.	Mengobservasi	Produk	Rubrik	1
2.	Diskusi	Observasi	Lembar observasi	2
3.	Presentasi	Observasi	Lembar observasi	3

Mengetahui
Kepala Sekolah

.....,..... 2019
Guru Mata Pelajaran

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Source: <http://updatekependidikan.blogspot.com/>.

In The Minister of National Education Circular Letter No. 14 year 2019 about simplification of lesson set that from 13 components of lesson plan the minimal interrelated components are only three components. The three components were formulated as follow:

a. The learning objectives

Goal is a general change that is hoped to be achieved by learners within completing a course or program and are derived from needs analysis done to gather information needed related to the learners. The formulation of learning objectives is guided by the curriculum that has been selected and determined by the education unit.

b. The assessment

The assessment is carry out to evaluate students' outcome of study in which the instruments used are based on the indicator of competency achievement and standard of assessment. The assessment includes the competence of attitudes, knowledge, and skills.

c. The learning activities

The learning activities is carried out through preliminary activities, main activities, and post activities. Preliminary activity is initial activity in teaching-learning activity which can generate motivation and focus attention on students to participate actively in the learning process. Main activity is core activity of learning process to achieve basic competence (Kompetensi Dasar/KD). This main activity is carried out systemically through a process of observing, questioning, exploring/experimenting, analyzing and communicating. Post activity is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up.

The example of lesson plan based on The Minister of National Education Circular Letter No. 14 year 2019 is operationally embodied in the following format:

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)		
Satuan Pendidikan : SMP	Alokasi waktu : 2 x 40	KD : 3.1 dan 4.1
Mata Pelajaran : Bahasa	Kelas/Semester: VIII/1	Pertemuan 1
Materi : <i>To get attention, to tell what we and other people think of something</i>		
A. TUJUAN		
<ol style="list-style-type: none"> 1. Mengidentifikasi tindakan/ ungkapan meminta perhatian dan meminta pendapat dan menanggapinya dengan benar. 2. Menuliskan dialog pendek sederhana yang melibatkan tindakan meminta perhatian dan tindakan meminta pendapat dan menanggapinya minimal sebanyak empat kalimat. 		
B. LANGKAH-LANGKAH PEMBELAJARAN		
Pendahuluan		
<ul style="list-style-type: none"> ▪ Peserta didik memberi salam, berdoa, ▪ Guru mengecek kehadiran peserta didik dan memberi motivasi (yell-yell/ice breaking) ▪ Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan 		

- Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran

Kegiatan Inti

Observing

- Pendidik menampilkan video tentang tindakan meminta perhatian, meminta pendapat dan menanggapi.
- Peserta didik mengamati pengucapan kosa kata dalam video. https://www.youtube.com/watch?v=b_f5MfkNdwI
- Pendidik memberikan contoh bagaimana mengucapkan ungkapan meminta perhatian, meminta dan mengungkapkan pendapat dan yang terdapat dalam gambar (hal 4 sampai 7). The picture is taken from Buku Guru: Kementerian Pendidikan dan Kebudayaan. (2017). Buku Guru When English Rings the Bell SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Peserta didik mengulang ungkapan meminta perhatian, meminta dan mengungkapkan pendapat dan yang terdapat dalam gambar (hal 4 sampai 7).

Questioning

- Pendidik dapat memberikan pertanyaan yang berhubungan dengan gambar hal 4-7 tersebut, seperti:
 1. What does the teacher say to ask the students' attention in picture 1 on page 4?
 2. What do the students say to show their attention to the teacher in picture 3 on page 5?
 3. What does the teacher to ask the students' opinion in picture 4 on page 5?
- Peserta didik menjawab pertanyaan-pertanyaan yang diberikan oleh guru

Associating

- Membahas unsur kebahasaan
 - a. ungkapan meminta perhatian (Excuse me, Attention, please).
 - b. ungkapan meminta dan mengungkapkan pendapat (What do you think ..., Do you think it is good?
 - c. Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

Experimenting

- Peserta didik secara berpasangan mengidentifikasi ungkapan untuk meminta perhatian dan menunjukkan perhatian yang terdapat pada gambar-gambar di halaman 4 sampai dengan 7.
- Peserta didik mengidentifikasi ungkapan untuk meminta dan mengungkapkan pendapat pada gambar-gambar di halaman 4 sampai dengan 7.
- Pendidik mengawasi dan membimbing peserta didik.

Communicating

- Peserta didik secara berpasangan membuat dialog tanya jawab dengan menggunakan ungkapan meminta dan menunjukkan perhatian, meminta dan mengungkapkan pendapat minimal empat baris kalimat.
- Pendidik meminta peserta didik menyajikan hasil pekerjaan mereka dengan cara memperagakan dialog hasil kerja peserta didik dan

kemudian bersama peserta didik membahas hasil presentasi peserta didik.	
Penutup	
<ul style="list-style-type: none"> ▪ Guru bersama peserta didik merefleksikan pengalaman belajar hari ini dan menyimpulkan materi yang telah dipelajari. ▪ Guru memberikan penilaian lisan secara acak dan singkat ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 	
C. PENILAIAN	
- Sikap : Lembar pengamatan, - Pengetahuan : LK peserta didik, - Ketrampilan : Kinerja & observasi diskusi	
Mengetahui Kepala Sekolah 2019 Guru Mata Pelajaran
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Source: <https://ayoquruberbagi.kemdikbud.go.id/rpp>

There are some differences in making lesson plan between The Minister of National Education Regulation No. 22 year 2016 and The Minister of National Education Circular Letter No. 14 year 2019. The differences are from 13 components of lesson plan there are only 3 core components and the others is complement, also the educational unit and teacher can freely choose, create, use and develop lesson plan formats.

Based on the explanation above in this study the researcher will analyze the component of lesson plan based on The Minister of National Education Circular Letter No. 14 year 2019. The components are the learning objectives, the learning activities and the assessment while the others are complements. The researcher analyzed the components of lesson plan used by English teacher.

B. Previous Related Studies

The first related was conducted by Dedek Riski Maulani as a student of English education department in Universitas Islam Negeri Ar-Raniry Banda Aceh 2019 on undergraduate thesis entitled “The Analysis of Teacher’s Lesson Plan and It’s Implementation in the Classroom of SMP Negeri 17 Banda Aceh in The Academic year 2019/2020”. The research objective was analyze teacher’s lesson plan based on Curriculum 2013 and to investigate the compatibility of the lesson plan with its implementation in the classroom. The researcher used qualitative research method and the data were collected through observation and documentation. The result of the research was the teachers do not create their lesson plan based on the Curriculum, especially in creating indicators and the teachers do not implement the lesson plan in the classroom, they teach with traditional method which the teacher is a centre of teaching and learning. The similarity between this research, the researcher tried to find out the compatibility of lesson plan and teacher implementation based on the 2013 curriculum. The differences of this research are the analyze the component of lesson plan.

The second research was conducted by Khisna Azizah as a student of English education department in The Islamic University of Nahdlatul Ulama Jepara 2020 on undergraduate thesis entitled “An Analysis of English Lesson Plan and Its Implementation at Seventh Grade Junior High School of SMP Plus Nurul Ikhlas in The Academic Year of 2019/2020”. The research objective was (1) The suitability the lesson plan of English

teacher learning based on the 2013 Curriculum at SMP Plus Nurul Ikhlas, (2) The suitability between English lesson plan and teacher implementation, and (3) Supporting factors and inhibiting factor in implementation of English lesson plan. The researcher used qualitative research method. The data were collected through documentation, observation, and interview. The similarity between this research, the researcher tried to find out the compatibility of lesson plan and teacher implementation based on the 2013 curriculum. The differences of this research are the analyze the component of lesson plan.

The third research was a journal article written by Septi Sesorina in 2014 entitled “The Analysis of Teacher’s Lesson Plan in Implementing Theme-Based Instruction for Teaching English to Young Learners”. The aim of the research is to analyze the aspects taken in the lesson plan in implanting Theme-Based instruction. The research is used qualitative method. The result showed that the lesson plans contained the necessary aspects, and the activities resembled Theme-Based instruction. However, improvements are needed in composing Behavioural Objectives, encouraging students’ responsibility, and producing learning outcomes. The similarity between this research, the researcher tried to find out the component of lesson plan. The differences of this research are the analyze the compatibility of lesson plan and teacher implementation based on the 2013 curriculum.

The fourth research was a journal article written by David Berthony Manalu in 2016 entitled “The English Teacher’s Design of Lesson Plan Based on 2013 Curriculum”. The aim of the research is to analyze the lesson plan designed by two English teachers of a Junior High School in Permatangsiantar based on 2013 Curriculum. The research is used qualitative research. The result showed that the lesson plans were generally relevant to the demands of 2013 curriculum and can be used as a model of lesson plan based on 2013 curriculum. However, some mistakes were also found in determining learning objectives and indicators, and describing the five steps of scientific approach in the learning procedure. The similarity between this research, the researcher tried to find out the component of lesson plan based on the 2013 curriculum. The differences of this research are the analyze the compatibility of lesson plan and teacher implementation based on the 2013 curriculum.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher analysis the teachers' lesson plan at SMP Ta'mirul Islam Surakarta. The researcher uses a qualitative approach to achieve the aim. The researcher uses qualitative research to define the research object in words and describe lesson plan based on the 2013 curriculum.

According to (Creswell & Poth, 2018: 35), qualitative research starts with opinion and the use of theoretical framework that explain the meaning individuals or groups ascribe to a social or human problem. It is often used to explore, describe or explain social phenomenon, also expose the meaning people ascribe to activities, situations, events, or artefacts, in order to build a depth understanding about some aspects of social life (Leavy, 2014: 2). Content analysis study is used to analyze social scientific data as derived from interview and documents, that seek to quantify content in terms of pre-determined categories (Prior, 2014: 360).

The researcher then uses content analysis is as a part of qualitative types. Contents analysis is a research method used to identify textual or visual information to find certain qualities. The researcher analyzed the teachers' lesson plan and the compatibility between English lesson plan of 2013 curriculum at SMP Ta'mirul Islam Surakarta.

taught in the classroom. Second, the teachers have good knowledge of the 2013 Curriculum and the students' differences such as ability, age, educational, social backgrounds and aptitude, she has good competence in terms of pedagogic, professional, personality, and social.

D. Data and Source of the Data

1. Data of Research

The data used in this study is document analysis. The researcher will analyze four lesson plans of 8th grade from two different English teachers at SMP Ta'mirul Islam Surakarta. The material of lesson plans used by English teacher who teach 8th grade such as *ungkapan menghargai kinerja & meminta dan memberi pendapat* (1.A), Must (Obligation) & Can (Suggestion) (1.B), Command, Prohibition, and Notice (1.C), Invitation Card (1.D), There are & There is (2.A), and Expressing Willingness (2.B), *Ungkapan Asking for Attention, Checking Understanding, Appreciating, Asking Opinion* (2.C), *Expressing Capabilities* (2.D).

2. Source of the Data

The source of data takes from document of lesson plan from two English teacher at SMP Ta'mirul Islam Surakarta who teach the 8th grade. The researcher focuses on the component of lesson plan used in teaching English.

E. Research Instrument

Research instrument is a tool used to collect data. In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data (Ary, Jacobs, Sorensen, & Razavieh, 2009: 424). The researcher taken documentation and interviews to collect, analyze and obtain the necessary data information. The researcher has a role as data collector, data interpreter, and research result reporter during the research process. In the research, a human instrument can be related to the object and understand in real condition. Based on the explanation above, in this research is the researcher is the main instrument and the main part in qualitative research.

F. Techniques of Collecting the Data

Technique of collecting data is the way researcher to obtain the data in the field and finding accurately of data for the research. The data collection technique used in this study is document analysis. The document is the teacher's lesson plan. Document analysis is needed in this research due to content analysis of the documents of lesson plan. Documents can be available as texts or in printed form and in the form of electronic file. It is not just a simple representation of facts or reality, the documents produce for some aims and for some form of use (Flick, 2009: 257).

In this study, the document was lesson plan from English teacher at eighth grade of SMP Ta'mirul Islam Surakarta. There were some steps in the data collection process. First, the researcher got two lesson plan data from two English teacher. The researcher analyze two lesson plan data containing different topic and materials. Second, the researcher examines the two lesson plans by analyzing them. Finally, the researcher makes a lesson plan categorization table to put the lesson plan components and make it easier for researchers to check and review whether there are different or similarities or not.

Table 3. 2 The Categorization of Component Lesson Plan

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity		
2	The subject or theme identity		
3	The class or semester identity		
4	The main material		
5	The time allocation		
6	The learning objective		
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		
8	Learning materials		
9	Learning method		

10	Learning media				
11	Learning resources				
12	Learning activity	a. Preliminary activities			
		b. Main activities	1) Observing		
			2) Questioning		
			3) Exploring or experimenting		
			4) Analyzing		
			5) Communicating		
c. Post activities					
13	The assessment	a. Attitudes			
		b. Knowledge			
		c. Skills			

Notes:

ET I : English Teacher I

A : Available

NA : Not Available

Based from table above, it is showing the ET I. ET I mean English teacher I. The A and NA in the table means the availability of components in the lesson plan. A means available and NA means not available in the lesson plan.

G. Trustworthiness of the Data

In checking and analyzing the data, the researcher need concern with validity of the data. One of the validity of data in qualitative research is triangulation. The purpose of triangulation is to check the correctness of the data by comparing the data collected with other sources (Harahap, 2020: 72). Denzin in 1970s purposed the four types of triangulation such as Data triangulation Investigator triangulation, Theory triangulation and Methodological triangulation (Flick, 2009: 444).

The researcher decided to use data triangulation as trustworthiness of the data. Data triangulation means to the use of different data sources. It involves multiple sources with different roles. These data sources are documents. Data triangulation is used to compare and checks the resource data such as documentation which the researcher gain from school. The data was lesson plans from English teachers. The researcher compare data that found from documentation. After that the researcher do the crosschecking data from documentation.

The researcher also done validation data with some verifiers to check validity of the data. The researcher chose Muh. Husin AL Fatah, M.Pd., as a lecturer at Raden Mas Said State Islamic University of Surakarta.

H. Techniques of Analysing the Data

The technique of analysis data is the process of sorting, categorizing, grouping, and regrouping the collected data to create the meaning (Rossman & Rallis, 2017: 436). (Mies & Huberman, 1994: 10) purpose a method of data analysis called interactive model. In a cyclical and interactive process, there are three streams of analysis activities. The analysis activity consists of data reduction, data display and conclusion/verification. In order to analyze data, the researcher uses three techniques, they are data reduction, data display, and conclusion drafting and verification. Those three types of data analysis can be explained as follows:

1. Data Reduction

In this research, data reduction is type of analysis for summarizing, choosing the main thing, focusing on the importing thing and finding the theme and patterns (Sugiyono, 2013: 247). Data reduction refer to the process of selecting, focusing, simplifying, abstracting, and transforming the data (Miles & Huberman, 1994: 10). After the researcher collected the data by document, the researcher will do the reduction by the data and focus on important things. First, the researcher will do data reduction in order to put the data into some categories. The categories are component of lesson plan. It is include (1) The identity of the school; (2) The identity of subject or theme; (3) The identity of class or semester; (4) The main material; (5) Allocation of time; (6) Objective of the study; (7) Basic competence and indicators of competencies

achievement; (8) Learning materials; (9) Learning method; (10) Learning media; (11) Learning resources; (12) Learning activity that include preliminary activities, main activities, and the post activities; (13) assessment, with the main components are objective, the learning activities and the assessment. The researcher classifies the data that available and not available by categories of component lesson plan. The data tested through discussion with the thesis advisor and English teacher.

2. Data Display

After reduce the data, the next step is data display. The data display is the researcher displays the data obtained in an organized collection of information, thus providing the possibility of drawing conclusions. In qualitative research, the data display can be done in the form brief description, chart, relationship between categories, flowchart and its kind but narrative text is the most frequently (Sugiyono, 2013: 249). The data displayed was the components from lesson plan 1.A, 1.B, 1.C, 1.D, 2.A, 2.B, 2.C, and 2.D. In the displaying the data analysis, the data displayed based on the table 3.2 the categorization of component lesson plan. The data analyzed and reported in narrative form by the researcher. The data that has been grouped from data gathering is used to provide a description of the data. The components of lesson plan are grouped based on each part in order to know the available of the lesson plan referring to 2013 curriculum.

3. Drawing Conclusion and Verification

Drawing conclusion and verification data is the final stage in the techniques of analyzing data based from the data and information obtained. The conclusion should be verified in order to make a solid conclusion. Verification are the activity to draw the result of the data. After the researcher check all data obtained from the beginning to the end of the data collection, the reduce data and presented to answer the research problem, the conclusion of this research was the result of the analysis based on problem statement “The components used by English teachers in English lesson plan at SMP Ta’mirul Islam Surakarta in academic year of 2022/2023”. The researcher concludes the component used in the lesson plan 1.A, 1.B, 1.C, 1.D, 2.A, 2.B, 2.C, dan 2.D.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This section contains the data analysis focused on the components of lesson plan used by two English teacher who teach 8th grade at SMP Ta'mirul Islam Surakarta. In conducting this research, the researcher only used document analysis instruments. There were eight lesson plans totally analyzed by the researcher in this study. The lesson plans arranged in Bahasa. The data are analyzed based on the 13 components of lesson plan such as The identity of the school, The identity of subject or theme, The identity of class or semester, The main material, Time allocation, Objective of the study, Basic competence and indicators of competencies achievement, Learning materials, Learning method, Learning media, Learning resources, Learning activity that include preliminary activities, main activities, and the post activities, and assessment. The Minister of National Education Circular Letter No. 14 year 2019 set from 13 components in The Minister of National Education Regulation No. 22 year 2016 only three the minimal interrelated components that must be written by the teacher while the others are complementary.

The content analysis supported by documentary study was employed to find out the aim of the study. Based on the formulation of the problem, the aim of this study is to analyze the component of lesson plan used by English

teachers based on 2013 curriculum at SMP Ta'mirul Islam Surakarta in academic year of 2022/2023. The researcher was described the result from content analysis, checklist and document in forms of word.

The researcher explained the components of the eight lesson plans used by the English teacher. The participants of this research are two English teachers who teach 8th grade. The material of those lesson plan such as lesson plan 1.A was *ungkapan menghargai kinerja & meminta dan memberi pendapat*, lesson plan 1.B was Must (Obligation) & Can (Suggestion), lesson plan 1.C was Command, Prohibition, and Notice, lesson plan 1.D was Invitation Card, lesson plan 2.A was There are & There is, and lesson plan 2.B was Expressing Willingness, lesson plan 2.C Ungkapan asking for attention, Checking Understanding, Appreciating, and Asking Opinion, and lesson plan 2.D was Expressing Capabilities.

1. Lesson Plan by English Teacher I

In this section, the researcher will explained the components of the 4 lesson plans used by the English teacher I. The first English teacher or English teacher I is teach 8th grade students. The material of those lesson plan such as lesson plan 1.A was *ungkapan menghargai kinerja & meminta dan memberi pendapat*, lesson plan 1.B was Must (Obligation) & Can (Suggestion), lesson plan 1.C was Command, Prohibition, and Notice, and lesson plan 1.D was Invitation Card.

a. Lesson Plan 1.A

The first document from English teacher I who teach 8th grade students was called lesson plan 1.A. The material of lesson plan 1.A is about *ungkapan menghargai kinerja & meminta dan memberi pendapat*. The researcher found 10 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 1.A, the components of lesson plan explained as follow:

Table 4. 1 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 1.A

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity	✓	
4	The main material	✓	
5	The time allocation	✓	
6	The learning objective	✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓
8	Learning materials	✓	
9	Learning method		✓
10	Learning media		✓
11	Learning resources	✓	
	a. Preliminary activities	✓	
	1) Observing	✓	
	2) Questioning	✓	

12	Learning activity	b. Main activities	3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities		✓	
13	The assessment	a. Attitudes			✓
		b. Knowledge		✓	
		c. Skills		✓	

Notes:

ET I : English Teacher I

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher I who teach 8th grade student on the lesson plan 1.A. There were 10 components on the lesson plan. The components were The identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Learning material; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has

3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

b. Lesson Plan 1.B

The second document from English teacher I who teach 8th grade students was called lesson plan 1.B. The material of lesson plan 1.B is about Must (Obligation) & Can (Suggestion). The researcher found 10 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 1.B, the components of lesson plan explained as follow:

Table 4. 2 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 1.B

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity	✓	
4	The main material	✓	
5	The time allocation	✓	
6	The learning objective	✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓
8	Learning materials	✓	

9	Learning method			✓	
10	Learning media			✓	
11	Learning resources		✓		
12	Learning activity	a. Preliminary activities	✓		
		b. Main activities	1) Observing	✓	
			2) Questioning	✓	
			3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities	✓		
13	The assessment	a. Attitudes		✓	
		b. Knowledge	✓		
		c. Skills	✓		

Notes:

ET I : English Teacher I

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher I who teach 8th grade student on the lesson plan 1.B. There were 10 components on the lesson plan. The components were The identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Learning material; Learning resource; Learning activity that include

preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

c. Lesson Plan 1.C

The third document from English teacher I who teach 8th grade students was called lesson plan 1.C. The material of lesson plan 1.C is about Command, Prohibition, and Notice. The researcher found 10 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 1.C, the components of lesson plan explained as follow:

Table 4. 3 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 1.C

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity	✓	
4	The main material	✓	
5	The time allocation	✓	
6	The learning objective	✓	

7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement			✓	
8	Learning materials		✓		
9	Learning method			✓	
10	Learning media			✓	
11	Learning resources		✓		
12	Learning activity	a. Preliminary activities	✓		
		b. Main activities	1) Observing	✓	
			2) Questioning	✓	
			3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities	✓		
13	The assessment	a. Attitudes		✓	
		b. Knowledge	✓		
		c. Skills	✓		

Notes:

ET I : English Teacher I

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher I who teach 8th grade student on the lesson plan 1.C. There were 10 components on the lesson plan. The components were The identity of the school; The identity of subject or theme; The identity of class or semester; The

main material; Allocation of time; Objective of the study; Learning material; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

d. Lesson Plan 1.D

The fourth document from English teacher I who teach 8th grade students was called lesson plan 1.D. The material of lesson plan 1.D is about Invitation Card. The researcher found 10 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 1.D, the components of lesson plan explained as follow:

Table 4. 4 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 1.D

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity	✓	

4	The main material		✓		
5	The time allocation		✓		
6	The learning objective		✓		
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement			✓	
8	Learning materials		✓		
9	Learning method			✓	
10	Learning media			✓	
11	Learning resources		✓		
12	Learning activity	a. Preliminary activities	✓		
		b. Main activities	1) Observing	✓	
			2) Questioning	✓	
			3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities			
13	The assessment	a. Attitudes		✓	
		b. Knowledge	✓		
		c. Skills	✓		

Notes:

ET I : English Teacher I

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher I who teach 8th grade student on the lesson plan 1.D. There were 10 components on the

lesson plan. The components were the identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Learning material; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

2. Lesson Plan by English Teacher II

In this section, the researcher will explained the components of the 4 lesson plans used by the English teacher II. The second English teacher or English teacher II is teach 8th grade students. The material of those lesson plan such as lesson plan 2.A was There are & There is, and lesson plan 2.B was Expressing Willingness, lesson plan 2.C Ungkapan asking for attention, Checking Understanding, Appreciating, and Asking Opinion, and lesson plan 2.D was Expressing Capabilities.

a. Lesson Plan 2.A

The first document from English teacher II who teach 8th grade students was called lesson plan 2.A. the material of lesson plan 2.A is about There are & There is. The researcher found 12 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 2.A, the components of lesson plan explained as follow:

Table 4. 5 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 2.A

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity	✓	
4	The main material	✓	
5	The time allocation	✓	
6	The learning objective	✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement	✓	
8	Learning materials	✓	
9	Learning method	✓	
10	Learning media		✓
11	Learning resources	✓	
	a. Preliminary activities	✓	
	1) Observing	✓	
	2) Questioning	✓	

12	Learning activity	b. Main activities	3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities		✓	
13	The assessment	a. Attitudes			✓
		b. Knowledge		✓	
		c. Skills		✓	

Notes:

ET II : English Teacher II

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher II who teach 8th grade student on the lesson plan 2.A. There were 12 components on the lesson plan. The components were the identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement; Learning material; Learning method; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes,

knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

b. Lesson Plan 2.B

The second document from English teacher II who teach 8th grade students was called lesson plan 2.B. The material of lesson plan 2.B is about Expressing Willingness. The researcher found 12 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 2.B, the components of lesson plan explained as follow:

Table 4. 6 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 2.B

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity	✓	
4	The main material	✓	
5	The time allocation	✓	
6	The learning objective	✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement	✓	
8	Learning materials	✓	
9	Learning method	✓	
10	Learning media		✓

11	Learning resources		✓		
12	Learning activity	a. Preliminary activities	✓		
		b. Main activities	1) Observing	✓	
			2) Questioning	✓	
			3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
c. Post activities	✓				
13	The assessment	a. Attitudes		✓	
		b. Knowledge	✓		
		c. Skills	✓		

Notes:

ET II : English Teacher II

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher II who teach 8th grade student on the lesson plan 2.B. There were 12 components on the lesson plan. The components were the identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement; Learning material; Learning method; Learning resource; Learning activity that include preliminary

activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

c. Lesson Plan 2.C

The third document from English teacher II who teach 8th grade students was called lesson plan 2.C. The material of lesson plan 2.C is about Ungkapan asking for attention, Checking Understanding, Appreciating, and Asking Opinion. The researcher found 11 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 2.C, the components of lesson plan explained as follow:

Table 4. 7 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 2.C

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	
3	The class or semester identity		✓
4	The main material	✓	
5	The time allocation	✓	
6	The learning objective	✓	

7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓		
8	Learning materials		✓		
9	Learning method		✓		
10	Learning media			✓	
11	Learning resources		✓		
12	Learning activity	a. Preliminary activities	✓		
		b. Main activities	1) Observing	✓	
			2) Questioning	✓	
			3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities	✓		
13	The assessment	a. Attitudes		✓	
		b. Knowledge	✓		
		c. Skills	✓		

Notes:

ET II : English Teacher II

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher II who teach 8th grade student on the lesson plan 2.C. There were 11 components on the lesson plan. The components were the identity of the school; The identity of subject or theme; The main material; Allocation of time;

Objective of the study; Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement; Learning material; Learning method; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

d. Lesson Plan 2.D

The fourth document from English teacher II who teach 8th grade students was called lesson plan 2.D. The material of lesson plan 2.D is about Expressing Capabilities. The researcher found 13 components of lesson plan that used by English teacher for the lesson plan. Below the detail information from lesson plan 2.D, the components of lesson plan explained as follow:

Table 4. 8 Data Finding of The Categorization of Component Lesson Plan on The Lesson Plan 2.D

No	Components of Lesson Plan	ET I	
		A	NA
1	The school identity	✓	
2	The subject or theme identity	✓	

3	The class or semester identity		✓		
4	The main material		✓		
5	The time allocation		✓		
6	The learning objective		✓		
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓		
8	Learning materials		✓		
9	Learning method		✓		
10	Learning media		✓		
11	Learning resources		✓		
12	Learning activity	a. Preliminary activities	✓		
		b. Main activities	1) Observing	✓	
			2) Questioning	✓	
			3) Exploring or experimenting	✓	
			4) Analyzing	✓	
			5) Communicating	✓	
		c. Post activities	✓		
13	The assessment	a. Attitudes		✓	
		b. Knowledge	✓		
		c. Skills	✓		

Notes:

ET II : English Teacher II

A : Available

NA : Not Available

From the table above, the researcher analyze the component of lesson plan used by English teacher II who teach 8th grade

student on the lesson plan 2.D. There were 13 components on the lesson plan. The components were the identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement; Learning material; Learning method; Learning media; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills. The lesson plan has 3 main components based on the categories from The Minister of National Education Circular Letter No. 14 year 2019, the components such as objective, the learning activities and the assessment.

Based from the explanation of each lesson plan above, the researcher made a comparison table of the lesson plan. The table is made from two regulations such as The Minister of National Education Regulation No. 22 year 2016 and The Minister of National Education Circular Letter No. 14 year 2019. The table can be seen below:

Table 4. 9 The Lesson Plan Components Used by English Teacher I and English Teacher II

No	Components of Lesson Plan		ET I								ET II									
			1.A		1.B		1.C		1.D		2.A		2.B		2.C		2.D			
			A	N	A	N	A	N	A	N	A	N	A	N	A	N	A	N		
1	The school identity		✓		✓		✓		✓		✓		✓		✓		✓			
2	The subject or theme identity		✓		✓		✓		✓		✓		✓		✓		✓			
3	The class or semester identity		✓		✓		✓		✓		✓				✓		✓			
4	The main material		✓		✓		✓		✓		✓		✓		✓		✓			
5	The time allocation		✓		✓		✓		✓		✓		✓		✓		✓			
6	The learning objective		✓		✓		✓		✓		✓		✓		✓		✓			
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement			✓		✓		✓		✓		✓		✓		✓		✓		
8	Learning materials		✓		✓		✓		✓		✓		✓		✓		✓			
9	Learning method			✓		✓		✓		✓		✓		✓		✓		✓		
10	Learning media			✓		✓		✓		✓		✓		✓		✓		✓		
11	Learning resources		✓		✓		✓		✓		✓		✓		✓		✓			
12	Learning activity	a. Preliminary activities	✓		✓		✓		✓		✓		✓		✓		✓			
		b. Main activities	1) Observing	✓		✓		✓		✓		✓		✓		✓		✓		
			2) Questioning	✓		✓		✓		✓		✓		✓		✓		✓		
			3) Exploring or experimenting	✓		✓		✓		✓		✓		✓		✓		✓		
			4) Analyzing	✓		✓		✓		✓		✓		✓		✓		✓		
			5) Communicating	✓		✓		✓		✓		✓		✓		✓		✓		
c. Post activities	✓		✓		✓		✓		✓		✓		✓		✓		✓			
13	The assessment	a. Attitudes		✓		✓		✓		✓		✓		✓		✓		✓		
		b. Knowledge	✓		✓		✓		✓		✓		✓		✓		✓		✓	
		c. Skills	✓		✓		✓		✓		✓		✓		✓		✓		✓	

From the table above, both of the English teacher used same components of lesson plan. The researcher describes the findings about the

lesson plans component in general. The description of the findings as follow:

a. The school identity

Based on the findings from the analysis of the school identity on the lesson plan conducted by the researcher, it can be conclude that both of the teacher used or write the school identity. English teacher I has 4 school identity components and also English teacher II has 4 school identity components.

b. The subject or theme identity

Based on the findings from the analysis of the subject or theme identity on the lesson plan conducted by the researcher, it can be seen that both of the teacher used or write the subject or theme identity. English teacher I has 4 subject or theme identity components and also English teacher II has 4 subject or theme identity components.

c. The class or semester identity

Based on the findings from the analysis of the class or semester identity on the lesson plan conducted by the researcher, it can be known that the English teacher I used or write the class or semester identity. Meanwhile English teacher II doesn't write the class or semester on lesson plan 2.C. Thus, only 7 lesson plans have the class or semester identity. English teacher I has 4 class or semester identity components and also English teacher II has 3 class or semester identity components.

d. The main material

Based on the findings from the analysis of the main material on the lesson plan conducted by the researcher, it can be seen that both of the teacher used or write the main material. English teacher I has 4 main material components and also English teacher II has 4 main material components.

e. The time allocation

Based on the findings from the analysis of the time allocation on the lesson plan conducted by the researcher, it can be seen that both of the teacher used or write the time allocation. English teacher I has 4 time allocation components and also English teacher II has 4 time allocation components.

f. The learning objectives

The learning objectives is one of the main components in The Minister of National Education Circular Letter No. 14 year 2019. Based on the findings from the analysis of the learning objectives on the lesson plan conducted by the researcher, it can be conclude that both of the teacher used or write the learning objectives components. The learning objectives was in accordance with the basic competence of the material that written in the syllabus. The learning objective learning objectives also comply the ABCD criteria. English teacher I has 4 learning objectives components and also English teacher II has 4 learning objectives components.

- g. Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement

Based on the findings from the analysis of the basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement components on the lesson plan conducted by the researcher, it can be known that English teacher I didn't have the indicator of competencies achievement components. While English teacher II has 4 the indicator of competencies achievement components.

- h. Learning materials

Learning materials consist of relevant theory, facts, principles, and procedures which are written in point style according to the indicator of competency achievement. Based on the findings from the analysis of the learning material components on the lesson plan conducted by the researcher, it can be known that none of the lesson plans has learning material components, but the learning materials are written in the appendix to the lesson plans on a different sheet.

- i. Learning method

Based on the findings from the analysis of the learning method components on the lesson plan conducted by the researcher, it can be known that all lesson plans English teacher I doesn't write the learning method. Thus, only English teacher II write the learning methods.

- j. Learning media

Based on the findings from the analysis of the learning media components on the lesson plan conducted by the researcher, it can be known that of the eight components only one has learning media components on lesson plan 2.D. English teacher II has 1 the learning media.

k. Learning resources

Based on the findings from the analysis of the learning method components on the lesson plan conducted by the researcher, it can be known that all lesson plans have learning resources components.

l. Learning activity

According to The Minister of National Education Circular Letter No. 14 year 2019, learning activity is one of the main components of lesson plan. Based on the findings from the analysis of the learning activity components on the lesson plan conducted by the researcher, it can be interpreted that there were a variety activity lesson plan. In general, every lesson plan has three steps activity namely preliminary activities, main activities, and post activities. First, preliminary activities are to prepare students psychologically and physically to follow the learning process by generating motivation and focusing attention on students to actively participate in the learning process. Second, main activities is contained five activity namely observing, questioning, exploring/experimenting, analyzing and communicating. Several lesson plans didn't mention or describe all the activity of main activity

but some of lesson plan mention completely all the activity. Third, post activities is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. The activity in the lesson plan mostly used problem-based learning. English teacher I has 4 learning activity components and also English teacher II has 4 learning activity components.

m. The assessment

The assessment is one of the main components of lesson plan according to The Minister of National Education Circular Letter No. 14 year 2019. Based on the findings from the analysis of the assessment components on the lesson plan conducted by the researcher, it can be sum that the assessment is used to assess the students learning achievement. In the assessment includes the competence of attitudes, knowledge, and skills. It is written with short description of what will be assessed in learning and the tools or instrument for assessment that appropriate with the objective. Written assessment to assess students' knowledge and used product outcome from students to assess students' skill. In the interview the attitude assessment is actually used by the teacher but is not attached. Student attitude assessment is an assessment of student attendance journals. English teacher I has 4 assessment components and also English teacher II has 4 assessment components.

B. Discussions

This section presented the discussion of research findings. There are two problem statement purposed in this study and the discussion only focuses on them. As previously mentioned, the aim of this study is to analyze the component of lesson plan and the compatibility of the lesson plan with its implementation used by English teachers based on 2013 curriculum SMP Ta'mirul Islam Surakarta in academic year of 2022/2023.

The researcher used The Minister of National Education Circular Letter No. 14 year 2019 to analyze the lesson plan. The circular letter set from 13 components in The Minister of National Education Regulation No. 22 year 2016 only three the minimal interrelated components that must be written by the teacher while the others are complementary. Based from the findings, the researcher found some components on the lesson plan. The components were school identity, subject or theme identity, class or semester identity, main material, time allocation, basic competence, learning method, learning media, learning resources, learning activity, and the assessment.

The school identity is the name of educational unit. Based on the findings from the analysis of the school identity on the lesson plan the researcher conclude that both of the teacher used the school identity components. The school identity component was written completely i.e. SMP Ta'mirul Islam Surakarta as the educational unit.

The subject or theme identity is the course that will be taught. Based on the findings from the analysis of the subject or theme identity on the lesson plan the researcher resume that both of the teacher writes the subject or theme identity components. Thus, all of the lesson plans have the subject or theme identity components i.e. Bahasa Inggris.

The class identity is the grade of students, while the semester identity is a half-year term in a school. Based on the findings from the analysis of the class or semester identity on the lesson plan the researcher conclude that only 7 lesson plans have the class or semester identity components. The lesson plan written 8th grade in 1st semester.

The main material is the identity of the material that will be taught. Based on the findings of the main material on the lesson plan conducted by the researcher, it can be seen that the English teacher I and II write the main material identity on lesson plan. Thus, 8 lesson plans have the main material components.

The time allocation is the allocation of time that is considered by the number of lesson hours in the syllabus and basic competence that must be achieved. Based on the findings from the analysis of the time allocation on the lesson plan the researcher conclude that all lesson plans have the time allocation components.

The learning objectives is product and process of learning that expected to be achieved by students represented in lesson plan based on basic competence. Based on the findings from the analysis of the learning

objectives on the lesson plan the researcher conclude that both of the teacher used the learning objectives components. The learning objectives was in accordance with the basic competence of the material determined in the 2013 curriculum that written in the syllabus. The learning objective learning objectives also comply the ABCD criteria. This is in line with The Minister of National Education Circular Letter No. 14 year 2019 that the lesson plan should have the learning objectives component.

Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement Based on the findings from the analysis of the basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement components on the lesson plan conducted by the researcher, it can be known that English teacher I didn't have the indicator of competencies achievement components. While English teacher II has 4 the indicator of competencies achievement components.

Learning materials consist of relevant theory, facts, principles, and procedures which are written in point style according to the indicator of competency achievement. Based on the findings from the analysis of the learning material components on the lesson plan conducted by the researcher, it can be known that none the lesson plans have learning material components, but the learning materials are written in the appendix to the lesson plans on a different sheet.

Learning method is particular method applied by a teacher for create learning situation and learning process through which learners achieve the

basic competence or a series of indicator determined. Based on the findings from the analysis of the learning method components on the lesson plan the researcher conclude that all lesson plans English teacher I doesn't write the learning method. Thus, only English teacher II write the learning methods.

Learning media is the learning tools to deliver the material. Based on the findings from the analysis of the learning media components on the lesson plan the researcher, conclude of the eight components only one has learning media components on lesson plan 2.D. English teacher II has 1 the learning media.

Learning resources is a relevant source that used by the teacher for the teaching-learning activity. Based on the findings from the analysis of the learning method components on the lesson plan the researcher conclude that English teacher I and English teacher II that wrote learning resources in the lesson plans.

Learning activity is carried out through preliminary activities, main activities, and post activities. Based on the findings from the analysis of the learning activity components on the lesson plan the researcher can conclude that there were a variety activity lesson plan. In general, every lesson plan has three steps activity namely preliminary activities, main activities, and post activities. First, preliminary activities is to prepare students psychologically and physically to follow the learning process by generating motivation and focusing attention on students to actively participate in the learning process. Second, main activities are contained five activity namely

observing, questioning, exploring/experimenting, analyzing and communicating. This is in line with the scientific approach in 2013 curriculum, the learning activity is manifested in a systematic effort to get answers to a problem through five activities include observing, questioning, exploring/experimenting, analyzing and communicating (Hasan, 2013:167). Several lesson plans didn't mention or describe all the activity of main activity but some of lesson plan mention completely all the activity. Third, post activities is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. The activity in the lesson plan mostly used problem-based learning. Problem based learning model is a problem-based learning model that can increase students' creativity by using real problems that students must understand and learn in order to train and grow critical thinking skills in solving problems (Trianingsih & Mawardi, 2020). This is in line with The Minister of National Education Circular Letter No. 14 year 2019 that the lesson plan should have the learning objectives component.

The assessment is carry out to evaluate students' outcome of study. Based on the findings from the analysis of the assessment components on the lesson plan the researcher conclude that the assessment is used to assess the students learning achievement. All of the assessment in the lesson plan was accordance with The Minister of National Education Regulation No. 6 year 2013 about Educational assessment standards, 2013 curriculum assessment includes the competence of attitudes, knowledge, and skills. The

assessment is written with short description of what will be assessed in learning and the tools or instrument for assessment that appropriate with the objective. Written assessment to assess students' knowledge and used product outcome from students to assess student's skill. In the interview the attitude assessment is actually used by the teacher but is not attached. Student attitude assessment is an assessment of student attendance journals. This is in line with The Minister of National Education Circular Letter No. 14 year 2019 that the lesson plan should have the learning objectives component.

From the findings the researcher found the variety of lesson plan components used by English teacher in lesson plan. All of the teacher used the three main components such as learning objectives, learning activities and learning assessment in their lesson plan, while for the other component or complementary each teacher also chose or used same component for each lesson plan. Several complementary used in the lesson plan include the identity of the school, the identity of subject or theme, the identity of class or semester, the main material, time allocation, basic competence, learning method, learning media, and learning resources. The first English teacher used 10 components in lesson plan 1.A, 1.B, 1.C and 1.D. The second English teacher used 12 components in lesson plan 2.A and 2.B, 11 components in lesson plan 2.C and 13 components in lesson plan 2.D.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study is concerned in analyzing the components of lesson plan used by English teacher at SMP Ta'mirul Islam Surakarta in academic year 2022/2023 referring to 2013 curriculum. In line with the objective of the study to analyze the components of lesson plan used by English teacher at SMP Ta'mirul Islam Surakarta in academic year 2022/2023 referring to 2013 curriculum based on the all of data above, it can be concluded from 13 component (The identity of the school; The identity of subject or theme; The identity of class or semester; The main material; Allocation of time; Objective of the study; Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement; Learning material; Learning method; Learning media; Learning resource; Learning activity that include preliminary activities, main activities such as observing, questioning, exploring/experimenting, analyzing and communicating, and the post activities; assessment that include the competence of attitudes, knowledge, and skills) there are several lesson plan components that are not written by the English teacher I such as; Basic competence (Kompetensi Dasar/KD); Learning method; and Learning media. Meanwhile, the English teacher II did not write The identity of class or semester and Learning media in the lesson plan. It means that all English teacher's lesson plan was appropriate

with The Minister of National Education Circular Letter No. 14 year 2019 regulation.

There were eight lesson plans from two English teacher that has been analyzed by the researcher. Generally, all the lesson plans have learning objectives, learning activity and assessment components that based on the standard of The Minister of National Education Circular Letter No. 14 year 2019. Meanwhile for the complementary of the lesson plan was variety since the teacher free to make, choose, develop and use lesson plans in accordance with the principles of efficient, effective and oriented to the needs of students.

B. Suggestions

To follow up on the research findings of this study, several suggestions are proposed to the following parties:

1. For the English Teacher

It suggested that the teacher should revise their shortages and improve their knowledge and skills especially related to developing a good lesson plan which is based on the rules stated in the curriculum 2013, so they are able to conduct effective, appropriate and interesting teaching-learning process for the students. The teacher can develop more creative and interesting learning using technology and do the interesting learning activity in the class. The teacher also should pay attention on several things which were still in problems related to the lesson plans developed learning activity in

limited time and make interested learning activity based on students' need. Furthermore, it is suggested that the teacher should utilize the time effectively so they can prepare and develop their lesson plans appropriately suiting the students' needs and interests.

2. For the Educational Unit

It is recommended that they should lead the teachers to the great of the teaching-learning process through providing the teacher's guidelines and strategies to enhance their competence in teaching. Further, it is recommended their performance and ability by joining the training, workshops, comparative studies, and lots of other teachers' forums specifically related to the curriculum development and its current issues.

3. For the Other Researcher

The objective of this study is to analyze the component of lesson at SMP Ta'mirul Islam Surakarta. Therefore, it is expected that the limitation of this research will encourage other researcher who wish to carry out similar studies to investigate more about lesson plan. Beside the shortcomings made by the researcher with more specific analysis on the lesson plan involving several or many participants as well as accompanied by its implementation in the classroom are needed to be able to generalize. These specific researchers are hoped to identify many other strengths of this work and to investigate other weaknesses that will probably be found in the future.

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APPENDICES

INTERVIEW

A. Interview with First Teacher

Time : July 24, 2022

Setting : SMP Ta'mirul Islam Surakarta

X : Interviewer

Y : Mrs. I

X : Apa kurikulum yang digunakan di SMP Ta'mirul Islam Surakarta?

Y : SMP Ta'mirul Islam menggunakan kurikulum 2013.

X : Apa Ibu sudah pernah mendengar mengenai kurikulum 2022 atau kurikulum prototype?

Y : Ya, sudah.

X : Apakah Ibu sudah ada wacana untuk menggunakan kurikulum 2022 atau kurikulum prototype tersebut?

Y : Kurikulum 2022 itu nanti rencananya akan digunakan tahun depan. Jadi kurikulum 2013 ini masih digunakan sampai menghabiskan tahun ini. Tahun depan baru menggunakan kurikulum 2022. Lagi pula belum ada pelatihan-pelatihan mengenai kurikulum yang baru, tapi intinya sebenarnya sama antara kurikulum 2013 dan kurikulum 2022 hanya saja kurikulum 2022 materinya dipersempit lagi.

X : Apa RPP yang Ibu gunakan saat mengajar?

Y : RPP yang digunakan di SMP Ta'mirul Islam Surakarta menggunakan format RPP satu lembar atau format RPP yang terbaru.

X : Untuk format RPP, apakah sudah ditentukan oleh sekolah atau institusi?

Y : Ada format dari MGMP yang bisa digunakan oleh guru namun pengembangannya dapat disesuaikan oleh masing-masing guru.

X : Mengenai penilaian yang tercantum dalam RPP, apa masih menggunakan tiga penilaian, penilaian pengetahuan, sikap dan ketrampilan?

Y : Untuk penilaian hanya dua saja, penilaian pengetahuan dan ketrampilan. Untuk penilaian sikap sebenarnya digunakan akan tetapi memang tidak saya lampirkan dalam RPP. Penilaian sikap itu hanya diambil dari jurnal kehadiran siswa.

X : Apakah Ibu mengalami kesulitan dalam mengimplementasikan RPP?

Y : Terkadang alokasi waktu antara kelas satu dengan yang lain itu berbeda karena, disesuaikan dengan kondisi. Misalnya ada yang kelas A dan kelas C itu biasanya yang nilainya tinggi-tinggi itu nanti satu RPP atau satu materi penuh bisa satu minggu atau empat jam mata pelajaran (4 JP) sudah bisa selesai.

B. Interview with Second Teacher

Time : July 24, 2022

Setting : SMP Ta'mirul Islam Surakarta

X : Interviewer

- Y : Mrs. T
- X : Apa kurikulum yang digunakan di SMP Ta'mirul Islam Surakarta?
- Y : SMP Ta'mirul Islam menggunakan kurikulum 2013.
- X : Apa Ibu sudah pernah mendengar mengenai kurikulum 2022 atau kurikulum prototype?
- Y : Ya, saya sudah mendengar ada kurikulum 2022.
- X : Apakah Ibu sudah ada wacana untuk menggunakan kurikulum 2022 atau kurikulum prototype tersebut?
- Y : untuk implementasinya belum dilakukan karena tidak ada wacana atau kebijakan yang mengharuskan menggunakan kurikulum tersebut.
- X : Apa RPP yang Ibu gunakan saat mengajar?
- Y : Di SMP Ta'mirul Islam Surakarta menggunakan format RPP terbaru atau biasa disebut dengan RPP satu lembar.
- X : Untuk format RPP, apakah sudah ditentukan oleh sekolah atau institusi?
- Y : Format RPP dari MGMP dan pengembangannya dapat disesuaikan oleh masing-masing guru.
- X : Mengenai penilaian yang tercantum dalam RPP, apa masih menggunakan tiga penilaian, penilaian pengetahuan, sikap dan ketrampilan?
- Y : Untuk penilaian hanya dua saja, penilaian pengetahuan dan ketrampilan. Penilaian sikap diambil dari jurnal kehadiran siswa tetapi tidak saya lampirkan dalam RPP.

X : Apakah Ibu mengalami kesulitan dalam mengimplementasikan RPP?

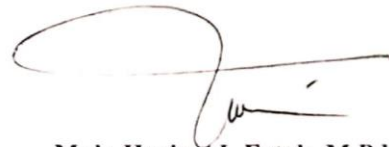
Y : Kesulitannya alokasi waktu terbatas jadi materi harus disampaikan dengan tepat waktu sesuai dengan kemampuan siswa, untuk lainnya saya tidak mengalami masalah saat mengimplementasikan RPP.

VALIDATOR SHEET

The thesis data of Irma Rohmawati (183221224) entitled "AN ANALYSIS OF LESSON PLAN USED BY ENGLISH TEACHER BASED ON 2013 CURRICULUM AT SMP TA'MIRUL ISLAM SURAKARTA IN ACADEMIC YEAR 2022/2023" has been validated by Muh. Husin AL Fatah, M.Pd., 13 December 2022.

Sukoharjo, 13 December 2022

Validator



Muh. Husin AL Fatah, M.Pd.

NIP. 19890730 201701 1 151

DOCUMENTS VALIDATION OF LESSON PLAN

A. Lesson Plan by English Teacher I

1. Lesson Plan 1.A

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Ta'mirul Islam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Ungkapan menghargai kinerja & meminta dan memberi pendapat
Alokasi Waktu : 2 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan ungkapan menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya dengan benar
2. Melakukan percakapan transaksional sederhana dengan menggunakan ungkapan menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya dengan benar

Media Pembelajaran, Alat/bahan dan Sumber Belajar

- Media : -
- Alat/Bahan: Papan Tulis, Spidol, Penghapus
- Sumber Belajar :
 1. Buku Siswa Kelas VIII. When English Rings the Bell, chapter 1. Kementerian Pendidikan dan Kebudayaan. 2013
 2. Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/MTs Kelas VIII Semester 1 Edisi Revisi Terbaru
 3. <https://www.nurdiono.com/expression-of-checking-for-understanding.html>
 4. <http://www.bahasainggriso.com/>

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan materi/tema/kegiatan selanjutnya	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik membaca percakapan terkait materi menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya
Critical Thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik, misalnya: Who are involved in the conversation? Where does the dialogue happen? When does the dialogue happen? What do they talk about? Which sentences include the expression of showing appreciation and asking and giving opinion?
Collaboration	Peserta didik mengidentifikasi perbedaan penggunaan ungkapan menghargai kinerja & meminta dan mengungkapkan pendapat yang ada di dalam percakapan kemudian mengartikan ungkapan-ungkapan tersebut ke Bahasa Indonesia
Communication	Peserta didik diberi tugas menyusun percakapan acak terkait materi ungkapan menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya kemudian salah satu kelompok membaca percakapan yang telah disusun dengan benar. Guru dan peserta didik membahas percakapan yang telah disusun di dibaca oleh perwakilan kelompok

Creativity	Guru dan peserta didik membuat kesimpulan mengenai hal-hal yang telah dipelajari terkait materi ungkapan menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya. Guru memberi tugas melengkapi percakapan terkait materi ungkapan menghargai kinerja & meminta dan mengungkapkan pendapat serta responnya, tugas dikumpulkan pertemuan berikutnya.
Kegiatan Penutup	
Peserta didik beserta Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	
Melakukan doa penutup dan salam penutup	

Penilaian Hasil Pembelajaran

Penilaian Pengetahuan

Berupa tes tertulis : Uraian

Pedoman Penilaian : Tiap nomor benar diberi skor 2

Total Nilai : Jumlah skor maximal x 10 =100

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat percakapan

Surakarta, 09 Juli 2022

Mengetahui,
Kepala SMP Ta'mirul Islam
Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Tina Handayani, S.Pd

No	Components of Lesson Plan	ET I		
		A	NA	Ben ar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓

3	The class or semester identity		✓		✓	
4	The main material		✓		✓	
5	The time allocation		✓		✓	
6	The learning objective		✓		✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement			✓	✓	
8	Learning materials		✓		✓	
9	Learning method			✓	✓	
10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
		c. Post activities	✓		✓	
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

2. Lesson Plan 1.B

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Ta'mirul Islam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Must (Obligation) & Can (Suggestion)
Alokasi Waktu : 2 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan dengan benar
2. Melakukan percakapan transaksional sederhana dengan menggunakan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan dengan benar

Media Pembelajaran, Alat/bahan dan Sumber Belajar

- Media : -
- Alat/Bahan: Papan Tulis, Spidol, Penghapus
- Sumber Belajar :
 1. Buku Siswa Kelas VIII. When English Rings the Bell, chapter 1. Kementerian Pendidikan dan Kebudayaan. 2013
 2. Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/MTs Kelas VIII Semester 1 Edisi Revisi Terbaru
 3. <https://bahasainggrissmp-mts.blogspot.com/2018/materi-bahasa-inggris-kelass-viii.html>
 4. <http://www.mediainggris.com/2020/10/obligation-prohibition-and.html>

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa.
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan materi/tema/kegiatan selanjutnya

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi ungkapan memberi dan meminta informasi terkait keharusan, larangan dan himbauan	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik membaca percakapan terkait materi ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan
Critical Thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik, misalnya: Who are involved in the first and second conversation? Where does the first and second dialogue happen? When does the first and second dialogue happen? What do the first and second dialogue talk about? Which sentences include the expression of obligation and suggestion?
Collaboration	Peserta didik mengidentifikasi perbedaan penggunaan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan dan mencari ungkapan obligation & suggestion yang ada di dalam percakapan kemudian mengartikan ungkapan-ungkapan tersebut ke Bahasa Indonesia
Communication	Peserta didik diberi tugas melengkapi kalimat dengan menggunakan ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan kemudian salah satu siswa membaca percakapan yang telah dibuat. Guru dan peserta didik membahas percakapan yang telah disusun di dibaca oleh perwakilan kelompok
Creativity	Guru dan peserta didik membuat kesimpulan mengenai hal-hal yang telah dipelajari terkait materi ungkapan memberi dan meminta informasi te keharusan, larangan, himbauan Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami Guru memberi tugas membuat percakapan terkait materi ungkapan memberi dan meminta informasi terkait keharusan, larangan, himbauan, tugas dikumpulkan pertemuan berikutnya.
Kegiatan Penutup	

Peserta didik beserta Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

Melakukan doa penutup dan salam penutup

Penilaian Hasil Pembelajaran

Penilaian Pengetahuan

Berupa tes tertulis : Uraian

Pedoman Penilaian : Tiap nomor benar diberi skor 2

Total Nilai : Jumlah skor maksimal x 10 = 100

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat percakapan

Surakarta, 09 Juli 2022

Mengetahui,
Kepala SMP Ta'mirul Islam
Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Tina Handayani, S.Pd

No	Components of Lesson Plan	ET I		
		A	NA	Benar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓
3	The class or semester identity	✓		✓
4	The main material	✓		✓
5	The time allocation	✓		✓
6	The learning objective	✓		✓
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓	✓
8	Learning materials	✓		✓

9	Learning method			✓	✓	
10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
d. Post activities	✓		✓			
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

3. Lesson Plan 1.C

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Ta'mirul Islam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Command, Prohibition, and Notice
Alokasi Waktu : 2 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dari ungkapan menyatakan perintah (*command*), larangan (*prohibition*), dan teks *notice* dengan benar
2. Menangkap makna dari ungkapan perintah (*command*), larangan (*prohibition*), dan teks *notice* dengan benar

Media Pembelajaran, Alat/bahan dan Sumber Belajar

- Media : -
- Alat/Bahan: Papan Tulis, Spidol, Penghapus, Lembar Kerja Siswa
- Sumber Belajar : Internet(<https://www.mediainggris.com/2020/10/materi-bahasa-inggris-smpmts-kelas-8.html>);
<https://www.englishcafe.co.id/definisi-dan-contoh-text-peringatan-singkat-notice-warning-dan-caution-dalam-bahasa-inggris/>;
<https://www.bahasainggris.co.id/definitions-of-command-and-prohibition-with-example-and-dialogue-pengertian-memerintah-dan-melarang-beserta-contoh-dan-dialog/>

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
Mengaitkan materi/ tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi tentang <i>Command, Prohibition, and Notice</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk membaca percakapan terkait materi <i>Command and Prohibition</i> dan mengamati gambar <i>Notice</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik terkait dengan materi <i>Command and Prohibition Notice</i> , misalnya: <ul style="list-style-type: none"> ▪ How many people at the dialogue? Who are they? ▪ What is the conversation about? ▪ Which one are the expressions of command in the dialogue 1? ▪ Which one are the expressions of prohibition in the dialogue 2? ▪ What kind of text/ picture is it? ▪ What does the text/ picture mean? ▪ Where do we usually find the text/picture?
Collaboration	Pese Peserta didik mengerjakan soal-soal terkait materi tentang <i>Command and Prohibition Notice</i> pada lembar latihan soal yang telah disediakan oleh guru.
Communication	Guru dan peserta didik membahas soal-soal yang telah dikerjakan di kelas.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. Guru memberi tugas kepada peserta didik untuk membuat teks percakapan mengenai <i>Command and Prohibition Notice</i> sederhana.
Kegiatan Penutup	

Peserta didik beserta Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam.

Penilaian Hasil Pembelajaran

Penilaian Pengetahuan

Berupa tes tertulis : Pilihan ganda

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat *Notice*

Surakarta, 03 Januari 2022

Mengetahui,
Kepala SMP Ta'mirul Islam
Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Tina Handayani, S.Pd

No	Components of Lesson Plan	ET I		
		A	NA	Benar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓
3	The class or semester identity	✓		✓
4	The main material	✓		✓
5	The time allocation	✓		✓
6	The learning objective	✓		✓
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓	✓
8	Learning materials	✓		✓
9	Learning method		✓	✓

10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
		c. Post activities	✓		✓	
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

4. Lesson Plan 1.D

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Ta'mirul Islam

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Materi Pokok : Invitation Card

Alokasi Waktu : 2 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Mengidentifikasi struktur teks, fungsi sosial, unsur kebahasaan yang terdapat dalam undangan pribadi (*invitation card*) dengan benar.

Media Pembelajaran, Alat/bahan dan Sumber Belajar

- Media : -
- Alat/Bahan: Papan Tulis, Spidol, Penghapus
- Sumber Belajar : Internet (<https://englishclas.com/pengertian-invitation-text-generic-structure-dan-contohnya/>)

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.	
Mengaitkan materi/ tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ tema/ kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi tentang <i>invitation card</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk membaca contoh teks <i>invitation card</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik terkait dengan materi <i>invitation card</i> , misalnya:

	<ul style="list-style-type: none"> ▪ What is the type of invitation card? ▪ Who is the sender of the invitation card? ▪ Where is the event take place? ▪ When is the event start? ▪ What is the purpose of the text?
Collaboration	Peserta didik mengerjakan soal-soal terkait materi tentang <i>invitation card</i> pada lembar latihan soal yang telah disediakan oleh guru.
Communication	Guru dan peserta didik membahas soal-soal yang telah dikerjakan di kelas.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. Guru memberi tugas kepada peserta didik untuk membuat teks <i>invitation card</i> sederhana.
Kegiatan Penutup	
Peserta didik beserta Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	
Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam.	

Penilaian Hasil Pembelajaran

Penilaian Pengetahuan

Berupa tes tertulis : Uraian

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat teks *invitation card* sederhana

Surakarta, 20 September 2021

Mengetahui,
Kepala SMP Ta'mirul Islam
Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Tina Handayani, S.Pd

No	Components of Lesson Plan		ET I			
			A	NA	Ben ar	
1	The school identity		✓		✓	
2	The subject or theme identity		✓		✓	
3	The class or semester identity		✓		✓	
4	The main material		✓		✓	
5	The time allocation		✓		✓	
6	The learning objective		✓		✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement			✓	✓	
8	Learning materials		✓		✓	
9	Learning method			✓	✓	
10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
		c. Post activities	✓		✓	
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

B. Lesson Plan by English Teacher II

1. Lesson Plan 2.A

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan SMP Ta'mirul Islam	Mata Pelajaran Bahasa Inggris	Kelas/ Semester VIII/1	Materi Pokok there are & there is	Alokasi Waktu 2 x 40 menit
Kompetensi Dasar 3.6. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang mengakibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan there is/are) 4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Tujuan Pembelajaran Dengan menggunakan metode Scientific Approach, peserta didik dapat: <ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan ungkapan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan benar Melakukan percakapan transaksional sederhana dengan menggunakan ungkapan memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan benar 	Media -		
		Alat/Bahan Lembar modul, papan tulis, spidol, penghapus, dan lembar contoh soal untuk peserta didik		
		Sumber Belajar https://www.guruspensaka.com/2020/08/bahasa-inggris-kelas-8-chapter-ii.html		
Langkah – Langkah Pembelajaran				
Kegiatan Pendahuluan				
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran, dan memeriksa kehadiran peserta didik. 2. Menjelaskan hal – hal yang akan dipelajari, dan kompetensi yang akan dicapai.				
Kegiatan Inti				
Observation (Kegiatan Literasi)	<ul style="list-style-type: none"> Guru memberikan penjelasan informasi terkait there are and there is, sesuai dengan konteks penggunaannya. Peserta didik diminta untuk mengidentifikasi there are and there is Peserta didik membentuk kelompok belajar. 			
Questioning (Critical Thinking)	<ul style="list-style-type: none"> Guru mengajak peserta didik untuk berdiskusi dan mengarahkan agar peserta didik dapat merumuskan pertanyaan atau permasalahan informasi terkait there are and there is, sesuai dengan konteks penggunaannya. 			

Collecting Data (Collaboration)	<ul style="list-style-type: none"> • Peserta didik diminta untuk mengidentifikasi fungsi sosial ungkapan there are and there is secara berkelompok. • Peserta didik diminta membuat ungkapan terkait there are and there is sesuai dengan konteks penggunaannya.
Associating (Communication)	<ul style="list-style-type: none"> • Peserta didik diminta untuk membahas hasil praktik dalam kelompok. • Guru dapat melakukan intervensi dalam diskusi Peserta didik diminta untuk membuat laporan sementara hasil praktik.
Communicating (Creativity)	<ul style="list-style-type: none"> • Peserta didik diminta untuk melakukan presentasi hasil kerja kelompok. • Guru memfasilitasi dalam melakukan simpulan hasil kegiatan peserta didik. • Guru memberikan tugas kelompok untuk dikerjakan di rumah.
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam. 	
Penilaian Hasil Pembelajaran: Penilaian Pengetahuan. Berupa tes tertulis pilihan ganda secara langsung Penilaian Keterampilan. Berupa penilaian untuk kerja, penilaian proyek	

Surakarta, 09 Juli 2022

Mengetahui,
 Kepala SMP Ta'mirul Islam
 Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Ita Fatmawati, M. Pd

No	Components of Lesson Plan	ET II		
		A	NA	Ben ar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓
3	The class or semester identity	✓		✓
4	The main material	✓		✓
5	The time allocation	✓		✓

6	The learning objective		✓		✓	
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓		✓	
8	Learning materials		✓		✓	
9	Learning method		✓		✓	
10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
		c. Post activities	✓		✓	
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

2. Lesson Plan 2.B

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan SMP Ta'mirul Islam	Mata Pelajaran Bahasa Inggris	Kelas/ Semester VIII/1	Materi Pokok Expressing Willingness	Alokasi Waktu 2 x 40 menit				
Kompetensi Dasar 3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan <i>can, will</i>) 4.2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Tujuan Pembelajaran Dengan menggunakan metode Scientific Approach, peserta didik dapat: <ul style="list-style-type: none"> Mengidentifikasi fungsi sosial teks, membedakan, menuliskan, menyusun kalimat dan unsur kebahasaan yang terkait dengan kemauan untuk melakukan suatu tindakan. Peserta didik mampu membuat <i>expressing willingness</i> lisan maupun tulisan sehari-hari dalam bentuk sederhana dan menarik sesuai dengan konteks penggunaannya. 	Media -	Alat/Bahan Lembar modul, Papan tulis, spidol, penghapus, dan lembar contoh soal untuk peserta didik	Sumber Belajar https://www.guruspensaka.com/2020/08/bahasa-inggris-kelas-8-chapter-ii.html				
		Langkah – Langkah Pembelajaran						
		Kegiatan Pendahuluan						
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran, dan memeriksa kehadiran peserta didik. 2. Menjelaskan hal – hal yang akan dipelajari, dan kompetensi yang akan dicapai.								
Kegiatan Inti								
Observation (Kegiatan Literasi)	<ul style="list-style-type: none"> Guru memberikan penjelasan informasi terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. Peserta didik diminta untuk mengidentifikasi <i>expressing willingness</i> Peserta didik membentuk kelompok belajar. 							
Questioning (Critical Thinking)	<ul style="list-style-type: none"> Guru mengajak peserta didik untuk berdiskusi dan mengarahkan agar peserta didik dapat merumuskan pertanyaan atau permasalahan informasi terkait kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. 							
Collecting Data (Collaboration)	<ul style="list-style-type: none"> Peserta didik diminta untuk mengidentifikasi fungsi sosial ungkapan kemauan secara berkelompok. Peserta didik diminta membuat ungkapan terkait kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. 							

Associating (Communication)	<ul style="list-style-type: none"> • Peserta didik diminta untuk membahas hasil praktik dalam kelompok. • Guru dapat melakukan intervensi dalam diskusi Peserta didik diminta untuk membuat laporan sementara hasil praktik.
Communicating (Creativity)	<ul style="list-style-type: none"> • Peserta didik diminta untuk melakukan presentasi hasil kerja kelompok. • Guru memfasilitasi dalam melakukan simpulan hasil kegiatan peserta didik. • Guru memberikan tugas kelompok untuk dikerjakan di rumah.
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam. 	
Penilaian Hasil Pembelajaran: Penilaian Pengetahuan. Berupa tes tertulis pilihan ganda secara langsung Penilaian Keterampilan. Berupa penilaian untuk kerja, penilaian proyek	

Surakarta, 09 Juli 2022

Mengetahui,
 Kepala SMP Ta'mirul Islam
 Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Ita Fatmawati, M. Pd

No	Components of Lesson Plan	ET II		
		A	NA	Ben ar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓
3	The class or semester identity	✓		✓
4	The main material	✓		✓
5	The time allocation	✓		✓
6	The learning objective	✓		✓

7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓		✓	
8	Learning materials		✓		✓	
9	Learning method		✓		✓	
10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
		c. Post activities	✓		✓	
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

3. Lesson Plan 2.C

<p>Satuan Pendidikan SMP Ta'mirul Islam</p>	<p>Mata Pelajaran Bahasa Inggris</p>	<p>Materi Pokok Ungkapan asking for attention, checking understanding, appreciating, asking opinion</p>	<p>Alokasi Waktu 2 x 40 menit</p>
<p>Kompetensi Dasar 3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks</p>	<p>Tujuan Pembelajaran Dengan menggunakan metode Scientific Approach, peserta didik dapat:</p> <ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan asking for attention, checking understanding, appreciating, asking opinion • Siswa mampu menyusun kalimat ungkapan asking for attention, checking understanding, appreciating, asking opinion 	<p>Media -</p> <p>Alat/Bahan Lembar modul, papan tulis, spidol, penghapus, dan contoh dialog.</p> <p>Sumber Belajar</p> <ul style="list-style-type: none"> ▪ https://www.kelaspintar.id/blog/edutech/asking-for-attention-adalah-cara-agar-kamu-diperhatikan-4472/amp/ ▪ https://englishadmin.com/2020/07/contoh-soal-asking-and-giving-opinion-dan-jawabannya.html ▪ https://www.kuliahbahasa ainggri s.com/15-contoh-soal-semester-1-bahasa-inggris-kelas-8-s 	
<p>Langkah – Langkah Pembelajaran</p>			
<p>Kegiatan Pendahuluan</p>			
<ol style="list-style-type: none"> 1. Melakukan Pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran, memeriksa kehadiran peserta didik. 2. Menjelaskan hal – hal yang akan dipelajari, dan kompetensi yang akan dicapai. 			
<p>Kegiatan Inti</p>			
<p>Observation (Kegiatan Literasi)</p>	<ul style="list-style-type: none"> • Guru menjelaskan materi tentang ungkapan asking for attention, checking understanding, appreciating, asking opinion dan menuliskannya di papan tulis. • Peserta didik memperhatikan materi, berupa struktur teks dan unsur kebahasaan dalam ungkapan asking for attention, checking understanding, appreciating, asking opinion. (Berpikir kritis) 		
<p>Questioning (Critical Thinking)</p>	<ul style="list-style-type: none"> • Peserta didik mencatat materi yang dituliskan di papan tulis. • Guru memberi kesempatan kepada siswa untuk bertanya. 		

Collecting Data (Collaboration)	<ul style="list-style-type: none"> • Peserta didik berkelompok terdiri dari 2 orang untuk mengerjakan soal tentang ungkapan asking for attention, checking understanding, appreciating, asking opinion. (kolaborasi)
Associating (Communication)	<ul style="list-style-type: none"> • Guru bersama peserta didik membahas jawaban soal ungkapan asking for attention, checking understanding, appreciating, asking opinion.
Communicating (Creativity)	<ul style="list-style-type: none"> • Peserta didik diminta untuk melakukan presentasi hasil kerja kelompok. • Guru memfasilitasi dalam melakukan simpulan hasil kegiatan peserta didik. • Guru memberikan tugas kelompok untuk dikerjakan di rumah.
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam. 	
<p>Penilaian Hasil Pembelajaran: Penilaian Pengetahuan. Berupa tes tertulis pilihan ganda secara langsung Penilaian Keterampilan. Berupa penilaian untuk kerja, penilaian proyek, penilaian produk, dan penilaian portofolio</p>	

Surakarta, 20 Mei 2022

Mengetahui,
 Kepala SMP Ta'mirul Islam
 Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Ita Fatmawati, M. Pd

No	Components of Lesson Plan	ET II		
		A	NA	Benar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓
3	The class or semester identity		✓	✓
4	The main material	✓		✓
5	The time allocation	✓		✓
6	The learning objective	✓		✓

7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement		✓		✓	
8	Learning materials		✓		✓	
9	Learning method		✓		✓	
10	Learning media			✓	✓	
11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
		c. Post activities	✓		✓	
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	

4. Lesson Plan 2.D

Satuan Pendidikan SMP Ta'mirul Islam	Mata Pelajaran Bahasa Inggris	Kelas/ Semester VIII/1	Materi Pokok Expressing Capabilities	Alokasi Waktu 2 x 40 menit
Kompetensi Dasar 3.2. Menerepakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang mengakibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan <i>can, will</i>) 4.6. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Tujuan Pembelajaran Dengan menggunakan metode Scientific Approach, peserta didik dapat: <ul style="list-style-type: none"> Mengidentifikasi fungsi sosial teks, membedakan, menuliskan, menyusun kalimat dan unsur kebahasaan yang terkait dengan kemampuan untuk melakukan suatu tindakan. Peserta didik mampu membuat <i>expressing capabilities</i> lisan maupun tulisan sehari-hari dalam bentuk sederhana dan menarik sesuai dengan konteks penggunaannya. 	Media : Luring	Alat/Bahan Lembar modul, papan tulis, spidol, penghapus, dan lembar contoh soal untuk peserta didik	Sumber Belajar https://scholarsenglish.id/expressing-capability
		Langkah – Langkah Pembelajaran		
Kegiatan Pendahuluan				
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran, dan memeriksa kehadiran peserta didik. 2. Menjelaskan hal – hal yang akan dipelajari, dan kompetensi yang akan dicapai.				
Kegiatan Inti				
Observation (Kegiatan Literasi)	<ul style="list-style-type: none"> Guru memberikan penjelasan informasi terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. Peserta didik diminta untuk mengidentifikasi <i>expressing capabilities</i> Peserta didik membuat kelompok belajar. 			
Questioning (Critical Thinking)	<ul style="list-style-type: none"> Guru mengajak peserta didik untuk berdiskusi dan mengarahkan agar peserta didik dapat merumuskan pertanyaan atau permasalahan informasi terkait kemampuan, melakukan tindakan, sesuai dengan konteks penggunaannya. 			
Collecting Data (Collaboration)	<ul style="list-style-type: none"> Peserta didik diminta untuk mengidentifikasi fungsi sosial ungkapan kemampuan dan kemauan secara berkelompok. Peserta didik diminta membuat ungkapan terkait kemampuan dan kemauan, melakukan tindakan, sesuai dengan konteks penggunaannya. 			
Associating (Communication)	<ul style="list-style-type: none"> Peserta didik diminta untuk membahas hasil praktik dalam kelompok. Guru dapat melakukan intervensi dalam diskusi Peserta didik diminta untuk membuat laporan sementara hasil praktik. 			
Communicating (Creativity)	<ul style="list-style-type: none"> Peserta didik diminta untuk melakukan presentasi hasil kerja kelompok. 			

	<ul style="list-style-type: none"> • Guru memfasilitasi dalam melakukan simpulan hasil kegiatan peserta didik. • Guru memberikan tugas kelompok untuk dikerjakan di rumah.
Kegiatan Penutup	
<ol style="list-style-type: none"> 1. Peserta didik membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 2. Guru membuat rangkuman atau simpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. 3. Guru mengakhiri kegiatan pembelajaran dengan berdoa bersama dan menutup dengan salam. 	
Penilaian Hasil Pembelajaran: Penilaian Pengetahuan. Berupa tes tertulis pilihan ganda secara langsung Penilaian Keterampilan. Berupa penilaian untuk kerja, penilaian proyek	

Surakarta, 1 Juli 2022

Mengetahui,
 Kepala SMP Ta'mirul Islam
 Surakarta

Guru Mata Pelajaran

Drs. Bandung Gunadi

Ita Fatmawati, M. Pd

No	Components of Lesson Plan	ET II		
		A	NA	Benar
1	The school identity	✓		✓
2	The subject or theme identity	✓		✓
3	The class or semester identity	✓		✓
4	The main material	✓		✓
5	The time allocation	✓		✓
6	The learning objective	✓		✓
7	Basic competence (Kompetensi Dasar/KD) and indicator of competencies achievement	✓		✓
8	Learning materials	✓		✓
9	Learning method	✓		✓
10	Learning media	✓		✓

11	Learning resources		✓		✓	
12	Learning activity	a. Preliminary activities	✓		✓	
		b. Main activities	1) Observing	✓		✓
			2) Questioning	✓		✓
			3) Exploring or experimenting	✓		✓
			4) Analyzing	✓		✓
			5) Communicating	✓		✓
c. Post activities	✓		✓			
13	The assessment	a. Attitudes		✓	✓	
		b. Knowledge	✓		✓	
		c. Skills	✓		✓	







YAYASAN TA'MIRUL MASJID TEGALSARI
SMP TA'MIRUL ISLAM SURAKARTA
TERAKREDITASI A

ALAMAT : JL. DR. WAHIDIN NO. 5 SURAKARTA TELP. 723243 KODE POS 57148

SURAT KETERANGAN

Nomor : 031 / DP / SMP.TI / VIII / 2022

Menindak lanjuti surat dari UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA Fakultas Adab dan Bahasa Nomor : B-2865/Un.20/F.V/PP.00.9/07/2022 Perihal Permohonan Ijin Observasi, maka dengan ini kami atas nama Kepala Sekolah SMP Ta'mirul Islam Surakarta :

Nama : **Drs. Bandung Gunadi**
NiP : ---
Jabatan : **Kepala Sekolah**
Instansi : **SMP Ta'mirul Islam Surakarta**

Dengan ini kami memberikan keterangan kepada mahasiswa yang tertulis di bawah :

Nama : **Irma Rohmawati**
NIM : **183221224**
Jurusan / Program Studi : **Pendidikan Bahasa Inggris**
Semester : **9**

Telah mengadakan riset / penelitian di SMP Ta'mirul Islam Surakarta pada tanggal 25 Juli – 25 Agustus 2022 sebagai syarat penyusunan Tugas Akhir dengan judul:

“ AN ANALYSIS OF THE COMPATIBILITY OF LESSON PLAN USED IN TEACHING ENGLISH TO THE IMPLEMENTATION OF 2013 CURRICULUM IN 8 TH GRADE AT SMP TA'MIRUL ISLAM SURAKARTA “

Demikian surat keterangan ini kami buat, atas perhatiannya kami ucapkan terima kasih.

1 Agustus 2022
Kepala Sekolah
SMP TA'MIRUL ISLAM SURAKARTA
Drs. Bandung Gunadi
KOTA SURAKARTA