

**THE ABILITY OF ENGLISH TEACHERS IN CREATING
LESSON PLAN AT SMPN LANGSA**

THESIS

Submitted by

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ABSTRACT

As a teacher, they have to know what to do as educators. They also must have received such training in making learning device, especially Lesson Plan (RPP). Lesson plans can be said as learning scenario in which contains of learning activities. Because lesson plan is not only as an essential document, but also as the teacher's guide to teach in the classroom. Therefore, the teacher would be able to make a good lesson plan components. This study was carried out in SMPN Langsa. The qualitative approach with descriptive method is used in this study. The object of research was the English teacher based on purposive sampling technique. The purpose of this research is to know whether English teachers at SMPN Langsa arrange lesson plan based on the form of curriculum suggested and how English teachers at SMPN Langsa create their lesson plan. In order to obtain the data needed, the writer gave questionnaire, collected document, and did interview. Furthermore, to process the data, the percentage was taken to find out the result of the research. From the conclusion of the result, the study shows the teachers have been fullest follow the form of good lesson plan components. It can be seen from the overall lesson plan, which analyzed by the writer that the teachers create their lesson plan is similarly. The lesson plan is made by English teachers at SMPN Langsa already arrange based on the criteria of curriculum suggested. The English teachers at SMPN Langsa also create their lesson plan in two ways there are individually and group. However, most of the teachers create lesson plan in a Group discussion of English Teachers (MGMP). The implication of these findings showed that the ability of English teachers at SMPN Langsa in creating their lesson plan has been good.

Keywords: lesson plan, teachers' ability.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Education is essential to be discussed because the purpose of education is to educate people. To educate people, it should do the development. The one that handle the development of education is curriculum. The curriculum means as a set of plans and government regulations. The curriculum also explains about purpose, content, and teaching material. Thus, it can be used as a guide to organize the learning activities in order to achieve educational purpose. To get a better education, there should have change and development in the curriculum system. Especially in Indonesia, Indonesia had done some change and development in curriculum.

Since Indonesia got freedom, the curriculum began to change and develop. In 1947, the curriculum was named '*Rentjana Pelajaran*'. Then, it became '*Rentjana Pelajaran Terurai*' in 1952. After that, it was named '*Rentjana Pendidikan*' in 1964. In 1968, the curriculum structure was changed namely, '*Pancawardhana*', which was the curriculum based on the soul of '*Pancasila*'. In 1975, the curriculum was named as '*Satuan Pelajaran*', which was more efficient and effective in educational field. In 1984, was known as the completed – curriculum because the curriculum used a process of skill approach and learning models was implemented. In 1994, the curriculum was known as the '*Caturwulan*' system that is change for semester system to '*caturwulan*' system.

Ten years later in 2004, the curriculum was known as 'KBK' (competency-based curriculum), which is a curriculum based on competencies. In 2006, the curriculum was named KTSP (school-based curriculum) until now.¹ This curriculum had many changes and revisions, where curriculum systems are composed regularly. KTSP is operational curriculum that is arranged and implemented by each educational unit.² It means that the government, school or committee of school has to work together in composing the learning device. Thus, each educational unit will implement it.

According to the Government Regulation in 2005, No. 19, 17 paragraphs:

*“Sekolah dan komite sekolah, atau madrasah dan komite madrasah, mengembangkan kurikulum satuan pendidikan dan silabusnya berdasarkan kerangka dasar kurikulum dan standar kompetensi lulusan dibawah super visi dinas kabupaten/kota yang bertanggung jawab di bidang pendidikan untuk SD, SMP, SMA, dan SMK, dan departemen yang menangani urusan pemerintah di bidang agama untuk MI, MTS, dan MAK.”*³

It means that the educational unit and the syllabus can be developed by school itself. However, it should be under the super-vision of district / city, which is responsible in educational field.

The syllabus is a lesson plan in a group of certain subjects or themes that includes competency standards, basic competency, learning material, learning activities, indicators of competency achievement for assessment, assessment, time allocation, and learning sources. In the syllabus, it has been described the steps

¹ Ade Sutisna, “Sejarah Perkembangan Kurikulum,” http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_DAERAH/197607312001121-ADE_SUTISNA/SEJARAH_PERKEMB._KURIKULUM (accessed 18 December 2013).

² Masnur Muslich, *KTSP Dasar Pemahaman dan Pengembangan*, (Jakarta: PT Bumi Aksara, 2007), p. 4.

³ Muslich, *KTSP Dasar Pemahaman dan Pengembangan*, p. 8.

that should be done by the teacher in learning process. The syllabus is the teacher's guide to make the teaching plan. Based on the syllabus, the teachers is demanded to develop further about the steps in learning process because the task of a good teacher is creating a lesson plan before teaching in class.

Lesson plans can be said as learning scenario in which contains of learning activities. A teacher can be said as a director who organizes and makes a good story. It is through the hand of a professional director who will produce a good story. Then, the students as the actors who perform these activities will achieve success, if the director has made the best scenario.

As a teacher, they have to know what to do as educators. They also must have received such training in making learning device, especially Lesson Plan (RPP). Hence, the researchers want to analyze the document of learning device, especially Lesson plan (RPP), which is created by the teachers of SMP (Junior High School) in Langsa. It focuses on English subject in the first semester of second grade. The researcher believes that the teachers are able to design and implement the most important part in the teaching learning process, namely Lesson plan (RPP). A lesson plan is not only as an essential document, but also as the teacher's guide to teach in the classroom. Therefore, the teacher should be able to make a good lesson plan components.

According to Mulyasa, there are eight components of the lesson plan that must be made by teachers, namely filling identity, determining time allocation, determining competency standard, basic competency and indicator that contained in the syllabus. It also formulates learning objectives based on basic competency

and indicator, which has been determined. Identification of learning subject matter, determining the learning method, steps of learning activity that include pre activity, while activity, post activity and assessment criteria.⁴

After considering the importance of lesson plan in teaching learning process, the ability of teacher in creating lesson plan become interesting to be researched. In creating a lesson plan, teacher should follow the criteria of good lesson plan as implementation of syllabus. At last, these facts lead the research under the title: **“The Ability of English Teachers in Creating Lesson Plan at SMPN Langsa.”**

B. The Research Question

From the background above, the writer states the questions as follow:

1. Do English teachers at SMPN Langsa arrange lesson plan based on the form of curriculum suggested?
2. How do English teachers at SMPN Langsa create their lesson plan?

C. The Purpose of the Study

1. To identify whether English teachers at SMPN Langsa arrange lesson plan based on the form of curriculum suggested.
2. To find out how English teachers at SMPN Langsa create their lesson plan.

⁴ E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan* (Jakarta: Bumi Aksara, 2007), p. 222.

D. The Scope and Limitation of the Study

The scope of this research is limited in analyzing the component of lesson plan made by English teachers at SMPN Langsa and how do English teachers create their lesson plan whether based on the form of curriculum suggested, teacher training, or teacher experience. The writer tries to study about lesson plan especially in English subject for the first semester of second grade on standard competency and basic competency of listening skill the first meeting.

E. The Significance of the Study

The significance of this study:

a. In Theoretical

The writer hopes this research will be at a consideration in developing plans and preparations of teaching learning, especially in creating lesson plan, which is made by English teachers, and to give some information to the readers about lesson plan.

b. In Practical

1. Be a reference for the headmaster as principal of the school who has great responsible in supervising the teachers in their teaching learning process in formulating the well-developed curriculum or syllabus for the English subject.
2. Be a reference for the teachers who want to create lesson plan.
3. Be a starting point for the writers and readers who want to do further research with the same related topic in conducting their research.

F. Terminology

To avoid misunderstanding, the writer will explain briefly about some terms. They are as follows:

1. Curriculum

Curriculum is all planned learning for which the school is responsible. 'Planned learning' can be long written documents specifying content, shorter lists of intended learning outcomes, or simply the general ideas of teachers about what students should know.⁵ Its mean that the curriculum is a plan that gives guideline and hold in teaching learning process. Curriculum as one substance education needs to be decentralized, especially in the development and implementation syllabus appropriate to the demanding needs of the students, and the school conditions or area.

2. Syllabus

Yalden stated that the syllabus replaces the concept of 'method'. The syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and the aims of the learner (as social being and as individual) and the activities, which will take place in the classroom.⁶ The syllabus is one form of plan that needs description into a more operational form of lesson plan.

⁵ Colin J. Marsh, *Key Concepts for Understanding Curriculum* (London and New York: RoutledgeFalmer, 2004), p. 5.

⁶ David Nunan, "Syllabus Design," <http://www.postgradolinguistica.ucv.cl/dev/documentos/0,680,Syllabus%20Design.pdf>. (accessed 1 February 2014).

3. Lesson Plan

Lesson plan is a guide for teachers in implementing good lesson in the classroom. Therefore, lesson plan should contain things that are directly related to the learning activities and certain basic competencies to achieve. As a teacher, they should be able to make lesson plan accordance to four skills, namely listening, speaking, reading, and writing. The teachers are also required always make lesson plan before teaching learning process run because without planning, the learning process will not run optimally. In this case as expressed by Joseph and Leonard, teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.⁷

⁷ E. Mulyasa, *Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah* (Jakarta: Bumi Aksara, 2008), p. 159.