

An analyze Relevancy of Intern English Teacher's Lesson Plan in Senior High School Of Malang

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Received: 7 February 2022

Accepted: 18 February 2022

Published: 28 February 2022

Abstract

"For teachers, plan gives the lesson a framework, an overall shape," according to Harmer (2007, p.156). It refers to a lesson plan that instructs teachers on how to deliver teaching-learning activities. Teachers' ability to create lessons is critical for developing a strategy to increase the quality of teaching and learning activities. In order to achieve the National Education goals, lesson plans must be relevant to government regulations. The Indonesian government enacted Permendikbud No. 22 Tahun 2016 to control the Standar Proses. To assist instructors in creating lesson plans, the rule lists components of a lesson plan based on the 2013 curriculum. Especially for intern English teacher in order to designing lesson plan. The results of the document analysis revealed that all lesson plans included every component of a lesson plan, such as indicators and basic competences, objectives, materials, media, activities, and assessment; however, when the quality of each component was assessed using Permendikbud Nomor 22 Tahun 2016, the quality of each component varied. The findings of the study revealed that while intern English teachers' lesson plans were totally based on the 2013 curriculum, some components of the lesson plan were not applicable.

Keywords: Relevancy; English Reacher; Lesson Plan; Senior High School

1.Introduction

A teacher is a critical figure and the cornerstone of education, as they are the ones who will guide people to become educated, knowledgeable, and morally upright. Teachers are also in charge of implementing educational policies such as curriculum and government-proposed educational goals. As a result, according to (Rachmayani, 2018) as an extract of curriculum and syllabus, teachers must develop the teaching learning process, method, model, media, and assessment, and these are the lesson plan parts. Indonesian schools are gradually transitioning from the Curriculum 2006 to the Curriculum 2013. The reduction of subjects taught in the classroom from ten to six is one of the distinctions between Curriculum 2013 and the previous one.

Furthermore, (Rachmayani, 2018) stated that in her study curriculum 2013 has experienced significant development since 2017, as evidenced by government regulations such as the Ministerial Regulation of the Ministry of Culture and Education. (Henceforth Permendikbud aka Peraturan Menteri Pendidikan dan Budaya) No. 21 Years 2016 about Content Standard (Standar Isi), Permendikbud No. 2 about Standard Penilaian Pendidikan and Permendikbud No. 24 Years 2016 about Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Pendidikan Dasar dan Pendidikan Menengah. The government also produced various publications in 2017, such as Model Pengembangan RPP and Modul Penyusunan Soal HOTS, that regulate learning instruction.

Learning is the process of gaining knowledge or abilities through study, practice, or instruction. A curriculum design is a list of learning activities. The events are held to showcase various innovations and experiences. According to (M. et al., 2021) Experience is linked to learning and innovation, this indicates that a teacher's performance in teaching can be measured by the creativity and experiences of his or her students. It is critical for a teacher to ensure that the lesson plans he or she creates will enable him or her to effectively instruct his or her students. Furthermore, it is critical for a teacher to organize everything in depth in order to meet learning objectives. Teachers are preoccupied with a lesson plan, which is a set of written instructions for what they will do in the classroom.

Brown (2001:149) stated that a lesson plan is defined 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". Additionally Lesson plans are critical for achieving learning objectives. However, according to (M. et al., 2021) Lesson plans can also aid in the prediction of learning outcomes or objectives. As a result, in order to create a strong and



structured lesson plan, English teachers must be skilled, creative, and imaginative in order for students to absorb language learning knowledge quickly and effectively.

"For teachers, plan gives the lesson a framework, an overall shape," according to Harmer (2007, p.156). It refers to a lesson plan that instructs teachers on how to deliver teaching-learning activities. Teachers' ability to create lessons is critical for developing a strategy to increase the quality of teaching and learning activities. In order to achieve the National Education goals, lesson plans must be relevant to government regulations. The Indonesian government enacted Permendikbud No. 22 Tahun 2016 to control the Standar Proses. To assist instructors in creating lesson plans, the rule lists components of a lesson plan based on the 2013 curriculum. Especially for intern English teacher in order to designing lesson plan. From the previous study (Damayanti, 2016) she conducted the research with entitled "Relevancy the components of the English lesson plan" the result is although the English teacher's lesson plans were totally based on the 2013 curriculum, several elements of the lesson plan were not relevant.

Curriculum

According to (Mulenga, 2018) Another noteworthy emphasis is curriculum defined as content, which calls into question another term, namely the 'syllabus' and a 'course outline,' which are commonly used in higher education institutions. A 'syllabus' is a statement that summarizes the topic that will be taught in a subject, course, or unit. The plan's aim, or creed, is the substance. A curriculum is a big plan for achieving a goal; it is something that people should consider before participating in an educational program.

2013 curriculum

The 2013 Curriculum was created in response to the numerous complaints leveled at the 2006 School-Based Curriculum. It is in line with the needs of development and the working world. Curriculum is one of the government's efforts to address the different difficulties that the world of education faces today, according to Salinan Lampiran Permendikbud No. 59 Tahun 2014 poin (A) 2013. The theme of the 2013 curriculum is to develop productive, creative, innovative, and affective Indonesians via the development of integrated attitudes, skills, and knowledge. The following are the components based on Permendikbud Nomor 22 Tahun 2016: school identity, subject, class, main material, time allocation, objective, basic competence, indicator, lesson material, method, media, resource, activity, assessment.

Lesson Plan

Teachers are preoccupied with a lesson plan, which is a set of written instructions for what they will do in the classroom. "Scripting out the lesson plan helps teachers be more specific in their planning," according to Brown (2001, p. 152). To put it another way, imagining a scenario before acting in class is something that must be done. Everything is clearer than when teachers teach directly without creating an environment. It encourages teachers to be more thorough in their pre-teaching preparation. Teachers should pay attention to the ending lesson plan. According to (Damayanti, 2016) That is a teaching strategy for ensuring that all of the activities in the classroom run smoothly. Teachers have a firm idea of what they should do in the classroom. As a result, teachers must create a lesson plan in order to improve the learning process. According to (Latifa, 2017) creating a lesson plan is a challenging task that necessitates time, effort, and energy. Teachers can better manage their time, effort, and resources if they have a lesson plan. Creating a lesson plan is an essential task for any instructor. Because the lesson plan includes materials for planning, objectives for planning, teaching strategies, and learning procedures, among other things. In addition, in Decree Number 22 of 2016, the Ministry of Education and Culture established some requirements for the processing of lesson plans. According to (Damayanti, 2016) six elements of a lesson plan can be used as criteria in lesson planning: indicators, objectives, activities, materials, instructional media, and assessment.

The function of Lesson Plan

Richards (2011, p. 35) said "...planning a lesson before teaching is considered essential in order to teach an effective lesson". It indicates that the first step in teaching is to create a lesson plan. To put it another way, a lesson plan serves as a guide for teachers in order to achieve high quality in the teaching-learning process. Teachers may better manage their classrooms with the help of the lesson plan, and they know exactly what they need to do. As a result, there is no pointless activity in the classroom. As a result, as a teacher, you must establish some plans in order to know what you must do in the classroom. The most important thing for instructors to do in the classroom is to ensure that they have a plan since it has an impact on the teaching process. Making a lesson plan is a step in the process of providing excellent instruction and achieving success. It is the first step in the process of teaching and learning. Teachers must understand what they must do in class and use it as a guideline when teaching. The content of a lesson plan, as well as the manner and strategy used to deliver it, or it might be a comprehensive activity in the classroom. Lesson plans assist teachers construct activities in the classroom step by step, making it easier to achieve a goal and making an evaluation for the following meeting.

Principle in Designing lesson Plan

Before preparing a lesson plan, teachers should examine numerous significant aspects based on Permendikbud Nomor. 81 A tahun 2013 about the implementation of curriculum 2013. The following are the guidelines:

- a. Lesson plans are created as curriculum ideas and are based on national syllabuses to be implemented in the teaching-learning process.

- b. Gender, prior ability, intellectual level, interest, learning motivation, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment are all factors to consider. To design a suitable and useful lesson plan for students, teachers must observe and consider numerous things connected to students' differences and backgrounds before constructing a lesson plan.
- c. Encourage pupils to take an active role in class. Students are at the heart of the teaching-learning process, which boosts motivation, curiosity, creativity, initiative, inspiration, autonomy, and learning excitement. This idea, without a doubt, demands teachers to engage their pupils in active learning by requiring them to make several productive attempts. It implies that a teacher must engage in in-depth reflection in order for the teaching concept to be realized.
- d. Develop a draft program of positive feedback, empowerment, enrichment, and corrective feedback and follow-up. Teachers must provide feedback and follow up on students' assignments or performance after completing teaching-learning activities or during the post-teaching stage in this regard.
- e. Maintain a sense of continuity and relevance. The relevance and cohesion of primary competence, basic competence, materials, teaching-learning activity, indicator of standard competence attainment, assessment, and resources are all taken into account while creating a lesson plan.
- f. Apply technology and communication information based on the circumstance and condition. In other words, when creating a lesson plan, a teacher can use technology as a teaching tool, such as the internet or newspapers, to pique students' attention.

According to Permendikbud Nomor 22 Tahun 2016, the principles of developing learning activities are that learners should seek out materials, that learning is based on a variety of learning resources, that process based learning is used to strengthen the scientific approach, that competency based learning is used to strengthen the scientific approach, that integrated learning is used to learn with multidimensional truth answers, and that process based learning is used to strengthen the scientific approach. focused learning, with a focus on the development of practical skills, learning that strikes a balance between physical (hard) and mental (soft) skills, learning that emphasizes culture and empowers learners as lifelong learners Learning that incorporates the principles of anyone can be a teacher, anyone can be a learner, and everyone can be a class, learning that uses information and communication technology to improve the efficiency and effectiveness of learning, and learning that accommodates individual differences and cultural backgrounds."

Component of lesson plan

Indicators, objectives, activities, materials, instructional media, and assessment are six components of a lesson plan that can be used as criteria in lesson design:

(1) Indicator, Raiser and Dick (1996, p. 24) stated that an indicator must have an action verb, which is a verb that describes an observable action in which a learner would participate. Verbs that describe interior mental states that are not directly observable should not be included in the indicator. Non-observable verbs, according to Raiser and Dick (1996, p. 24), include know, comprehend, truly know, really understand, be familiar with, become acquainted with, appreciate, and be interested in.

(2) Objectives, The teacher's objectives state what the pupils should be able to do by the end of the lesson (Brown, 2001). Goals and objectives frequently overlap in various circumstances. The characteristics of "ABCD" proposed by Mager, Findlay, and Nathan can be used to operationalize the learning objectives (Richards, 2001). According to (Sesiorina, 2014)The letter "A" stands for "Audience," and the pupils are the subject. The letter "B" stands for "Behavior," which refers to the performance that may be learnt via action verbs. The letter "C" indicates for the "Condition" in which the pupils' performance will be demonstrated. The letter "D" stands for "Degree," which indicates how well pupils must be able to demonstrate their ability to perform. According to Cruickshank (2011:171)., when evaluating lesson plans, the writer focused on applying the 'ABCD' theory related with the element of the objectives.

(3) Activities, According to Reiser and Dick (1996, p. 46), a teacher must examine two factors: first, the types of learning outcomes they aim to achieve. Second, the educational activities that will assist pupils in achieving those goals.

(4) Materials, according to (Damayanti, 2016) Materials must first have a clear connection to stated educational objectives, and second, they must address the needs of the students for whom they are meant.

(5) Media, in (Sesiorina, 2014) Wright (1989) stated that lays out a few guidelines for teachers to follow when choosing media. According to him, media should be simple to create or obtain, simple to use and operate in a classroom setting, draw children's attention, be meaningful and authentic, and help youngsters improve their language abilities. According to Wright, media use should adhere to three principles: practicality, appropriateness, and effectiveness.

(6) assessment, One of the sections that a teacher must complete in teaching learning is assessment. Assessment is used to evaluate the progress of students. It provides information on whether or not the learning objectives are met. According to (Sesiorina, 2014) To begin, the evaluation should be able to measure what is stated in the objectives in terms of what students should display and how well they should demonstrate certain action verbs. Second, the evaluation should be consistent with activities and include activities that they are familiar with from their classroom experience.

2. Method

As a framework, this study used qualitative research and a document analysis. The majority of descriptive data is used in qualitative research. According to (Bowen, 2009) A systematic technique for assessing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material, is known as document analysis. Document analysis, like other qualitative research methodologies, necessitates the examination and interpreting on of data in order to extract meaning, gain insight, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). It also has the backing of Auerbach and Silverstain (2003:3) “qualitative research is research that involves analyzing and interpreting texts and interviews to discover meaning patterns descriptive of a particular phenomenon”. The document was lesson plan make by intern English teachers in senior high school of Malang. According to Brown (2001) There are no set formats for what should be included in a lesson plan. However, it is widely agreed that a lesson plan should include a number of fundamental features; goals, objectives, activities, media, and assessment.

3. Findings and Discussion

The results of the analysis of four lesson plans provided by intern English instructors were presented in this study's data. The following are the responses to the background research questions. Based on the 2013 curriculum regulation by Permendikbud Nomor 22 Tahun 2016 concerning Standar Proses, the 2013 curriculum lesson plans created by English instructors were analyzed. The researcher initially looked at the completeness of lesson plans based on the 2013 curriculum. Specifically, objective, indicator of standard competence achievement, material, media, teaching activity, and assessment.

According to the document analysis of four English teachers, each teacher completed the lesson plan entirely. It means that all components were listed in lesson plans, and the researcher categorized them into three levels based on how relevant each component was to the regulation's standard. A, B, and C were the three levels of classification. Grade A was related to the standard, Grade B was related to a part of the standard, and Grade C was unrelated to the standard.

Teacher's lesson plan	Standards Component					
	Indicators	Objective	Activities	Material	Media	Assessment
	Operational verb	Consist of K1, K2, K3 and K4	Opening, core, closing.	Fact, concept, principle.	Stated complete information	Character, knowledge, skill instrument, assessing rubric.
T1	B	B	A	B	B	B
T2	B	A	A	A	B	A
T3	A	C	A	B	B	A
T4	B	C	A	A	B	B

The analysis in detailed below:

Indicator of standard competence achievement

The principle	A	B	C
Indikator dikembangkan menggunakan kata kerja operasional berdasarkan KD	25%	75%	-

From the table above 40% indicator standard competences were relevant in part because they appropriately employed cognitive operational verbs but not for psychomotor. 25% indicator of standard competences were relevant the teacher used operational verb correctly based on the level cognitive and psychomotor a Taxonomy bloom. From the data, it revealed that some of teacher did not pay more attention to the operational verb as the intern English teacher in order to make their lesson plan.

Objective

The standard of objectives according to (Brown, 2001) the teacher's objectives state what the pupils should be able to do by the end of the lesson.

The principle	A	B	C
Indikator dikembangkan berdasarkan K1, K2, K3 dan K4.	25%	25%	50%

From the table above 50% the objective completely consist of K1, K2, K3 and K4 were not relevant in which is not capable to complete the lesson plan made by intern English teacher. 25% were relevant to the standard completely

consist of K1, K2, K3 and K4. Meanwhile 25% were relevant apart according to the standard characteristics, some components of the objectives lesson plans were missing.

Activities

The principle	A	B	C
Pembelajaran di bagi menjadi tiga bagian pembukaan, inti dan penutup sesuai dengan metode yang digunakan	100%	-	-

Activity is the next item that must be included in the lesson plan. According to Permendikbud Nomor 22 Tahun 2016 about Standar Proses, there are three components to the learning process: opening, primary activities, and closing dependent on the technique chosen. As a result, teachers must create lesson plans based on the approach used. Based on the table above it demonstrated that all lesson plans' activities were completed with an introduction, primary activity, and conclusion.

Material

The materials are based on Permendikbud Nomor 22 Tahun 2016 and include pertinent information, concept, principle, and method. The following should be described in detail:

The principle	A	B	C
Materi pembelajaran harus relevan dengan IPK berupa fakta, konsep, dan procedure.	50%	50%	-

From the table, 50% materials lesson completely consist of fact, concept, principle and procedure. Meanwhile 50% materials of lesson plan were complete a part and relevant. Even the teacher faced difficulty in order make the material relevant with the previous component the intern English teacher understand how to make relevant material.

Media

Media is a component that aids in the learning process. Whether it is video, picture, or audio, the media must be written in depth, which means that the teachers must include references and a title.

The principle	A	B	C
Media sebagai alat bantu proses pembelajaran untuk menyampaikan materi pembelajaran	-	100%	-

All lesson plans have been complete a part with the media but the teacher did not the information about the media in details.

Assessment

The following are the outcomes of studying, according to Permendikbud Nomor 22 Tahun 2016 Standar Penilaian Pendidikan: attitude, knowledge, and skill. When a teacher assesses a student's attitude, he or she must learn about the student's personality. Knowledge evaluation is a method of determining a student's authority. The assessment of skill is the process of determining a student's ability. It means that teachers must create an assessment based on the assessment technique's rules and principles. To begin, the evaluation is conducted with instrument of assessing attitude, knowledge and skill. Second, it is completed with the principle of assessment and rubric.

The principle	A	B	C
penilaian dilengkapi dengan instrument penilaian sikap, pengetahuan, dan keterampilan & menggunakan rubrik.	50%	50%	-

From the table, 50% lesson were relevant; consisted the instrument to assess character, knowledge and skill competence. 50% were not as relevant as the teachers only mentioned instrument to assess knowledge and skill but did not put the scoring rubric.

4. Conclusion

In general, based on Permendikbud No. 22 Tahun 2016, the researcher discovered several significant conclusions regarding the relevance of English lesson plans. The conventional components of a lesson plan were known by all intern English teachers, according to document analysis. Furthermore the analysis of each components shows that teachers were able to material, assessment and learning activity (opening, core and closing activity); but teachers competency in composing objective and indicator were average as two teachers did not put K1-K4 in lesson plan even though it was covid-19 lesson plan. However, intern English teacher had ability in deciding.

As a school supervisor, it was critical to understand the relevance of lesson plans created by teachers, particularly for intern English teachers, based on the regulations. The following are some of the study's findings. Based on the regulation in Permendikbud No. 22 Tahun 2016, all lesson plans included all components. The importance of each component differs.

The higher relevancy were for teaching activity; the teachers had ability to decide relevant activities and complete the principle of teaching activity. The component with lowest relevancy was writing and deciding the objectives. Intern English teachers had difficulty in writing the objectives in lesson plan.

This research has a number of flaws. As a result, it is envisaged that future research will improve this study by using a better design and different objects to support the findings. The study's findings can be used by the researcher as a school supervisor to help teachers improve their skills.

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