An Analysis Of English Lesson Plan Academic Year 2012/2013
At The First Semester Of MAS Darul Ulum, Banda Aceh

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Abstract

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. There are some English teachers who still face difficulties in developing effective and systematic lesson plans for a teaching program. In fact, they tend to imitate or even copy the ones provided in the textbook and the internet. The scarcity of English teachers in having trainings and workshops related to teaching, syllabus, and lesson plan development was also the problem in this study. Furthermore, the research conducted related to or the same as this study in Indonesia is rare. Considering these problems, a study related to an analysis of English lesson plan academic year 2012/2013 at the first semester of *Madrasah Aliyah Swasta* (MAS) Darul Ulum, Banda Aceh was conducted. There were nine lesson plans analyzed as they were developed by the teacher for one semester.The objective of this study was to investigate whether the English lesson plans provided by the only teacher of English at the first semester of MAS Darul Ulum, Banda Aceh are appropriate with the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or school-based curriculum or not and to find out the difficulties encountered by the teacher of English in developing the English lesson plans in terms of non-component of lesson plan basis and component of lesson plan basis as well as the efforts made by the teacher to overcome the difficulties. For this purpose, the writer conducted a qualitative research employing four different techniques of research, namely, content analysis, questionnaire, interview, and documentary study.The qualitative data were obtained from the content analysis checklist, the questionnaire distributed to the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh as well as the interview conducted to the teacher of English at the first year and the principal of MAS Darul Ulum, Banda Aceh, and also the document such as syllabus.The findings showed that the lesson plans developed by the teacher at the first semester of MAS Darul Ulum, Banda Aceh generally met the standard determined by the KTSP, Standard of Content, and Standard of Process. Specifically, all of the components of a lesson plan were covered in the lesson plans developed. However, there were deficiencies found in 6 components from most lesson plans developed by the teacher, namely, materials, methods of teaching, teaching activity, time allocation, resources, and assessments. The analysis of the questionnaire data verified by the interview data also showed that the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh faced 5 difficulties related to non-component of lesson plan basis, namely, (1) lack of time because of high load of teaching, (2) lack of ability in matching between students' aptitude/ability and appropriate method of teaching, (3) difficulty in developing lesson plan based on KTSP related to students' individual differences, (4) difficulty in developing lesson plan based on KTSP related to students' encouragement to be active learners, and (5) lack of ability in matching between technique of teaching and students' learning styles. Meanwhile, the difficulties of component of lesson plan basis faced by the teacher were 4, namely, (1) difficulty in adjusting between materials of study and appropriate method, (2) difficulty in arranging the steps of teaching activity especially in pre-teaching stage, (3) difficulty in matching between methods or strategies and the competency to be achieved by the students, and (4) difficulty in matching between resources such as media or tools of learning and materials of study. Moreover, there were 4 efforts made by the teacher to overcome the problems of non-component of lesson plan basis, namely, (1) consulting to a colleague or the teacher in the similar subject of teaching, (2) learning from books, journals, and internet, (3) participating in

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Musyawarah Guru Mata Pelajaran (MGMP) or subject teacher discussion group, and (4) participating in seminars or workshops related to concept of teaching-learning, curriculum, syllabus and lesson plan development. Meanwhile, there were 5 efforts made by the teacher to overcome the problems of component of lesson plan basis, namely, (1) consulting to a colleague or the teacher in the similar subject of teaching, (2) learning from books, journals, and internet, (3) participating in MGMP, (4) conducting classroom action research, and (5) participating in seminars or workshops related to curriculum, syllabus and lesson plan development. It suggests that the teacher still has a few problems and deficiencies related to the teacher's competence and pedagogic competence especially in terms of developing lesson plan. However, in terms of efforts conducted to overcome the difficulties, it suggests that the teacher is a teacher who has good personality competence.

Key Words: *Analysis, Lesson Plan, School-Based Curriculum, Standard Of Competency, Basic Competence, Indicators Of Competency Achievement*

Background of the Study

KTSP *(Kurikulum Tingkat Satuan Pendidikan)* or school-based curriculum has been applied since 2006 in Indonesia. This curriculum gives autonomy to schools to develop and manage their syllabuses themselves based on the standard suggested in the curriculum and under the supervision of the local government. Also, the curriculum is developed by adjusting to the potential and characteristic of local area, social-cultural characteristic of the community as well as characteristic of learners (Mulyasa, 2011). This curriculum is aimed at preparing learners to be knowledgeable, as well as emotionally, spiritually, and socially matured. It is expected that the learners are able to face and overcome every challenge and need in their daily lives. In line with this, the principals and the teachers must meet the contextual need and standard of the curriculum in order to provide effective educational system for each region of Indonesia.

Curriculum changes to accord with the dynamic needs. In Indonesia, the curriculum has changed several times as an attempt to improve its education quality. However, the changes still do not provide good education quality, but rather they cause confusion for teachers and learners. What has been developed and taught by the teachers previously such as syllabuses, lesson plans, materials, methods, and strategies must be changed and adjusted with the new curriculum. As the result, learners are often confused with a new concept of curriculum applied in the classroom.

Since KTSP has been applied throughout Indonesia, teachers have had to use appropriate materials, strategies as well as methods of teaching in the classroom. Therefore, teachers must prepare the syllabus and the lesson plan for teaching instruction in order to create interesting language learning. The syllabus as a plan for one period of teaching program must be based on the standard ruled by its curriculum. It has lesson plans as small units which have pivotal role in conducting teaching instruction in the classroom. Teaching instruction will be effective if the teachers are handed a freedom in developing their lesson plans. For the English subject, the teachers are required to be able to create fun and interesting teaching and learning activities in the classroom by developing good and systematic lesson plan. To produce good and systematic lesson plan, English teachers should be skillful, creative, and innovative in order to enable learners to absorb the knowledge of language learning easily and effectively.

There are some English teachers who still face difficulty in developing effective and systematic lesson plan for a teaching program. For example, some of the teachers are difficult in understanding the formulation of standard of competency and basic competency, in determining instrument for assessment and its rubric to be relevant with the indicators, and in selecting effective methods to be appropriate with the indicators. In developing lesson plan, they tend to imitate or even copy the ones provided in the textbook and the internet. Indeed, there are some teachers of English

who do not prepare and develop the lesson plans and let whatever is happening in the classroom as well as there are some of them who do a 'corridor planning' in their head as they walk to the classroom (Harmer, 2007). As a consequence, the teachers of English cannot accommodate students' ability, needs and interests appropriately. Only a few of them who are able to develop the lesson plans originally, systematically, and effectively by adjusting with students' proficiency, needs, and interests. Moreover, on the one hand, teachers must reach the goals set by the government in the curriculum, but on the other, they must adjust their teaching including materials, methods, and strategies to the students' context, such as their culture, ability, and background.

The scarcity of English teachers in having trainings and workshops related to teaching and syllabus development is considered another problem in this study. Such training and workshop are necessary to improve teachers' competence in developing good syllabus and lesson plan based on the curriculum. The 2006 curriculum (KTSP) has been called 'characterized curriculum' involving *exploration, elaboration,* and *confirmation* as the element of process in the main teaching instruction (*Badan Standar Nasional Pendidikan* [BSNP] or Board of National Education Standard, 2007). These elements are actually not new since basically they are supplemented in the curriculum as pointed in the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process. The teachers acquire the

knowledge about these elements and implement them in the syllabus and lesson plan. However, they do not fully understand what these elements are and how to utilize them appropriately in the teaching instruction. Therefore, the trainings and workshops are really fruitful for them.

The English teachers' backgrounds such as education, language competency and experience of teaching are considered important in determining whether the teaching learning process is successful or not. Their backgrounds give huge influence in developing and producing good and applicable syllabus and lesson plan. There are still some teachers of English who have enough experience of teaching but their language proficiency are low. There are also some of them who have not met qualification of education, such as senior high school graduation. On the other hand, it is a necessity for them to have good qualification of education at least university degree. These elements should be posed by the teachers in order to provide best knowledge and skills to students. Without these backgrounds, it is impossible for the teachers of English to develop interesting and effective language learning in the classroom.

Regarding the important components within curriculum, Byrne (1986) states that it is essential for a teacher to know exactly what he expects every student to be doing and of course what he should be doing himself. For example, what basic competences to be obtained by students, what indicators and objectives to be achieved, and what relevant

materials to be taught. Syllabus and lesson plan, as the important component of curriculum, should be prepared and developed well and systematically by the teachers in order to create effective, interesting and fun language learning in the classroom. Besides, Harmer (1991) points out that the lesson plan prepared by the teachers must be based on the syllabus design and the students' needs. If the lesson plan is not developed based on syllabus design, it looses direction since syllabus and lesson plan have a close relation that cannot be separated. Similarly, if students' needs are not accommodated well in the lesson plan, the teaching-learning process is worthless. In fact, there are some teachers of English who do not know who their students are, what their needs and interests, and what they bring to the class. To find out students' needs or interests, teachers can carry out a need assessment/analysis or an interest analysis by talking to, or asking, students to write or to choose activities, materials to learn, and methods preferred through giving lists or administering questionnaires (Harmer, 2007).

Without syllabus and lesson plan, the process of teaching learning is disorganized since the teachers do not have appropriate and organized concepts and aims of study. As a consequence, learners loose opportunity to get effective language learning and also they do not obtain appropriate knowledge and skills. As pointed out by Joseph and Leonard (cited in Mulyasa, 2011: 221), "teaching without adequate written planning is sloppy and almost always ineffective because the teacher has not thought out exactly what to do and how to do

it." Lesson plan is an important thing to do in order to support competency formation on the students. With an optimal lesson plan, teachers are able to organize basic competences to be achieved by students in the teaching-learning process. In addition, by having so, teachers are encouraged to be more prepared to deal with teaching instruction with a mature plan.

Moreover, the research related to analysis of English lesson plan is rare to conduct by researchers. It had not been found yet the relevant research in Indonesia. There was a similar research "Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone" which was conducted by analyzing 25 lesson plans collected from each of 15 teachers teaching English in grade seven, academic year 2001 in different schools in Ethiopia (Asfaw, 2002). This research was conducted by employing a quantitative content analysis as the research method. The findings of the study showed that most of the lesson plans were not appropriate for successful teaching and learning interaction. Specifically, instructional objectives were poorly formulated and almost all the teachers did not indicate instructional materials in their lesson plans. Also, most teachers did not utilize their lesson plans in the actual classes.

Another related study was taken in Indonesia "Analysis on the Problems Faced by English Teachers in Designing Lesson Plan Based on School-Based Curriculum (SBC) at SMAN 1 Sumenep" in which all English teachers at this school were the sample of study (Permana, 2010). This research was conducted by employing a descriptive

qualitative method. The findings of this study showed that there were seven problems encountered by the teachers in designing the lesson plan based on school-based curriculum. *First,* the teachers formulated learning objectives that were not in accordance with indicators. *Second,* the teachers also did not formulate learning objectives operationally and clearly. To solve those problems, they read references like lesson plan guide from *Depdiknas* and asked other teachers. *Third*, the teachers faced problem in formulating learning methods. They overcomed it with giving pre-test in the first meeting and using some learning methods in a teaching process. Besides, they divided the students based on their competence. *Fourth*, the teachers faced problem in formulating instructional material. The teachers took the materials in form of printed materials, audio visual, visual, and multimedia as the solving. *Fifth*, the teachers faced problem in looking for learning resources. They solving it by taking resources from magazine, newspaper, and internet. *Sixth*, the teachers faced problem in formulating time allocation. To solve it, they determined time allocation based on the difficulties of materials and learning objectives. *Seventh*, the teachers faced problems in formulating assessment. To overcome it, they took the assessment instruments from the textbooks and enclosed the assessment rubric as appendices on their lesson plans.

In response to this, the writer was encouraged to investigate the phenomena in a systematic way. It is considered necessary when lesson plans are used and applied in language teaching learning at senior high school. Then, they are evaluated in order to know the quality of the lesson plans whether or not they are appropriate with the KTSP.

In line with this, the writer was interested in doing research on analyzing the lesson plans produced by an English teacher at the first semester of private Islamic boarding senior high school in Banda Aceh. This research entitled *An Analysis of English Lesson Plan Academic Year 2012/2013 at the First Semester of MAS Darul Ulum, Banda Aceh*.

Problems of the Study

Based on the background stated above, the problems of this study were formulated as follows:

(1) Is the *English lesson plan at the first semester of MAS Darul Ulum Banda Aceh* pertinent to the KTSP? In this regard, the researcher aims to identify whether the lesson plan provided by the teacher is appropriate with the KTSP or not.

(2) What difficulties are faced by the teacher of English in developing the English lesson plan for *the first semester of MAS Darul Ulum Banda Aceh* in terms of non-component of lesson plan basis and component of lesson plan basis?

(3) What efforts are made by the teacher to overcome the difficulties?

Significance of the Study

The result of this study can contribute to the teaching English especially dealing with lesson plan development at senior high school level. The findings of this study are dealt with providing explanation about the

appropriateness of the lesson plan with the KTSP, the difficulties faced by the teacher of English in developing the lesson plan and the efforts made by the teacher to overcome the difficulties. They can be used as valuable input to the teachers and Ministry of Education as decision maker. For the teachers of English, from this input they can revise and improve the quality of the syllabus and the lesson plan. Furthermore, for the decision maker, from this input they can evaluate and enhance the teachers' competence by providing them the trainings or workshops in order to improve their knowledge and skills. Besides, all findings will become recommendations for MAS Darul Ulum top management for generating new policies and strategies in improving the quality of teaching and learning process there. Moreover, this study is expected to be a useful contribution either for other researchers who do the similar study or for the English Magister Program of Syiah Kuala University as well as to enrich more research related to the finding of this study.

Literature Review

a. Definition of Lesson Plan

There are various definitions of lesson plan have been proposed. A lesson plan can be defined as "a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher's thoughts about what will be covered during a lesson" (Farrell, 2002: 30). Harmer (2007) views a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the

students and on what the curriculum or the syllabus expects them to do.

b. The Role of Lesson Plan in Teaching-Learning Process

Lesson plan plays an important role in supporting teaching-learning process at schools. As asserted by Richards and Bohlke (2011: 35), "planning a lesson before teaching is considered essential in order to teach an effective lesson." It should enable students to learn effectively in the classroom so that they are able to gain specific competencies after teaching-learning process. It is also necessary to ensure that teaching-learning activity is conducted effectively and appropriately. Students will then have opportunities to develop different skills of language learning based on their interests, innates, needs and capabilities.

By having a lesson plan, a teacher is able to manage his time, effort and resources efficiently. Besides, lesson plans can help teachers to achieve the goals and objectives appropriately as well as help them have great self confidence and get rid of problems.

c. Lesson Plan Components

The components, which are based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, are as follows (BSNP, 2007):

1. *Identity of lesson* consists of institutional unit, class, semester, program/skills, lesson or theme of lesson and number of meeting.

2. *Standard of competency* is competence which can be performed by students for a certain subject/lesson or

competence which have to be posed by students in a certain subject. It is based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.

3. *Basic competency* is minimized competences which can be performed by students for a certain standard of competency of a subject. It is also based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.

4. *Indicator of competence achievement* is behavior or performance which can be measured and observed to show the achievement of certain basic competence. In this notion, indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, psychomotoric and affective.

5. *Objective of study* is process and product of learning expected to be achieved by learners based on basic competence.

6. *Material of study* consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established.

7. *Time allocation* is the time allocated based on the need to achieve basic competency and learning load.

8. *Method of study* is certain method applied by a teacher in order to create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined.

9. *Teaching activity*. It is divided into three stages: First, *pre-teaching* is conducted to encourage students' motivation and to attract their attention in learning participation. Second, *while-teaching* is the process of teaching and learning to achieve basic competency which is conducted systematically through *exploration, elaboration and confirmation* phases. *Exploration* is in which students are engaged in finding information actively, *elaboration* is in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while *confirmation* is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, *post-teaching* is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

10. *Assessment* is conducted to evaluate students' results of study in which the instruments used are based on the

indicator of competency achievement and Standard of Assessment.

11. *Resources* are based on standard of competency and basic competency, materials, activity, and achievement indicator of competency. In this viewpoint, resources are tools and media used such as textbook, projector, computer, internet, and so forth in order to conduct teaching-learning activity runs well and effectively as well as to attract students' interests in learning.

d. Bloom's Taxonomy Revision

Basically, there are more than one type of learning. A committee of colleges, led by Benjamin S. Bloom identified three domains of educational activities in 1956 (Krathwohl, 2002), namely, cognitive: mental skills (*knowledge*), affective: growth in feelings or emotional areas (*attitude*), and psychomotoric: physical skills (*skills*).

In educational activity, teachers must be able to extend the basic competence into indicators of competency based on these three types of learning, so that after a learning episode, students should have acquired new skills, knowledge, and/or attitudes.

In recent time, taxonomy was revised by Anderson (Anderson & Krathwohl, 2001), a student of Bloom, in an attempt to help teachers understand and implement standards-based curriculums as well as to provide a quality of teaching and learning process particularly on the cognitive domain. Revison on taxonomy was only occured on cognitive domain in which the first cognitive is

remembering, the fifth and the last cognitive are evaluating and creating respectively. At the end of cognitive learning, students are expected to be able to create something based on what they have learned.

e. Principles in Developing Systematic and Good Lesson Plan

There are several important principles, based on the Minister of National Education Regulation Number 41 Year 2007 about Standard of Process, which should be considered by the teacher before developing a lesson plan (BSNP, 2007). The principles are as follows:

1. Concern learners' differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment.

2. Encourage students to be active participants. The process of teaching-learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm.

3. Develop reading and writing culture.

4. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial.

5. Be relevant and cohesive. Lesson plan is developed by considering relevance and cohesiveness among standard of competency, basic competence,

materials, teaching-learning activity, indicator of competency achievement, assessment, and resources united in learning experience.

6. Apply information of technology and communication based on situation and condition.

Furthermore, lesson planning can be good if it is developed well through a combination of techniques, activities, and materials without ignoring perfect balance for the class (Harmer, 1991). This means that to produce or develop a good lesson plan, a mixture of procedures, learning activities, and materials are needed.

f. Steps of Developing Lesson Plan

Mulyasa (2011) affirms that there are several steps which can be conducted by a teacher in developing a lesson plan. The steps are (1) fill out identity column, (2) determine time allocation needed for the meeting determined, (3) determine standard of competency and basic competence as well as indicators to be used which are available on the syllabus, (4) conceptualize objectives of study based on standard of competency, basic competence, and indicators determined, (5) identify standard of materials based on the main materials which are available on the syllabus, (6) determine method of teaching to be applied, (7) conceptualize steps of teaching or teaching activity consisting of pre-teaching, while-teaching, and post-teaching, (8) determine resources to be used, (9) arrange or create rubric assessment, observation sheet,

example of questions, and technique of scoring.

g. Curriculum

The word "curriculum" stems from ancient Greek which derives from the word *curere,* meaning running tracks and refers to the course of deeds and experiences through which young learners grow to become mature adult learners (Kostogriz, 2012). The term curriculum has a variety of definitions. It can be a basis for language teachers in developing creative work and ideas about teaching.

Curriculum is also defined as a set of plan and rules of objective, content, materials of study as well as methods used as a guideline of teaching-learning activity instruction in order to reach the specific goals of education (BSNP, 2006).

h. Decentralized School Level Curriculum

A decentralized school level curriculum is also called as *School-Based Curriculum* or in Indonesia it is called *KTSP (Kurikulum Tingkat Satuan Pendidikan).* In order to know the definition of Decentralized School Level Curriculum, the writer would explain the meaning of *Decentralization* in advance.

The meaning of decentralization may differ in part since the different ways are applied such as in political science, law, economics, technology, private business, public administration, and education. Generally, Webster (2013) defines *Decentralization* as "the dispersion or distribution of functions and powers; *specifically*: the delegation of power from a central authority to regional and local

authorities." In educational context, decentralization is seen as handing over government authority as the top level to school authority as the bottom level to manage and execute the curriculum. In other words, it can be specified as empowering school directors or principals and teachers to make decisions related to education and curriculum implementation within the school.

In the school-based curriculum, a bottom-up model is employed, whereby the school itself, together with all parties, including the principal, teachers, and students, are authorized to develop and implement the curriculum. As asserted by Graves (2008: 149) that "curriculum is not a top-down process...in hierarchical approach, a curriculum is a plan for what to be taught and teachers, through instruction, implement the plan."

i. Competence Model

The school-based curriculum was designed based on the government regulation in the sense that the curriculum has to be competence-based. The term "competence" has appeared in the international literature since Noam Chomsky invented it in 1965 in which he only focused on linguistic competence (Celce-Murcia, 2007). A model of competence is used as the basis of developing the KTSP since the pedagogy is related to how to acquire and improve language ability of learners. This model was developed by Celce-Murcia together with other linguists in the mid nineties (Celce-Murcia, 2007). Celce-Murcia's model recommends that the eventual competence is communicative competence or discourse competence. To attain this competence, learners need the supporting competence including linguistic competence, actional competence, socio-cultural competence, and strategic competence.

j. Language Model

The language model used by KTSP considers language a communication or a social semiotic system (Halliday, cited in Wells, 1994). Language as a social semiotic system means "interpreting language within a sociocultural context, in which the culture itself is interpreted in semiotic terms - as an information system…" (Halliday, cited in Wells, 1994: 47). This believes that language is used in the context of social and culture, and the culture is in which the information system is applied. When people discuss language, basically there are three important elements that have to be considered: context, text, and language or linguistic system.

Context is the situation of text in which Halliday (as cited in Wells, 1994) asserts that what we talk determines the context and also the context determines what we talk. A text is "a unit of discourse (spoken or written) in which related meanings are woven together to make a unified whole which achieves a social purpose" (Halliday, cited in Feez, 2001: 213). He further confirms that between a text and the context in which it is used has a systematic relation.

According to Vygotsky and Halliday (as cited in Wells, 1994: 46), "language is a human 'invention' which is used as a means of achieving the goals of social living." Halliday (as cited in Wells, 1994: 47) defines "language as one of semiotic systems that constitutes a

culture. It can be said that the language or linguistic system is used in the sociocultural situation. The relation between language and text can be proved that there is text in language.

k. Focus, Principles and Components of KTSP

In the English language curriculum for the first year of senior high school, the students as the EFL (English as a Foreign Language) learners are developed to be able to comprehend and elicit discourse or text, either spoken or written through mastering four-macro language skills: listening, reading, speaking, and writing. All the macro-skills are placed as the *standard of competency* in which each of the skill has its specific objectives or so-called *basic competency* with different focuses. Then, these two components will be translated into syllabus and lesson plans. Therefore, it can be ascertained that the KTSP is developed based on skill-based syllabus.

The focus of the English KTSP is on language-focused and learning-focused since it covers some grammatical features combined with other language skills and also it develops students' capability in decision-making, negotiation of meaning and problem-solving in the tasks and activities in which they engage in the classroom.

The KTSP is also designed to be focused on genre-based approach, an approach to teaching language using different types of text which are suited to the context. Feez (2001: 213) asserts that "the foundation of the genre approach is the study of whole texts in context." Types of text applied in the curriculum of English subject for senior high school are recount, narrative, procedure, descriptive, news items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review (Depdiknas, 2006b).

Generally, KTSP has six pivotal components (Mulyasa, 2011). They are (1) vision and mission, (2) purpose of education of institutional unit, (3) arrangement of academic calendar, (4) structure of KTSP content, (5) syllabus, and (6) lesson plan. Therefore, if schools want to develop their own KTSP based on their characteristics, all of these essential components must be established well.

Principally, there are nine principles in developing KTSP based on the Minister of National Education Regulation Number 14 Year 2007 about Standard of Content (BSNP, 2007). They are (1) potential, development, needs, and students' interests and their environment are the center, (2) various and integrated, (3) concern about knowledge development, technology and art, (4) relevant to the need of life, (5) comprehensive and continuous, (6) learning thorough of life, (7) balanced between national interest and the local one, (8) thematic, and (9) participation.

l. Standard of Competency

Standard of competency is competence which can be performed by students for a certain subject/lesson or the macro-skills based on the government regulation in the curriculum. This standard of competency will be then translated into the basic competence that has several specific

competences to be achieved by students. The macro-skills of English language are listening, reading, speaking, and writing. Each of these macro-skills is interpreted into basic competences which have to be achieved by the students. Then, the standard of competency and basic competence will be formulated in the syllabus and lesson plans.

Research Method

Regarding the writer's study related to lesson plan review, this study can be included into a case study. The case study according to Sukmadinata (2005) is a method in collecting and analyzing the data correlated to a case. Moreover, the model employed for this study is a qualitative design which is intended to obtain the information concerning the present status of phenomena. Seliger and Shohamy (1989: 90) assert that "qualitative and descriptive research is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment."

For this concentration the writer analyzed the English lesson plan developed by the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh. She also analyzed the difficulties faced by the teacher in developing it as well as the efforts made by the teacher to overcome the difficulties. This is so-called a kind of qualitative examination of content analysis of the lesson plan.

In gathering the data needed, the writer conducted this research at MAS Darul Ulum Banda Aceh. The school which is located on the sub-main road of Banda Aceh at

Syiah Kuala street no. 5, Jambo Tape obtained a few awards, won several competitions, and is one of favorite Islamic boarding schools. The research subject was Marlita, a 40-year-old teacher of English who taught English subject and developed the lesson plan for the first semester of MAS Darul Ulum Banda Aceh. There was one teacher as the research subject in this study since she was the only teacher teaching three classes for the first year at MAS Darul Ulum, Banda Aceh.

The main source of data for this research was the English lesson plans developed by the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh which was reviewed based on nine aspects; namely, standard of competency and basic competence, objectives, indicators, time allocation, teaching activity, materials, methods of teaching, resources, and assessment. These aspects were taken from the components of lesson plan adapted from the Minister of National Education Regulation No. 41 Year 2007 about Standard of Process (BSNP, 2007).

The data used for the first objective of study were analyzed deeply using content analysis checklist. Moreover, The data used for the second and third objective of study were taken from questionnaire which was also as the primary data. The supporting data were the document of written material, such as syllabus, and interview of the teacher of English and the principal. Kinds of data of this research were in form of non-numerical data or in descriptive narration. This form of data was discussed in forms of words, descriptions,

and categorizations. To obtain the data in the field, the writer employed four instruments; namely, content analysis checklist, questionnaire, interview guide, and document.

Technique of Data Collection

The processes of data collection consisted of five stages. *First*, the content analysis technique was conducted to collect the data of the English lesson plan as a written or printed document. It was used to collect data for the first objective of the study. *Second,* documentary study was also conducted to support the data of content analysis. The sources data for the document was the syllabus. The researcher copied the syllabus to review it.

Third, questionnaire was used and distributed to the teacher of English at the first semester of senior high school of MAS Darul Ulum to gather the information needed to cover the second and third objective of study. Kind of questionnaire employed was open-ended questions (Nunan, 1992). The questions designed related to the teacher's difficulties in developing lesson plan and the efforts made by the teacher to overcome the difficulties are categorized into two types: non-component of lesson plan basis and component of lesson plan basis. Non-component of lesson plan basis is the general component which is not derived from the lesson plan components. On the contrary, component of lesson plan basis is the component using the lesson plan components.

Fourth, interview was conducted in order to verify the other data and also used it as the supporting data in order to obtain some

additional and relevant information related to the research. The unstructured interview was conducted in Indonesian language using open-ended questions. The questions for the teacher of English consisted of 15 questions and for the principal were 10 questions.

Finally, recording was done by using audio recorder in interviewing the English teacher and the principal. It was used for the verification of the other data and also utilized it as the supporting data.

Technique of Data Analysis

The technique of data analysis used in this study was qualitative content analysis since the raw material for the research worker may be in the form of communication, usually written material such as lesson plan. Content analysis is intended to answer question directly related to the material analyzed. As asserted by Downe-Wamboldt (as cited in Graneheim & Lundman, 2004) that content analysis aims at providing the knowledge and understanding of the phenomenon under study. As specified by Wilkinson and Birmingham (2003), the process of qualitative content analysis starts from identifying the topic of research, establishing content categories, testing the categories established, collecting data, and finally analyzing content of data and providing results. Therefore, the data which had been categorized based on the categories (e.g., components in the lesson plan: objective, indicator, materials, etc.) were tested through discussions with the researcher's thesis advisors in this study, an educational expert and a few of English teachers. Next, the data

were collected, analyzed and the results were provided and reported by the researcher.

Then, she analyzed the difficulties faced by the teacher of English in developing the lesson plan and also reviewed the efforts made by the teacher to overcome the problems after classifying, identifying, sorting and grouping the data from the questionnaire sheet. Also, she appraised all the data including from the document and interview as the supporting data by using simple appraisal such as classifying, identifying and grouping.

The Results of Study and Discussion

After analyzing the instruments of the study completely, it is necessary to discuss the results of the study. The results from the content analysis checklist and questionnaire were described by the writer in forms of words and descriptions as this research was a qualitative study. The results from document and interview were the supporting information for content analysis checklist and questionnaire.

Based on the data collection from content analysis checklist, it was found that:

- The formulation of standard of competency and basic competence was appropriate with the KTSP and the Minister of National Education Regulation No. 14 Year 2007 about Standard of Content.
- The formulation of indicators developed by the teacher in the lesson plans consisted of behavior and performance to measure basic competence to be achieved by the students.

- The formulation of objectives developed by the teacher in the lesson plans was appropriate with the basic competence.
- The materials used in the lesson plans were theoretically correct. However, some materials developed by the teacher in the teaching-learning activities were redundant.
- The methods of teaching planned by the teacher to employ were not various such as *direct method, total physical response (TPR)* and *communicative approach*. Moreover, every method planned by the teacher to apply was not definitely appeared in the teaching activity (while-teaching phase) developed.
- Generally, the formulation of teaching activity described activities and materials planned to be achieved by the students.
- The time allocation developed in the lesson plans was appropriate with the competency coverage and the allocation available in the syllabus.
- Generally, the resources planned by the teacher in the lesson plans, such as whiteboard, LKS (*Lembar Kerja Siswa* or students' worksheets), carton card, and pictures were appropriate enough to support basic competence achievement. However, those resources were not so various.
- The tools of assessment used were not all appropriate with the objectives and did not cover all the indicators.

Based on the data collection from the questionnaire given to the teacher, it was found that the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh faced five difficulties in developing the lesson plan under non-component of lesson plan basis; namely, lack of time because of high load of teaching, lack of ability in matching between students' aptitude/ability and appropriate method of teaching, difficulty in developing lesson plan based on KTSP related to students' individual differences, difficulty in developing lesson plan based on KTSP related to students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' learning styles. And the efforts made by the teacher to overcome the difficulties of non-component of lesson plan basis were four; namely, consulting to a collegue or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, and participating in seminars or workshops related to concept of teaching-learning, curriculum, syllabus and lesson plan development. However, the findings for the difficulties under the components of lesson plan basis were confirmed four; namely, difficulty in adjusting between materials of study and appropriate method, difficulty in arranging the steps of teaching activity especially in pre-teaching stage, difficulty in matching between methods or strategies and the competency to be achieved by the students, and difficulty in matching between resources such as media or tools of learning and

materials of study. And the efforts made by the teacher to overcome the difficulties related to the component of lesson plan basis were identified five; namely, consulting to a colleague or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, conducting classroom action research, and participating in seminars or workshops related to curriculum, syllabus and lesson plan development.

Conclusion

Based on the findings and the discussions presented in the previous chapters, some conclusions are established as the answers to the research problems.

1. Generally, the English lesson plans entirely consisting of nine pieces developed by the teacher of English at the first semester of MAS Darul Ulum, Banda Aceh, academic year 2012/2013 were appropriate with the KTSP. In other words, they met the standard of component of a lesson plan determined by Standard of Process of the Minister of National Education Regulation No. 41 Year 2007.

2. There were some crutial deficiencies found in the component of lesson plans developed by the teacher, such as *materials, methods of teaching, teaching activity, time allocation determination, resources*, and *assessment*.

3. There were five difficulties found which were faced by the teacher of

English at the first semester of MAS Darul Ulum, Banda Aceh in developing the lesson plan in terms of non-component of lesson plan basis; lack of time because of high load of teaching, lack of ability in matching between students' aptitude/ability and appropriate method of teaching, difficulty in developing lesson plan based on KTSP related to students' individual differences, difficulty in developing lesson plan based on KTSP related to students' encouragement to be active learners, and lack of ability in matching between technique of teaching and students' learning styles.

4. There were four efforts made by the teacher to overcome the difficulties of non-component of lesson plan basis; consulting to a colleague or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, and participating in seminars or workshops related to concept of teaching-learning, curriculum, syllabus and lesson plan development.

5. There were four difficulties discovered which were encountered by the teacher in developing the lesson plan under the components of lesson plan basis; difficulty in adjusting between materials of study and appropriate method, difficulty in arranging the steps of teaching activity especially in pre-teaching stage, difficulty in matching between methods or strategies and the competency to be achieved by the students, and difficulty in matching between resources such as media or tools of learning and materials of study.

6. There were five efforts made by the teacher to overcome the difficulties in terms of component of lesson plan basis; consulting to a friend or the teacher in the similar subject of teaching, learning from books, journals, and internet, participating in MGMP of English language, conducting classroom action research, and participating in seminars or workshops related to curriculum, syllabus and lesson plan development.

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