

**TEACHERS' PROBLEM IN DESIGNING LESSON PLAN OF ENGLISH  
SUBJECT FOR THE SECOND GRADE STUDENTS OF MAN 3 NGAWI  
IN THE ACADEMIC YEAR OF 2022/ 2023**

**THESIS**

Submitted as a Partial Requirements  
For the Undergraduate Degree



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Thank you for the attention

*Wassalamu 'alaikum wa rahmatullahi wa barakatuh*

Sukoharjo, 10 Maret 2023

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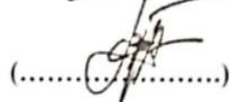


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## RATIFICATION

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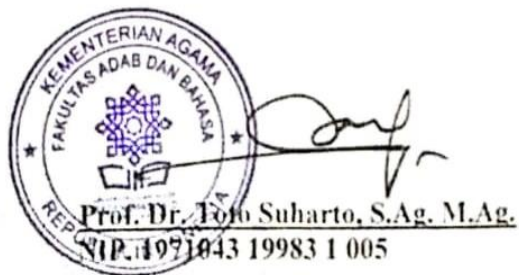
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## DEDICATION

*Alhamdulillah* rabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate to this thesis to people who have been loving yesterday, now, tomorrow and ever after:

1. My beloved parents (Mr. Sukanto and Mrs. Wiwin Puji Astuti)
2. My beloved little brother (Muhammad Rizki Aditya Sakti)
3. My big family
4. My beloved almamater, UIN Raden Mas Said Surakarta

## **MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease”

- Q.S. Al- Insyirah (5)

“A life that is not at stake can never be won”

- Sutan Sjahrir

## PRONOUNCEMENT

Name : Intan Kumala Sari  
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I hereby sincerely state that the thesis titled "Teachers' Problems in Designing Lesson Plan of English Subject for the Second Grade Students of MAN 3 Ngawi in the Academic of Year 2022/ 2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

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

Sukoharjo, 21 March 2023

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The researcher is sure that this thesis would not complete without the helps, supports, and suggestions 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 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, 21 March 2023  
The researcher

Intan Kumala Sari

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## ABSTRACT

Sari, Intan kumala. 2023. *Teachers' Problems in Designing Lesson Plan of English Subject for the Second Grade Student of MAN 3 Ngawi in the Academic Year 2022/ 2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor : H. Zainal Arifin, M. Pd

Key words : Designing, Lesson Plan, Teachers's Problems, English Teacher

This research described about teachers' problems in designing lesson plan of English subject for the second-grade student of MAN 3 Ngawi in the academic year 2022/2023, the objectives of this research were, (1) To find out what problems are faced by the English Teachers in designing lesson plans at second grade students of MAN 3 Ngawi, (2) To describe how teachers solve the problems in designing lesson plan at the second grade of MAN 3 Ngawi.

In this research, the researcher used a qualitative descriptive method. This research was conducted at MAN 3 Ngawi located on I. Raya Ngawi- Solo No. 353, Ngelo, Jatimulyo, Mantingan, Ngawi, and East Java. And informants of the research were two English teachers who teach in second grade of MAN 3 Ngawi. The collecting of the data used analysis documents and interviews. The techniques of analyzing the data used data condensation, data display, and drawing conclusions used triangulation to check the validity of the data. The researcher used methodological triangulasi to obtain valid the data of research.

The results of this research were (1) teachers' problem in designing lesson plans as follows: (a) design identity of lesson plans, (b) design learning method, (c) design learning media, (d) design learning evaluation, (e) design learning resources. (2) teachers can solve the problems of designing lesson plans as follows: (a) T1 and T2 overcome problems in designing learning media and methods by upgrading their knowledge. (b) T1 and T2 address the problem of determining what students need by understanding student and class characteristics. (c) T1 and T2 overcome problems in designing learning materials and objectives by adjusting the syllabus and curriculum. (d) T1 and T2 overcome problems in designing learning evaluations by adjusting to learning materials. (e) and finally, T1 and T2 overcome problems in designing learning resources by increasing learning resources such as the internet, journals, newspapers, etc.

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Lesson plans are a tool or teacher reference in teaching, and serve as a guide during the learning process. Teachers must design lesson plans so that the learning process is clear and directed. Lesson plans are important because everything starts from the methods that will be used for teaching, learning materials, activities and processes during learning and evaluation materials that will be used. A teacher who does not have a lesson plan will make learning messy and disorganized (Trigueros, 2018).

The lesson plan is important because the teacher enters the classroom and it turns out that the field conditions are not according to the plan, the lesson plan will become the teacher's reference again. And the second lesson plans are the relationship between students and teachers. And the last lesson plan will be a permanent reference for the teacher in the classroom (Sesiorina, 2014). In developing a lesson plan, the teachers must really pay attention because it will determine the overall quality of learning, including the quality of good human resources. Therefore, under any circumstances the teacher must design a lesson plan (Baharun, 2018).

According to the Ministry of Education and Culture Decree Number 22 Of 2016 making lesson plans teachers must be able to apply principles such as Paying attention to the individual differences of students, Cantered on learners, Context based, Contemporary orientation, Develop independent learning,



Provide feedback and follow-up learning, Having linkages and integration between competencies and/or content, Utilizing information and communication technology(Junior, 2021)

According to the Ministry of Education and Culture Decree Number 22 Of 2016 in (Junior, 2021) about standards for processing, each lesson plan must consist of ten components. These components of a lesson plan are identity of school class( name of the institution, the unit, the class, and the semester), identity of the lesson( the name of the subject, the topic of lesson plan, the date and time allocated), core competence, basic competence, learning objectives, materials, method, media and source, and teaching activities(Junior, 2021).

For a teacher, writing and planning lesson plans is a complicated and time-consuming thing, but it is a must to complete the administration of teaching and learning tools. The teacher must also determine the material according to the curriculum and syllabus. Also, the adjustment of time allocation which may also be in the field is often constrained. Therefore, many teachers experience some problems in designing lesson plans. They encountered many difficulties in the field as described above (Fahri, 2021).

Several researchers have conducted research that has characteristics with the research. The first is research from (Nurtanto et al., 2021) with entitle” Crucial Problems in Arranged the Lesson Plan of Vocational Teacher”. This study aims to explore the implementation of the 2013 curriculum in vocational schools, Banten in terms of the readiness and quality of the learning tools that have been prepared. Data were collected using questionnaire sheets, FGD notes,

and observation check dates. The data obtained are analysed and interpreted based on the specified categories. Teachers experience difficulties in determining the components of learning tools, including authentic assessment, use methods, literacy approaches, and learning planning.

Then in another study, namely from (Marliani, 2017) entitled “ The Problem Faced by the English Teacher in Designing Lesson Plan at SMA Muhammadiyah 3 Batu”. The researcher intended to analyse the English teacher problem in designing lesson plans at SMA Muhammadiyah 3 Batu. This research used descriptive qualitative research. The subject of this research is an English teacher in SMA Muhammadiyah 3 Batu. Then, the techniques used in this research were interviewed and documented. The finding showed, there were three problems faced by the English teacher in designing lesson plans. The teacher faced a problem in determining the learning method. To solve that problem, the teacher uses a speech method and sometimes he tries to use other methods. The teacher faced a problem in determining the learning media. In solving that problem, the teacher brings a sound speaker when he teaches listening and some pictures that are related to learning material. The teacher faced a problem in looking for learning sources.

From several previous studies, many researchers conducted research with almost the same method. However, in the field the results of these studies are of course also different due to research objectives. The researcher conducted preliminary research by interviewing two female English teachers in second grade of MAN 3 Ngawi. in the second grade of MAN 3 Ngawi Used 2013

curriculum and the lesson plans used are detailed and one sheet lesson plan types. The results of preliminary research with first teacher teach English cross- interest (Mrs. Anis) are the teacher having difficulties in determining method and teacher having difficulties in determining learning media and the teacher used one sheet lesson plans types. Then the results of preliminary research with second teacher teacher teach English mandatory (Mrs. Nanik) are the teacher having difficulties in determining method, teacher having difficulties in determining learning evaluation instrument, and teacher having difficulties in determining learning media and the teacher used are detailed lesson plans types.

## **B. Identification of the Problems**

Based on the problem of the research, the researcher formulated the research problem as follows:

1. The Teachers have difficulty in designing lesson plans and adjusting the learning method.
2. The teachers have difficulty when determining learning media.
3. The Teachers have difficulty in determining evaluation of learning.

## **C. Limitation of the Problem**

After identifying the problems above, many problems were found in this research. Therefore, researcher need to focus on the problems experienced by teachers in designing lesson plans for second grade in the English subject of MAN 3 Ngawi because good lesson plans are the one of the tools for the implementation of good learning.

#### **D. Formulation of the Problem**

1. What are the problems faced by English Teachers' in designing lesson plans at the second grade of MAN 3 Ngawi?
2. How do the teachers solve the problems in designing lesson plans at the second grade of MAN 3 Ngawi?

#### **E. Objectives of the Study**

1. To find out what problems are faced by the English Teachers in designing lesson plans at second grade students of MAN 3 Ngawi
2. To describe how teachers solve the problems in designing lesson plan at the second grade of MAN 3 Ngawi

#### **F. Benefit of the Study**

The result of this research hopefully can give benefit as follow:

##### **1. Theoretically**

The researcher hope that the results of this study can expand knowledge and information related to problems faced by Teachers when designing lesson plans.

##### **2. Practically**

###### **a. For the English Teachers**

This research can be useful for English Teachers to find out the problems in designing lesson plans and can improve their quality in designing good lesson plans. It makes it easier for them to design lesson plans.

b. For the Students

For the Students, this research will make it easier for students to understand the lesson plans designed by the Teachers.

c. For the next Researcher

For the other researcher, this research is useful as a reference for them in further research.

d. For the Readers

This research is useful to increase knowledge and insight in designing lesson plans.

## **G. Definition of Key Terms**

### **1. Teachers' Problem**

Teachers are facilitators in the learning and teaching process. Previously, teachers were seen as the sole source of knowledge, but now the focus is different. On the other hand, teachers are considered as the sole source of knowledge but also a facilitator in the study process. Problems is a person, condition, or object that needs attention and needs to be dealt with or solved. Teachers' problems are problems faced by teachers both in teaching, designing lesson plans, or management classroom, etc. (Husni, 2020).

## **2. Lesson Plan**

According to regulation No.81A of 2013 of the ministries of education and culture in (Rini, 2022) lesson plan is detailed and systematic designs from several core subjects, topics, or skills that represent the curriculum. According to Harmer (2007) in (Sesiorina, 2014) Lesson plans is a guide for teachers to refer to activities carried out in class. Lesson plan is a stage of learning activities that will be carried out in class with the aim of developing students' talents, interests, and abilities which include learning time, materials, methods, learning steps, and evaluation of learning. Lesson plans is a description of learning activities that help teachers think about what to do in class. Lesson plans can also be said as a collection of activities to achieve learning objectives (Manalu, 2016).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Lesson Plan**

###### **a. Definition of Lesson Plan**

A lesson plan is a deliberate activity to prepare teaching and learning activities that involve teachers and students, prepare learning material, objective, teaching method, learning steps, as well as the facilities and infrastructure that will be used. Lesson plans can also be referred to as a guide for a teacher in running the class, managing the class, and directing students (Cunando & Abocejo, 2018). Lesson plan is a stage of learning activities that will be carried out in class with the aim of developing students' talents, interests, and abilities which include learning time, materials, methods, learning steps, and evaluation of learning. Implemented in the classroom so that the teacher's work is maximized.

The lesson plan is an activity that will be carried out by the teacher to the students in the learning process. Lesson plan also has an understanding as a learning process plan that is prepared for learning activities to learning outcomes that are charged at the end of lesson. Therefore, lesson plans are something that cannot be separated from learning. Even before the teacher gives a lesson in class, the first thing to do is prepare a lesson plan. Lesson plan needs to be a systematic, logical,

and structured learning plan that can ensure the achievement of learning outcomes (Puspitasari & Sastromiharjo, 2021).

Lesson plan is a one-meeting learning process. This lesson plan is one component that must be made by the teacher before carrying out learning so that the teaching and learning process runs smoothly. Lesson plans can also be interpreted as personal content for teachers to develop learning styles. Teachers are free to develop lesson plans and use them according to the principles of being efficient, effective, and oriented to student needs. There is no standard format in making lesson plans so teachers are free to use any components that will be used in lesson plans (Rismawati, 2022).

English lesson plans are a requirement that must be developed before learning begins, must be in accordance with the current curriculum and syllabus and must be subject to the approval and consideration of the principal. Lesson plan also contains basic competencies, core competencies that students must master. Lesson plan can also be described as a visualization of activities that will be carried out by teachers to students. This lesson plan was developed to achieve competency standards that already exist in the applicable curriculum and syllabus. Considering the abilities, needs, and characteristics of different students, teachers can make good and correct lesson plans so that they can support the achievement of learning objectives (Novianto, 2020).



Lesson plan is a set of activities that represent the steps throughout the implementation of the curriculum and after that the teacher has control to evaluate. Lesson plan is not just a written action but whatever visualizing, strengthening the lesson, and also thinking about the lesson is also called a lesson plan. Changes may occur in the classroom but in the end the lesson plans will remain the main reference for a teacher in running the class because the lesson plans themselves cannot be separated and are always related between teacher and students. The teacher will get a positive response from students when the teacher has provided knowledge about lesson plans at the beginning of learning because this will also make it easier for students to understand what the teacher will convey (Sesiorina, 2014).

b. The Importance of Lesson Plan

Every teacher is obliged to design lesson plans, this is because lesson plans are very concrete to determine the material that the teacher will convey in one meeting. Student learning is related to teacher planning. While the teacher already has a lesson plan, the teacher only focuses on implementing the lesson plan. Lesson plan is important because it helps teachers to support daily learning in the classroom so that it runs smoothly while also preparing adequate progress for students.

The lesson plan is important because lesson plans can be a medium for teachers to develop their knowledge in teaching and learning practices. Designing lesson plans can be a place for teachers to explore, experiment,

and improve their quality. Learning objectives will be achieved in accordance with the teacher's expectations if designing a lesson plan made by the teacher meets the criteria for a good lesson plan and is prepared according to the background of students, the characteristics of different students. Therefore, the importance of lesson plans is that the teacher understands the character of each student, adjusts student's needs, and knows students' abilities, so that when the teacher knows all teachers can design lesson plans well and can be used as goals in teaching. Lesson plan can also be a standard for a teacher whether the teacher is successful in learning, a lesson plan can also be an evaluation material for a teacher whether the material presented in accordance with the needs of students, and the learning methods used are appropriate for students. And the evaluation used is in accordance with the material being taught (Shen et al., 2017).

c. The Characteristic of Ideal Lesson Plan

A good lesson plan is a lesson plan that contains several important elements such as time allocation, learning objectives, learning steps, learning media, learning facilities and infrastructure, learning methods, learning materials, learning resources, basic elements and core competencies, and learning evaluation (Bin-hady, 2020). In the Ministry of Education and Culture Decree Number 22 Of 2016 the characteristics of Ideal lesson plan consists of several components, namely:

### 1) Designing Identity of Lesson Plans

Lesson plan must include identity such as school name, subject, class/ semester, skill, teacher name, headmaster name, signature mention of KI and KD, determining the allocation of learning time, as well as learning indicators.

### 2) Designing Learning Objectives

Objectives are the final goals to be achieved in a lesson. The learning objectives are adapted to the ABCD formula. A is Audience, namely, B is behavior, C is Condition, and D is Degree or level. From learning objectives students are expected to have new knowledge, new abilities and be able to master something after the end of the learning process ends.

### 3) Designing Learning media

Media is one of the supports in achieving learning objectives. In designing lesson plans a teacher must also determine a media will be used. The media used must be easy to obtain, easy to operate, and facilitate students' understanding of learning material. Naturally, one material with another will require different media. There are so many media in learning ranging from cards, LCD, Laptop, projectors, etc. Media is a tool that will help a teacher in the teaching and learning process. This will facilitate a teacher in teaching.

#### 4) Designing Learning Method

In addition, a teacher must also determine the learning method to be used. Before the teacher determines the method to use, a teacher must understand the characteristics of students and material to be delivered. There are many learning methods, including discovery learning, inquiry learning, problem-based learning, scientific learning, grammar translation method, discussion method, mind mapping method, role play, peer teaching method, team teaching method, question, and answer method. The teacher is free to determine the method that will be used in teaching, but this must be based on the competition material and the characteristics of the students.

#### 5) Designing Learning steps

Learning steps are activities that will be carried out by the teacher in the classroom.

##### a) Opening

At this opening, the teacher greets and asks the student's condition and checks student attendance and also reviews the material at the previous meeting. In addition, at this opening the teacher can also provide an overview of the material to be discussed today. Teachers can also inform students about learning objectives.

b) The core of learning

At the core of this learning the teacher begins to deliver the material that has been prepared by using the media and method to be used. At the core of this learning the teacher provides material and students can ask the teacher. The material that has been prepared will be discussed thoroughly at the core of learning. On this occasion the teacher can ask students to give a presentation, practice, listen, etc.

c) Closing

Then at this closing stage the teacher can reflect on the students reviewing the material that has been discussed. Teachers can also give assignments or homework. Then the teacher and students can conclude the material that has been discussed. And finally, the teacher closed the lesson.

6) Designing Learning materials

One of the most important elements in designing lesson plans is determining the material. Before a teacher determines the material, the teacher must adjust the material to the syllabus and curriculum used, besides that the material must also be in accordance with students' needs.

7) Designing Learning evaluation

Learning evaluation is a tool used to assess a lesson. A good learning evaluation is an evaluation of learning that is in accordance with the level of students' abilities and the material that has been taught

previously. Teachers cannot evaluate learning carelessly because it will affect the learning objectives. The ideal learning evaluation is a learning evaluation that supports the achievement of learning objectives. The success or failure of a learning is also determined by the appropriateness of the evaluation of the learning.

#### 8) Designing Core competence (KI)

While core competencies are competency standards in the form of quality that must be possessed by students who have completed education in certain educational units that describe the main competencies required. Grouped into aspects of attitudes, skills, knowledge that students must learn.

#### 9) Designing Basic competence (KD)

Basic competence (KD) is a description of student competence whose scope of material is narrower than student competency standards.

#### 10) Designing Learning resources

In determining the material, a teacher must have a clear source, in the lesson plan a teacher must include the source of the material, and for the example is LKS books, textbooks, dictionary, and internet.

#### d. The Principles of Designing Lesson Plan

A good designing lesson plan will create opportunities for a teacher to evaluate opportunities activities. As well as adding, subtracting materials to be used. In the Ministry of the Education and Culture decree

22 of 2016 a good designing lesson plan will contain the following principles:

- 1) Students' individual differences include initial abilities, intellectual levels, talents, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or student environment.
- 2) Active participation of students.
- 3) Cantered on learners to encourage the spirit of learning, motivation, interest, creativity, initiative, inspiration, innovation and independence.
- 4) The development of a reading and writing culture designed to develop a love of reading, understanding various readings, and expressing in various forms of writing.
- 5) The provision of feedback and follow-up to the RPP includes program design to provide positive feedback, reinforcement, enrichment, and improvement.
- 6) Emphasis is on the linkage and integration between KD, learning materials, learning activities, indicators of competency achievement, assessment, and learning resources in one complete learning experience.
- 7) Accommodating integrated thematic learning, integration across subjects, across learning aspects, and cultural diversity.

e. Steps for designing lesson plan

According to Ed.D, Varnando (2022) 5 steps in compiling a lesson plan are as follows:

1) The first step: determine learning outcome

In designing a lesson plan, the first step is to determine the learning objectives to ensure that the learning objectives remain in line with all students and the class character. The curriculum in Indonesia can be a standard in setting learning objectives. By determining the learning objectives, the teacher will better understand the direction of learning.

2) The second step: include learning resources and material

Learning that is interesting or not monotonous will be more interesting for students to learn. For example, learn videos through you tube, edit through PowToon, and create animated story telling. This will be more interesting for students to learn English rather than just sticking to one source.

3) The third step: explain the learning steps

In designing the lesson plans be sure to explain the lesson plan or learning steps. Includes methods and strategies to be used, and includes all information related to lesson plans to attract students' attention in learning.



## 4) The fourth step: make independent practice

In the assignment or evaluation of learning, independent practice can be made so that students can survive, and teachers can assess everyone.

## 5) The fifth step: reflection and closing learning

In designing lesson plans, determine the type of reflection that will be used at the end of the lesson. To review the extent of students' understanding, also to reflect on understanding. It also determines the type of closure learning that will be used.

## f. The Format of Lesson Plan

Lesson plan has many models because Indonesia has changed the curriculum several times so that the lesson plan has a different format.

Below is an example of the 2013 curriculum lesson plan format:

Table 1 Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah:		Tanggal/Hari:
Mata Pelajaran:	Kelas/Semester:	Guru Mata Pelajaran  (Guru Mapel)
Kompetensi Keahlian:	Tahun Pelajaran:	
Kompetensi Dasar:	Alokasi Waktu (JP):	
Sikap/Karakter:	Materi Pelajaran:	
	Tujuan Pelajaran:	
	Model Pembelajaran:	Mengetahui, Kepala Sekolah

		(Kepala Sekolah)
Penilaian:		Alat dan Bahan:

#### g. The Benefit of Lesson Plan

According to Jense (2001) the benefits of designing a lesson plan are as follows:

- 1) Helping teachers feel comfortable in the implementation of learning and teachers' understanding of the lesson plan.
- 2) Forming the focus and objectives of learning materials
- 3) Give the teacher the opportunity to review the material before starting to teach.
- 4) Ensure that there are ways to teach, learning activities and frameworks to be followed in delivering instructions

## 2. Teachers Problem in Designing Lesson Plans

### a. Definition of Teacher Problem in Designing Lesson Plan

Teachers' problems in designing lesson plans are obstacles, difficulties, or problems faced by teachers in designing lesson plans. Teachers still experience many difficulties and problems. Because in designing lesson plans it must be adapted to the existing curriculum, while in Indonesia the curriculum changes so that many English teachers have difficulty in designing lesson plans. In addition, teachers also do not understand lesson plans and basic formulas in preparing lesson plans. Teachers must also have the right approach in teaching that is in accordance with the level of education and related to learning

competencies. Teachers must also review the strategies, media, and tools that will teach whether they are in accordance with the characteristics of students, in this case it is not uncommon for teachers to encounter difficulties (Srihidayati et al., 2015).

b. Teacher Problems in Designing Lesson Plan

According to Kizlik (2004) list some of the most common problems teachers make designing lesson plans, the following errors are below:

- 1) The purpose of the lesson does not specify according to the activities that will be carried out by students. Poor learning objectives will lead to poor learning outcomes.
- 2) Learning assessment is different from learning objectives.
- 3) The specified material is not in accordance with what students need and is not in accordance with what is explained in class learning.
- 4) The instructions that will be carried out by the teacher are not appropriate for the level of learning that students want.
- 5) The student activities described in the lesson plan do not contribute to the learning objectives

Trilestari (2012) It was also stated that the teacher's problems in designing lesson plans were as follows:

1) Format

A common mistake that occurs is that the teacher designs the lesson plan in the use of the lesson plan that is not in accordance with

the existing rules. For example, the lesson plan does not contain one of the components that must be met.

## 2) Content

Then in creating content that is not in accordance with the title or with basic competencies or skills.

## 3) Goals and indicator

The mistake that is often made is to assume that goals and indicators are the same so that they only load one of them and omit one of them. Indicators are made to measure a skill based on the competencies to be achieved. While the objectives describe the process and results that are expected to be achieved by students based on basic competencies. The objectives and indicators are parallel and mutually supportive.

## 4) Material

Most teachers deliver or explain material in class that is not in accordance with the lesson plan that has been previously made. Ideally, the material in the lesson plans is a guide the teacher will teach. This is used as a note when teaching activities are in progress so that the teacher can focus on the lesson plan.

## 5) Language

The use of English in designing lesson plans tends to be often forgotten and ignored because teachers usually design lesson plans in

Indonesia, even though this is very influential with the use of language in the material.

6) Student activities

Student activities that occur in the classroom are not in accordance with the lesson plan that has been made. So that in the learning process students are not directed and not focused.

c. The Factor of Teacher Problems in Designing Lesson Plan

According to *Adha et al.*, (2021) the factors that influence the difficulty of preparing lesson plan are:

- 1) Teacher understanding in preparing curriculum 2013 lesson plan.
- 2) Lack of training in preparing the 2013 curriculum lesson plan.
- 3) Availability of insufficient time.

d. Teacher Prepare in Designing Systematic Lesson Plan

According to Işman (2011) in designing lesson plans teachers must prepare and pay attention to several things as follows:

1) Identify Needs

The first is that teachers must identify student needs because this is an important factor in designing lesson plans. Teachers can identify student needs through observation and interviews regarding what students need. The need itself can be related to the curriculum.

2) Identify material

After knowing what students need, the next step is to identify learning materials that will be given to students.

### 3) Identify objectives

The next step is to identify learning objectives. Identifying learning objectives is important in designing lesson plans. Learning objectives can usually be in the form of skills, knowledge, and attitudes. Learning objectives can be derived from student needs and learning materials or based on the curriculum.

### 4) Identify Instructional Methods

In determining, the learning method must be adapted to the needs and background of students as well as learning objectives and learning materials because learning objectives will be achieved depending on the learning method used.

### 5) Identify Teaching Media

The next stage is to identify learning media. Learning media can be in the form of books, newspapers, pictures, graphs, journals, blackboards, etc. Learning media can be based on awareness of student needs, learning materials, learning objectives, and learning methods.

## **B. Previous Study**

The researcher took several previous studies to assure the authenticity of the study.

Table 2  
Previous Study

<b>(Apriani et al., 2020)</b>	Title	Independent learning: English Teachers' Problems in Designing a Good Lesson Plan in the New Normal Era at MAN Rejang Lebong
	Aim	The objective of this study was to find out English Teacher Problems in designing a good lesson plan in new the normal era at MAN Rejang Lebong.
	Method	Descriptive qualitative design
	Results	The results showed that English teachers have problems in designing a good lesson plan. They were (1) English Lecturer have limited time in designing Lesson Plan, (2) there are many aspects or procedure in designing lesson plan, (3) English teacher felt difficulties in choosing the methods, strategies, and material for students, and (4) English teacher felt difficulties in designing evaluation test for students.

	Similarity	The similarity of this research is that both studies use a qualitative research design.
	Differences	The difference is in data collection, previous studies only used interviews. While this study uses document analysis and interviews. In addition, differences are the focus of research. Previous research focused on teacher problems in designing good lesson plans in the new normal era, while this research only focused on teacher problems in designing lesson plans.
<b>(Nurfitri et al., 2020)</b>	Title	English teacher's difficulties in designing lesson plan based on Indonesian 2013 curriculum
	Aim	The purpose of this study is to reveal teacher problems in designing lesson plans at SMP N X Singkawang
	Method	Descriptive qualitative design
	Results	This research revealed that English teachers encountered difficulties in designing lesson



	<p>plans based on the 2013 curriculum in three stages. In the pre design stage, the teacher found the difficulties in terms of inability to formulate and design lesson plans due to limited time constraints. In the post- design stage, the English teacher experienced difficulties in assessment with many variables. In post-design stage, the English teacher coped with students' reluctance in the teaching learning process since the learning process was not appropriate with the lesson plan and lacked facilities at school.</p>
<p>Similarity</p>	<p>The similarity of this study is that both studies used a qualitative research design and focused on identifying teacher problems in designing lesson plans.</p>
<p>Differences</p>	<p>The difference is in collecting data. Previous studies used observation, interviews, and document analysis. While this study only uses analysis documents and interviews.</p>

<b>(Srihidayati et al., 2015)</b>	Title	Teachers' Difficulties in Lesson Planning: Designing and Implementing
	Aim	This research aimed to investigate teachers' difficulties in designing and implementing the 2013 Curriculum
	Method	Descriptive qualitative design
	Results	The results show that the teachers have difficulties in the area of the components of lesson plan, basic principles of lesson plan and implementing lesson plan. Regarding components of lesson plan, the teachers have difficulties in determining time allotment, determining learning objectives, determining teaching method, and determining assessment. In basic lesson plans, the teachers get difficulties in designing lesson plans related to students' differences; designing lesson plans related to students' interests and needs; developing reading and writing behavior;

		and using cohesiveness of themes, subject matter, learning aspects and cultural variety.
	Similarity	The similarity of this research is that both of these studies use a qualitative design.
	Differences	The difference in this study lies in the focus of the research. Previous research focused on teachers' difficulties in designing lesson plans and implementing lesson plans. While this research only focuses on teacher problems in designing lesson plans.
<b>(Farid, 2014)</b>	Title	Teachers' Difficulties in Lesson Planning
	Aim	This study investigated the teachers' preparation in developing lesson plans, in terms of formulating objectives, developing materials and media, plotting the teaching procedures and conducting students' evaluation; also pictured their consideration and difficulties in planning lessons for their classes.

Method	Descriptive qualitative design
Results	The findings showed that in developing the lesson plans the teachers applied the systematic planning proposed by Reiser and Dick (1996), in which they started with analyzing the syllabus, followed by formulating objectives and indicators, selecting learning materials, and designing learning activities and assessment procedures.
Similarity	The similarity of the two studies uses a qualitative design.
Differences	While what distinguishes it is the theory used for data analysis. Previous research used data analysis theory from Miles and Huberman, while this study used theory from Miles, Huberman, and Saldana.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research the researcher used descriptive a qualitative research method. According to Sugiyono (2013) qualitative research is often called naturalistic research methods because research is conducted in a natural condition (natural setting). Also referred to as the ethnographic methods because initially this method was more widely used for research in the field of cultural anthropology. Referred to as a qualitative method because the data collected, and the analysis is more qualitative in nature. Qualitative research approaches collect data through observation, interview, document analysis, and summarize the findings primarily narrative verbal means (Lodico et al., 2006).

Research design is an arrangement regarding conditions in collecting and analysing data in a way. The purpose is to combine the relevance of research objectives with reality. Research design is the conceptual structure within which the research is conducted. With it the researcher will think above how to write hypotheses and the implications for analysing data (Kotahari, 2004). From the statement above, the researcher used a qualitative descriptive method because the data analysis is presented descriptive. This study focused on interviews and document analysis as data collection techniques. In this case the phenomenon is the teachers' problem in designing lesson plans for English subjects for second grade students of MAN 3 Ngawi.

## **B. Research Setting**

### **1. Place of Research**

In this research, the researcher chose MAN 3 Ngawi as the place of research because the place was very strategic and well known among the public. MAN 3 Ngawi is located on Jl. Raya Ngawi- Solo No. 353, Ngelo, Jatimulyo, Mantingan, Ngawi, and East Java. MAN 3 Ngawi is a school that not only has a foundation of knowledge but also religion and skills. MAN 3 Ngawi has many achievements in both academic fields. This school is equipped with facilities and infrastructure such as classrooms, library, teacher's room, UKS, mosque, extracurricular studio, TU, computer lab, chemistry, and biology lab, etc.

### **2. Time of Research**

The research was conducted from around January 2023 until March 2023. The researcher used a structured interview with two Female English teachers who teach in second grade at MAN 3 Ngawi, then the researcher took the data directly and face to face. Structured interviews are interviews in which the questions have been prepared and consistent to be asked of all potential informants. The schedule elucidated bellow:



### **C. Research Subject**

The research subject is the informant to be researched. The research subject is also adjusted to the research question. The research subject can also be in accordance with the variables in the title. According to Sugiyono (2013) in qualitative research it is not called a population but is called a social situation which includes place, people, and activities. The social situation is called the object of research. The sample in qualitative research is not called respondent but is referred to as the participants, also called theoretical because in qualitative research because in qualitative research is to produce theory. In qualitative research the determination of the sample can be done when the researcher has entered the field or place that will be used as a place of research, by choosing certain people who will be considered to provide information and data but the sample is still temporary. In qualitative research the sample will be determined when the researcher has started his research.

Then Garaika & Darmanah (2019) also argues that the sample is part of the number and characteristics that are owned by citizens. If the population is large and researchers it is impossible to research everything in the population because they have limited funds, energy and time, researchers can use a sample taken from a population that represents. According to Arikunto's the sample is part or representative of the population research. If we only want to research a part of the population, the research is called sample research. Then Sudjana & Ibrahim stated that this sample is part of the population that is able to have characteristics similar to that of the population (Sandu, 2015). In this research,



researcher choose two female English teachers who teach in second grade of MAN 3 Ngawi as research subjects to obtain data and information.

#### **D. Data and Source Data**

Research data is something that contains all the sources of information needed in research. Data can be sourced from observation, or it can be from experience. Research data is real information collected to be analysed by researchers to produce research that is in accordance with the facts. Research data can be obtained from a variety of different things, can be through experiments, interviews, observations (Baral, 2017). Definitions of the data are inseparable from information. Data are facts that exist in the field. Data is an observation or measurement made by a researcher on an object. Data is usually in the form of raw information, which can be in the form of numbers, facts, or other forms of representation (Zins, 2007). In this research, the data was collected from Teachers' Problem in Designing Lesson Plan of English Subject for the Second Grade Student of Man 3 Ngawi. Source of data from this research include Documents and Informants:

##### **1. Document**

Documents are data sources that provide data in the form of words, pictures, or symbols. Documents are written materials related to certain events or activities. The documents used in this research are supporting data which includes lesson plans. In this research used a lesson plan from the second grade of MAN 3 Ngawi. Teacher used the same lesson plan to teach in all majors in second grade. English teacher teaches English mandatory to

used detailed lesson plans type, while English teacher teach cross- interest English used the one sheet lesson plans type. Lesson plans are needed to find out whether the lesson plans made by the teacher are in accordance with the learning being carried out.

## **2. Informant**

The informant is someone who has the data needed by the researcher. The informant of this research is two female English teachers in second grade of MAN 3 Ngawi. The English teacher is the main component of the English teaching process, from which the English teacher can take some data about the English teacher in designing lesson plans.

## **E. Research Instrument**

Research instruments are tools used to collect data, process data, analyse data, and measure research data. The research instrument must be relevant to the research subject. A good research instrument is one that has been validated and has been tested for reliability. Research instrument must be one way to collect data that is in accordance with the research question. Research instrument must be able to help answer the aims, objectives and research questions, as well as prove or disprove the research hypothesis. Research instruments can be in the form of observations, interviews, surveys, questionnaires, documentation, etc. However, in qualitative research usually research that uses a qualitative approach is carried out in a natural setting, paying more attention to the process than the results. The most important thing is to try to understand the meaning of an event or various interactions in natural situations, so as not to use research

instruments in the form of surveys, questionnaires, and tests. Qualitative research uses the researchers himself as a research instrument(Annum, 2014). Basically, research is collecting and measuring data which must have a measuring instrument used in collecting data in research instruments (Sugiyono, 2013). From the statement above, the researcher involves the researcher himself as the main instrument then also used list questions for interviews and documents in the form of lesson plan.

## **F. Techniques of Collecting the Data**

Techniques of collecting the data are methods used to measure, collect, and search for the data needed to be studied. Data collection techniques adapted to the research variables used. Data collection techniques will assist researchers in answering research questions and producing research. Data collection techniques will affect the appropriate research results or inappropriate research results (Ubaidullah, 2015). According to Creswell (2009) data collection procedure in qualitative research involves four basic types, these are observation, interviews, documentation, and audio- visual material. In this research, researcher used data collection techniques, namely interview and document analysis to collect the data needed in the research.

### **1. Document Analysis**

Documents are files in the form of transcripts, documents, assessment sheets, lesson plans, teacher administration, etc. Document analysis techniques is one of the techniques used in qualitative research, namely by analysing existing documents to be analysed and used as data sources.

Document analysis is a way to examine the data obtained from interviews and observations in accordance with existing documents (Bowen, 2009). According to (Wach, 2013) document analysis in qualitative research is to analyse the contents of the document in detail. Documents are writings that contain text which is a record or file that already exists without the intervention of the researcher (Bowen, 2009). In this research, the researcher used data collection methods in the form of documentation used a lesson plan designed by the teacher to carry out learning. In this research used lesson plan from the second grade of MAN 3 Ngawi. The researcher conducted research on second grade a lesson plans, namely 3 English lesson plans from cross-interest and 3 lesson plans mandatory English.

## **2. Interview**

According to Barrett & Twycross (2018) data collection using interviews is one of the qualitative research methods that uses participants as a source of information and data sources in research. Interviews are usually carried out directly but can also be done through interviews. This is a data collection method that uses a direct, detailed and factual approach. Presents several challenges for researchers because interviews require records and transcripts before researchers begin to analyse interview data. Interviews are one of the tools used to collect data in research. Interview is the collection of data in the form of the interviewee's point of view. Interview is asking some research questions to the interviewer. Interviews must be appropriate to the problem and background of the research. The question asked in the interview

must be able to support the achievement of the research objectives (Gill et al., 2008). Then according to Simister (2017) interviews are conducted to gather, collect, and find data obtained from several techniques used in collecting data. Interviews can be conducted for many groups or several subjects depending on the focus and research study limitation. Before conducting an interview, a researcher must make a list of questions. Which will be submitted to the informant. In this research, researcher used interviews as a tool to collect research data. The researcher used a structured interview with two Female English teachers who teach in second grade at MAN 3 Ngawi, then the interview was carried out face to face. Structured interviews are interviews in which the questions have been prepared and consistent to be asked of all potential informants (Committee, 2013).

#### **G. Trustworthiness**

The researcher uses triangulation to get the validity and reliability of the research. Triangulation is a method to increase the accuracy of data. This method can be a measure of the reliability of data. Triangulation methods also collect data to explain a phenomenon. Triangulation is a method that leads to the same result. Triangulation includes several sources of data such as time, people in the research (Noble & Heale, 2019). This method has been widely used in qualitative research to strengthen research results and conclusion as well as to test and validate research data. According to Sugiyono (2013) in data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and data sources that have been obtained.

With this triangulation method, researchers have collected data and at the same time tested the credibility of the data. There are three triangulation techniques, namely methodological triangulation, source triangulation, and time triangulation.

### **1. Methodological Triangulation**

Technical Triangulation is that researchers use different data collection techniques to obtain data from the same source. For example, data obtained by document analysis then validated by interview.

### **2. Source Triangulation**

Triangulation of sources means obtaining research sources with the same technique. Source triangulation is used to test the credibility of the data by checking the data has been obtained from several sources. Source triangulation means comparing research data from different sources. For example, comparing the sources of data obtained from interviews with document analysis.

### **3. Time Triangulation**

Time triangulation is to check the validity of the data obtained. Because human nature is easy to change so that in determining the time for interviews it can be carried out at different times and different situations. To get valid the data, researchers must make repeated observations.

In this research, researcher used methodological triangulation. Researcher used various data collection techniques to obtain data from the same source and then combine to form a conclusion. In this case the researcher

conducted comparisons of the results of research from several existing methods to obtain valid information about the teachers' problem in designing lesson plans for English subjects for second grade students of MAN 3 Ngawi.

## **H. Techniques of Analyziz the Data**

Data analysis is an important process in research. Qualitative data analysis can be interpreted as the process of forming meaning from the data that has been obtained. Data analysis is the process of categorizing or grouping data to provide an understanding of research. Because qualitative data is usually in the form of text, analysing it will be descriptive (Hilal & Alabri, 2013). Qualitative data analysis can be in the form of checking the validity of data based on certain criteria, namely on the basis of trustworthiness (credibility), transferability, dependence, and certainty (the findings really come from the data, do not highlight the researcher's knowledge in conceptualization (Rijali, 2018). The research used data analysis techniques developed by Miles, Huberman, and Saldana (Miles et al., 2014). Miles and Huberman argue that activities in qualitative data analysis are carried out interactively and continue until the research is completed. In data analysis there are three, namely data condensation, data display, and drawing conclusion (Miles et al., 2014).

### **1. Data Condensation**

Data condensation is the process of selecting, focusing on simplification, abstracting and transforming data that emerged from written records in the field. This process continues throughout the research, even before the data is actually collected as can be seen from the conceptual

framework of the research, research problem, and the data collection approach chosen by the researcher. So that the data condensation will give a clear result.

## **2. Data Display**

Data display is to present data, in qualitative research data can be presented in the form of descriptions, graphs, tables, and pictograms. Displaying the data will make it easier to understand the research data. Data display in this research is a descriptive of the result of interviews and document analysis.

## **3. Drawing Conclusion**

The third step is drawing conclusions. The conclusion presented at the outset may be provisional. But if the initial conclusion already includes strong and valid evidence then the conclusion will be credible. Thus, the conclusions in qualitative research will be able to answer the formulation of the problem. At this stage, the researcher draws conclusions obtained from the data that has been presented.



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presents the results of research and discussion. The results of the research present data from interviews and data from documentation results. Besides that, in the discussion the researcher presented detailed findings about the English teachers' problem in designing lesson plans. In this research, the researcher took Mrs. Anis as the teacher 1 (T1) who teach cross-interest English and Mrs. Nanik as the teacher 2 (T2) who teach mandatory English as the subject of the research. The researcher used 3 cross-interest English lesson plans, namely lesson plan 1 (LP1), lesson plan 2 (LP2) lesson plan 3 (LP3) and 3 mandatory English lesson plans, namely, lesson plan 4 (LP4), lesson plan 5 (LP 5) lesson plan 6 (LP6) as the document analysis of the research.

The researcher used data coding to ease the data explanation. The coding in this research are:

Table 4 Research Coding

No	Coding	Information
1	T1	Teacher 1
2	T2	Teacher 2
3	LP1	Lesson Plan 1
4	LP2	Lesson Plan 2
5	LP3	Lesson Plan 3
6	LP4	Lesson Plan 4
7	LP5	Lesson Plan 5
8	LP6	Lesson Plan 6

## A. Findings

### 1. Problems Faced by English Teachers' in Designing Lesson Plans

The researcher conducted interview and analysis lesson plans in the form of 3 cross-interest English lesson plans (Mrs. Anis) and 3 mandatory English lesson plans (Mrs. Nanik). The data were obtained from the lesson plans that have been designed by the two teachers are as follows:

- a. English teachers' problems in designing lesson plans on teachers Mrs. Anis and Mrs. Nanik

The researcher took the lesson plan that was designed by Mrs. Anis as Teacher 1 (T1) who taught English cross-interest and lesson plans that was designed by Mrs. Nanik as teacher 2 (T2) who taught English mandatory in second grade at Man 3 Ngawi. There are results of the lesson plan analysis designed by T1 and T2.

- 1) Lesson plan 1 by T1

Table 5 Lesson plan 1

No	Aspect	Assessment	
		Yes	No
1	Designing Identity of Lesson Plans		
	a) Name of school	√	
	b) Class	√	
	c) Semester	√	
	d) Subject	√	
	e) Time allocation	√	
	f) Aspect or skill		√
			√

	g) Teacher and headmaster with signature		
2	Designing Learning objectives	√	
3	Designing Learning media	√	
4	Designing Learning method		√
5	Designing Learning material	√	
7	Designing Learning steps a) Opening b) The core of learning c) closing	√ √ √	
8	Designing Learning evaluation a) assessment instrument b) rubric assesement	√	√
9	Designing Core competencies		√

In the LP1 analysis, several parts were found that were not suitable, namely:

- a) Designing identity of lessons plans is incomplete because there are no aspects/skills, LP1 has no signature from the subject teacher and also from the school principal.
- b) The teacher did not mention the learning method to be used.
- c) The teacher did not write down the core competencies.
- d) The teacher did not write down how the basic competences point was used.
- e) Incompatibility between learning media with learning steps.
- f) The lesson plan does not contain an assessment rubric.

## 2) Lesson Plan 2 by T1

Table 6 Lesson Plan 2

No	Aspect	Assessment	
		Yes	No
1	Designing Identity of Lesson Plans a) Name of school b) Class c) Semester d) Subject e) Time allocation f) Aspect or skill g) Teacher and headmaster with signature	√ √ √ √ √	√ √
2	Designing Learning objectives	√	
3	Designing Learning media	√	
4	Designing Learning method		√
5	Designing Learning material	√	
7	Designing Learning steps a) Opening b) The core of learning c) Closing	√ √ √	
8	Designing Learning evaluation a) assessment instrument b) rubric assessment	√	√
9	Designing Core competencies		√
10	Designing Basic competencies	√	
11	Designing Learning resources	√	

In the LP2 analysis, several parts were found that were not suitable, namely:

- a) There are no aspects/skills, no signatures from teacher subject and school headmaster.
  - b) Does not contain the core competencies used.
  - c) The media and tools used are not in accordance with the learning steps contained in the lesson plan.
  - d) The assessment instrument is incomplete because it does not attach a knowledge assessment instrument.
- 3) Lesson plan 3 by T1

Table 7 Lesson Plan 3

No	Aspect	Assessment	
		Yes	No
1	Designing Identity of Lesson Plans		
	a) Name of school	√	
	b) Class	√	
	c) Semester	√	
	d) Subject	√	
	e) Time allocation		√
	f) Aspect or skill		√
	g) Teacher and headmaster with signature		√
2	Designing Learning objectives	√	
3	Designing Learning media	√	
4	Designing Learning method		√
5	Designing Learning material	√	
7	Designing Learning steps		

	a) Opening	√	
	b) The core of learning	√	
	c) closing	√	
8	Designing Learning evaluation		
	a) assessment instrument	√	
	b) rubric assessment	√	
9	Designing Core competencies		√
10	Designing Basic competencies	√	
11	Designing Learning resources	√	

In the LP3 analysis, several parts were found that were not suitable, namely:

- a) There is no learning method.
- b) The selected learning media and tools are not used in the learning steps written in the lesson plan. Basic Competence and Core Competence.

#### 4) Lesson Plan 4 by T2

Table 8 Lesson Plan 4

No	Aspect	Assessment	
		Yes	No
1	Designing Identity of Lesson Plans		
	a) Name of school	√	
	b) Class	√	
	c) Semester	√	
	d) Subject	√	
	e) Time allocation	√	
	f) Aspect or skill	√	

	g) Teacher and headmaster with signature		√
2	Designing Learning objectives	√	
3	Designing Learning media		√
4	Designing Learning method		√
5	Designing Learning material	√	
7	Designing Learning steps a) Opening b) The core of learning c) closing	√ √ √	
8	Designing Learning evaluation a) assessment instrument b) rubric assessment	√	√
9	Designing Core competencies		√
10	Designing Basic competencies		√
11	Designing Learning resources		√

In the LP4 analysis, several parts were found that were not suitable, namely:

- a) There are no Basic Competencies and Core Competencies.
- b) There are no learning skills.
- c) The learning media to be used is not written in the lesson Plan.
- d) The learning method to be used is not included in the lesson plan.
- e) The lesson plan does not contain an assessment rubric.
- f) Lesson plan does not include learning resources.

## 5) Lesson Plan 5 by T2

Table 9 Lesson Plan 5

No	Aspect	Assessment	
		Yes	No
1	Designing Identity of Lesson Plans a) Name of school b) Class c) Semester d) Subject e) Time allocation f) Aspect or skill g) Teacher and headmaster with signature	√ √ √ √ √ √	√
2	Designing Learning objectives	√	
3	Designing Learning media		√
4	Designing Learning method		√
5	Designing Learning material	√	
7	Designing Learning steps a) Opening b) The core of learning c) closing	√ √ √	
8	Designing Learning evaluation a) assessment instrument b) rubric assessment	√	√
9	Designing Core competencies		√
10	Designing Basic competencies		√
11	Designing Learning resources		√



In the LP5 analysis, several parts were found that were not suitable, namely:

- a) Lesson plan does not contain Basic Competencies and Core Competencies.
- b) Lesson plan does not contain learning skills.
- c) The learning media to be used is not written in the lesson plan.
- d) The learning method to be used is not included in the lesson plan.
- e) The lesson plan does not contain an assessment rubric.

6) Lesson Plan 6 by T2

Table 10 Lesson Plan 6

No	Aspect	Assessment	
		Yes	No
1	Designing Identity of Lesson Plans		
	a) Name of school	√	
	b) Class	√	
	c) Semester	√	
	d) Subject	√	
	e) Time allocation	√	
	f) Aspect or skill	√	
	g) Teacher and headmaster with signature		√
2	Designing Learning objectives	√	
3	Designing Learning media		√
4	Designing Learning method		√
5	Designing Learning material	√	

7	Designing Learning steps d) Opening e) The core of learning f) closing	√ √ √	
8	Designing Learning evaluation c) assessment instrument d) rubric assessment	√	√
9	Designing Core competencies		√
10	Designing Basic competencies		√
11	Designing Learning resources		√

In the LP6 analysis, several parts were found that were not suitable, namely:

- a) There are no basic competencies and core competencies.
- b) The Lesson plan does not include the skills to be achieved.
- c) The lesson plan does not include media, tools, materials to be used in learning.
- d) The lesson plans no learning method will be used.
- e) There is no scoring rubric.

The researcher also has conducted an interview with T1 on Wednesday, January 11th 2023 and also has conducted an interview with T2 on Wednesday, January 18th 2023, the result as follow:

a. Teachers' problems in designing lesson plans

After the researcher conducted an analysis of the lesson plans designing by T1 and T2. T1 and T2 experienced problems in designing learning methods, designing learning media, designing learning resources, designing lesson plan identities, and designing learning evaluations. this is in accordance with the results of interviews that have been conducted with T1 and T2:

*T1: Dalam mendesain rencana pembelajaran saya mengalami permasalahan dalam menentukan terutama metode pembelajaran, media pembelajaran, dan instrumen penilaian.*

(In designing lesson plans I experienced problems in determining especially learning methods, learning media, and learning evaluation instrument).

*T2: Saya mengalami kesulitan dalam menentukan metode pembelajaran yang sesuai dengan peserta didik.*

(My difficulty in designing lesson plans is choosing learning methods that suitable to my students).

b. Designing Learning Objectives

After the researcher analysed the lesson plans made by T1 and T2, it can be concluded that T1 and T2 had no problems in designing learning objectives because the designing lesson plans of T1 and T2 contain appropriate learning objectives as follows:

LP	Aspect	Yes	No
LP1	Designing learning objectives	√	
LP2	Designing learning objectives	√	
LP3	Designing learning objectives	√	
LP4	Designing learning objectives	√	
LP5	Designing learning objectives	√	
LP6	Designing learning objectives	√	

This is in accordance with the results of interviews conducted with

T1 and T2.

*T1: Selama ini dalam menentukan tujuan pembelajaran saya tidak mengalami kesulitan karena menyesuaikan materi yang diajarkan dan apa yang akan dicapai pada akhir pembelajaran yang tentunya juga sesuai dengan silabus dan kurikulum yang ada.*

(So far, in determining learning objectives, I have not experienced any difficulties because I adjust the material taught to what will be achieved at the end of the lesson, which of course is also in accordance with the existing syllabus and curriculum).

*T2: Tidak, Untuk tujuan pembelajaran dapat saya sesuaikan dengan kompetensi dasar dan kompetensi inti.*

(No, for learning objectives, I can adapt it to basic competencies and core competencies).

#### c. Designing Learning Method

After the researcher conducted the lesson plan analysis, it turned out that T1 and T2 experienced problems in designing learning methods because in designing lesson plans T1 and T2 do not contain learning method.

LP	Aspect	Yes	No
LP1	Designing learning method		√
LP2	Designing learning method		√
LP3	Designing learning method		√
LP4	Designing learning method		√
LP5	Designing learning method		√
LP6	Designing learning method		√

This is in accordance with the results of interviews conducted with

T1 and T2.

*T1: Saya cenderung menggunakan metode yang cenderung monoton sehingga membuat siswa merasa bosan dan jenuh.*

(I tend to use learning methods that tend to be the same so that it makes students bored and bored).

*T2: Kendala saya dalam menentukan metode pembelajaran adalah kurangnya pengetahuan tentang metode pembelajaran.*

(My obstacle in determining the learning method is the lack of knowledge about learning methods).

From the results of the lesson plan analysis and also the results of the interviews, it can be concluded that T1 and T2 experienced problems in designing learning methods due to the teacher's lack of knowledge about learning methods, causing teachers to tend to use learning methods that were monotonous and made students bored.

#### d. Designing Learning Media

After the researchers conducted an analysis of the lesson plans, it turned out that T1 and T2 experienced problems in designing learning

media because T1 used learning media that is monotonous and in designing lesson plans T2 do not contain learning media.

LP	Aspect	Yes	No
LP1	Designing learning media		√
LP2	Designing learning media		√
LP3	Designing learning media		√
LP4	Designing learning media	√	
LP5	Designing learning media	√	
LP6	Designing learning media	√	

This is in accordance with the results of interviews conducted with T1 and T2.

*T1: Saya biasa menggunakan media pembelajaran yang sama amper di semua materi pembelajaran sehingga terkesan monoton dan membuat siswa bosan.*

(I usually use the same learning media in almost all learning materials so that it seems monotonous and makes students bored).

*T2: Dalam menentukan media pembelajaran saya mengalami kesulitan sehingga saya tidak menuliskan pada RPP tetapi cenderung menggunakan media pembelajaran secara spontan Ketika mengajar semisal buku.*

(In determining learning media, I had difficulty so I didn't write it down in the lesson plan, but I tend to use media spontaneously when teaching, such as a book).

From the results of the lesson plan analysis and also the interviews, it turned out that T1 and T2 experienced problems in designing learning media according to the results of teacher interviews using learning media

spontaneously because of difficulties in designing learning media so they did not include it in lesson plans.

e. Designing Learning Material

After analysing lesson plans and interviews, it can be concluded that T1 and T2 had no difficulties in designing learning materials, but in delivering material in class T1 and T2 experienced problems because of the different backgrounds and characteristics of students. and the ability of each class is different but in designing lesson plans by T1 and T2 contain learning material.

LP	Aspect	Yes	No
LP1	Designing learning material	√	
LP2	Designing learning material	√	
LP3	Designing learning material	√	
LP4	Designing learning material	√	
LP5	Designing learning material	√	
LP6	Designing learning material	√	

This is in accordance with the results of interviews with T1 and T2.

*T1: Dalam menentukan materi pembelajaran di rencana pembelajaran saya tidak mengalami permasalahan karena saya cukup menyesuaikan dengan silabus dan kurikulum yang digunakan. Akan tetapi dalam mengimplementasikan atau penyampaian materi saya mengalami permasalahan karena latar belakang siswa yang berbeda dan kelas yang berbeda.*

(In determining the learning material in the lesson plan, I did not experience any problems because I simply adjusted it to the syllabus and curriculum used. However, in implementing or delivering the material, I

experienced problems because of the different student backgrounds and different classes.).

*T2: Dalam menentukan materi pembelajaran saya tidak mengalami kesulitan karena sudah ada pedoman paten yaitu silabus.*

(In determining the learning material, I did not experience difficulties because there were patent guidelines, namely the syllabus).

#### f. Designing Learning Steps

After analysing the RPP that had been designed by T1 and T2. The researcher found that T1 and T2 experienced several obstacles in designing learning steps because the learning media that had been designed were not in accordance with the learning steps that had been designed in the lesson plan. But, T1 and T2 have contain learning steps in designing lesson plans.

LP	Aspect	Yes	No
LP1	Designing learning steps	√	
LP2	Designing learning steps	√	
LP3	Designing learning steps	√	
LP4	Designing learning steps	√	
LP5	Designing learning steps	√	
LP6	Designing learning steps	√	

This was in accordance with the results of the interviews that had been conducted. performed with T1 and T2 as follows.

*T1: selama ini terkadang saya mengalami kendala dalam menyesuaikan langkah pembelajaran dengan metode atau media pembelajaran.*



(So far sometimes I experience problems in adjusting learning steps with learning methods or media.)

*T2: selama ini terkadang saya mengalami kendala dalam menyesuaikan langkah pembelajaran dengan metode.*

(So far sometimes I experience problems in adjusting learning steps with learning methods.)

#### g. Designing Learning Evaluation

After analysing lesson plans and interviews, it can be concluded that T1 and T2 experienced problems in designing learning evaluations. The difficulty for T1 and T2 is in determining the assessment of the instrument that is appropriate to the learning material and also the learning method.

LP	Aspect	Yes	No
LP1	Designing Learning evaluation a) assessment instrument b) rubric assesement	√	√
LP2	Designing Learning evaluation a) assessment instrument b) rubric assesement	√	√
LP3	Designing Learning evaluation a) assessment instrument b) rubric assesement	√ √	

LP4	Designing Learning evaluation a) assessment instrument b) rubric assesement	√	√
LP5	Designing Learning evaluation a) assessment instrument b) rubric assesement	√	√
LP6	Designing Learning evaluation a) assessment instrument b) rubric assesement	√	√

This was in accordance with the results of the interviews that had been conducted, performed with T1 and T2 as follows.

*T1: Dalam menentukan instrumen penilaian saya mengalami kesulitan karena cenderung menggunakan penilaian yang ternyata tidak tepat dengan kemampuan siswa dan mengakibatkan nilai siswa jelek.*

(In determining the assessment instrument, I experienced difficulties because I tended to use assessments that were not in accordance with the students' abilities and caused in poor students score).

*T2: kendala dalam menentukan penilaian adalah saya harus membuat instrumen penilaian dan rubrik penilaian. Saya kurang begitu paham instrumen penilaian yang tepat sesuai dengan materi pembelajaran yang saya berikan.*

(The obstacle in determining the assessment is that I have to make an assessment instrument and an assessment rubric. I don't really

understand the right assessment instrument in accordance with the learning material that I provide).

#### h. Designing learning Resources

From the results of the designing lesson plans by T1 and T2 as follows:

LP	Aspect	Yes	No
LP1	Designing learning resources	√	
LP2	Designing learning resources	√	
LP3	Designing learning resources	√	
LP4	Designing learning resources		√
LP5	Designing learning resources		√
LP6	Designing learning resources		√

From the results of the table, it can be concluded that T1 did not experience any problems in designing learning resources this is in accordance with the results of the interviews. Then T2 experienced problems in designing learning resources because it did not include a lesson plan that had been designed differently from the results of the interviews that had been conducted with T2, namely as follows:

*T2: Tidak karena memang sekolah juga menyediakan buku untuk pembelajaran.*

(No, because the school also provides books for learning).

*T1: Tidak karena dari sekolah juga sudah menyediakan buku paket bahkan sekarang tentunya kita dapat mengakses di internet secara luas dan mudah.*

(No, because schools also provide textbooks, even now, of course, we can access the internet widely and easily).

After conducted an analysis of the lesson plans designed and conducted interview with T1 and T2, it can be concluded that T1 and T2 experienced problems in designing lesson plan as follows:

- 1) Designing Identity of Lesson Plans
- 2) Designing Learning Method
- 3) Designing Learning Media
- 4) Designing Learning Steps
- 5) Designing Learning Evaluation
- 6) Designing Learning Resources

## **2. The teachers solve the problems in designing lesson plans at the second grade of MAN 3 Ngawi?**

The teachers solve the problems in designing lesson plan Mrs. Anis and Mrs. Nanik Research conducted interviews related to how teachers solve problems in designing lesson plans.

### **a. Teacher solves the problems in design method**

After the researcher conducted interviews with T1 and T2, it can be concluded that T1 and T2 handled the problem of designing learning methods in the same way, namely upgrading knowledge about newer learning methods so that students were interested in learning English.

*T1: Dengan itu ya saya harus banyak- banyak mengupgrade pengetahuan saya mengenai metode pembelajaran supaya membuat siswa lebih bersemangat dalam pembelajaran Bahasa Inggris.*

(Therefore, I have a lot to upgrade my knowledge about learning methods so that students are more enthusiastic about learning English.)

*T2: itu saya harus banyak belajar lagi untuk memperoleh metode pembelajaran yang dapat menarik keinginan siswa untuk belajar Bahasa Inggris.*

(Therefore, I have to learn more to find learning methods that can attract students' interest in learning English).

b. Teacher solves the problems in design media

After the researchers conducted interviews with T1 and T2, it can be concluded that T1 and T2 overcome problems in designing media with the same solution, namely by adjusting the learning media according to the learning material.

*T1: Menyesuaikan media pembelajaran yang tepat tergantung materi pembelajaran.*

(Adjusting the right learning media depending on the learning material.)

*T2: Untuk media pembelajaran biasanya saya bisa menyesuaikan dengan materi pembelajaran.*

(For learning media, I can usually adjust to the learning material besides learning the latest learning media.)

c. Teacher solves the problems in students' background

After the researcher conducted interviews with T1 and T2, it can be concluded that T1 and T2 overcame problems in adjusting students' backgrounds with lesson plans designed by understanding student characteristics and the characteristics of each class besides T1 and T2

overcoming these problems by adjusting to the conditions that There is. learning curriculum and syllabus used.

*T1: Tentunya saya harus mengetahui terlebih dahulu karakter siswa saya dan juga tingkat kemampuannya selain itu saya juga harus mengetahui karakter setiap kelasnya dengan itu akan mempermudah saya dalam membuat RPP.*

(of course, I have to know in advance the character of my students and also their level of ability besides that I also have to know the character of each class with that it will make it easier for me to make lesson plans).

*T2: Ya kalau kebutuhan siswa biasanya saya cukup sesuaikan dengan kemampuan mereka akan tetapi saya lebih cenderung menyesuaikan dengan silabus beserta kurikulum saja.*

(Yes, I usually just adjust the needs of students according to their abilities, but I tend to just adjust to the syllabus and curriculum.)

d. Teacher solves the problems in design material

The results of interviews conducted with T1 and T2 can be concluded that T1 and T2 overcome problems in designing learning materials by adjusting the curriculum and learning syllabus.

*T1: Untuk materi itu tetap sama sesuai dengan silabus dan kurikulum jadi saya tidak mengalami Permasalahan akan tetapi dalam penyampaian tentunya berbeda antara kelas unggulan dan kelas reguler karena mereka memiliki kapasitas dan kemampuan yang berbeda.*

(The material remained the same according to the syllabus and curriculum, so I didn't experience any difficulties, but of course the delivery was different between the superior class and the regular class because they had different capacities and abilities.)

*T2: Kalau materi tidak ada masalah karena mengikuti aturan paten dari kurikulum dan silabus.*

(There is no problem with the material because it follows patent rules from the curriculum and syllabus).

e. Teacher solves the problems in design objectives

The results of interviews that have been conducted with T1 and T2 can be concluded that T1 and T2 overcome problems in designing learning objectives by adjusting basic competencies and core competencies besides T1 and T2 are also based on the curriculum and syllabus.

*T1: Selama ini dalam menentukan tujuan pembelajaran saya tidak mengalami kesulitan karena menyesuaikan materi yang diajarkan dan apa yang akan dicapai pada akhir pembelajaran yang tentunya juga sesuai dengan silabus dan kurikulum yang ada.*

(So far, in determining learning objectives, I have had no difficulties because I adjusted the material being taught to what will be achieved at the end of the lesson, which of course is also in accordance with the existing syllabus and curriculum.)

*T2: Untuk tujuan pembelajaran dapat saya sesuaikan dengan kompetensi dasar dan kompetensi inti pada materi yang akan disampaikan*

(For learning objectives, I can adapt it to the basic competencies and core competencies in the material to be delivered)

f. Teacher solves the problem in design learning evaluation

From the results of interviews conducted with T1 and T2, it can be concluded that T1 and T2 overcome problems in designing learning evaluations by adjusting the appropriate assessment instruments and according to their students.

*T1: untuk itu saya tidak mengalami kesulitan. Biasa untuk penilaian saya selalu membuat meliputi penilaian pengetahuan,*

*keterampilan hingga sikap begitupun dalam pembuatan rubrik penilaian.*

(For that I have no trouble. Usually for the assessment I always make covering the assessment of knowledge, skills to attitudes as well as in making an assessment rubric.)

*T2: kadang saya berusaha mungkin untuk membuat rubrik penilaian itu yang baik akan tetapi seringnya itu malah di RPP tidak saya cantumkan. Saya berusaha membuat instrument penilaian yang tepat dan cocok dengan siswa.*

(Sometimes I try to make a good assessment rubric, but most of the time I don't include it in the RPP. I try to make assessment instruments that are appropriate and suitable for students.)

g. Teacher solves the problem in Learning resources

From the results of interviews conducted with T1 and T2, it can be concluded that T1 and T2 overcome problems in designing learning evaluations by adjusting the appropriate assessment instruments and according to their students.

*T1: Tidak mbak karena dari sekolah juga sudah menyediakan buku paket bahkan sekarang tentunya kita dapat mengakses di internet secara luas dan mudah dan menurut saya itu sangat membantu saya untuk mencari sumber- sumber belajar yang relevan.*

(No, because the school has also provided textbooks, even now, of course, we can access the internet widely and easily, and in my opinion, this has really helped me to find relevant learning resources.)

*T2: Tidak karena memang sekolah juga menyediakan buku untuk pembelajaran. Sehingga untuk sumber belajar saya cukup menyesuaikan dengan fasilitas yang ada disekolah*



(No, because the school also provides books for learning. So that for my learning resources, I just need to adjust to the existing facilities at school).

#### h. Teacher understanding in designing lesson plans

From the results of interviews conducted with T1 and T2, it can be concluded that T1 and T2 have understanding in designing lesson plans.

*T1: Menurut saya RPP/ rencana pembelajaran yang baik adalah yang memuat aktivitas pembelajaran yang akan dilaksanakan oleh guru dan menjadi pengalaman belajar untuk siswa yang disusun secara sistematis agar tercapai tujuan pembelajaran. RPP yang baik memuat segala aktivitas pembelajaran yang akan dilaksanakan di kelas, disusun secara sistematis untuk mencapai tujuan pembelajaran, serta tidak menimbulkan penafsiran ganda/ Bahasa yang digunakan tepat dan jelas.*

(In my opinion, a good RPP/lesson plans are one that contains learning activities that will be carried out by the teacher and becomes a learning experience for students that is arranged systematically in order to achieve learning objectives. A good lesson plans contains all learning activities that will be carried out in class, arranged systematically to achieve learning objectives and does not lead to multiple interpretations or the language used is precise and clear).

*T2: RPP yang bagus adalah yang sesuai dengan tujuan pembelajaran dan menyesuaikan karakteristik peserta didik*

(a good lesson plan is one that is in accordance with the learning objectives and adapt to the characteristics of students).

From the results of the interviews above it was stated that T1 and T2 understood the components of a good lesson plan, but from the results of the analysis of the lesson plan conducted by T1 and T2 it turned out that

there were still many components that had not been included. such as aspects and skills, design of learning methods, design of learning, design of learning resources, and evaluation of design learning.

i. Teacher solves the factors problems in designing lesson plans

After conducted an analysis of lesson plans and interviews with T1 and T2, it can be concluded that the factors that caused teachers to design lesson plans were due to the limited time they had, the large number of additional assignments given from the school, and the large number of additional teaching hours. This is evidenced by the results of interviews conducted with T1 and T2 as follows:

*T1: Faktor internal yang menyebabkan diri saya mengalami permasalahan dalam mendesain lesson plan yaitu menjaga konsistensi. Kemudian faktor eksternal yang menyebabkan saya mengalami permasalahan dalam mendesain rencana pembelajaran yaitu banyaknya tugas tambahan dari sekolah, tugas dinas, tugas tambahan jam mengajar. Akan tetapi saya berusaha untuk menangani permasalahan tersebut dengan konsisten tetap mendesign lesson plans disela-sela waktu kosong.*

(Internal factors that cause myself to experience problems in designing lesson plans, namely maintaining consistency. Then external factors that caused me to experience problems in designing lesson plans, namely the number of additional assignments from school, official assignments, additional teaching hours assignments. However, I try to deal with these problems by consistently designing lesson plans on the sidelines of free time.).

*T2: Faktor internal yang menyebabkan saya kesulitan dalam mendesain lesson plan adalah kurang fokus karena diberi tugas dari sekolah yang menyita waktu saya, kemudian faktor eksternal yang menyebabkan saya kesulitan yaitu terbatasnya sarana dan*

*prasarana pembelajaran sekolah. Akan tetapi saya berusaha untuk menangani permasalahan tersebut dengan konsisten tetap mendesign lesson plans disela-sela waktu kosong.*

(The internal factor that caused me difficulties in designing lesson plans was a lack of focus because I was given assignments from school which took up my time, then external factors that caused me difficulties, namely the limitations of school learning facilities and infrastructure. However, I try to deal with these problems by consistently designing lesson plans on the sidelines of free time).

## **B. Discussion**

### **1. Teachers' problems in designing lesson plan at second grade of MAN 3**

#### **Ngawi**

After finding the data, the researcher can describe in more detail the teachers' problems in designing lesson plans for English subjects for second grade MAN 3 Ngawi. According to the Minister of Education and Culture No. 22 of 2016 the characteristics of an ideal lesson plan consist of several components, including identity, learning objectives, learning media, learning methods, learning steps, learning materials, learning evaluation, and learning resources. From this theory the teacher must pay attention to several components that must be in the lesson plan because a good lesson plan will support the success of learning objectives. However, after conducting data analysis and interviews the teacher experienced problems in designing lesson plans.

From the results of the analysis of lesson plan T1 it was found that T1 experienced problems, namely the lesson plan did not include complete identity, the media and tools to be used in learning were not in accordance with the learning steps, and did not contain the learning method to be used. Then from the results of the lesson analysis plan T2 it was found that the lesson plan did not contain a complete identity, did not contain learning media and learning methods to be used, did not contain an assessment rubric, and did not contain an assessment rubric. From the results of the analysis of lesson plans T1 and T2, it can be concluded that teachers experience problems in designing lesson plans, which include identity, learning methods, learning evaluation, and learning resources. Then the results of interviews conducted with T1 teachers experienced problems in determining learning media, learning methods, and assessment instruments. The results of interviews with T2 found that T2 experienced problems in determining learning methods, learning media, assessment instruments and assessment rubrics. From the results of interviews T1 and T2 it can be concluded that T1 and T2 experience the same problems, namely in determining learning methods, learning media, and learning evaluation. Then from the results of lesson plan analysis and interviews in accordance with the theory from In the Ministry of the Education and Culture decree 22 of 2016. T1 and T2 experienced problems in Include identity, learning method, learning media, learning evaluation, and learning resources.

The first problem experienced by teachers in designing lesson plans is that they do not contain a complete identity. In fact, the lesson plan must contain a complete identity so as not to raise questions and the lesson plan is clearly easy to understand. The identity in the RPP includes the name of the school, subject, class/semester, skills, KD and KI, time allocation, learning indicators, subject teacher's name and signature, and school name and signature. From the data it was found that the RPP made by T1 and T2 did not make a complete identity.

The second problem is in determining learning methods. T1 and T2 experience problems in determining learning methods due to a lack of knowledge about learning methods and also tend to use monotonous methods. A good and appropriate learning method will make it easier to achieve learning goals. From the results of the analysis, lesson plans T1 and T2 also do not contain the learning methods to be used.

The third problem is that T1 and T2 have difficulty in determining the learning media to be used. In fact, learning media will affect students' interest in learning. Good learning media will make students more focused and pay attention to what is conveyed by the teacher. From the results of the data found that T1 tends to use learning media that is monotonous and T2 does not contain learning media that will be used and tends to be spontaneous in using learning media.

The fourth problem is in determining learning evaluation. From the results of the data, it was found that T1 and T2 had difficulty in determining

the assessment instrument and assessment rubric. Appropriate learning evaluation will affect student learning outcomes. If the assessment instrument used is appropriate, student learning outcomes will be successful. Therefore, learning evaluation is very important in learning.

Then the last problem is learning resources. Learning resources are very important because to make learning guides must be from a trusted source. From the results of the data, it was found that lesson plans T1 and T2 did not contain learning resources that were used as guidelines in teaching. Reliable and good learning resources will make quality learning.

## **2. Teachers solve the problems in designing lesson plans at second grade of MAN 3 Ngawi**

From the results of interviews conducted with T1 and T2 regarding the way teachers design lesson plans can be described as follows. In overcoming problems in identifying needs or what is needed by T1 students to better understand the character of each student and the character of each class so that the teacher can find out what students need. Then T2 adjusts the abilities of its students or according to the curriculum. Then in overcoming problems in identify material. T1 adapts the material to the syllabus and curriculum used. Likewise, T2 also overcomes problems in determining material by adapting it to the curriculum and syllabus. T1 overcomes problems in identifying objectivity by adjusting to the learning material and what you want to achieve at the end of learning. Whereas T2 overcomes problems in determining learning objectives by adjusting to basic

competencies and core competencies in accordance with learning materials. Then T1 overcomes the problem in identifying methods by learning a lot and upgrading knowledge about interesting learning methods for students. Likewise, with T2 overcoming problems in determining learning methods by learning a lot about newer learning methods. Then T1 and T2 overcome problems in determining instructional media by adapting it to learning material. From the results of the interviews above it can be concluded that T1 and T2 overcome problems in designing learning evaluations by adjusting to learning materials other than T1 and T2 as well as adjusting to the applicable syllabus and curriculum. T1 and T2 overcome problems in designing learning resources by upgrading knowledge about many and interesting learning resources such as the internet, journals, newspapers, etc. By adapting the theory from the Ministry of Education and Culture No. 22 of 2016 T1 and T2 are able to handle problems in designing lesson plans properly.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusions**

In this section, the researcher presents the conclusion of research about Teachers' Problem in Designing Lesson Plan of English Subject for The Second Grade Student of Man 3 Ngawi. From the results and discussions conducted by the researcher, it was found that the teacher's problems in designing lesson plans, namely as follows: designing identify of lesson plans, designing learning method, designing learning media, designing learning evaluation, designing learning resources

From the results of this study, it can be concluded that two female teachers who teach second grade English at MAN 3 Ngawi experience problems in designing lesson plans. From the results of the research above, it can be concluded that teachers have a way of solving and handling problems in designing lesson plans. It can be interpreted that the teacher can overcome the problems experienced in designing lesson plans. From the research above it can be concluded that T1 and T2 overcome problems in designing learning media and methods by upgrading their knowledge. T1 and T2 address the problem of determining what students need by understanding student and class characteristics. T1 and T2 overcome problems in designing learning materials and objectives by adjusting the syllabus and curriculum. T1 and T2 overcome problems in designing learning evaluations by adjusting to learning materials



and finally T1 and T2 overcome problems in designing learning resources by increasing learning resources such as the internet, journals, newspapers, etc.

## **B. Suggestions**

After conducting research and drawing conclusions from this research, researcher provides some suggestions as follows:

### **1. For a teacher**

The teacher should be designing lesson plans based on existing theories or regulations and include all the components that should be included in lesson plans in order to facilitate deep learning and achieve learning objectives.

### **2. For the Next Researcher**

Suggestions for future researcher to use observation and research up to the implementation stage of the lesson plans.

### **3. For Headmaster**

The headmaster must review the lesson plan that has been made by the teacher so that it is in accordance with the characteristics of a good lesson plan according to Permendikbud Number 22 of 2016. This will create good lesson plan results. learning objectives and student quality.

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## APPENDIX

### Appendix 1 Interview Sheet& Document Analysis Sheet

#### INTERVIEW GUIDE

1. Menurut anda rancangan rencana pembelajaran yang baik itu seperti apa? Kemudian memiliki kriteria seperti apa?
2. Apakah Ketika anda Menyusun RPP itu terpaku berdasarkan kerangka/konsep tertentu?
3. Apakah anda mengalami permasalahan dalam mendesain RPP?
4. Apakah anda mengalami permasalahan dalam menentukan apa yang dibutuhkan siswa dengan latar belakang anak yang sangat berbeda dan karakter kelas yang berbeda?
5. Apakah anda mengalami permasalahan dalam menentukan tujuan pembelajaran?
6. Apakah anda mengalami permasalahan dalam menentukan metode pembelajaran?
7. Apakah anda mengalami permasalahan dalam menentukan media pembelajaran?
8. Dalam menentukan materi pembelajaran apakah anda mengalami permasalahan?
9. Apakah anda mengalami permasalahan dalam mendesain Langkah-Langkah pembelajaran?
10. Apakah anda mengalami permasalahan dalam menentukan evaluasi pembelajaran?
11. Apakah anda mengalami permasalahan dalam menentukan sumber belajar?
12. Faktor internal dan eksternal yang menyebabkan anda mengalami permasalahan dalam mendesain lesson plan?
13. Bagaimana anda mengatasi permasalahan dalam menentukan apa yang dibutuhkan oleh siswa?
14. Bagaimana anda menangani permasalahan dalam menentukan materi?
15. Bagaimana anda menangani permasalahan dalam menentukan tujuan pembelajaran?
16. Bagaimana anda menangani permasalahan dalam menentukan metode pembelajaran?
17. Bagaimana anda menanggulangi permasalahan dalam menentukan media pembelajaran?

### ANALYSIS DOCUMENT SHEET

NO	ASPECT	ASSESSMENT	
		YES	NO
1	Include Identity a) Name of school b) Class c) Semester d) Subject e) Time allocation		
2	Learning objectives		
3	Learning media		
4	Learning method		
5	Learning material		
7	Learning steps a) Opening b) The core of learning c) closing		
8	Learning evaluation		
9	Core competencies		
10	Basic competencies		
11	Learning resources		

## Appendix 2 Lesson Plan

### Lesson Plan of T1

#### LP1

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 3 NGAWI  
 Mata Pelajaran : Bahasa Inggris Lintas Minat  
 Kelas/Semester : XI /Genap  
 Materi Esensial : Reservation  
 Alokasi Waktu : 2 JP

#### A. Kompetensi Dasar

Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :  
 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya

#### C. Indikator Pencapaian Kompetensi

1. Siswa dapat menentukan ungkapan dalam membuat janji atau reservasi
2. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi

#### D. Media/alat, Bahan dan Sumber Belajar

**Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian  
**Alat/Bahan** : Android, laptop, dan alat tulis

**Sumber Belajar** : Buku mata pelajaran bahasa Inggris LM kelas XI dan artikel terkait sebagai pengayaan

### E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> <li>• Guru memberi salam pembuka dan mengajak siswa berdoa untuk memulai pembelajaran, lalu memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Guru 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.</li> <li>• Guru menyampaikan motivasi tentang tujuan dan manfaat mempelajari materi terkait teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi</li> <li>• Guru menjelaskan kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.</li> </ul>
Kegiatan Inti ( 75 Menit )
<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Guru menyajikan teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.</li> </ul> <p><b>Kegiatan Literasi:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dimotivasi untuk membaca teks terkait acara, tawaran, janji dan reservasi dan mengamati serta menuliskan kembali istilah terkait teks terkait acara, tawaran, janji dan reservasi</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi kesempatan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi pada Lembar Kerja Peserta Didik 1 (LKPD 1)</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik berdiskusi secara berpasangan (<i>work in pairs</i>), diberi kesempatan untuk menjawab pertanyaan berdasarkan teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi pada Lembar Kerja Peserta Didik 1 (LKPD 1).</li> </ul> <p><b>Communication:</b></p>



- Peserta didik mempresentasikan hasil kerja secara berpasangan secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh peserta didik lain.

### **Creativity**

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi.

### **Kegiatan Penutup ( 5 Menit)**

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

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

#### **D. Penilaian Hasil Pembelajaran**

- **Pengetahuan**  
Latihan soal
- **Sikap**  
Performa keaktifan
- **Keterampilan**  
Praktik

Mengetahui,  
Kepala MAN 3 Ngawi

Masrukhin, M. Pd.  
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### Lampiran Materi

Pay attention to the following dialogue.

#### Dialogue A

A : Good morning. Dr. Setiawan's surgery.  
 B : Good morning. I'd like to make an appointment to meet Dr. Setiawan, please.  
 A : I see. Do you want to go urgently?  
 B : Well, it is not desperately important, but as soon as possible.  
 A : Will Thursday at 10 o'clock be all right?  
 B : Yes, that's fine  
 A : What address is it, please?  
 B : His name's Mahadewa, Seanu Mahadewa

#### Dialogue B

Receptionist : Good Morning Sir, May I help you?  
 Mr. Hadi : Yes. I'd like to book a room for two days

#### 1) Fungsi sosial

Menjaga keharmonisan komunikasi antara penyedia jasa dan pelanggan untuk saling menguntungkan

Tujuan reservasi :

- meyakinkan bahwa kita mendapatkan ruang/kamar, tempat duduk atau tempat
- meminta kamar/tempat duduk yang kita inginkan

#### 2) Struktur teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

#### 3) Unsur kebahasaan

- Ungkapan baku yang lazim digunakan.
- Memberi dan meminta informasi terkait menelpon dan menerima telepon dalam
  - (a) membuat perjanjian
  - (b) membuat reservasi sesuai dengan konteks yang berbeda.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, tulisan tangan

#### Ungkapan

Kita akan membahas bagaimana cara membuat janji/appointment dalam bahasa Inggris baik secara langsung atau hanya dengan menggunakan telepon saja. Berikut ini adalah ungkapan yang dapat digunakan dalam membuat janji dan melakukakn pemesanan.

#### Ungapan Membuat Janji/Appointment

- I'd like you to come and see in ...
- I want to make an appointment to see Mr/Mrs ...
- I'd like to make an appointment with ...

#### Ungkapan Menerima/Accepting Appointment atau Janji

- Sure, I will be waiting for you
- It's a deal
- All right, see you there
- Yes, I will come
- Be there on time
- I will be there soon

Ungkapan Menolak/Declining Appointment atau Janji

- I don't think I can.
- No, I can't.
- I'm sorry. I'm busy.
- I am afraid, I can't.
- I am sorry, I can't.
- Sorry, I think I have an appointment with someone else.

Ungkapan memesan tempat/ kamar tidur hotel/tiket:

- I'd like to book ....
- I'd like to reserve ...
- I'd like to make reservation of ...

### Lembar Kerja Peserta Didik 1 ( LKPD 1)

#### Question 1

There are some expressions that we can use when we want to make appointment with some one. To make appointment we have to use polite sentences. Pay attention to the following sentences.

Which sentence does express making appointment? Give (√) to the correct answer.

Would you like a cup of coffee?	
I'm afraid I can't	
Sorry, I think I have an appointment with someone else	
Sure, I will be waiting for you	
I'd like to make an appointment with ...	

#### Question 2

There are some expressions that we can use when we want to accept appointment . To accept appointment we have to use polite sentences. Pay attention to the following sentences.

Which sentence does express accepting appointment? Give (√) to the correct answer.

I am sorry , I am busy	
I'd like to make an appointment...	
I'd like you to come and see in ...	
Sure, I will be waiting for you	
I am afraid, I can't.	

#### Question 3

Travel Agent : Berkah Jaya Travel Agent, May I help you?

Dewi : Yes. I'd like to book a ticket to Makassar for December 2<sup>nd</sup>

What expressing does the underlined show? Give (√) to the correct answer.

Making appointment	
Declining appointment	
Booking something	
Accepting appointment	
Offering something	

#### Question 4

A : Good afternoon. Wardah's hair fashions.

B : Good afternoon. I'd like to make an appointment to have my hair done, please. It is Mrs. Djuharie speaking.

A : Ah, Mrs. Djuharie certainly. When would you like to come?

B : Saturday afternoon, please.

What expressing does the underlined show? Give (√) to the correct answer.

Making appointment	<input type="checkbox"/>
Declining appointment	<input type="checkbox"/>
Booking something	<input type="checkbox"/>
Accepting appointment	<input type="checkbox"/>
Offering something	<input type="checkbox"/>

Question 5

A receptionist : Good after noon, madam. May I help you?

A guest : I want a room sir. Can you spare a room for me?

What expressing does the underlined show? Give (√) to the correct answer.

Making appointment	<input type="checkbox"/>
Declining appointment	<input type="checkbox"/>
Making reservation of a place/room	<input type="checkbox"/>
Accepting appointment	<input type="checkbox"/>
Offering something	<input type="checkbox"/>

**LP2****RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : MAN 3 NGAWI  
 Mata Pelajaran : Bahasa Inggris Lintas Minat  
 Kelas/Semester : XI /Genap  
 Materi Esensial : Lirik Lagu  
 Alokasi Waktu : 2 JP

**A. Kompetensi Dasar**

Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA.

**B. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :  
 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA

**C. Indikator Pencapaian Kompetensi**

1. Siswa dapat menangkap fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA
2. Siswa dapat menentukan informasi tertentu terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA

**D. Media/alat, Bahan dan Sumber Belajar**

**Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian  
**Alat/Bahan** : Android, laptop, dan alat tulis  
**Sumber Belajar** : Buku mata pelajaran bahasa Inggris LM kelas XI dan artikel terkait sebagai pengayaan

### E. Langkah-Langkah Pembelajaran

<b>Kegiatan Pendahuluan (10 Menit)</b>
<ul style="list-style-type: none"> <li>• Guru memberi salam pembuka dan mengajak siswa berdoa untuk memulai pembelajaran, lalu memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Guru 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.</li> <li>• Guru menyampaikan motivasi tentang tujuan dan manfaat mempelajari materi terkait teks lirik lagu terkait kehidupan remaja SMA/MA</li> <li>• Guru menjelaskan kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.</li> </ul>
<b>Kegiatan Inti ( 75 Menit )</b>
<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Guru menyajikan teks lirik lagu terkait kehidupan remaja SMA/MA</li> </ul> <p><b>Kegiatan Literasi:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dimotivasi untuk membaca teks lirik lagu terkait kehidupan remaja SMA/MA</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi kesempatan mengidentifikasi fungsi sosial dan unsur kebahasaan teks lirik lagu terkait kehidupan remaja SMA/MA</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik berdiskusi secara berpasangan (<i>work in pairs</i>), diberi kesempatan untuk menjawab pertanyaan berdasarkan teks lirik lagu terkait kehidupan remaja SMA/MA pada Lembar Kerja Peserta Didik 2 (LKPD 2).</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja secara berpasangan secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh peserta didik lain.</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait fungsi sosial dan unsur kebahasaan teks lirik lagu terkait kehidupan remaja SMA/MA</li> </ul>
<b>Kegiatan Penutup (5 Menit)</b>
<p>Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p>

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

### C. Penilaian Hasil Pembelajaran

- **Pengetahuan**  
Latihan soal
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## Lampiran Materi

### PENGERTIAN

*Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity.*

Jadi, Lagu adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi, dan hubungan temporal (biasanya diiringi dengan alat musik) untuk menghasilkan gubahan musik yang mengandung kesatuan dan kesinambungan.

### B. TUJUAN

*Songs are used to express feeling and idea in an entertaining world. Songs can be used to deliver social criticism. The moral values are hidden in the lyrics.*

Lagu merupakan salah satu cara untuk mengekspresikan emosi dan perasaan dengan cara yang menyenangkan. Lagu juga dapat menjadi media untuk menyampaikan kritikan tentang situasi yang ada di masyarakat. *Moral value* atau amanat biasanya tersirat dalam lirik yang dibuat penulis lagu.

### C. CIRI KEBAHASAAN

*Song* atau lagu juga punya ciri kebahasaan, lho! Nah, berikut ciri kebahasaan dari *song*.

- **Imagery.** *Imagery describes about feelings and emotions.* Sebuah lagu biasanya berusaha menggambarkan perasaan yang dirasakan si penulis.
- **Rhythm.** Ritme disini digunakan untuk menciptakan mood. Misalnya, apabila kita sedang bersedih dan mendengarkan lagu dengan ritme slow, maka kita akan terbawa suasana dengan lagu tersebut. *So, rhythm creates mood!*
- **Figures of speech**
  1. **Metaphor, comparing two things that are not alike to suggest that they actually have something in common.** Sekilas memang kedua hal yang dibandingkan tidak berkaitan, tetapi sebenarnya ada kesamaan antara dua hal tersebut. e.g. "Time is a thief" or "Her hair was silk"
  2. **Simile, compare two things using "like" or "as".** Suatu hal digambarkan dengan hal yang mirip dengan menggunakan kata 'like' atau 'as' e.g. "My love is like a red rose".
  3. **Hyperbole, a dramatic language. Big exaggeration, usually with humor.** Suatu hal digambarkan secara berlebihan, terkadang menggelitik karena terlalu berlebihan. e.g. "That math homework took me 8 million years to finish".
  4. **Personification, an object appear like a person.** Objek (bukan manusia) memiliki kemampuan seperti manusia. e.g. "The wind whisper" or "The snowflakes danced in the wind".



5. **Alliteration**, *the repetition of the same beginning sound in a series of words*. Perulangan bunyi suara yang terdapat di awal setiap kata. e.g. “Peter Parker pick a pack of pants punctually”

#### D. STRUKTUR

- **Intro**, yaitu bagian awal lagu, biasanya belum terdengar suara penyanyi (hanya instrumennya saja)
- **Verse**, atau bait adalah bagian pengantar ke chorus.
- **Refrain**, peralihan dari verse ke chorus
- **Chorus**, bagian inti, biasanya yang paling mudah diingat.
- **Bridge**, penghubung chorus ke chorus selanjutnya ataupun ke coda.
- **Coda**, penutup lagu.

Struktur tersebut tidak bersifat kaku, jadi tidak semua lagu memiliki struktur yang tersusun seperti itu. Tapi setiap lagu secara umum pasti memiliki verse, chorus, dan bridge.

**Lampiran 1. Instrumen Penilaian Sikap ( Observasi)**

Satuan Pendidikan : MA  
Tahun Pelajaran : 2022/2023  
Kelas/ Semester : XI/ Semester 2

<b>No</b>	<b>Waktu</b>	<b>Nama</b>	<b>Kejadian/perilaku</b>	<b>Butir Sikap</b>	<b>Positif/Negatif</b>	<b>Tindak Lanjut</b>

Mata Pelajaran : Bahasa Inggris Lintas Minat

### Lampiran 2. Aspek Pengetahuan

Jenis Soal	Jumlah Soal	Skor
Multiple Choice	5	Jawaban benar = 100 , Jawaban salah=0
Multiple Answers	5	Jawaban benar = 50, Jawaban salah = -33.3
Matching	5	Jawaban benar = 20, Jawaban salah = 0
Short Answer	5	Jawaban benar=100. Jawaban salah = 0

**Skor maksimal = 100**

### Lampiran 3. Aspek Keterampilan

#### Rubrik Penilaian

KD. 4.9 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA

No	Nama	Aspek yang diamati			Jumlah Skor	Nilai
		1	2	3		

#### Keterangan:

Aspek yang dinilai:

1. Pilihan kata
2. Kesesuaian isi
3. Tata bahasa

Kriteria Penilaian :

1. 4= sangat baik    3= baik    2= kurang    1= tidak baik

2. 4= sangat baik    3= baik            2= kurang        1= tidak baik

1. 4= sangat baik 3= baik 2= kurang        1= tidak baik

Petunjuk Penskoran:

Nilai :  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100 =$

### LP3

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 3 NGAWI  
 Mata Pelajaran : Bahasa Inggris Lintas Minat  
 Kelas/Semester : XI/ Genap  
 Materi Esensial : Teks *hortatory exposition*

#### A. Kompetensi Dasar

Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

#### B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

#### C. Indikator Pencapaian Kompetensi

Siswa dapat menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### D. Media/alat, Bahan dan Sumber Belajar

**Media** : Worksheet atau lembar kerja (siswa), Lembar penilaian

**Alat/Bahan** : Android, laptop, dan alat tulis

**Sumber Belajar** : Buku mata pelajaran bahasa Inggris LM kelas XI dan artikel terkait sebagai pengayaan

### E. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> <li>• Guru memberi salam pembuka dan mengajak siswa berdoa untuk memulai pembelajaran, lalu memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Guru 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.</li> <li>• Guru menyampaikan motivasi tentang tujuan dan manfaat mempelajari materi terkait teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum</li> <li>• Guru menjelaskan kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.</li> </ul>
Kegiatan Inti ( 75 Menit )
<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Guru menyajikan teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum</li> </ul> <p><b>Kegiatan Literasi:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dimotivasi untuk membaca teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum</li> </ul> <p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi kesempatan mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum pada Lembar Kerja Peserta Didik 3 (LKPD 3)</li> </ul> <p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik berdiskusi secara berpasangan (<i>work in pairs</i>), diberi kesempatan untuk menyusun teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum pada Lembar Kerja Peserta Didik 3 (LKPD 3).</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja secara berpasangan secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh peserta didik lain.</li> </ul>

<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum.</li> </ul>
<p><b>Kegiatan Penutup (5 Menit)</b></p>
<p>Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p>
<p>Guru membuat rangkuman /simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan</p>

#### F. Penilaian Hasil Pembelajaran

- **Pengetahuan**  
Latihan soal ( Multiple choose)
- **Sikap**  
Performa keaktifan
- **Keterampilan**  
Praktik

Mengetahui,  
Kepala MAN 3 Ngawi

Masrukhin, M. Pd.  
NIP. 197310052005011002

Mantingan, Januari 2023

Guru Mata Pelajaran

Anis Mudrikah, S. Pd.  
NIP. 198210022007012013

## Lampiran Materi

### Struktur Teks Hortatory Exposition

Teks hortatory exposition adalah sebuah teks formal yang harus ditulis berdasarkan fakta. Penulis bisa mengajukan sebuah opini, namun wajib didukung dengan argument berupa fakta dan data.

- **Thesis**  
Pada bagian ini penulis bisa mengungkapkan opini tentang sebuah fenomena atau isu berdasarkan fakta yang ada.
- **Arguments**  
Agar bisa memperkuat opini penulis, kita bisa menambahkan argument lain bahwa apa yang dikatakan penulis adalah fakta. Penulis bisa menambahkan sumber atau pendapat orang lain yang relevan.
- **Recommendation**  
Penulis wajib memberikan arahan agar pembaca mau mengikuti opini penulis. Kamu bisa menuliskan saran yang sebaiknya boleh atau tidak boleh dilakukan.

### Contoh Teks Hortatory Exposition Tentang Kesehatan

Setelah membahas struktur dan pengertian hortatory exposition, berikut ini adalah contoh-contohnya:

#### Karakteristik Teks Hortatory Exposition

Agar kamu bisa lebih memahami maka teks *hortatory exposition*, lebih baik kamu memahami bagaimana karakteristiknya:

1. Tulisan fokus pada *argument* penulisnya
2. Memakai *abstract noun* yaitu seperti *advantage*, *culture* dan lainnya
3. Dalam penulisannya selalu memakai *action verb* yaitu *value*, *tell*, *argue*, *ask*
4. Menggunakan kata kerja seperti *think*, *worry*, *wonder*
5. Menggunakan *temporal connective* seperti *firstly*, *secondly*.
6. Kalimat pasif karena menggunakan sudut pandang penulis.

#### Exercise Can Boost Immune

Thesis:

*During the covid pandemic, many people exercise to maintain their immune system. Because with exercise, white blood cells will function as antibodies against incoming viruses.*



Argument 1:

*Exercise can help bacteria in the body get out. Because when we exercise, our body temperature increases. And can prevent the virus from growing.*

Argument 2:

*Exercise can reduce stress hormones and increase endorphins. So we are happier and protected from the virus.*

Argument 3:

*Exercise helps the body become more immune and makes it difficult for the virus to grow because we have strong antibodies.*

Recommendations:

*Do regular exercise at home, it can be done with, jogging, bicycles or others*

### **Lembar Kerja Peserta Didik 3**

**Write an hortatory exposition text, pay attention to the generic structure and the language feature.**



### Lampiran 2. Aspek Pengetahuan

Jenis Soal	Jumlah Soal	Skor
Multiple Choice	5	Jawaban benar = 100 , Jawaban salah=0
Multiple Answers	5	Jawaban benar = 50, Jawaban salah = -33.3
Matching	5	Jawaban benar = 20, Jawaban salah = 0
Short Answer	5	Jawaban benar=100. Jawaban salah = 0

**Skor maksimal = 100**

### Lampiran 3. Aspek Keterampilan

#### Rubrik Penilaian

KD. 4.9 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

No	Nama	Aspek yang diamati			Jumlah Skor	Nilai
		1	2	3		

#### Keterangan:

Aspek yang dinilai:

1. Pilihan kata
2. Kesesuaian isi
3. Tata bahasa

**Kriteria Penilaian :**

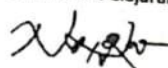
1. 4= sangat baik    3= baik            2= kurang            1= tidak baik
2. 4= sangat baik    3= baik            2= kurang            1= tidak baik
2. 4= sangat baik    3= baik    2= kurang            1= tidak baik

## Lesson Plan of T2

## LP4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)			
Sekolah	: MAN 3 NGAWI	Kelas/Semester	: XI / Genap
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 45 menit
Materi	Teks Khusus Dalam Bentuk Surat Pribadi		
<b>A. Tujuan Pembelajaran</b>			
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:			
<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>• Memahami struktur teks dari surat pribadi</li> <li>• Memahami unsur kebahasaan surat pribadi</li> <li>• Menganalisis unsur-unsur eksposisi surat pribadi</li> <li>• Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>• Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> </ul>			
<b>B. Langkah-Langkah Pembelajaran</b>			
<b>Kegiatan Pendahuluan (15 Menit)</b>			
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin			
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 : <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> .			
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.			
<b>Kegiatan Inti ( 50 menit )</b>			
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.		
<b>Critical Thinking</b>	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> .		
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> .		
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.		
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Khusus Dalam Bentuk Surat Pribadi</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami		
<b>Kegiatan Penutup (15 Menit)</b>			
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefeksi kegiatan pembelajaran.</li> <li>• Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>• Guru Memberikan penghargaan( misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.</li> <li>• Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>			
<b>C. Penilaian Hasil Pembelajaran</b>			
Sikap : Lembar pengamatan, observasi diskusi	- Pengetahuan : LK peserta didik,	- Keterampilan: Kinerja &	

Mengetahui,  
  
 Kepala Sekolah  
 MASNURKHIN, M.Pd  
 NIP. 197310052005011002

Ngawi, Januari 2021  
 Guru Mata Pelajaran  
  
 NANIK SUGIARTI, S.Pd  
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## KEGIATAN PEMBELAJARAN 1 : FUNGSI SOSIAL, STRUKTUR DAN UNSUR KEBAHASAAN SURAT PRIBADI

### A. Tujuan Pembelajaran

Setelah mempelajari materi dalam modul kegiatan pembelajaran 1, kalian diharapkan mampu membedakan dan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan surat pribadi serta menangkap makna dari surat tersebut.

Dalam kegiatan pembelajaran 1 ini, kalian akan dikenalkan pada contoh surat pribadi yang disajikan dalam bentuk tulis pada kegiatan membaca. Sebelum masuk ke kedua kegiatan tersebut, kalian akan diberikan pengertian, struktur dan ciri kebahasaan surat pribadi, sehingga kalian akan lebih mudah memahaminya.

### B. Uraian Materi

Pay close attention to the personal letter below.

12<sup>th</sup> January 2014  
My Dear Lovely Siti,

35 Senggigi Raya  
Lombok  
75009 Nusa Tenggara Timur  
Address

Hello! Greetings Introduction

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping so she went and will be gone for hours. I took a rain check from shopping and decided to write to you while to enjoy my cup of coffee.

You know yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw most amazing fish ever. I wish you were here; it would have been much more fun.

Mum's making sure we don't miss any sight in the whole city, so we've practically been everywhere.

I got to go, mum is here. I will see you soon. Closure

Lots of love XOXO Closing

Lana Signature

P.S. I'm bringing you lot of souvenirs and pictures!! Postscript

### Ciri Kebahasaan

Linguistic Features	
Sentence Structure	<ul style="list-style-type: none"> <li>- Accuracy of grammar is important.</li> <li>- Complete sentences are expected.</li> <li>- Slang can be used.</li> <li>- Use the contractions such as <i>I'll, I'm, We'll</i></li> <li>- Use <i>personal pronouns</i> such as <i>I, We, You</i></li> <li>- Use <i>active voice</i></li> </ul>
Style	<ul style="list-style-type: none"> <li>- Language use may be personal like first and second person pronouns.</li> <li>- Be warm</li> <li>- Use the person's name you are writing to</li> <li>- Vary sentence length.</li> <li>- Write in a natural, conversational style.</li> <li>- Let your personality shine through in your writing.</li> </ul>

### C. Rangkuman

*Personal Letter* digunakan untuk menjalin hubungan dengan orang lain melalui tulisan. Sekarang ini, dengan kemajuan zaman, hubungan surat menyurat sudah jarang digunakan dalam berkomunikasi karena sudah tergantikan oleh alat komunikasi yang lebih cepat dan canggih. Penggunaan surat masih banyak digunakan di daerah yang belum banyak menggunakan alat komunikasi elektronik.

Struktur sebuah surat pribadi meliputi: tempat dan tanggal surat dibuat, alamat, salam dan nama, pembukaan, isi, penutup, salam penutup dan tanda tangan.

Unsur kebahasaan yang kalian pelajari meliputi ungkapan keakraban yang lazim digunakan dalam surat pribadi, *nomina singular* dan *plural* dengan atau tanpa *a, the, this, those, my, their*, dsb., serta ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

### Pengertian

Surat dalam bahasa Inggris disebut dengan *letter*. *Personal Letter* ( Surat Pribadi ) merupakan surat tidak resmi yang ditulis untuk perseorangan. Biasanya, yang terlibat adalah dua orang yang saling mengenal dengan baik. Namun, mari kita telusuri lagi lebih dalam tentang pengertian *personal letter* ini.

Dikutip dari buku Bahasa Inggris Kelas XI Semester 2 disebutkan bahwa :

*Personal letters are letters you write to people you have already known well or been familiar with, such as family members, friends, classmates or pen friends.*

Jadi, kalian bisa menulis surat pribadi untuk orangtua, kakak atau adik, teman akrab, sahabat yang pernah tinggal di dekat kalian, dan lain-lain.

### Struktur dari Personal Letter

- **Date (Tanggal)** = Biasanya tanggal ini ditulis pada kiri paling atas. Tanggal ini menunjukkan kapan waktu surat ditulis.  
Misalnya: *12<sup>th</sup> January 2014*
- **Address (Alamat)** = Bagian ini adalah tempat dimana kamu menulis surat atau alamat asal si pengirim tinggal. Alamat ditulis pada bagian kanan atas.  
Misal: *35 Senggigi Raya Lombok 75009 Nusa Tenggara Timur*
- **Salutation & Name (Salam & Nama)** = Bagian ini menuliskan salam pembuka dan nama penerima surat.  
Misalnya: *My Dear Lovely Siti, Dear..., Dearest..., Sweetheart, Darling, My love,* dan lain-lain.
- **Introduction (Pembukaan)** = Biasanya dimulai dengan sebuah kalimat seperti tanggapan dari surat sebelumnya atau bisa juga awal perkenalan diri jika kalian baru memulai surat-menyurat.
- **Body (Isi Surat)** = Bagian ini merupakan isi atau inti dari surat. Pada bagian *body* ini kalian menceritakan seluruh isi surat yang ingin kalian tuliskan.
- **Closure (Penutup)** = Bagian ini berfungsi untuk menutup pembicaraan, yang menunjukkan bahwa surat akan segera berakhir.
- **Complimentary Close (Salam Penutup)** = Bagian ini merupakan ungkapan penutup pendek.  
Misalnya: *With love, Sincerely yours,* dan lain-lain.
- **Signature (Tanda Tangan)** = Bagian ini berada di bawah *complimentary close*, kalian bisa membubuhkan kalian tangan atau bisa juga hanya inisial nama kalian saja.



### D. Penugasan Mandiri

Look at the expressions and match them with the purpose of the letter. Do like the example.

Expressions	Purpose
I am so happy to share this with you	To apologize
Thank you so much for remembering me	To ask for reply
Did you know ...	To ask a favor
I am so sorry	Closing
I will be waiting for your letter eagerly	To give advice
Can I ask you for this favor	To give bad news
Love always	Changing topic
I think you should think it over before	To share some information
I am so sorry but I have to tell you	To thank the person
That reminds me of ...	To share good news

### E. Latihan Soal

Analyze the personal letter below. Give the structure in box given

*Kupang, April 2, 2018* → 1

→ 2

*Dear Paula,* → 3 → 4

*Hello Paula, how are you? It's been a month since I last heard from you. Well I just wanted to tell you that I was in a hospital last week. According to the doctor I was infected by dengue fever.* → 5

*At first, I felt my body became weak then fainted when was studying in the classroom. Then, I was taken to the hospital because of the high fever. At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatments. Finally, I had to stay there for one week. Everyday the doctor kept*

me on a drip. At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

OK, think that's all from me. write to me soon ok? I am looking forward to seeing you soon.

Kegurús →

Nadira →

### Zona Latihan Soal

1. Date : this is the date when Nadira wrote the letter
2. Address : this is the place where Nadira wrote the letter
3. Salutation : Nadira saluted Paula
4. Introduction : Nadira opened the letter
5. Greeting : Nadira greeted Paula
6. Closing : Nadira closed the letter
7. Closure : Nadira's leave-taking expression
8. Signature

### F. Penilaian Diri

No	Pernyataan	SS	S	TS	STS
1	Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.				
2	Saya belajar menggunakan modul ini secara terjadwal				
3	Saya mengerjakan modul ini sendiri tanpa bantuan orang lain				
4	Saya sudah memahami bentuk dan penggunaan <i>Personal Letter</i> dalam kehidupan sehari-hari				
5	Saya dapat membuat <i>Personal Letter</i> dengan sistematika yang benar				

LP5

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Sekolah : MAN 3 NGAWI  
Mata Pelajaran : Bahasa Inggris  
Materi : Teks Interaksi Transaksional, Informasi Terkait Hubungan Sebab Akibat

Kelas/Semester : XI/ Ganap  
Alokasi Waktu : 45 menit

**A. Tujuan Pembelajaran**  
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat
- Menyebutkan situasi yang memunculkan pernyataan sebab akibat
- Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
- Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat
- Menulis teks pendek yang melibatkan pernyataan sebab akibat dan kemudian dibacakan ke kelas
- Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya

**B. Langkah-Langkah Pembelajaran**

**Kegiatan Pendahuluan (15 Menit)**

Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin

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 : *Teks Interaksi Transaksional, Informasi Terkait Hubungan Sebab Akibat*

Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

**Kegiatan Inti (90 Menit)**

<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Teks Interaksi Transaksional, Informasi Terkait Hubungan Sebab Akibat</i> dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
<b>Critical Thinking</b>	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Teks Interaksi Transaksional, Informasi Terkait Hubungan Sebab Akibat</i> .
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Interaksi Transaksional, Informasi Terkait Hubungan Sebab Akibat</i>
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Interaksi Transaksional, Informasi Terkait Hubungan Sebab Akibat</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami


**Kegiatan Penutup (15 Menit)**

- Peserta didik dan guru merefleksikan kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan( misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

**C. Penilaian Hasil Pembelajaran**  
Sikap : Lembar pengamatan, observasi diskusi - Pengetahuan : LK peserta didik, - Keterampilan: Kinerja &

Mengetahui,  
  
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## KEGIATAN PEMBELAJARAN 1

### A. Tujuan Pembelajaran

Setelah kegiatan pembelajaran 1 ini kalian diharapkan mampu membedakan dan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan ungkapan sebab akibat *because of* ..., *due to* ..., *thanks to* - dalam percakapan sehari-hari sesuai dengan konteks penggunaannya.

### B. Uraian Materi

Perhatikan percakapan di bawah ini !

Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in Science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

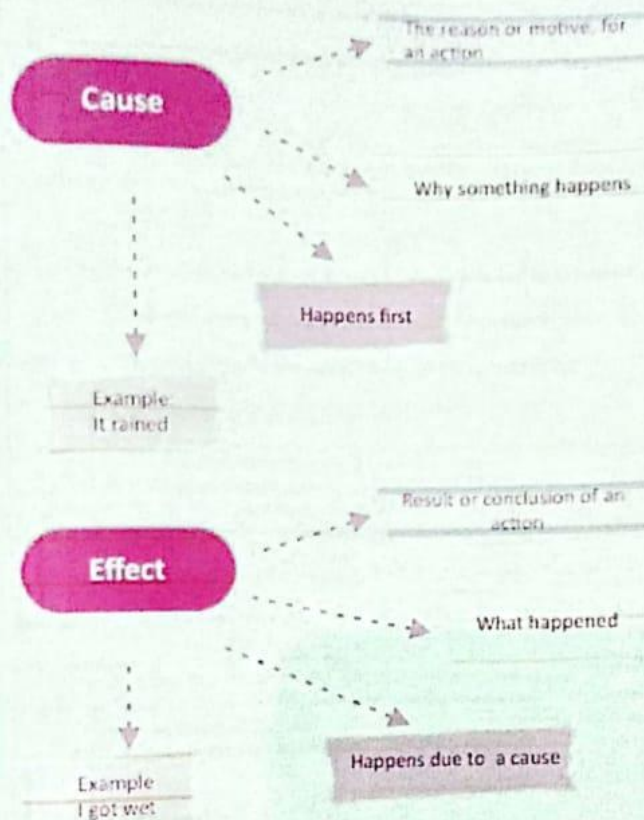
Jane: Really? It sounds scary.

Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane: You are right. We have to do it.

Suppose you are RAY!  
Is there any information about smoking  
why should we avoid from being addicted  
to passive smokers?

Pay close attention to the explanation below!



Kata penghubung sebab-akibat atau dalam bahasa Inggris disebut *cause-effect* adalah kata penghubung yang menghubungkan sebuah *sebab* dan *akibatnya*. Ada dua jenis kata penghubung yaitu:

1. Kata penghubung yang diikuti dengan *clause*

Kata penghubung yang diikuti dengan *klause / clause* adalah kata penghubung yang memerlukan sebuah *subject* dan *predicate* dalam penulisannya. Kata penghubung jenis pertama ini antara lain:

- a) Because  
*Sinta was absent because she got had cold yesterday*
- b) Since

Jenny has decided to move to Surabaya since there are more opportunities for employment in that city.

- c) As  
The players delivered a splendid performance as they had rehearsed well
- d) For  
He could not get a seat for he came too late
- e) As a result of  
There are too many tasks, as a result most of the students are unhappy and stressed.

## 2. Kata penghubung yang diikuti frasa / gerund

Kata penghubung yang diikuti frasa adalah kata hubung yang hanya diikuti dengan frasa benda saja atau gerund tanpa ada predicate atau verb di dalamnya. Kata penghubung jenis kedua ini antara lain:

- a) Due to  
*Due to driving while drunk, his driving license was seized by the police*
- b) Because of  
*The teacher got angry because of the students' disobedience*
- c) Owing to  
*Owing to her hard work, she passed the SBMPTN entrance test*
- d) Thanks to  
*Thanks to their good plan, the event ran well.*

We can mention the cause first, then the effect.

e.g. A tsunami causes disturbances.

We can also mention the effect first, then the cause.

e.g. A tsunami is caused by the displacement of a large volume of a body of water

## C. Rangkuman

Menggabungkan dua kalimat yang berkaitan dengan sebab akibat membutuhkan kata penghubung *cause and effect conjunction*. Menulis dan berbicara dalam bahasa Inggris tentang sebab akibat ini disebut *cause effect relationship*. Ada kalimat yang menjadi penyebab dan juga ada kalimat yang menjadi akibat.

## D. Penugasan Mandiri

Match the words in the left column with the word in the right one so that they show a relationship.

- |                         |                            |
|-------------------------|----------------------------|
| 1. Global warming       | A. Anopheles Mosquito bite |
| 2. Accident             | B. Lack of rain            |
| 3. Malaria              | C. Economic crisis         |
| 4. Flood                | D. Broken home             |
| 5. Juvenile delinquency | E. Ozone depletion         |
| 6. Drought              | F. Lack of vitamin         |
| 7. Water pollution      | G. Careless driving        |
| 8. Unemployment         | H. Plastic waste           |
| 9. Avitaminosis         | I. Misunderstanding        |
| 10. Chaos               | J. Barren forest           |

Based on your answer, make a sentence showing a cause and effect relationship. Number 1 is done for you.

1. Global warming is caused by ozone depletion
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

### E. Latihan Soal

Do these exercises below by completing the sentences using *Because or Because of* !

1. I can not come to your house \_\_\_\_\_ it is rain
2. I am afraid \_\_\_\_\_ a snake
3. Sinta makes a cake \_\_\_\_\_ her mom likes it
4. we will join that community \_\_\_\_\_ you
5. \_\_\_\_\_ we never realize him anymore in our life
6. I don't bring an umbrella \_\_\_\_\_ it is not rain
7. That girl is so smart \_\_\_\_\_ she never be lazy to study
8. Diana can not come to the party \_\_\_\_\_ her mom never let her
9. My life has changed and it is \_\_\_\_\_ you
10. I let him to go \_\_\_\_\_ I care with you
11. we were bored \_\_\_\_\_ the space was too long
12. We decided to stay at office \_\_\_\_\_ the weather was bad
13. \_\_\_\_\_ the weather was bad, she stayed at office
14. she lets me go \_\_\_\_\_ she never care with me
15. I am not happy \_\_\_\_\_ the film is not so good
16. Alex was worried \_\_\_\_\_ the rain
17. we were bored \_\_\_\_\_ the speech
18. I am so happy \_\_\_\_\_ I always with you here
19. \_\_\_\_\_ this cake, he loves me so much
20. I will wear a jacket \_\_\_\_\_ the weather was so cold.



LP6

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Materi : **MAH 3 HIGABR**  
 : **Dahana Inggita**

Tema/Explorasi, Informasi Terkait Gejala Alam atau Sosial

Kelas/Semester : **XI / Genap**  
 Alokasi Waktu : **45 menit**

**A. Tujuan Pembelajaran**

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation
- Mengidentifikasi bagian-bagian struktur teks report dalam mata pelajaran lain di kelas XI
- Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI
- Membuat teks-teks tentang fenomena alam pendek dan sederhana
- Membuat teks-teks tentang fenomena sosial pendek dan sederhana
- Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca

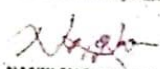
**B. Langkah-Langkah Pembelajaran**

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
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 <b>Teks Explanation; Informasi Terkait Gejala Alam atau Sosial</b>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Kegiatan</b>	
<b>Critical Thinking</b>	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <b>Teks Explanation; Informasi Terkait Gejala Alam atau Sosial</b> dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
<b>Collaboration</b>	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <b>Teks Explanation; Informasi Terkait Gejala Alam atau Sosial</b>
<b>Communication</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Teks Explanation; Informasi Terkait Gejala Alam atau Sosial</b>
<b>Creativity</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Teks Explanation; Informasi Terkait Gejala Alam atau Sosial</b> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
	<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefeksi kegiatan pembelajaran.</li> <li>• Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>• Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kerjanya Baik.</li> <li>• Mengucapkan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</li> <li>• Guru menyampaikan materi pembelajaran berikutnya.</li> <li>• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**C. Penilaian Hasil Pembelajaran**

Sikap : Lembar pengamatan, observasi diskusi - Pengetahuan : LK peserta didik, - Keterampilan: Kinerja &



Ngawi, Januari 2021  
 Guru Mata Pelajaran  
  
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 NIP. 198010202007102006

## Practice 1:

Read the following text carefully and answer the questions below.

EARTHQUAKES	
Earthquakes being the most deadly natural hazards strike without any prior warning leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.	Title General Statement
Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time (earth science 2001). Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.	Sequenced Explanation
Earthquakes are dreaded by everyone.	Closing atau Concluding Statement

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Earthquakes are dreaded by everyone.	Closing atau Concluding Statement

Apakah Kalian sudah membaca teks di atas dengan baik? Kalian dapat membaca dalam hati dan atau dengan nyaring. Ulangi dua atau tiga kali sampai benar-benar lancar dalam membacanya dan Kalian memahami isi teks tersebut. Nah, sekarang Kalian tentu sudah paham isi teks eksplanasi tadi, bukan? Good job. Ayo, sekarang kita analisa kembali teks di atas terkait fungsi sosial, struktur teks, dan ciri kebahasaannya dengan menjawab pertanyaan berikut.

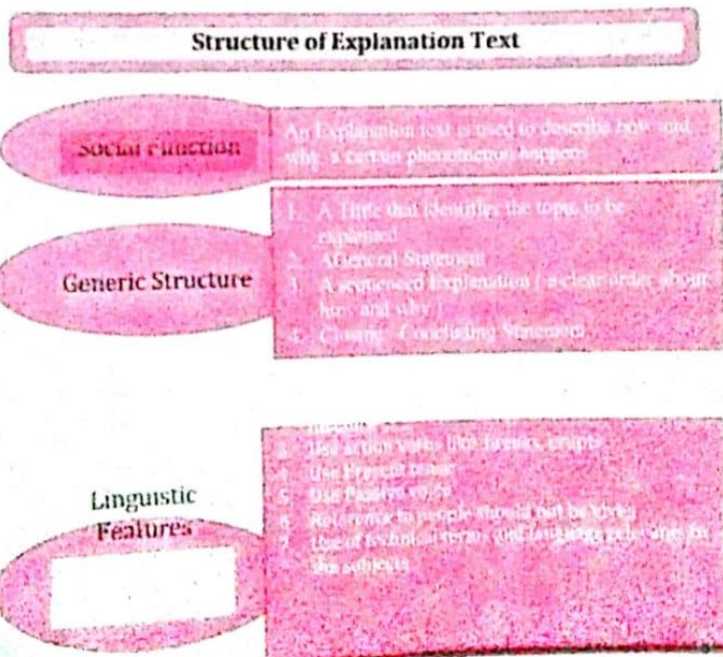
## Questions:

- Di paragraf 2 dan 3 dijelaskan tentang bagaimana proses gempa bumi terjadi. Maka jawabannya: Paragraph 2 is about how earthquake happens.
1. What does paragraph 4 tell us about?  
Paragraf 4 berisi pendapat / kesimpulan dari penulis. Maka jawabannya: Paragraph 4 is about the writer opinion toward earthquake.
5. What does the writer write the text for?  
Tujuan teks eksplanasi bisa dilihat bagaimana penulis memberikan informasi di setiap paragrafnya. Di setiap paragraph dari teks di atas, dijelaskan mengenai bagaimana earthquake bisa terjadi. Maka jawabannya: The writer writes the text to explain how and why an earthquake happens to the readers.
6. What kind of tense does the text mostly use?  
Berdasar kata kerja yang digunakan dalam teks diatas. (strike, trigger, travel, begin, take, cause, dll) dapat disimpulkan bahwa sebagian besar tense yang digunakan adalah present tense. Maka jawabannya: The text mostly uses present tense.

Bagaimana dengan hasil kerja Kalian? Kalian dapat menjawab seluruh pertanyaan tersebut dengan benar, bukan? *Well done*.  
Sekarang, apakah Kalian sudah paham dengan ciri-ciri yang ada di teks eksplanasi di atas? *Great*. Jika Kalian membacanya dengan serius Kalian akan mudah untuk memahaminya. Sekarang, untuk lebih memudahkan bagi Kalian untuk mengingat konsep materi di KD ini, cermati dan catat ulang penjelasan berikut ini di buku catatan Kalian.

#### Practice 2:

Read and understand the explanation below. Then, rewrite this explanation on your note books using your own language.



### C. Rangkuman

Sekarang Kalian perhatikan penjelasan di bawah ini, agar pemahaman Kalian tentang *Explanation text* lebih mendalam.

#### STRUKTUR EXPLANATION TEXT

- **A general statement**

Yaitu pengenalan suatu peristiwa yang akan kita ceritakan. Atau penjelasan umum tentang peristiwa tersebut. Dalam *general statement* berisi tentang penjelasan umum tentang fenomena yang akan dibahas, bisa berupa pengenalan fenomena tersebut atau penjabarannya.

- **Sequenced explanations**

Yaitu penjelasan mengapa dan bagaimana peristiwa itu terjadi. Dalam bagian ini penulis dapat menulis lebih dari satu paragraf. *Sequenced explanations* berisi tentang penjelasan proses mengapa fenomena tersebut bisa terjadi atau tercipta. *Sequenced explanations* berupa jawaban dari pertanyaan *why* dan *how* penulis ketika membuat sebuah *explanation text*. *Sequenced explanations* bisa terdiri lebih dari satu paragraf.

- **Closing / Concluding Statement**

Yaitu penutup atau kesimpulan dari cerita tersebut. Sebenarnya *closing* itu tidak tercantum dalam *generic structure* dari *explanation text*, tetapi kebanyakan orang beranggapan bahwa paragraf terakhir dari sebuah *explanation text* adalah *closing*, padahal itu merupakan bagian dari *sequenced explanations* yang berisi tentang langkah akhir yang dijelaskan pada bagian *sequenced explanations*.

#### CIRI-CIRI KEBAHASAAN

Unsur Kebahasaan

- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang *present*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

#### TOPIK

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI

### D. Penugasan Mandiri

Agar lebih mahir dalam menangkap makna berbagai teks eksplanasi, mari berlatih untuk memahami makna dari teks berikut ini.

Answer these questions below based on the text given correctly.

**Tsunami**

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

1. Tsunami happens because ...
2. What are the impacts of tsunami?
3. Mention the disturbance of tsunami!
4. From second paragraph we know that ...
5. The text mostly tells us about ...

Kalian pasti dapat menjawab pertanyaan-pertanyaan tadi dengan baik, bukan? Untuk lebih meyakinkan Kalian, mari kita bahas bersama.

1. Tsunami happens because *major fault under the ocean floor suddenly slips*
2. The impacts of Tsunami are *disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.*
3. The disturbance of tsunami is *that the ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.*
4. From the second paragraph we know *that tsunami makes unfortunate event*
5. The text mostly tells us about *how and why tsunami happens.*

Nah, sekarang coba selesaikan latihan soal berikut ini untuk lebih memahami lagi. Kalian masih ingat peribahasa *Practice makes perfect* bukan?

### E. Latihan Soal

Choose the best option A, B, C, D or E!

**Teks Eksplanasi 1:**

*Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process recovers the original material and uses it in new products.*

*In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either*

by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newspaper. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibres and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibres to be made into paper again.

Experts estimate the average office worker generates about 5 kg of waste paper per month. Every ton of paper that is recycled saves about 14 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

1. The following things can be recycled, *EXCEPT*...
  - A. Precious metals
  - B. Broken glass
  - C. Old newspapers
  - D. Plastic spoons
  - E. Fresh vegetables and fruits
2. Which of the following is *NOT* the benefit of recycling?
  - A. It costs much money for the process of recycling
  - B. It costs less to make new products
  - C. It requires less energy
  - D. It can reduce pollution
  - E. It reduces the demand for high-pollution alternatives
3. What is the third step of recycling paper products?
  - A. Collect and search for contaminants such as plastic bags and aluminium foil
  - B. Mix the paper with hot water in a blender which turns it into pulp
  - C. Screen and filter the pulp to remove smaller contaminants
  - D. Put the pulp to a large vat to separate the ink from the paper fibres
  - E. Mix the pulp with new wood fibres to be made into paper again
4. We can make use of the ink after being separated from the paper fibres by doing the followings, *EXCEPT*...
  - A. Skim it off
  - B. Dry it
  - C. Reuse as ink
  - D. Burn as boiler fuel
  - E. Mix it with the pulp

Reks Eksplanasi 2

### Appendix 3 Interview Transcript

#### **Interview with T1**

R: Pagi Bu, sebelum interview kemarin saya sudah mengirimkan judul mengenai permasalahan guru dalam mendesain lesson plan. Dan di kelas 11 ini masih menggunakan RPP ya Bu?

T1: Iya kalau kelas 11 dan 12 masih menggunakan RPP dan untuk kelas 10 itu menggunakan modul ajar.

R: Untuk semester ini ada berapa materi ya Bu?

T1: Untuk semester ini ada 4 materi. Atau mau RPP satu tahun?

R: Semester ini saja, Bu. Anis mengajar Bahasa Inggris apa Bu?

T1: Kalau di kelas 11 saya mengajar Bahasa dan sastra Inggris/ Bahasa Inggris lintas minat.

R: Menurut Bu. Anis rancangan rencana pembelajaran yang baik itu seperti apa Bu?

T1: RPP atau Rencana Pembelajaran yang baik adalah yang memuat aktivitas yang akan dilaksanakan dalam pembelajaran dan akan menjadi pengalaman bagi siswa yang disusun secara sistematis agar tercapai tujuan pembelajaran yang telah ditentukan.

R: Kemudian RPP yang baik itu biasanya kriterianya bagaimana ya Bu?

T1: Ada beberapa kriteria menurut saya, yang pertama yaitu memuat aktivitas yang akan dilaksanakan didalam kelas yang kedua disusun secara sistematis untuk mencapai tujuan kemudian yang ketiga tidak menimbulkan penafsiran ganda.

R: Biasanya anda Ketika Menyusun RPP itu terpaku berdasarkan kerangka/ konsep tertentu tidak Bu? Misalnya seperti TPACK

T1: Apa? Saya malah baru dengar mbak atau harus menggunakan teknologi atau bagaimana?

R: Kalau secara singkatnya TPACK itu kerangka atau konsep yang bisa digunakan dalam Menyusun RPP bu, mencakup teknologi, pedagogical, dll.

T1: Tidak mbak saya baru dengar jadi mungkin saya harus belajar lagi. Dalam mendesain rancangan rencana pembelajaran saya tidak menggunakan konsep tertentu yang terpenting saya membuat rencana pembelajaran RPP) sesuai dengan silabus.

R: Terus biasanya dalam mendesain lesson plan itu Bu.Anis mengalami kesulitan apa saja bu?

T1: Jadi kesulitannya pertama dalam metode pembelajaran dan media yang menarik. Karena metode yang saya gunakan cenderung berulang dan terkesan monoton dan siswa merasa jenuh. Kemudian membuat media yang menarik cukup menguras pikiran dan menyita waktu sehingga itu menjadi kesulitan untuk saya. Dengan itu ya saya harus banyak- banyak mengupgrade pengetahuan saya mengenai metode pembelajaran supaya membuat siswa lebih bersemangat dalam pembelajaran Bahasa inggris. Saya juga berusaha mempelajari media pembelajran



dan berusaha menggunakannya supaya meningkatkan minat siswa dalam mempelajari Bahasa Inggris.

R: Kemudian dalam menentukan apa yang dibutuhkan siswa apakah anda mengalami kesulitan bu? Tentunya dengan latar belakang anak yang sangat berbeda dan karakter kelas yang berbeda

T1: Tentunya sangat kesulitan apalagi disini dibagi menjadi kelas unggulan dan reguler yang tentunya karakter setiap kelas dan kemampuannya pun juga berbeda.

R: lalu bagaimana anda menangani permasalahan tersebut

T1: tentunya saya harus mengetahui terlebih dahulu karakter siswa saya dan juga tingkat kemampuannya selain itu saya juga harus mengetahui karakter setiap kelasnya dengan itu akan mempermudah saya dalam membuat RPP.

R: Kan disini ada kelas unggulan dan reguler. Tentunya memiliki latar belakang yang berbeda untuk menentukan materi itu mengalami kesulitan tidak ya bu? Lalu bagaimana anda menangani permasalahan tersebut?

T1: untuk materi itu tetap sama sesuai dengan silabus dan kurikulum jadi saya tidak mengalami kesulitan akan tetapi dalam penyampaian tentunya berbeda antara kelas unggulan dan kelas reguler karena mereka memiliki kapasitas dan kemampuan yang berbeda. Mungkin kalau di kelas reguler saya menggunakan cara yang lebih santai atau pelan supaya anak-anak tetap memahami materi tetapi Ketika di kelas unggulan saya bisa menggunakan cara penyampaian materi yang lebih cepat karena daya paham anaknya juga berbeda.

R: dalam menentukan tujuan pembelajaran apakah anda mengalami kesulitan? Lalu bagaimana anda mengatasi permasalahan tersebut.

T1: Selama ini dalam menentukan tujuan pembelajaran saya tidak mengalami kesulitan karena menyesuaikan materi yang diajarkan dan apa yang akan dicapai pada akhir pembelajaran yang tentunya juga sesuai dengan silabus dan kurikulum yang ada.

R: sebelumnya bu. Anis tadi menyebutkan mengalami kesulitan dalam menentukan metode dan media pembelajaran lalu untuk menanggulangi hal tersebut bagaimana bu?

T1: Tentunya harus banyak belajar mengamati siswa di kelas. Siswa itu membutuhkan metode seperti apa, kemudian media yang tepat itu yang bagaimana. Tergantung materi pembelajaran juga.

R: Tadikan disebutkan kesulitannya yaitu dalam menentukan metode lalu bagaimana anda menangani permasalahan tersebut? Biasanya metode yang anda gunakan itu yang seperti apa?

T1: Itu tergantung materi semisal materi teks interaksi transaksional biasanya saya menggunakan dialog atau role play. Tetapi dalam pembelajaran seringkali saya menggunakan metode ceramah. Tentunya saya harus banyak belajar mengupgrade pengetahuan saya mengenai metode pembelajaran yang baik yang cocok untuk siswa saya dan tentunya juga dapat menarik minat mereka dalam belajar Bahasa Inggris.

R: lalu dalam Menyusun Langkah-langkah pembelajaran mulai dari opening hingga closing apakah anda mengalami kesulitan bu?

T1: selama ini terkadang saya mengalami kendala dalam menyesuaikan langkah pembelajaran dengan metode.

R: Dalam membuat dan menentukan evaluasi pembelajaran apakah anda mengalami kesulitan bu?

T1: untuk itu saya tidak mengalami kesulitan. Biasa untuk penilaian saya selalu membuat meliputi penilaian pengetahuan, keterampilan hingga sikap begitupun dalam pembuatan rubrik penilaian.

R: Baik lalu untuk sumber belajar apakah anda mengalami kesulitan bu?

T1: Tidak mbak karena dari sekolah juga sudah menyediakan buku paket bahkan sekarang tentunya kita dapat mengakses di internet secara luas dan mudah dan menurut saya itu sangat membantu saya untuk mencari sumber- sumber belajar yang relevan.

R: Kemudian faktor internal yang menyebabkan anda kesulitan dalam mendesain lesson plan itu apa?

T1: faktor internal berarti dari diri saya sendiri yaitu menjaga konsistensi bagaimana membuat lesson plan yang menarik yang tidak monoton sehingga anak-anak itu tidak bosan belajar Bahasa Inggris. Pada intinya kesulitan saya yaitu menjaga konsistensi untuk tetap belajar dan banyak membaca mengenai apa saja yang menarik yang bisa kita berikan kepada siswa kita.

R: kemudian faktor eksternal yang menyebabkan kesulitan dalam mendesain lesson plan itu apa?

T1: Keterbatasan waktu karena sebagai seorang guru ternyata memiliki tugas tambahan selain itu jam tambahan mengajar sehingga menyebabkan saya tidak memiliki waktu untuk menyusun RPP. Lalu apa lagi?

R: Sepertinya cukup begitu dulu bu

T1: Baik mbak jika nanti ada yang ingin ditanyakan atau disharingkan bisa menemui saya atau lewat WA juga boleh.

R: Baik Bu, terima kasih banyak saya izin pamit Assalamualaikum.

**Interview with T2**

R: Assalamualaikum bu, mohon maaf mengganggu waktunya ya bu

T2: Waalaikumsalam ya mbak

R: Sebelumnya saya sudah janji dengan Bu Nanik ya bu kalau hari ini saya ingin melaksanakan interview

T2: Iya mbak gimana apa yang bisa saya bantu

R: Saya mulai ya bu, sesuai yang sudah saya sampaikan sebelumnya jadi disini saya ingin meneliti mengenai permasalahan guru dalam mendesain lesson plan bu.

T2: Pakai observasi kelas ya mbak?

R: Tidak bu saya hanya membutuhkan RPP dan juga interview dengan Bu. Nanik untuk pengambilan data saya ini

T2: Oke mbak boleh dimulai apa aja yang mau ditanyakan

R: Jadi begini Bu, menurut anda lesson plan atau RPP yang baik itu seperti apa dan bagaimana kriterianya?

T2: Ya kalau menurut saya RPP yang bagus adalah yang sesuai dengan tujuan pembelajaran dan menyesuaikan karakteristik peserta didik. Biasanya itu kriterianya memuat identitas RPP itu sendiri kemudian memuat aktivitas yang akan dilaksanakan didalam kelas oleh guru dan peserta didik terus ada Langkah-Langkah pembelajaran yang runtut sesuai dengan tujuan pembelajaran.

R: O iya bu sebelumnya dalam membuat RPP itu Bu nanik terpaku pada suatu konsep atau kerangka tidak bu? Atau mungkin pernah mendengar tentang TPACK?

T2: Nggak mbak saya buat RPP yang penting bisa untuk melengkapi administrasi dan yang penting sesuai dengan silabus yang ada. Nggak mbak saya tidak tau itu apa malah baru denger.

R: Baik bu, jadi selama mendesain RPP itu kesulitan apa saja yang anda temui dan bagaimana menanggulangnya?

T2: Biasanya itu mbak Saya mengalami kesulitan dalam menentukan metode pembelajaran yang sesuai dengan peserta didik. Karena kurangnya update dan pemahaman mengenai metode- metode pembelajaran yang terkini. Selain itu yak arena latar belakang peserta didik yang berbeda- beda itu tentu membuat saya kesulitan untuk membuat metode pembelajaran yang tepat dengan itu biasanya saya lebih suka mengamati mereka untuk menentukan metode pembelajaran yang sesuai dengan mereka.

R: Dalam menentukan apa yang dibutuhkan oleh siswa apakah bu nanik mengalami permasalahan, bu? Dan bagaimana anda menangani permasalahan tersebut?

T2: untuk itu saya sedikit mengalami permasalahan karena ya memang kemampuan setiap anak itu berbeda dan tidak bisa disama ratakan. Ya kalau kebutuhan siswa biasanya saya cukup sesuaikan dengan kemampuan mereka akan tetapi saya lebih cenderung menyesuaikan dengan silabus beserta kurikulum saja.

R: kemudian dalam menentukan tujuan pembelajaran apakah anda mengalami permasalahan bu? Lalu bagaimana anda menanggulangnya?

T2: Tidak. Untuk tujuan pembelajaran dapat saya sesuaikan dengan kompetensi dasar dan kompetensi inti pada materi yang akan disampaikan mbak.

R: Selain itu dalam menentukan evaluasi pembelajaran itu mengalami permasalahan tidak Bu

T2: iya biasanya itu mbak harus buat rubrik penilaian itu lo susah kadang tidak sesuai sama instrumen penilaian dan juga siswanya.

R: Lalu bagaimana bu menanggulangnya

T2: kadang saya berusaha mungkin untuk membuat rubrik penilaian itu yang baik akan tetapi seringnya itu malah di RPP tidak saya cantumkan.

R: dalam menentukan metode pembelajaran apakah bu nanik mengalami permasalahan? Lalu bagaimana anda menanganinya?

T2: dalam menentukan metode pembelajaran saya sedikit mengalami kesulitan karena kurangnya pengetahuan saya mengenai metode pembelajaran yang lebih terbaru dan menarik perhatian siswa untuk itu saya harus banyak belajar lagi untuk memperoleh metode pembelajaran yang dapat menarik keinginan siswa untuk belajar Bahasa Inggris.

R: Dalam menentukan penggunaan media pembelajaran itu bagaimana Bu, apakah mengalami permasalahan? Lalu bagaimana anda mengatasi permasalahan tersebut?

T2: Dalam menentukan media pembelajaran saya mengalami kesulitan sehingga saya tidak menuliskan pada RPP tetapi cenderung menggunakan media pembelajaran secara spontan Ketika mengajar semisal buku. Kadang itu ya bingung

media yang digunakan sama terus. Untuk media pembelajaran biasanya saya bisa menyesuaikan dengan materi pembelajaran misalkan song bisa pakai audio visual. Tentunya banyak mempelajari media pembelajaran yang lebih terbaru.

R: kalau untuk materi bagaimana Bu, ada permasalahan tidak dalam menentukan materi? Lalu bagaimana anda menanggulangnya?

T2: Kalau materi tidak ada masalah karena mengikuti aturan paten dari kurikulum dan silabus Cuma kalau pengimplementasian ya kendalanya karena latar belakang siswa yang berbeda dan juga kapasitas kemampuan mereka yang berbeda tentunya juga bermasalah dalam penyampaiannya.

R: Untuk mendesain Langkah- Langkah pembelajaran apakah anda mengalami kesulitan bu?

T2: selama ini terkadang saya mengalami kendala dalam menyesuaikan langkah pembelajaran dengan metode.

R: Dalam menentukan sumber belajar apakah anda mengalami kesulitan bu?

T2: tidak karena memang sekolah juga menyediakan buku untuk pembelajaran.

R: kemudian untuk faktor internal dan eksternal yang menyebabkan permasalahan itu sendiri apa sih bu:

T2: kalau faktor internal itu banyaknya tugas tambahan dari sekolah baik tugas tambahan mengajar atau bahkan tugas dinas hingga menyita waktu saya kemudian ya kalau eksternalnya itu biasanya kurangnya sarana prasarana pembelajaran.

R: Baik Bu



T2: Gimana mbak ada yang ditanyakan lagi?

R: Sepertinya itu dulu cukup bu semisal nanti ada yang kurang saya tanyakan lagi ya bu

T2: Oke mbak tanya saja nanti bisa hubungi saya Kembali

R: baik bu terima kasih banyak sudah membantu saya semoga informasinya bermanfaat terima kasih Bu, Wassalamualaikum. Saya pamit sekalian ya bu.

T2: Oiya mbak waalaikumsalam.

Appendix 4 Documentation

Interview With T1



Interview With T2

