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NAME

1. Qori Nuraini
2. Rohmatillah, M.Pd
3. Drs. Yosep Aspat A. M.Ag

AFFILIATION

^{1,2,3}UIN Raden Intan Lampung

EMAIL

qorinurs.1@gmail.com

ANALYZING THE IMPLEMENTATION OF CURRICULUM 2013 IN ENGLISH LANGUAGE TEACHING : A LESSON PLAN ANALYSIS

Abstract

Lesson Plan (RPP) is face-to-face learning activity plans for one or more meetings. RPP was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD). This research can see how the implementation of lesson plans is compatible with learning in classroom, this research can be useful and become an evaluation material for the progress of the teachers who contributed to this research. The method of this research is qualitative descriptive approach. The researchers used documentation, observation and interview in collecting and analyzing data. The result of research showed first, there are several aspects in the lesson plan that must be included, starting from the identity of the lesson plan until the assessment. From the 10 aspects contained in Permendikbud number 22 of 2016, only 2 aspects are Partly-Suitable with Permendikbud number 22 2016. This is not a fatal error, it's just that there are slight deficiencies in learning media and learning resources. In here the researchers can conclude that English teachers lesson plan same with the guide from permendikbud number 22 of 2016. Second, from the two English teachers at SMA Muhammadiyah 2, there is one aspect that is Not Suitable with the implementation in the classroom, namely regarding learning media. The researchers can conclude that the suitability between the teacher's implementation and the lesson plans they have made is Suitable.

Keywords

Analysis, Curriculum 2013, English Teacher, Lesson Plan, Descriptive Qualitatif

A. INTRODUCTION

The education system in Indonesia is expected to encourage the process of developing the personal quality of students as the nation's next generation which is believed to be a determining factor for the nation's progress (Undang-Undang Republik Indonesia, 2003 : 20). The curriculum as a whole of knowledge learned by students at school is considered one of the most important aspects of education that needs to be improved by considering the needs of the nation and technological advances so that the quality of national education can be properly maximized. The current curriculum applied in Indonesia is the 2013 curriculum.

According to the Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. So, the curriculum is something that must be achieved by students during the education level. In addition to knowing about the curriculum, we as educators also need to know about lesson plans. Because from the elaboration of the curriculum it contain a form of learning planning in the form of lesson plan.

Thus, it can be concluded that basically the RPP components lead to curriculum components consisting of objectives, content, methods/strategies and evaluation components. The curriculum components as a system that are interrelated with each other. And RPP is a more specific elaboration to direct student learning activities in an effort to achieve basic competencies (KD) in accordance with the objectives.

Process Standards, the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings (Permendikbud, 2013 : 65). RPP developed from the syllabus to better direct students' learning activities to achieve Basic Competence (KD). So, lesson plans are one of the most important parts towards successful learning. Based on Permendiknas Number 22 of 2016 concerning Basic and Secondary Education Process Standards, every teacher in an education unit is obliged to compile a detailed and systematic RPP so that learning can run interactively, pleasantly, efficiently and can also motivate students to be more active. RPP are prepared based on KD to be implemented in 1 or more meetings.

Based on the results of observations and interviews that researchers have conducted previously, it can be concluded that English teachers at SMA Muhammadiyah 2 very rarely make their own lesson plans, they tend to copy and paste from the previous school year and do not adapt to conditions and situations in different classes every year. This makes the researchers interest to do research about the suitability of the implementation with the lesson plan held by the English teacher at SMA Muhammadiyah 2 Bandar Lampung. The law explains that every teacher is obliged to prepare a lesson plan based on the components contained in Permendikbud number 22 of 2016.

The researchers aims to determine the suitability of the lesson plans that have been planned by the teacher during the teaching and learning process. The researchers interested in analyzing this phenomenon because the implementation of lesson plan will affect the goals that should be achieved by students in the curriculum that has been made by the Indonesian Ministry of Education and Culture. Many previous studies found that

many teachers were not fluent in implementing their lesson plans. Therefore, the researchers conducted a research with the title An Analysis of English Teachers Lesson Plan and Its Implementation Based on Curriculum 2013.

B. RESEARCH METHOD

The research method of this research is qualitative descriptive because this study explains the phenomena that occur using words and describes the lesson plans referring to the 2013 curriculum. Qualitative methods are very suitable to answer a research problem whose variables are unknown and need to be explored (Creswell, John.W., 2009). The 'qualitative descriptive' is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena (A. Lambert, Vickie & E. Lambert Clinton.,2012). In conclusion, qualitative descriptive approach is a direct description of a phenomenon. This is the right approach for research that wants to know about an event, who and what was involved in the phenomenon and where it happened. In collecting data, the researchers conducts research by doing interview, observation, and documentation. The researchers conducts this research in SMA Muhammadiyah 2 Bandar Lampung.

C. Finding

There are 2 kinds finding and discussion in this research, 1) the suitability of the English lesson plan for 11 and 12 grades senior high school to the permendikbud numbers 22 of 2016 at SMA Muhammadiyah 2 Bandar Lampung and 2) the suitability between teachers implementation and the English lesson plan for 11 and 12 grades senior highschool at SMA Muhammadiyah 2 Bandar Lampung.

1. The suitability between English teachers lesson plan and 2013 curriculum

From the results above, the type of lesson plan made by the English teacher is the lesson plan which refers to the 2013 curriculum which consists of ten components which are discussed based on the components of the lesson plan stipulated by Minister of National Education Regulation No. 22 of 2016 concerning Process Standards for Elementary and Secondary Education. And their interrelationships refer to the 2013 curriculum. However, all of these lesson plans have weaknesses in several components that do not refer to the 2013 curriculum.

It could be inferred that they were ten prime components of curriculum 2013 that already written in the lesson plan. They were identity of lesson, core competence, Basic competence and Indicator of competence achievement, Objective of study, Material of study, Method of study, Media, tools and source of study, Teaching activity or steps of teaching, Assessment. All of them were discussed based on the findings stated in the previous subheading.

Based on the lesson plan component analysis procedure used in this analysis, in general all lesson plans made by English teachers at SMA Muhammadiyah 2 refer to the 2013 curriculum set by the Process Standards for Elementary and Secondary Education. No. 22 years 2016. These are due to the findings discussed regarding the components of all

lesson plans above, there are several points that are lacking in preparing lesson plans, as follows:

a. Learning Methods

In the learning method using the scientific approach there are 5 components that must be fulfilled by the teacher, both in the lesson plan and in its implementation. Seen in the teacher's lesson plan there is 1 component that is not listed in the learning method, namely the observation component. Therefore the researchers concludes Partly-Suitable in the learning methods

b. Learning Media

The English teachers of class XI and XII not mention teaching material with any tool in all lesson plan.

c. Learning Sources

Learning resources that is less innovative so that this becomes a deficiency in the English teacher lesson plan for grades XII, based on Permendikbud no. 22 of 2016 "Utilization of information and communication technology to increase the efficiency and effectiveness of learning". In the lesson plan the teacher does not utilize the available technology so that the learning resources used are very limited.

2. The suitability between English teachers lesson plan and it's implementation

After the researchers made observations in the classroom to see the suitability between the teacher's English lesson plans and it's implementation. The researchers concluded that the teacher's implementation was very good and was Suitable with the lesson plans they had.

But there was one point that was not Suitable with the lesson plans, namely learning media in class XI and XII. In the lesson plans that teachers have given to researchers, they include computers/laptops as learning media. But the fact is that they only use whiteboards, markers and student worksheets as learning media.

This is because school facilities do not support the use of learning media that the teachers included in the English lesson plans. This is not in accordance with Permendikbud number 22 of 2016 namely "Utilization of information and communication technology to increase the efficiency and effectiveness of learning". So that the learning media used is very limited.

D. DISCUSSION

Lesson plans have a big influence on achieving learning targets. The lesson plan aims to ensure that learning materials can be delivered properly. A good lesson plan if it is structured to create effective, motivating learning, and the achievement of the objectives and functions of learning activities (Permendikbud no.22 th. 2016). Teaching and learning activities will be very effective and can achieve their goals if teachers are given the freedom to prepare lesson plans properly and according to the rules during the preparation process. If previously a teacher came to class without designing the material, arranging activities in order, knowing students' understanding of the previous material, preparing learning media, and how to assess their students, learning would not be effective.

Analysis of an English teacher's lesson plan is necessary because a lesson plan is one of the important products that must be made by a teacher before they teach in the classroom. Lesson plan analysis analyzes whether the lesson plan made by the teacher complies with or has fulfilled the components of the Permendikbud that have been designed by the government or not. The government always issues new plans to improve the success of education in Indonesia, and therefore the most important thing that teachers have to look at is the lesson plans they design.

This lesson plan analysis research is based on Permendikbud number 22 of 2016 with 10 components, namely School Identity (Educations Unit, Subject Identity, Class / semester, Subject matter, Time allocation), Core competency, Basic competencies and indicators of competency achievement, Learning objectives, Learning materials, Learning methods, Learning media, Learning resources, Learning steps, and Assessment of learning outcomes. There is also previous research that analyzes English teachers' lesson plans. Hanna Hartina, an English language education student at the Riau Islamic University in Pekanbaru 2021 with the title *An Analysis of English Teachers Lesson Plan Based on Curriculum 2013 at SMPN 1 Bangkinang Kota*. As a result, the overall components of the English teacher's lesson plan are in accordance with Permendikbud number 22 of 2016 but there are still deficiencies in some components, the lesson plan can be improved in more detail in several parts, to make it clear and to aid teaching. The second study was conducted by Afadliah Amin, an English education student at the University of Muhammadiyah Makassar with the title *The Analysis of The Lesson Plan Based 2013 Curriculum Designed by The English Teacher at Mts Al Hidayah Makassar*. The result is that there are several learning activities that are not in accordance with basic competencies.

The results of this study illustrate that the first relevant research concludes that overall it is in accordance with Permendikbud number 22 of 2016 it's just that it needs to be explained in more detail, but for the second relevant research it concludes that learning activities are not in accordance with basic competencies. In this study, the results of the analysis of the English teacher's lesson plan as a whole are in accordance with Permendikbud number 22 of 2016, it's just that there are several components that need to be corrected to make them clearer, the same as the first relevant research.

The researchers plan to describe the findings in this section. The main purpose of this discussion is to interpret and describe the findings to answer research questions. Based on the findings above, all the components contained in the English teacher's lesson plan are suitable with Permendikbud number 22 of 2016, it is just that improvements need to be made in the learning method section because based on the scientific approach to the 2013 curriculum there are 5 components, but in the teacher's lesson plan there are no 1 component, namely observation and also for learning media section because the learning media included by English teachers for class XI and XII in the lesson plan are lacking in detail and do not include their learning tools such as markers, books or other tools and for learning resources they are actually quite appropriate but need to be improved because the learning resources recommended by Permendikbud number 22 of 2016 are the need to use information technology to increase the effectiveness of learning. Then the implementation of the lesson plan is suitable, it's just that there is 1 point that is not appropriate, namely in learning media, in fact the teacher only uses whiteboards, markers and student exercises.

E. CONCLUSION

Based on the result and discussion displayed in the previous chapter, some conclusion are determined as the answer to the research questions:

First, all the components contained in the English teacher's lesson plan are Suitable with Permendikbud number 22 of 2016, it's just that it needs to be improved in the learning method section because based on the scientific approach to the 2013 curriculum there are 5 components, but in the teacher's lesson plan there are no 1 component, namely observation and also for learning media section because the learning media included by English teachers for class XI and XII in the lesson plan are lacking in detail and do not include their learning tools such as markers, books or other tools and for learning resources they are actually quite appropriate but need to be improved because the learning resources recommended by Permendikbud number 22 of 2016 are the need to use information technology to increase the effectiveness of learning.

Second, the implementation of the lesson plan is Suitable, it's just that there is 1 point that is not appropriate, namely in learning media, in fact the teacher only uses whiteboards, markers and student exercises.

F. RECOMMENDATION

Based on the analysis of English Teachers lesson plans, the researchers would like to give some suggestion to improve in the English teaching. The suggestion are for English teacher, It suggested that the teacher should revise her shortages and improve her knowledge and skills especially related to their creativity especially in teaching media in order to make students more active in the learning process. The teachers can be used various methods and media. The Other Researcher, researchers hope there will be a similar study with more specific analysis on the lesson plan involving several or many participants as well as accompanied by its implementation in the classroom are needed in order to be able to make generalization. These specific researchers are hoped to identify many other strengths of this work and to investigate other weaknesses will probably be found in the future. And Assistant Principal of Academic Affairs and Curriculum, It is suggested that they direct teachers especially English teachers on the quality of the teaching and learning process by providing teacher policies and strategies in order to improve their competency in teaching. In addition, it is recommended that the principal and deputy head of the school curriculum pay attention to the availability of learning media in class so that teachers can properly implement the learning media listed in the lesson plan.

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