



THE CONFORMITY
OF LESSON PLAN AND CLASSROOM LEARNING PROCESS
(A Study of English Teacher and Ninth Grade Students of SMP N 1 Gemuh in
the Academic Year of 2017/2018)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

By
Rafika Nur Candra
2201412059

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG

2019

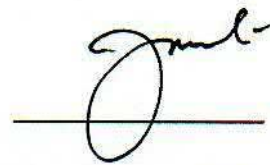
APPROVAL

This final project entitled *The Conformity of Lesson Plan and Classroom Learning Process* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on June, 2019.

Board of Examiners

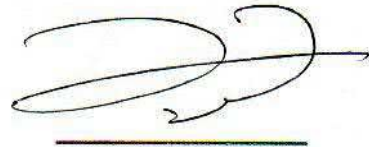
1. Chairperson

Prof. Dr. Muhammad Jazuli, M.Hum.
NIP. 196107041988031003



2. Secretary

Arif Suryo Priyatmojo, S.Pd., M.Pd.
NIP. 198306102010121002



3. First Examiner

Puji Astuti, S.Pd., M.Pd., Ph.D
NIP. 197806252008122001



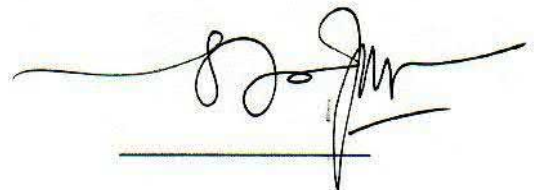
4. Second Examiner / Second Advisor

Dr. Indrawati, M.Hum.
NIP. 195410201986102001



5. Third Examiner / First Advisor

Yusnita Sylvia Ningrum, S.S., M.Pd.
NIP. 197803292008122003



Approved by
Dean of Faculty of Languages and Arts

Prof. Dr. Muhammad Jazuli, M.Hum.
NIP. 196107041988031003

DECLARATION OF ORIGINALITY

I, Rafika Nur Candra, hereby declare that this final project entitled *The Conformity of Lesson Plan and Classroom Learning Process* is my own work and has not been submitted in any forms for another degrees or diplomas at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, June 2019



Rafika Nur Candra

NIM. 2201412059

MOTTO AND DEDICATION

Some things cannot be taught, they must be experienced. You never learn the most valuable lessons in life until you go through your own journey.

(Roy T. Bennett)

To,

My beloved superheroes, Ibu and Bapak

My beloved husband, Oki Irawan Sudiarto

My lovely little daughter, Kayra Hanny Nurmecca

ACKNOWLEDGEMENT

The first and foremost, Alhamdulillahirrobbil'alamin, I wish to take the opportunity to express my greatest gratitude to Allah SWT, the Almighty, for His blessing, greatest love, grace, opportunity to complete this final project.

I present my sincere gratitude and appreciation to my kind-hearted advisors, Yusnita Sylvia Ningrum, S.S., M.Pd. and Dr. Indrawati, M.Hum. who give ideas, times, suggestions and guidances to me so patiently during this final project writing. I would also like to extend my gratefulness to all lecturers of the English Department and the whole staffs of the Faculty of Languages and Arts, Semarang State University who taught, guided, and helped me during the study so that I can overcome a lot of difficulties and learn many things.

Most importantly, I would like to give my deepest gratitude to my parents for their love, prayers, support, and anything they have done for me. My beloved husband who always encourage me and never look down on me. I would also like to say thank you to my lovely little daughter who always strengthen me when I have grown tired of everything.

My gratefully also goes to the English teacher of SMP N 1 Gemuh, Nur Hidayah, S.Pd. for allowing me to conduct my research in her class. I could never have finished this final project without your great guidance. I also very grateful to have some friends, in which I cannot mention one by one, who have encouraged, supported and helped me to finish this final project.

Finally, I would like to thank everybody who was important to the successful realization of this final project. This final project is far from perfect, but it is expected that it will be useful for the readers not only for the researcher. For this reason, constructive thoughtful suggestions and criticisms are welcomed.

ABSTRACT

Candra, Rafika Nur. 2019. *The Conformity of Lesson Plan and Classroom Learning Process.* A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor I: Yusnita Sylvia Ningrum, S.S., M.Pd. Advisor II: Dr. Indrawati, M.Hum.

Keyword: *Conformity, lesson plan, learning process*

This study investigates the conformity or compatibility of the lesson plan prepared by the teacher in classroom learning process. The objectives of this study are: (1) to describe how the implementation of the lesson plan in the classroom, (2) to find out the conformity between the lesson plan and classroom learning process, (3) to find out the factors causing incompatibility between the lesson plan and classroom learning process.

This recent research used qualitative descriptive as its research design because the goal of this research is to find out the implementation of the lesson plan, to find out the gap between the lesson plan made by the teacher and the classroom learning process, and to describe the factors that cause incompatibility between the lesson plan and the classroom learning process. The objects analysis of this study were lesson plan about procedure text prepared by the teacher, video taping, and teacher's interview.

The researcher used a lesson plan checklist made by the Ministry of Education and Culture. The researcher had already studied, observed and interviewed the English teacher and her lesson plan. The data collected were analyzed based on components in the research instruments. The results were explained in the form of description whether particular chapter were conform or not.

The results of the analysis show that the lesson plan prepared by the English teacher and the classroom learning process in the ninth grade of Junior High School 1 Gemuh was compatible enough. Since the teacher could implement the classroom teaching-learning process step by step based on the lesson plan she has made. However, it is very unfortunate because the teacher used Javanese and Indonesian languages oftentimes rather than English in the teaching and learning process in the classroom.

It is suggested that English teacher should be able to use more English in the classroom to deliver the materials and communicate with the students in order to achieve the goals of the teaching-learning process.

This study investigates the conformity of the lesson plan prepared by the English teacher in classroom learning process. This study has several weaknesses due to the limitations of the researchers. The weaknesses of this study are: (1) the object of the study only took one lesson plan/RPP sample, (2) the study only took one meeting/45 minutes of teaching practice, (3) the study only took one time interview, and (4) the interview was dominated by yes / no questions.

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF FIGURE	xi
LIST OF APPENDICES	xii
CHAPTER	
1. INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Research Questions	3
1.4 Objectives of the Study	4
1.5 Significance of the Study	4
1.6 Scope of the Study	5
1.7 Outline of the Research Report	5
2. REVIEW OF RELATED LITERATURE	
2.1 Review of the Previous Studies	6

2.2	Review of the Theoretical Study	11
2.2.1	The Definition of Curriulum	11
2.2.2	The Definition of Syllabus	12
2.2.3	The Definition of Lesson Plan	14
2.2.4	The Definition of Learning Process	19
2.3	Theoretical Framework	21
3.	METHODS OF INVESTIGATION	
3.1	Research Design	23
3.2	Objects of the Study	23
3.3	Role of the Researcher	24
3.4	Procedures of Data Collection	24
3.4.1	Collecting Document and Visual Data.....	25
3.5	Procedures of Data Analysis	25
3.6	Triangulation	27
4.	FINDINGS AND DISCUSSION	
4.1	Research Findings	29
4.1.1	The Implementation of the Lesson Plan	29
4.1.1.1	Research Result of the Lesson Plan	29
4.1.1.2	Research Result of the Lesson Plan Implementation.....	38
4.1.2	The Gap between Lesson Plan and Classroom Learning Process...	47
4.1.3	The Factor that Causing the Gap.....	49
4.2	Discussion	54

5.	CONCLUSIONS AND SUGGESTIONS	
5.1	Conclusion	56
5.2	Suggestions	57
5.3	Weaknesses of the Study	58
	REFERENCES	59
	APPENDICES	62

LIST OF FIGURE

Figure	Page
2.3 The diagram of Theoretical Framework	18

LIST OF APPENDICES

Appendix	Page
Appendix 1. Teacher's Interview	56
Appendix 2. The Result of Document Review	60
Appendix 3. The Result of Observation	65
Appendix 4. English Teacher's Lesson Plan	69
Appendix 5. Letter Permission to Conduct Research	78
Appendix 6. Certificate for Carrying out the Research	79
Appendix 7. Photo and Video	80

CHAPTER I

INTRODUCTION

This chapter presents an introduction which consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, and outline of the research report.

1.1 Background of the Study

A well-structured lesson plan is aimed at facilitating teachers to reach the goal in teaching learning process. Brown (2001, p.149) described lesson plan as “a set of activities which represent ‘steps’ along a curriculum before which and after which you [teacher] have a hiatus (a day or more) in which to evaluate and prepare for the next lesson”. Therefore, teachers are required to make a lesson plan when they are going to teach a subject in the classroom in order to conduct a systematic teaching-learning process in the classroom.

According to the previous study entitled *The Planned Learning and Teaching Process of Reading Comprehension* (Handayani, 2011) from English Department Faculty of Languages and Arts, Universitas Negeri Semarang. The research investigated some problems in implementing the planned learning and teaching process of reading comprehension. They were (1) the students are not used to reading English text in their spare time. They just read the text during classroom teaching and learning process. So, the teachers have to work hard to explain the text to the students. (2) The students are lack of vocabulary and

pronunciation knowledge. (3) The students find difficulty in understanding the language features in the text. (4) The lack of teaching facilities that the teacher uses when it is compared to the ideal facilities that the curriculum requires. (5) The teachers have limited time to make evaluation of the student's achievement.

The other study entitled Teachers' Problems in the Planning and Implementation of 2013 curriculum written by Kusumawardani (2015) from Semarang State University investigated the implementation of Curriculum 2013 in the junior high schools in Semarang. The researcher here also focused on the problems which are encountered by English teachers during the implementation of the Curriculum 2013. The research had found that there were three problems which were encountered by teachers in implementing the newest curriculum. They were 1) different perception in designing the lesson plan; 2) difficulties in developing teaching materials based on textbook; and 3) problems in planning the assessments. From the research above the description of research, result showed that teachers still need to be trained about the 2013 curriculum implementation.

According to the previous studies above, preparing a well-structured lesson plan as a guideline in the learning process is not that easy. During my experience in the teaching internship in a Private Junior High School Empu Tantular Semarang, the teacher could not apply the lesson plan in the classroom teaching learning process as well.

Accordingly, I intended to carried out this research at SMP 1 Gemuh Kendal to know whether or not the school has the similar problem about the conformity of the lesson plan and the classroom learning process.

The school is chosen because it is located in a fairly remote area where the teaching learning process mostly used Javanese and Indonesian language. Therefore, I intended to find out whether or not school in the village has the same problems with the application of lesson plan in the classroom as my experience in the teaching internship in a Private Junior High School Empu Tantular in Semarang.

1.2 Reasons for Choosing the Topic

The topic of this study is the discrepancy of learning process in the lesson plan and the reality in the classroom.

The topic is chosen because of two reasons. The first reason is because of my experience in the teaching intership. I found a gap in the learning process, because the real condition of the learning process in the classroom was different from the expectation based on the lesson plan. This problem should be noted seriously, because if there is a gap between the lesson plan and the real practice in the classroom the teaching and learning process and the students' achievement will be affected.

The second reason is the importance of the lesson plan as a guidance for the teacher in order to make the teaching learning process run well. Thus, analyzing the conformity between the lesson plan and teaching learning process is also important to achieve a better result of teaching learning.

1.3 Research Questions

Based on the problem in the background to the study above, the research questions are formulated as follows:

1. How is the implementation of the lesson plan in the ninth grade of SMP 1 Gemuh?
2. What is the gap between the lesson plan prepared by the teacher and the classroom learning process?
3. What factors cause incompatibility between the lesson plan and the classroom learning process?

1.4 Objectives of the Study

The purposes of the study can be stated as follows:

1. to find out the implementation of the lesson plan in the ninth grade of SMP 1 Gemuh,
2. to find out the gap between lesson plan made by the teacher and the the classroom learning process and,
3. to describe the factors that cause incompatibility between the lesson plan and the classroom learning process.

1.5 Significance of the Study

There are three points of significance derived from this study:

1. Theoretically, this study can be a reference and a source of information for the English teachers to develop their ability in implementing the lesson plan in order to achieve the teaching and learning objective. Furthermore, the teachers theoretically know their strength and weakness in implementing the lesson plan of 2013 curriculum in the classroom learning process.
2. Practically, this study will raise awareness for students or the teacher candidates as teaching practice preparation. It is useful in evaluating and taking references.

3. Pedagogically, the result of this study give benefits to know the extent of the lesson plan implementation in the classroom teaching learning process.

1.6 Scope of the Study

This study is limited to the idea of the conformity between the lesson plan and the classroom learning process. The data of the study also take one meeting of teaching practice. The subjects of this study are limited to the English teacher and ninth grade students of SMP N 1 Gemuh in the Academic Year of 2017/2018.

1.7 Outline of the Research Report

This final project consists of five chapters. Chapter I presents the introduction of the study. It contains the background of the study, reasons for choosing the topic, statement of the problem, purposes of the study and significance of the study.

Chapter II describes the review of related literature which contains three sections. The first section presents the previous studies in the subject related to this topic. This is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basis of the study.

Chapter III provides the method of investigation that consists of the subject of the study, object of the study, data of the study, procedures of collecting data, and the procedures for analysing data.

Chapter IV consists of research findings and discussions. The last is Chapter V that consists of conclusions, suggestions, and weaknesses of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of the previous studies that relates to the study, the theoretical foundation of the study which discusses the definition of curriculum, syllabus, lesson plan, and learning. Moreover, this chapter also presents a theoretical framework that use as a main base reference to conduct the study.

2.1 Review of the Previous Studies

There were several studies related to the topic of this study. I use the following studies as references in this study.

The first was a research entitled *The Planned Learning and Teaching Process of Reading Comprehension* by Handayani (2011) from English Department Faculty of Languages and Arts, Universitas Negeri Semarang. This research investigated some problems in implementing the planned learning and teaching process of reading comprehension. They are:

- (1) The students are not used to reading English text in their spare time. They just read the text during classroom teaching and learning process. So, the teachers have to work hard to explain the text to the students.
- (2) The students are lack of vocabulary and pronunciation knowledge.
- (3) The students find difficulty in understanding the language features in the text.
- (4) The lack of teaching facilities that the teacher uses when it is compared to the ideal facilities that the curriculum requires.

(5) The teachers have limited time to make evaluation of the student's achievement.

The second research was conducted by Damayanti (2016) from English Department Faculty of Languages and Arts, Universitas Negeri Semarang entitled *English Teachers' Ability in Implementing 2013 Curriculum*. The research found that teachers were able to make the lesson plan. English teachers completed the components of the lesson plan. Furthermore, they could implement teaching-learning process step by step, and to make the assessment in accordance with 2013 curriculum.

The third was a research entitled *Factors that Affect Effective Planning Skills of the Teacher in the Classrooms* by Papa-Gusho and Biçaku-Çekrezi (2015). There exists a positive relationship between students' perceptions of effective implementation of lesson plans, organizing the classrooms and the teaching materials and time management predict the variable of the teacher's effective planning skills.

The fourth study entitled *Teachers' Problems in the Planning and Implementation of 2013 Curriculum* written by Kusumawardani (2015) from Semarang State University. The research investigated the implementation of Curriculum 2013 in the junior high schools in Semarang and also focused on the problems which are encountered by English teachers during the implementation of the Curriculum 2013. The research had found that there were three problems which were encountered by teachers in implementing the newest curriculum. They were 1) different perception in designing the lesson plan; 2) difficulties in

developing teaching materials based on textbook; and 3) problems in planning the assessments. From the research above the description of research, result showed that teachers still need to be trained about the 2013 curriculum implementation.

The fifth study was conducted by Ibtidaurohmah (2010) from English Department Faculty of Languages and Arts, Universitas Negeri Semarang entitled *A Study of the English Teachers' Difficulties in Developing Syllabus of Report Text, based on the School-based Curriculum Development*. The study found that (1) the syllabuses of report text developed by the Junior High School English teachers in *Kecamatan Kutowinangun Kabupaten Kebumen* in the academic year of 2009/2010 are quite appropriate to the considerations and principles in developing syllabus based on *KTSP*; (2) the teachers found some difficulties in developing syllabus although they have understood enough about the concept of *KTSP*; (3) the teacher should improve their ability in developing syllabus because syllabus has an important role as the outline of the teaching-learning process; (4) the teachers also should divide between the two texts stated in each *KD* (e.g. narrative and report texts or procedure and report texts) to minimize the errors in the process of syllabus development. Then, the teachers also need to give more detailed materials.

The sixth was a study entitled *The Profile of Syllabus Design for Speaking Skill Made by Junior High School Teachers based on KTSP 2006* by Affan (2009). This study described whether the speaking syllabuses of SMP Islam Ta'alumul Huda Bumiayu's English teachers in the academic year of 2008/2009 meet the requirements of a good syllabus based on *KTSP 2006* or not. The

conclusion of this study was the syllabus designs made by the junior high school teachers of the ninth year students of SMP Islam Ta'alumul Huda Bumiayu of second semester in the academic year of 2008/2009 still need more revision in order to reach all of the requirements of a good syllabus based on curriculum 2006 (KTSP).

The seventh study was conducted by Hasifah (2012) entitled *The Compatibility Of Writing Exercises In "Let's Talk 1" With The School-Based Curriculum 2006* from Semarang State University. This study found that (1) there are 98.06% of the directions of writing exercises which are compatible with the School-Based Curriculum 2006 are clear. Most of the directions are clear because they are brief, simple to understand and not ambiguous. Meanwhile, 1.94% of the directions are included as unclear directions because they are difficult to understand and ambiguous. The direction does not use simple sentence so that students get difficulty to do the exercise. In addition, The direction uses words which are not familiar with students; (2) There are 49.51% of writing exercises which are compatible with the School-Based Curriculum 2006 are completed by models. Those models are in the form of sentence, dialog or text. Otherwise, 50.49% of writing exercises are not completed by models. Thus, the majority of writing exercises in the textbook are included as "independent construction" activity because most of the writing exercises are not completed by models; and (3) there are 86.41% of writing exercises which are compatible with the School-Based Curriculum 2006 are guided writing because the exercises are completed by some clues and guidelines such as picture, sentence, or text. On the other hand,

13.59% of writing exercises are free writing because students are free to express their ideas without clues and guidelines.

The eighth was a research journal entitled *Learning To Live With Conformity: Student Teachers' Reactions To Multiple Conformity Factors During Teaching Practice* by McGee (1996) from Australian Journal of Teacher Education. This research found that the level of stress experienced by the student teachers was less than they had anticipated. Stress was due, in the main, to on campus requirements, expectations of the school and the associate teacher, and planning and evaluating lessons. Sometimes, it was made worse by outside demands such as part-time work, and in other cases, ill health. All of this is related to the need to conform to multiple demands.

The last study was conducted by Girardet (2018) entitled *Why Do Some Teachers Change and Others Don't? A Review of Studies about Factors Influencing In-service and Pre-service Teachers' Change in Classroom Management*. The study found that factors impacting change do not seem to differ according to the category of beliefs and practices observed in the studies (as seen in the section 'Classification of Classroom Management Beliefs and Practices').

According to the previous studies above, there are interrelatedness between lesson plan and teaching learning process which if there are some aspects that inappropriate then it will be a problem.

Therefore, in the present study I intended to analyze the conformity of lesson plan and classroom learning process.

2.2 Review of the Theoretical Background

This section presents some literatures that relates to the study which consists of what curriculum is, definition of syllabus, lesson plan, and teaching-learning process.

2.2.1 Curriculum

According to Hornby (1997, p. 287) curriculum is an important thing in implementing teaching learning process. Teacher should know the curriculum before they teach their students. The curriculum is developed to facilitate the teaching – learning process under direction and guidance of a school, college or university and its staff members. In addition, curriculum is the subject included in a course of study or taught at a particular school, college, etc.

It can be concluded that curriculum is an important aspect in implementation of teaching and learning process. It is also a reference or guidance for the teachers to make a lesson plan that will be used as materials in the teaching and learning process.

There are two kinds of curriculum, formal and informal curriculum. The formal curriculum includes the planned organizational structure and the instructional delivery system which are designed to help students achieve the learning goals, outcomes, and objectives of the instruction; the instructional plan, and the evaluation system for determining the degree to which students achieve the specific outcomes. On the other hand, the informal curriculum is composed of other planned activities which are not directly to a particular class or subject but

which are considered as supplementary to the formal curriculum (Winecoff, 1989, p.1).

The use of a specific curriculum affects education in a country (Nasution, 2008, p.125). Nowadays the curriculum in Indonesia has been reformulated. Indonesian curricula have been reformulated for several times during the past fifty years in the worldwide of ELT methodologies: 1945's grammar translation-based curriculum; 1958's audio-lingual based-curriculum; 1975's revised audio lingual-based curriculum; 1984's structure-based communicative curriculum; 1994's meaning-based communicative curriculum; 2004's competency-based curriculum (Saharuddin, 2013, p.568).

2.2.2 Syllabus

According to the Board of National Education Standard (2006), an independent and professional agent who develops, checks, and evaluates the National Education Standards implementation, describes syllabus as a learning plan of a lesson and/or a group of lessons or a certain theme which encompasses; (1) Standard Competence (SC), (2) Core Competence (CC), (3) Basic Competence (BC), (4) main materials/ teaching materials, (5) teaching activity, (6) indicator, (7) assessment, (8) time allotment, (9) and source/ material/ teaching media. Syllabus is a formulation from Standard Competence and Basic Competence into teaching materials, teaching activity, and indicator of attainment competence for assessment.

The Ministry of Education and Culture Decree number 22 year 2016 (Permendikbud No. 22 Tahun 2016) also has stimulated the learning devices in

the form of *Rencana Pelaksanaan Pembelajaran (RPP)* and syllabus based on content standards make teachers increasingly professional. The teachers will be helped by a well-structured program that can be used as a reference in designing, implementing, and evaluating the learning process.

According to the statement above, the learning device is divided into two forms. The first form is syllabus and the second form is lesson plan or *Rencana Pelaksanaan Pembelajaran (RPP)*. Here, I will explain syllabus first. In the next point, the second form about lesson plan will be explained.

Based on (Feez & Joyce, 1998, p.2) a syllabus is an explicit and coherent plan for a course of study. The syllabus is guide or map for the teacher or map for the teacher or the learners, which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by the teachers and negotiated with learners. It specifies what is to be taught in any particular course of study

Syllabus is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course instruction and list what will be taught and tested (Richard, 2001, p.6).

Syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority. They are concerned with the achievement of ends, often, though not always, associated with the pursuance of particular means. (Candlin, 1984, p.30)

Based on the statement above, it can be concluded that syllabus is the main of learning activity because it is used as the references in creating and developing the lesson plan in the class.

So that, the syllabus is used to ensure consistency between schools and all of the teachers about what must be taught and what is not required.

2.2.3 Lesson Plan

The second form of learning devices is lesson plan. Lesson plan has an important role as a reference for a teacher to determine whether he or she succeeds or fails in teaching. Therefore, the teachers should design such a well-structured and interesting lesson plan in order to make the teaching run well.

Arranging the appropriate materials which are in accordance with the curriculum, syllabus and applicable in the classroom is not that easy. There should be a lesson plan to reach the goal in teaching and learning process. Lesson plan has an important role as a reference for a teacher to determine whether or not the teacher succeeds or fails in teaching.

Regardless of the amount of control teachers have over what and how they teach. In order to design and implement effective lessons, every teacher should have a system for writing daily lesson plans that is easily managed, long-range plan and focused vision, method for obtaining and organizing new teaching ideas, and plan for reflection on teaching strategies and making improvements (Papa-Gusho and Biçaku-Çekrezi in Powell, 2015, p.1).

Lesson plan is much needed by a teacher because it becomes a guideline for him/her to arrange the materials that are appropriate with the curriculum and

suitable for the teaching and learning process. Brown (2001, p.149) described lesson plan as “a set of activities which represent ‘steps’ along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson”. Therefore, teachers are required to make lesson plan when they are going to teach a subject in the classroom in order to conduct a systematic teaching-learning process in the classroom.

To conduct teaching English in the classroom, a teacher requires good preparations such as lesson planning preparation. Lesson plan needs to be developed by a teacher as a direction or road map towards all activities to be done by the teacher and students in the classroom in order to achieve one or more specific competencies appropriately and effectively (Mulyani, 2013, p.i). It can be seen from the statement above that lesson plan has an important role for teachers to teach their students to achieve the competencies effectively.

Lesson planning enables the teacher to optimize things. Without planning, teachers might produce an adequate lesson, but they will not teach with maximum effect. When planning lessons, therefore, teachers should decide what will be the topic of the lesson and how to teach the topic in the greatest way Haynes (2007, p.2). When teachers made lesson plan they would teach better than teachers who were not. There are a number of reasons why teachers would make to plan their courses and lessons. Woodward (2001, p.181), including the following below:

- a) Think about everything before teachers teach will help to reduce feelings of uncertainty or panic and inspires teachers instead with a sense of confidence and clarity.

- b) It can inspire confidence in students who pick up a feeling of purpose, progression and coherence.
- c) It helps teachers to understand what research you need to do.
- d) It reminds teachers to marshal materials beforehand, and makes it easier for you to organize the time and activity flow in classes.
- e) If at least some of the planning is shared with students, they too will be able to gather their thoughts before class.
- f) Plans can be used in lessons to get things started, and prompt memory, and can help teachers to answer student questions.
- g) Working on planning *after* lessons, as well as before, ensures that the class you are teaching gets a balanced mixture of different kinds of materials, content and interaction types throughout the course.
- h) Course and lesson planning help you to develop a personal style since they involve sifting through all your information, resources and beliefs, and boiling them all down to a distillation for one particular group, time and place. This distillation, together with what happens in the classroom, represents a cross-section of the present state of teachers' art.

According to Pollard (2008, p.55) the benefits of making lesson plan are: (1) the plan will give teachers aims for the lessons; (2) it will remind teachers what to take with them when they go to class; (3) it will give teachers guidelines whilst they are in the classroom and (4) it will prevent teachers from drying up while teachers are there (5) provide teachers' lesson with structure; whilst the students might not notice this, they will certainly notice if teachers' lessons lack structure.

Moreover, the Ministry of Education and Culture Decree number 81A year 2013 (Permendikbud No. 81A Tahun 2013) states that there are some steps in designing the lesson plan for 2013 curriculum.

1) Reviewing the Syllabus

There are four basic competencies in the syllabus of 2013 curriculum in which accordance with the core competence aspects; they are divinity, attitude toward self and environment, knowledge, and skill. In order to achieve the four basic competencies, syllabus designs the students' learning activities according to the standard of process. Students' learning activities are the details of observing, questioning, exploration or experimenting, associating, and communicating. This activities need to be explored in further details in the lesson plan. Reviewing the syllabus covers designing the indicators of the basic competence and the assessment.

2) Identifying the Learning Materials

Identifying learning materials means that teachers are observing the range of material which will be given to the students whether it is in conformity with the basic competence or not. Students' potency, local characteristics, the students' physical; intellectual; emotional; social; and spiritual development, actuality, students' need, and the environmental demands are the things to be considered in identifying the learning materials.

3) Determining the Aims of the Learning

The learning objectives are the main priority to be achieved in the learning activity, without them both the teachers and students do not know whether the learning process is done successfully or fail.

4) Developing the Learning Activity

Learning activities is designed to provide the experiences which involve cognitive and skill activities through interaction between students and teachers, among students, students and the environment and other sources of learning. In 2013 curriculum, the learning activity is organized into the preliminary activity, core activity, and final activity. Preliminary activities covers opening such as greeting, asking condition, etc., and followed by observing and questioning activities, while the core activity involves exploration or experimenting, associating, and communicating activities. Then the learning activity ends with the conclusion of what the students learn, giving assignment, and etc.

5) Outlining the Types of Assessment

Assessment is a set of activities to obtain, analyze, and interpret data of the process and the result of the students' learning which is done systematically and continuously. The syllabus of 2013 curriculum has been enhanced by determining the types of the assessment used. The assessment is conducted by using test or non-test in the form of written or spoken assessment, performance observation, attitude assessment, work assessment such as assignments; projects and/or products; portfolio; and self-assessment.

6) Determining the Time Allocation

Determining the time allocation for each basic competence is based on the number of effective weeks and the time allotment of the subject learning per week by considering the number, broadness, the degree of difficulty, and the interest rate of basic competence. Time allotment which is stated in syllabus is the mean time to master the needed basic competence, while time allotment in the lesson plan is designed more detail and is tailored to the students' need.

The teachers should understand each elements of the lesson plan. There are some elements that should be included in the lesson plan in 2013 curriculum. Those are; education unit, class and semester, subject learning, materials, number of meeting, number of hour and the components of lesson plan such as the main competencies, the basic competencies, the indicators, the objectives of the study, the lesson materials, the method of teaching, the media of teaching, the tools, the source, the learning steps, and the assessment.

2.2.4 Learning Process

Learning process is a social activity that involve two parties. In this case, first party is a teacher and second party is the students. Here, the teacher has their own way to decide his/her learning process in the classroom be like. However, it will be more effective if the students are actively involved in the process.

According to Harmer (2001, p. 58) a teacher's roles are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. First, as controller, the teacher acts as controller in the classroom situation in order to make the process of teaching and learning conducive and comfortable. Second, as

an organizer, the teacher organizes the classroom activities by giving the students information, direction, and instruction to do the classroom activities. Third, as an assessor, the teacher gives feedback to the students' classroom performance by telling them whether their work matches or not with his / her expectation. Fourth, as a prompter, it is how the teacher assists the students in doing their activities. The teacher encourages, helps, and assists the students in doing their work. Next, a participant, the teacher acts as an audience who listens to the students' presentation and may ask them question to make the discussion more interesting. Then, as a resource, the students consider teacher as resource. They may ask their teacher for information they would like to have in doing their activities. Finally, as an observer, the teacher is watching, listening, and taking notes of what the students do during the class.

In addition, there is a standard of teaching-learning process by Prihantoro (2015, p.80) as follows:

- 1.) Standard process that was initially focused on the exploration, elaboration and confirmation is fitted with observing, questioning, collecting information, presenting, summing, and creating.
- 2.) Learning does not just happen in the classroom, but also in school and community environments.
- 3.) Teachers are not the only source of learning.
- 4.) Attitudes are not taught verbally, but through example and role model.

Apart from the ability to create and foster good teacher-student rapport and the possession of skills necessary for organizing successful lessons, teachers

need to know a lot about the subject they are teaching (the English language). They will need to know what equipment is available in their school and how to use it. They need to know what materials are available for teachers and students. They should also do their best to keep abreast of new developments in teaching approaches and techniques by consulting a range of print material, online resources, and by attending, where possible, development sessions and teacher seminars (Harmer, 2007, p.30).

2.3 Theoretical Framework

This present study aims at investigating the conformity between lesson plan made by the teacher and classroom learning process. The lesson plan focused on one materials that is procedure text. This chapter is analyzed whether or not it is conform to the teaching learning activity. The framework of this study is presented in the following Figure 2.3.

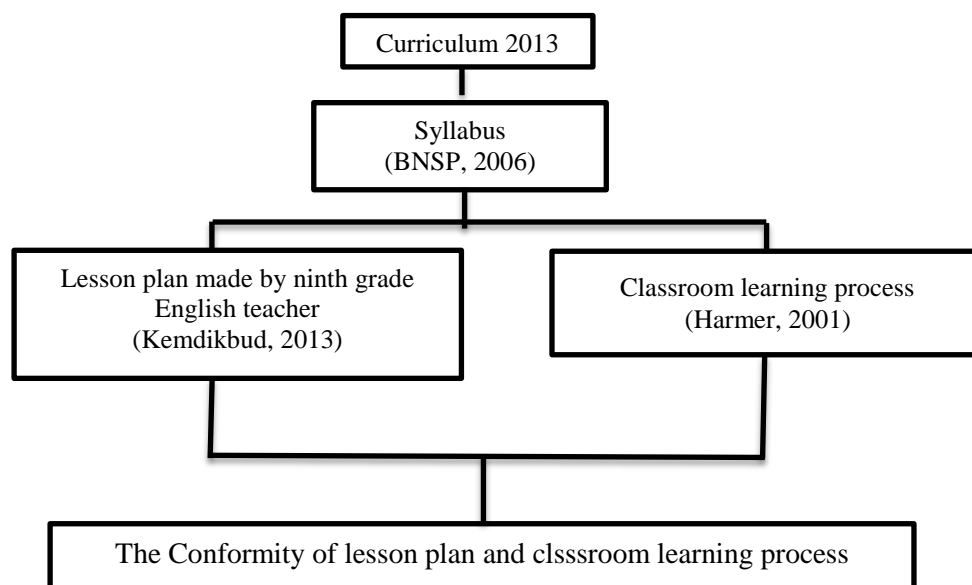


Figure 2.3 Theoretical Framework of Present Study

The figure above shows the theoretical framework of this study. This study was conducted by using references of 2013 curriculum which is narrowed down again into syllabus regulated by the Ministry of Education and Culture. The instruments of this study were the lesson plan made by ninth grade of English teacher which adopted the theory from The Ministry of Education and Culture Decree number 81A year 2013 (Permendikbud No. 81A Tahun 2013) and the theory of classroom learning process by Harmer (2001, p. 58). Accordingly, this study aims to describe the conformity of lesson plan and classroom learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study based on the research findings and suggestions toward some parties.

5.1 Conclusions

By referring to the research questions in the previous chapter, the researcher found out that the teacher was able to implement the lesson plan in the classroom and completed the components of the lesson plan very well. The teacher was able to complete all of the lesson plan components such as (1) identity and completeness of components; (2) main competencies; (3) basic competencies and indicators; (4) learning objectives; (5) learning materials; (6) learning methods; (7) media, tools, and resources; (8) Steps of teaching-learning process; (9) Assessments.

The implementation of the lesson plan in the classroom learning process has been in accordance with the guidelines such as Ministerial Decree no. 81A, 103 and 104. The teacher could implement the classroom teaching-learning process step by step based on the lesson plan she has made. The teacher was able to open the class by apperception and motivation to deliver the competencies and planning activity. Later, the teacher conducted core activity by mastering the lesson materials, using soft skill to educate students, conducting the scientific approach's step during the teaching-learning process; which consists of observing, questioning, experimenting, associating, creating and communicating. The teacher concluded the meeting in the closing activity.

However, it is very unfortunate because she often used Javanese and Indonesian languages rather than English in the teaching and learning process in the classroom.

5.2 Suggestions

The result of the research which describes the conformity of the lesson plan in the classroom learning process is not intended to be used as criticism toward some particular parties. Yet, the result should be taken positively by the government, school, teacher, and education practitioner in order to give ways to improve lesson plans and teaching learning process.

The government and ministry, as the authorities should redesign more simple form of standard of achievement in the lesson plan that should be achieved by the students because every students have different abilities in accepting the lesson. If the standard of achievement is too high, it is difficult to achieve the goal of teaching-learning process.

The suggestion for the school is they should accommodate the teachers' need in understanding the implementation of the lesson plan in the classroom learning process. The schools also should provide more training, especially to the English teachers in improving teachers' language ability in order to achieve the goals in the teaching and learning process of English lesson.

The suggestions for the English teachers in which it is a foreign language, they should improve their ability in using English instead of using more Javanese and Indonesian language. They should use more English to deliver the materials and communicate with students. They should enrich themselves with various

types of learning media, activities, strategies, and sources in the lesson plan which will be used in the classroom learning process. The teachers should accept everything such as the comments, inputs, or criticisms, even it is from the students in order to improve their competence and ability.

5.3 Weaknessess of the Study

This study investigates the conformity of the lesson plan prepared by the English teacher in classroom learning process. This study has several weaknesses due to the limitations of the researchers. The weaknesses of this study are as follow:

1. The object of the study only took one lesson plan/RPP sample.
2. The study only took one meeting/45 minutues of teaching practice.
3. The study only took one time interview.
4. The interview was dominated by yes / no questions.

REFERENCES

- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Yogyakarta: Rineka Cipta.
- Badan Standar Nasional Pendidikan. (2006). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta, Indonesia: Pemerintah Indonesia.
- Baumgarten, M. (2010). *Paradigm Wars- Validity and Reliability in Qualitative Research*. Norderstedt Germany: Grin.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second ed.). New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second ed.). New York: Addison Wesley Longman, Inc.
- Candlin, C. N. (1984). *Syllabus design as a critical process*. London: Pergamon Press & the British Council.
- Cresswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. 4th. USA: SAGE Publication.
- Damayanti, I. (2016). *English Teachers' Ability in Implementing 2013 Curriculum*. Universitas Negeri Semarang.
- Fadlillah, M. (2014). *Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/Mts, & SMA/MA*. Yogyakarta: Ar-Ruzz Media.
- Feez, S., & Joyce, H. (1998). *Text-based syllabus design. Sydney: national centre for english language teaching and research*. Macquarie University.
- Flick, U. (2007). *Designing Qualitative Research*. Singapore: SAGE Publications Asia-Pacific Pte Ltd.
- Handayani, D. R. (2011). *The Planned Learning and Teaching Process of Reading Comprehension*. Universitas Negeri Semarang.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.

- Harmer, J. (2007). *The Practice of English Language Teaching*. 4th ed. Essex: Pearson Education Limited 2007.
- Hatch, J. A. (2002). *Doing Qualitative Research in Education Settings*. New York: State University of New York Press.
- Haynes, A. (2007). *100 Ideas For Lesson Planning*. New York: Continuum International Publishing Group.
- Hornby, A.S. (1997). *Oxford Advanced Learners Dictionary of Current English*. Oxford University.
- Kusumawardani, A. D. (2015). *Teachers' Problem in the Planning and Implementation of 2013 curriculum*. Universitas Negeri Semarang.
- Ministry of Education and Culture. (2013). *Elements Changed of 2013 Curriculum*.
- Ministry of Education and Culture. (2014). *The Reflection of the 2013 Curriculum Implementation*.
- Mulyani. (2013). An Analysis of English Lesson Plan Academic Year 2012/2013 at the First Semester of Mas Darul Ulum, Banda Aceh . Kuala Lumpur: Syiah Kuala Lumpur University.
- Nasution. (2008). *Asas-Asas Kurikulum* (Second edition ed.). Jakarta: Bumi Aksara.
- Papa-Gusho, R., & Biçaku-Çekrezi, R. (2015). Factors that Affect Effective Planning Skills of the Teacher in the Classrooms. *Academic Journal of Interdisciplinary Studies*, vol. 4 no. 3, 5.
- Papa-Gusho, R., & Biçaku-Çekrezi, R. (2015). Factors that Affect Effective Planning Skills of the Teacher in the Classrooms. *Academic Journal of Interdisciplinary Studies*, vol. 4 no. 3, 1.
- Prihantoro, R. (2015). The perspective of curriculum in Indonesia on environmental education. *International Journal of Research Studies in Education*, 77-83.
- Prihantoro, R. (2015). The perspective of curriculum in Indonesia on environmental education. *International Journal of Research Studies in Education*, 77-83.

- Richard, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Saharuddin. (2013). *The Implementation of the 2013 Curriculum and the Issues of English Language Teaching and Learning in Indonesia*. The Asian Conference on Language Learning.
- Wincoff, L. (1989). *Curriculum Development and Instructional Development Planning*. Bandung: SUNY Technical Assistance Program.
- Woodward, T. (2001). *Planning Lesson and Courses*. New York: Cambridge University Press.
- Yeasmin, S., & Rahman, K. F. (2012). 'Triangulation' Research Method as the Tool of Social Science Research. *BUP Journal, 1*.