

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the finding and analysis of the data gathered through questionnaires, interviews, and documentations. The questionnaires were distributed to the English teachers. The interviews were the supplementary data as the follow up of the questionnaires. Then, the documentation, set of learning equipment, especially lesson plans form was to complete the data gathered.

A. Finding

The result of the study was discussed below. The discussion was divided into 3 categories. The first category was the teachers' responses on questionnaire. The second category was interview as the follow up instrument from the previous instrument to get brief information. Finally, there was the study of document. It was to complete the data gathering.

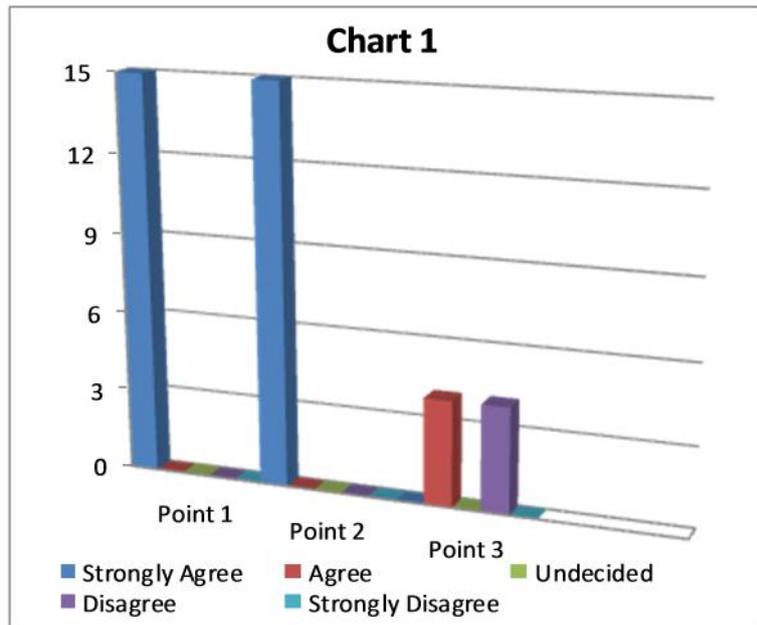
1. Questionnaire

a. Close-ended questionnaire

Open questionnaire discussed teachers' understanding theoretically about developing lesson plan based on 2013 curriculum.

1) Parties related to lesson plan developer

In planning the lesson plan, there were parties that had role in developing lesson plan. there were (1) teacher independently, (2) teachers in group in same school, (3) teachers in group in other school .



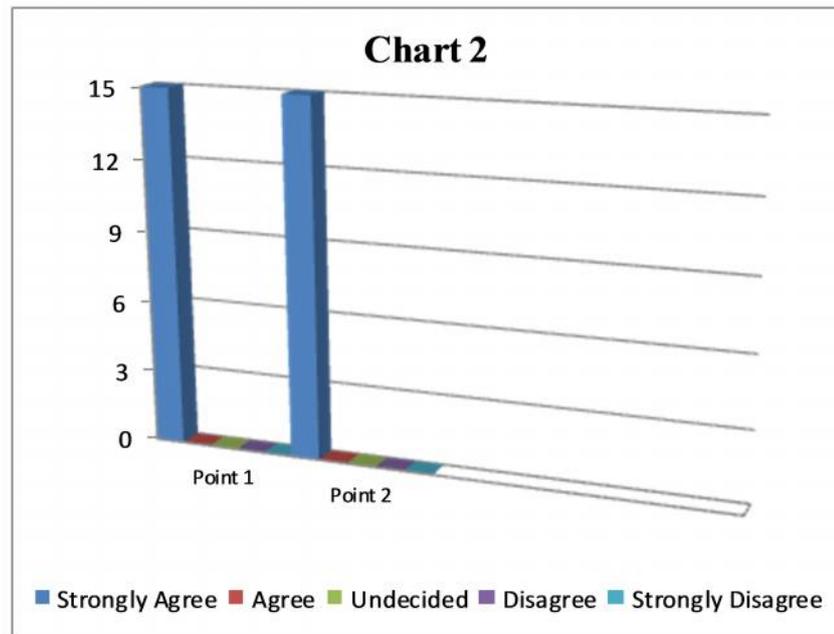
Note

- Point 1 All teachers must develop lesson plan
- Point 2 Teachers develop lesson plan independently or group in same school
- Point 3 Teachers develop lesson plan independently or group in others school

From the questionnaire all teachers (100%) *strongly agree* that teachers must develop lesson plan and they chose *strongly agree* that teachers develop lesson plan in same school and 33,33 % teacher chose *agree* if lesson plan developed by teachers in others school and 66,67 % teachers chose *disagree*.

2) Components of lesson plan

Components of lesson plan consist of identity, subject, core competence, basic competence, indicator, learning aim, learning material, time allocation, learning method, learning activity, assessment, and learning source.



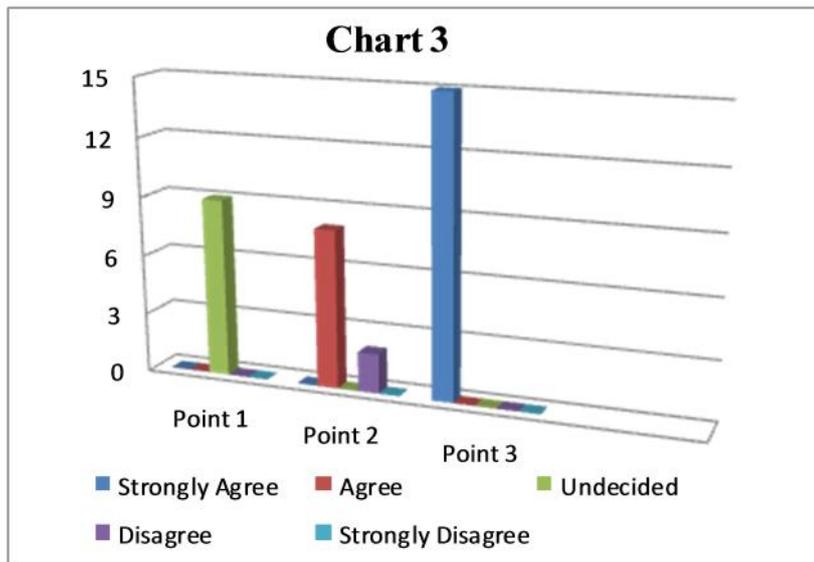
Note

Point 1 Teachers arranged lesson plan completely and systematically
 Point 2 component lesson plan consists of identity, subject, KI, KD, indicator, aim, material, time allocation, method, activity, assessment, and sources.

The result showed that all teachers (100%) *strongly agree* to write all component of lesson plan completely and systematically.

3) Deciding core material

There are things that important in developing core material in lesson plan. The teachers should make sure that the materials are true, scientific and systematic. Besides, the material must be based on hierarchy of knowledge discipline concept. The teachers also should concern the level of difficulties of the materials.



Note

Point 1 sequence of material based on hierarchy of knowledge discipline concept

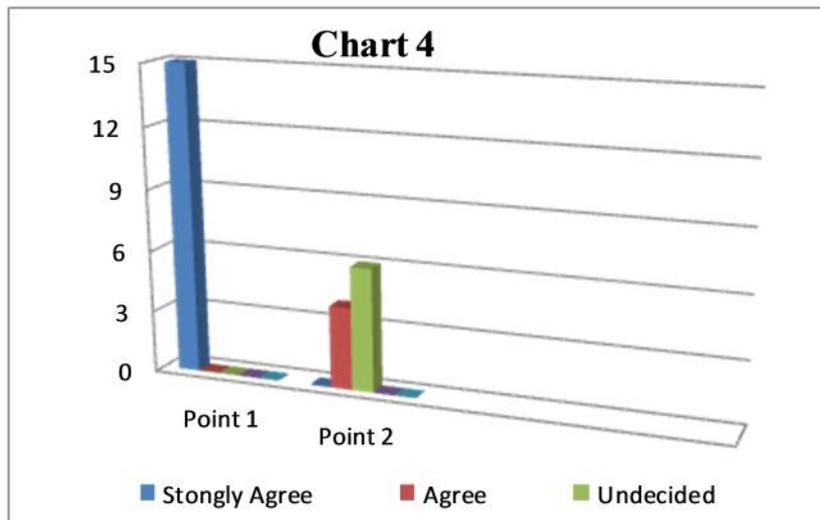
Point 2 sequence of material based on level of difficulties material

Point 3 Material should involve: fact, concept, principal, and relevant procedure.

The result showed that teachers chose *undecided* for level of material in lesson plan must be based on hierarchy of knowledge discipline concept. And 66.67% teachers chose *agree* for the level of difficulties of the materials, 33, 33% teachers chose *disagree*. The teachers 100 % chose *strongly agree* for that the materials are true, scientific and systematic.

4) Formulating time allocation

In semester program, it has been stated how many hours and schedule for each subjects for one semester. But, teachers should match it with the learning completion and materials or activities to achieve the basic competence.



Note

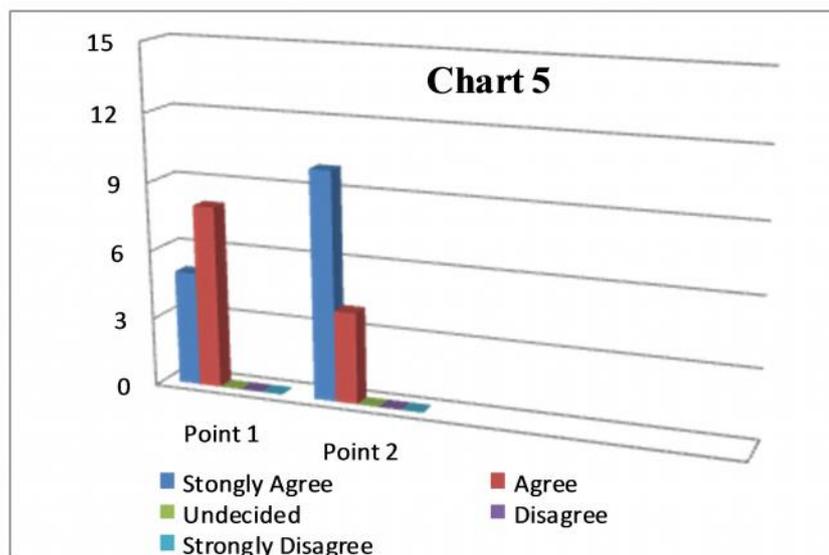
Point 1 Formulating time allocation based on learning completion

Point 2 Formulating time allocation based on the achievement of KD

The result showed that in formulating time allocation the teachers more concern in appropriate with learning completion.

5) Formulating learning aims

Learning aims showed learning process and result that wish was achieved of student based on basic competence.



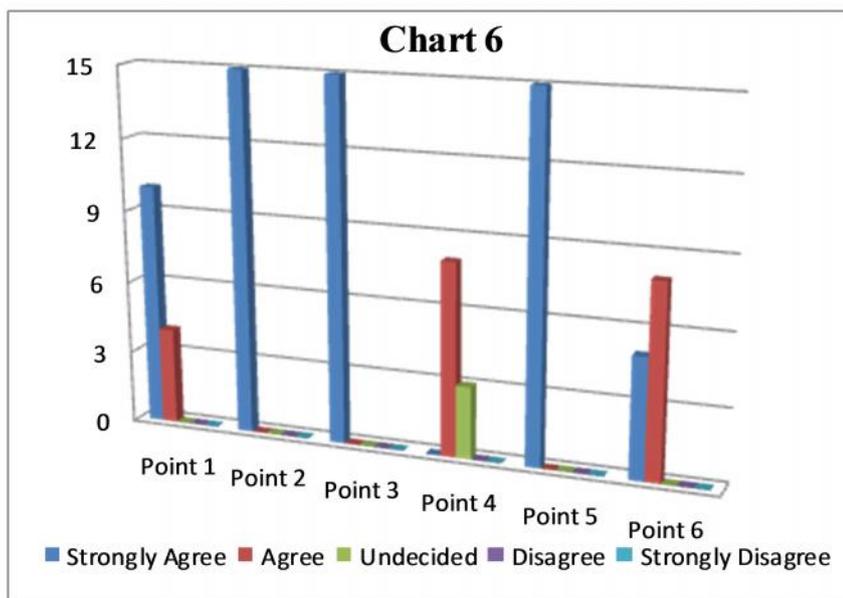
Note

- Point 1 In formulating learning aims explained learning process that can be achieved by students based on KD
- Point 2 In formulating learning aims showed learning result that can be achieved by students based on KD

The result showed that 66,67% teachers *agree* that in formulating learning aims based on basic competence and 33,33% teacher chose *strongly disagree* and 66.67% teachers chose *strongly disagree* in formulating learning aims using operational verb that can be identify and measured that consist of cognitive, affective and psychomotoric domain, 33,33% teacher chose *agree*.

6) Interpreting Core competence and basic competence

Core competence is new terminology in 2013 curriculum there are some points in interpreting core competence and basic competence in lesson plan based on 2013 curriculum there are : in developing lesson plan there is relation between KI and KD, in developing lesson plan there is relation between KD and another component lesson plan (learning material, learning activity, indicator, time allocation and learning source), basic competence in KI-1 and KI-2 should not developed in indicator, each KD in KI-3 and KI-4 can be developed being some indicators, and the achievement of KD can be measured by attitude that can be measured that consist of affective, cognitive and psychomotoric domain.



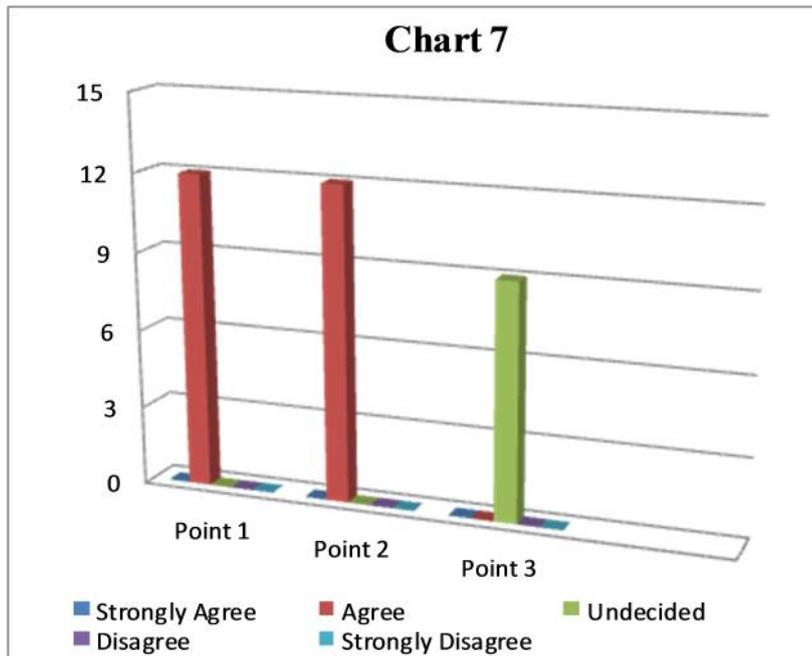
Note

- Point 1 KI and KD based on content Standard
- Point 2 There is a connection between KI and KD
- Point 3 There is a compatibility between KD and component syllabus
- Point 4 KD in KI-1 and KI-2 must not be developed in indicator
- Point 5 KD in KI-3 and KI-4 can be developed being some indicator
- Point 6 The achievement of KD can be marked with attitude that can be measured by cognitive, affective, and psychomotoric domain.

The result showed that 66.67% teachers chose *strongly agree* to develop lesson plan there is a relation between KI and KD and 33,33% teacher chose *agree*. All Teachers (100%) chose *strongly agree* to developing lesson plan there is relation between KD and another component lesson plan (learning material, learning activity, indicator, time allocation and learning source). 66,67% Teachers chose *agree* for basic competence in KI-1 and KI-2 should not develop in indicator. All Teachers (100%) chose *strongly agree* for each KD in KI-3 and KI-4 can be developed being some indicator. And 66.67% teachers chose *agree* for the achievement of KD can be measured by attitude that can be measured that consist of affective, cognitive and psychomotoric, 33,33% teacher chose *strongly agree*.

7) Formulating indicator

Formulating indicator is needed because it indicates how students have accomplished the goals of the material given. In formulating indicator teachers should involve some points: indicator developed based on students' characteristic, subject, school, and potential of region, indicator used to develop assessment. And, operational verb in indicator same or lower than operational verb in core competence or basic competence.



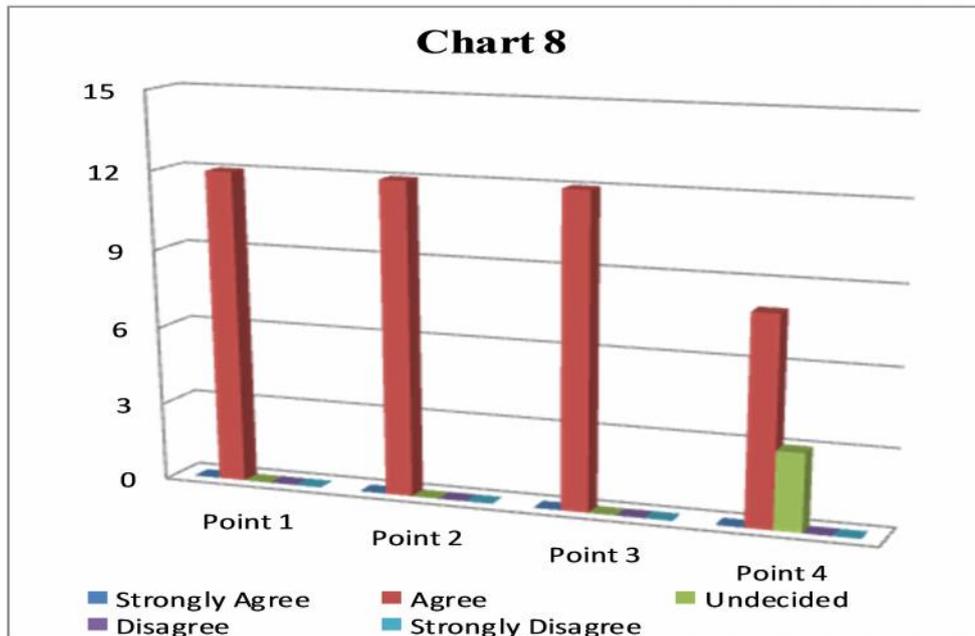
Note

- Point 1 indicator developed based on students' characteristic, subject, school, and potential of region.
- Point 2 Indicator use to develop learning assessment
- Point 3 Level of operational verb in indicator lower or same in KD or KI.

The result showed that all teachers (100%) chose *agree* for indicator developed based on students' characteristic, subject, school, and potential of region. All teachers (100%) chose *agree* for indicator used to develop assessment. And all teachers (100%) chose *undecided* for operational verb in indicator same or lowest than operational verb in core competence or basic competence.

8) Deciding learning method

Learning method is teachers' way in the learning process. In deciding learning method teachers should involve some points, there are: (1) learning method should appropriate with students characteristic, (2) learning method should appropriate with the characteristic of indicator, (3) learning method should appropriate to competence that will be achieved, and (4) learning method should be varied in each basic competence.



Note

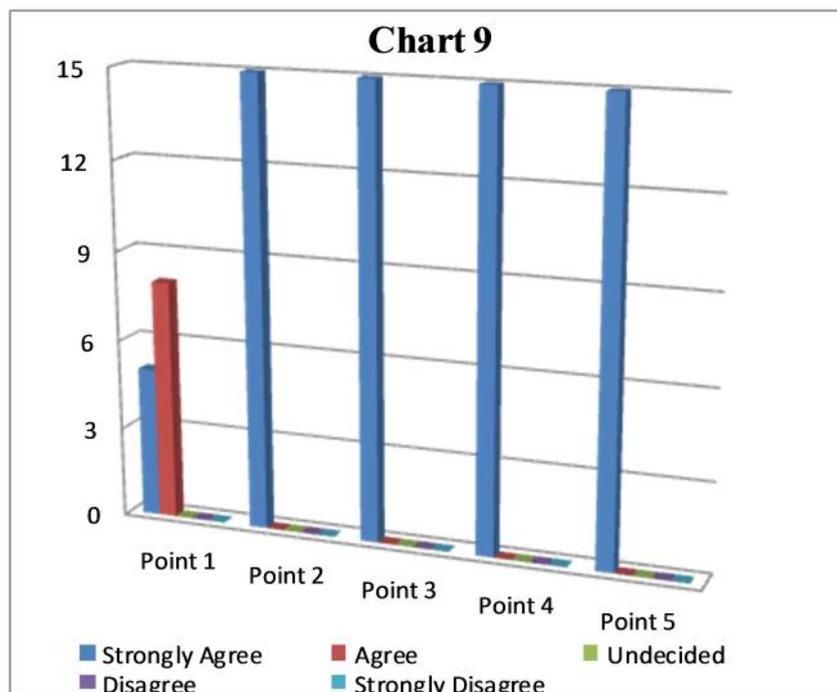
- Point 1 In deciding learning method based on students' characteristic
- Point 2 In deciding learning method based on characteristic of indicator
- Point 3 In deciding learning method based on competence that will be achieved
- Point 4 learning method should be varied in each KD

The result showed that all teachers (100%) chose *agree* for learning method should appropriate with students' characteristic. All teachers (100%) chose *agree* for learning method should appropriate with the characteristic of indicator. All teachers (100%) chose *agree* for learning method should appropriate to competence that will be achieved. And 66,67% teachers chose *agree* for learning method should be variety in each basic competence, and 33,33% teacher chose *undecided*.

9) Formulating learning activities

Learning activities in developing lesson plan is directly related to the core material chosen by the teachers. The activities that teachers formulated also have to cover the academic and life skills of the students and also covered the cognitive, affective, and psychomotoric domain. In formulating learning activities teachers should involve some points, there

are : learning activities must be based on scientific approach process, in learning activities ,pre-activity purposed to build up motivation and focused to make students active in teaching learning process. Main activity purposed to achieve KD. Main activity doing by interactive, inspirative, joyful, challenging, motivated students and giving enough space to creativity and independent based on aptitude, attitude and the development of physical and psychological, post activity doing by resumed or conclusion, assessment and reflection, feed back and follow up.



Note

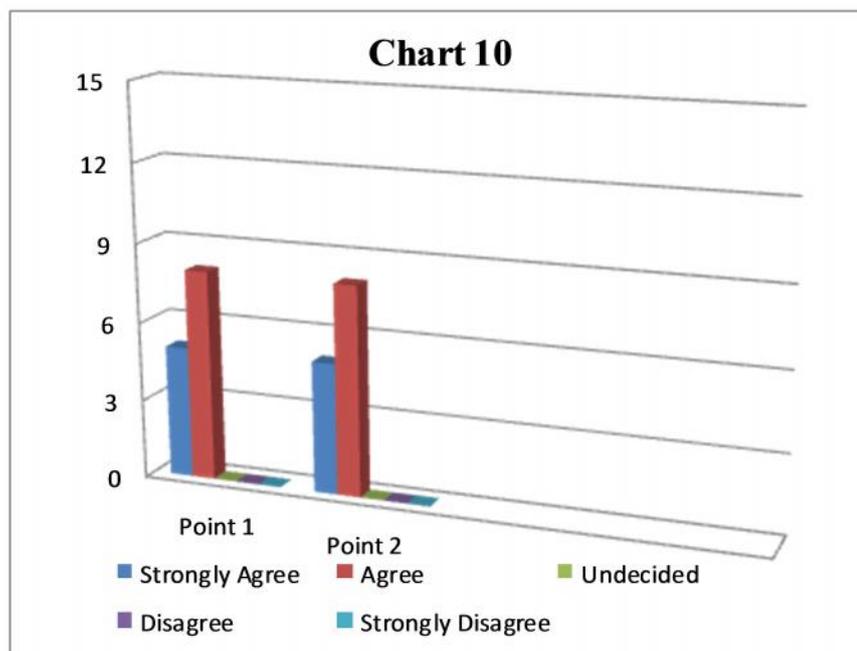
- Point 1 Learning activities based on Scientific approach
- Point 2 Pre-activity purposed to build up motivation and make students focused in learning process
- Point 3 Whilst-activity purposed to achieve KD
- Point 4 Whilst-activity done by interactive, joyful, challenging, and make students active.
- Point 5 Post-activity done by conclusion and resume.

The result showed that 66,67% teachers chose *agree* for learning activities must be based on scientific approach process, and 33,33% teacher chose *strongly agree*. And all teachers (100%) chose *strongly agree* for in learning activities, pre-activity purposed to build up

motivation and focused to make students active in teaching learning process. All teachers (100%) chose *strongly agree* for main activity purposed to achieve basic competence. All teachers (100 %) chose *strongly agree* for main activity doing by interactive, inspirative, joyful, challenging, motivating and giving enough space to creativity and independent based on aptitude, attitude and the development of physically and psychologically. all teachers (100%) chose *strongly agree* for post activity doing by resumed or conclusion, assessment and reflection, feed back and follow up.

10) Evaluation system

Evaluation system in developing lesson plan is related to assess the students to measure how they had achieved specific materials. To conduct the evaluation items, teachers have to concern the items: instrument and procedure of evaluation based on indicator, assessment of learning process based on standard of assessment.



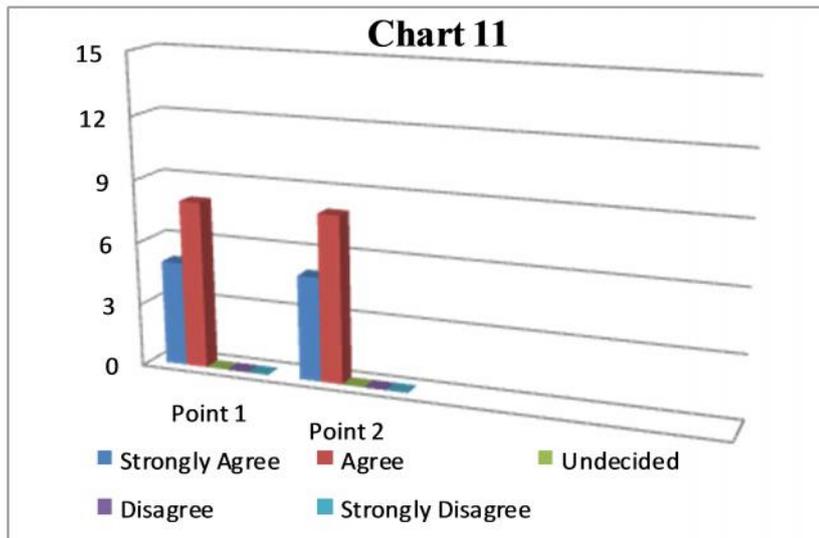
- Point 1 Procedure and instrument evaluation based on indicator
- Point 2 The evaluation process and result learning based on assessment standard

The result showed that 66, 67% teachers chose *agree* for procedure and instrument evaluation based on indicator and 33, 33% teacher chose

strongly agree. 66, 67% teachers chose *agree* for The evaluation process and result learning based on assessment standard and 33,33% teacher chose *strongly agree*.

11) Deciding learning source

To get information related to the materials or activities, the teachers needed a lot of information from different references. For example, text book, mass media or the environment. But those references also have to suitable with the evaluation system that Teachers choose. In deciding learning source teachers have to concern in two aspects, there are: in deciding learning source based on KI, KD, learning material, learning activities, and indicator, and teachers can take learning source from some learning source that relevant.



Note

Point 1

Learning source based on KI,KD, material, activities, and indicator.

The result showed

Point 2

Teachers can take from several learning source that relevant.

that 66,67% teachers chose *agree* for deciding

learning source based on KI, KD, learning material, learning activities, and indicator, 33,33% teacher chose *strongly agree*. And 66,67% teachers chose *agree* for teachers can take learning source from some learning source that relevant and 33,33 % teacher chose *strongly agree*.

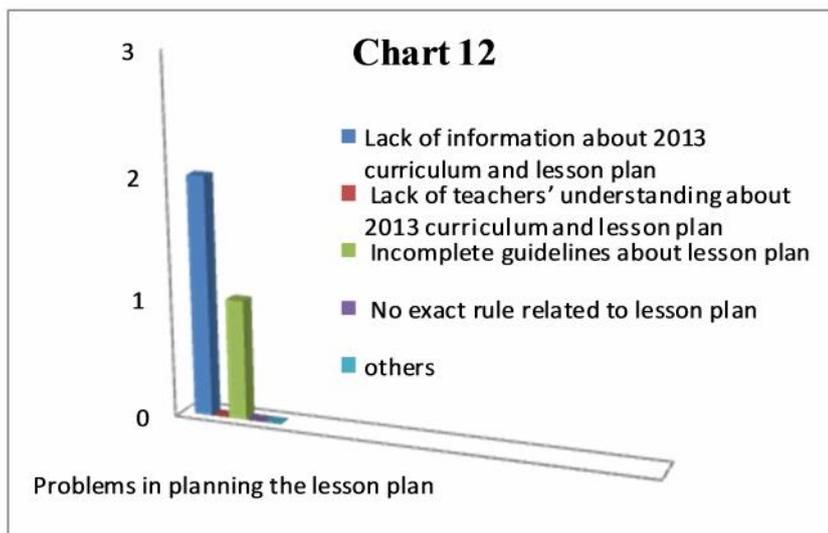
b. Open ended questionnaire

Open ended questionnaire try to find the problems faced by teachers in developing lesson plan based on 2013 curriculum. The teachers' problems each components of lesson plan was discussed below:

1) Problems in planning the lesson plan

In this step, there were some points that writer formulated to show teachers' problems in planning the lesson plan, they are :

- a) Lack of information about 2013 curriculum and lesson plan
- b) Lack of teachers' understanding about 2013 curriculum and lesson plan
- c) Incomplete guidelines about lesson plan
- d) No exact rule related to lesson plan
- e) Other, such as lack of information from educational board



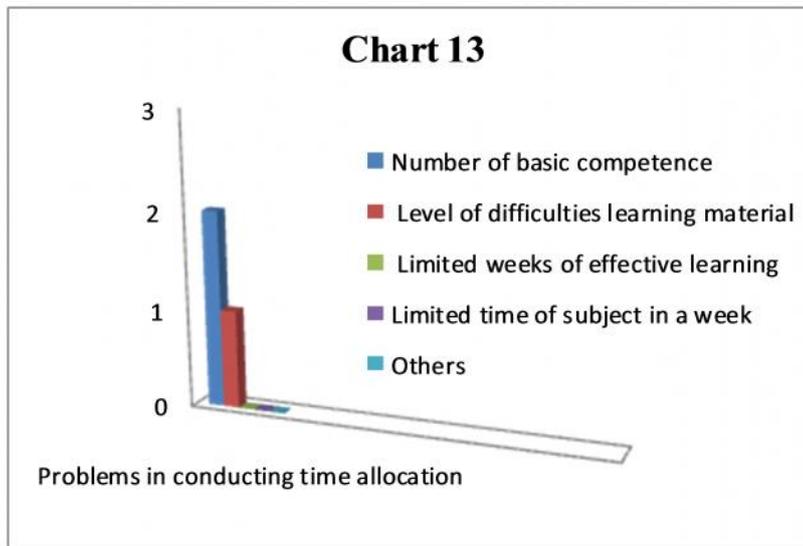
The result showed that teacher's problems in planning lesson plan were lack of information about 2013 curriculum and lesson plan itself and also incomplete guidelines about lesson plan.

2) Problems in conducting time allocation

The problems that usually faced by teachers in conducting time allocation were difficulties in matching it with learning material or activities. There were some points that the writer formulated to show teachers' problems in conducting time allocation, they are:

- a) Number of basic competence
- b) Level of difficulties learning material
- c) Limited weeks of effective learning

- d) Limited time of subject in a week
- e) Other

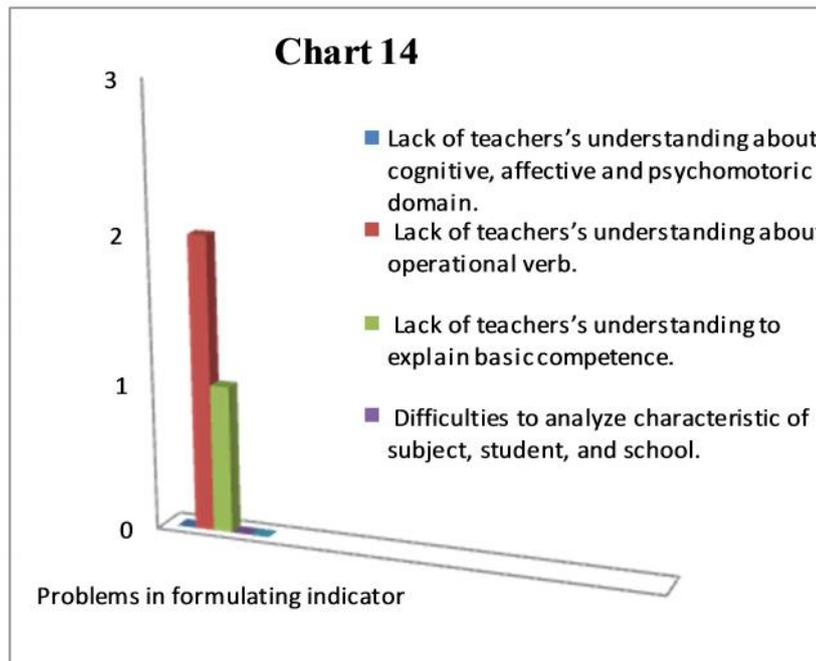


The result shows that teachers' problems in conducting time allocation were number of basic competence and level of difficulties learning material.

3) Problems in formulating indicator

Indicator is one of the items in lesson plan that teachers should formulate. At this point, teachers were questioned what are the problems that teachers faced in formulating indicator. The problem included:

- a) Lack of teachers' understanding about cognitive, affective and psychomotoric domain.
- b) Lack of teachers' understanding about operational verb.
- c) Lack of teachers' understanding to explained basic competence.
- d) Difficulties to analyze characteristic of subject, student, and school.
- e) Others.



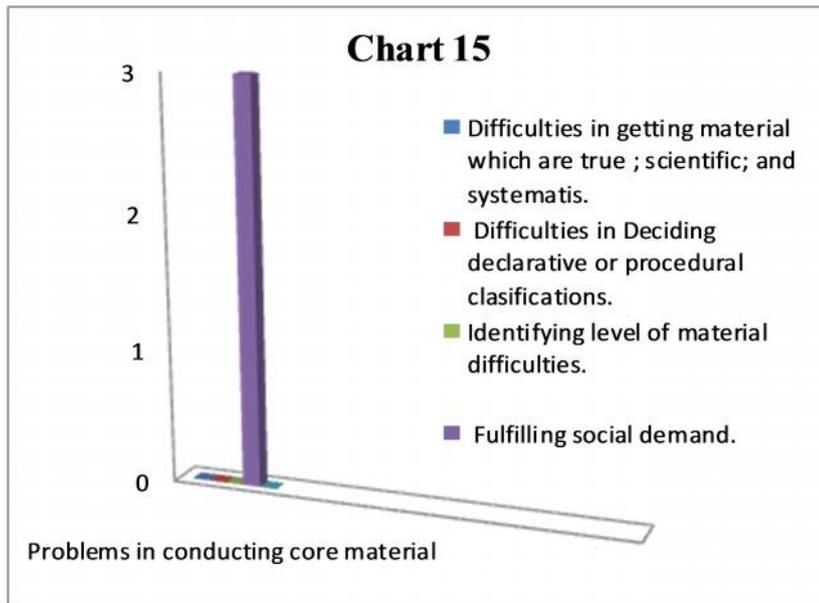
The result of this step is lack of teachers' understanding about operational verb. Lack of teachers' understanding to explain basic competence.

4) **Problems in conducting core material**

The problems that usually faced by teachers in conducting core materials were :

- a) Difficulties in getting material which are true ; scientific; and systematic.
- b) Difficulties in deciding declarative or procedural classifications.
- c) Identifying level of material difficulties.
- d) Fulfilling social demand.
- e) others

The questionnaire, liked the previous one, found out what the problems that teachers faced.

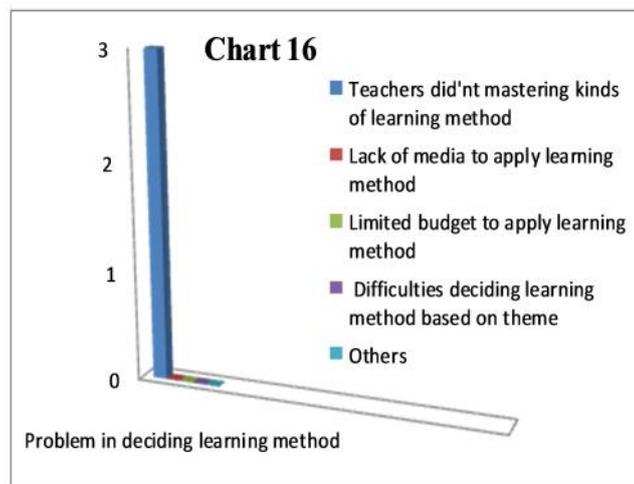


The result showed that the problem faced by teachers is difficulties to fulfilling material with social demand.

5) Problem in deciding learning method

In this step, there were some points that the writer formulated to show teachers' problems in deciding learning method, they are:

- a) Teachers didn't master kinds of learning method
- b) Lack of media to apply learning method
- c) Limited budget to apply learning method
- d) Difficulties to decide learning method based on theme
- e) Others

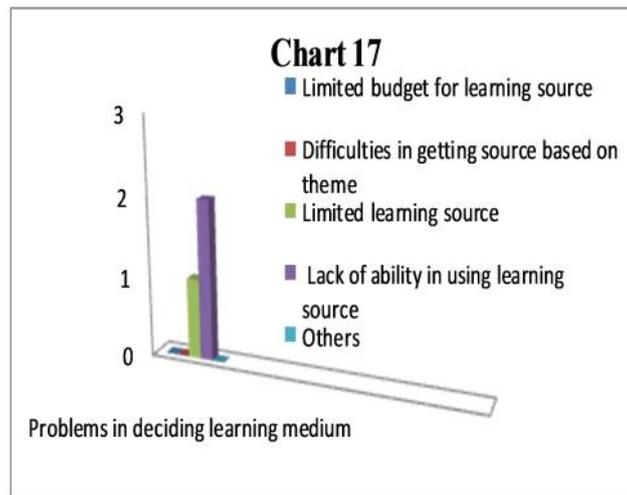


The result showed that teachers problem in learning method is teachers didn't master kinds of learning method.

6) Problems in deciding learning media

In this step, there were some points that writer formulated to show teachers' problems in deciding learning media, they are:

- a) Limited budget for learning source
- b) Difficulties in getting source based on theme
- c) Limited learning source
- d) Lack of ability in using learning source
- e) Others



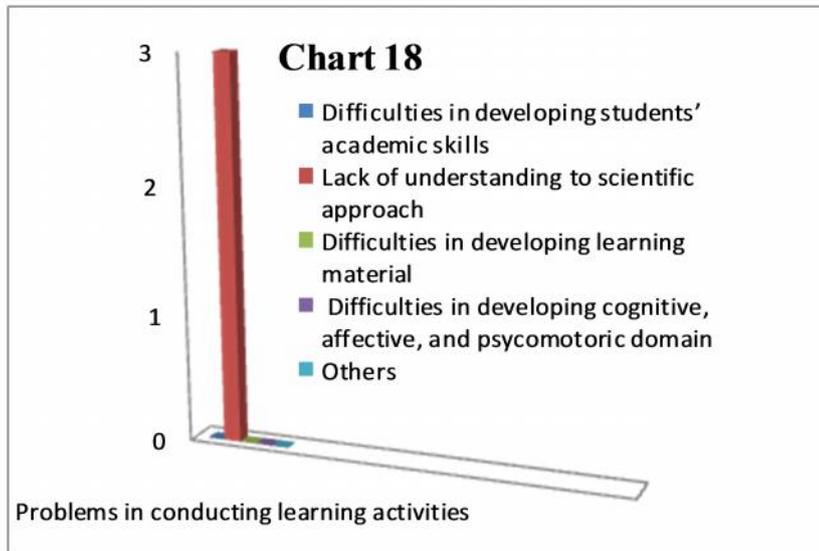
The result showed that teachers problems in deciding learning media are lack of ability in using learning source.

7) Problems in conducting learning activities

In this step, there were some points that the writer formulated to show teachers' problems in conducting learning activities in lesson plan based on 2013 curriculum, they are:

- a) Difficulties in developing students' academic skills
- b) Lack of understanding to scientific approach
- c) Difficulties in developing learning material

- d) Difficulties in developing cognitive, affective, and psychomotoric domain
- e) Others

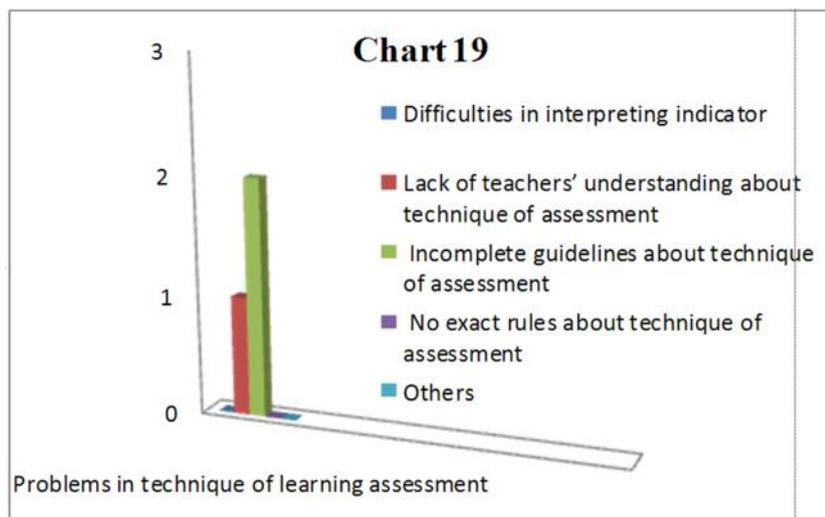


The result showed that teachers problems in conducting learning activities are Lack of understanding to scientific approach.

8) Problems in technique of learning assessment

In this step, there were some points that the writer formulated to show teachers' problems in technique of learning assessment, they are:

- a) Difficulties in interpreting indicator
- b) Lack of teachers' understanding about technique of assessment
- c) Incomplete guidelines about technique of assessment
- d) No exact rules about technique of assessment
- e) Others.



The result showed that teachers' problems in technique of learning assessment are difficulties in interpreting indicator.

2. Interview

Besides giving the questionnaire, interview also was conducted as the followed up to the questionnaire given and also to make it sure about the questions in the questionnaire. The respondents were chosen by Mr Muspahaji as headmaster randomly. The result showed that:

a. Planning Stage

The teachers actually had already known what the things should be done in planning stage.

b. Conducting Lesson Plan

In conducting lesson plan, the teachers' problems are lack of understanding some components in lesson plan, those are: formulating indicator, applied scientific approach in learning activity, and technique of assessment. The teachers adopted lesson plan from internet and then revised it based on their necessities.

c. Problems

Most of the problems that teachers faced were mostly related to the information and knowledge also socialization about lesson plan and 2013 curriculum itself. They complained that they had lack of information about 2013 curriculum and lesson plan. This is influenced to the competency that teachers had in developing lesson plan.

3. Study of Documents

The teachers actually had complete documents related to lesson plan based on 2013 curriculum. The documents were such as calendar of academic, annual program, semester program, syllabus, criterion of learning, content standard document, graduation competence standard document, and other references.

The teachers wrote down all component lesson plan completely and systematically. They adopted from internet and then revised it based on their necessities. The teachers had prepared all set of learning equipment in the beginning of semester.

B. Discussion

1. Close-ended questionnaire

a. Parties related to lesson plan developer

All teachers *strongly agree* that every teacher must develop lesson plan. Teachers can develop lesson plan in a group from same school or different school. But most of them chose to develop lesson plan with groups of teachers from same school. It indicated that the teachers were easily to suit the lesson plan based on the characteristic of their students and condition in their school. Besides, by doing a discussion, teachers could share and try to find way out for those who get problems.

b. Identity of lesson plan

Identity of lesson plan consists of school, class, semester, vocational program, subject or theme, and number of meeting completely in lesson plan. All teachers chose *strongly agree* that identity of lesson plan must be written down completely.

c. Deciding core material

There are things that important in developing core material in lesson plan. The teachers should make sure that the materials are true, scientific and systematic. Besides, the material must be based on level hierarchy of knowledge discipline concept. The teachers also should concern the level of difficulties of the materials. The result showed that in deciding core material teachers used to sequence from conference of subject teachers (MGMP) they

didn't agree if sequence of material based on hierarchy of knowledge discipline concept or level difficulties material. It was related to final semester examination that arranged from conference of subject teachers (MGMP) so it will appropriate to question that will be examined. Besides, all teachers chose *strongly agree* that material consists of fact, concept, principal and relevant procedure.

d. Formulating time allocation

In formulating time allocation, teachers should involve that time allocation arranged based on learning completion and the achievement of basic competence. All teachers chose *strongly agree* for that. Teachers should appropriate with number of basic competence. Teachers should formulate time allocation good so all basic competencies can be achieved.

e. Formulating learning aims

Learning aims formulated based on basic competences using operational verb that consisting of cognitive, affective and psychomotoric domain. Learning aims means output after student doing teaching learning process. All teachers chose *strongly agree* that in formulating learning aims should describe learning process that can be achieved by students based on basic competence, and describe learning result that can be achieved by students based on basic competence.

f. Interpreting Core competence and basic competence

Core competence is a new terminology in 2013 curriculum. Core competence is operationalization from graduation competence standard, a quality that has to be possession by students that have been finishing level of study. Core competence arranged into four competencies there are: religious attitude, social attitude, knowledge, and apply knowledge.

Basic competence is a competence for each subject that relegated from core competence. Basic competence is a competence that consists of attitude, knowledge and skill.

From the result showed that teachers understood core competence and basic competence. Teachers knew that core competence in basic competence-1 and basic competence-2 must not be developed in indicator and in developing lesson plan there was connection between KI, KD, and syllabus.

g. Formulating indicator

Most of teachers agree that indicator developed based on students' characteristic, subject, school, and potential of region. And teachers also chose agree that indicator used to a tool to develop learning assessment. But in the fact teachers still confused how to arrange indicator. Teachers still confused about operational verb that used in indicator. It was related to teachers' ability to interpret core competence and basic competence.

h. Deciding learning method

Learning method can be meant as an approach that used in teaching learning process or a way to convey a learning material. In 2013 curriculum there are several learning method that can be applied, problem based learning, project based learning and inquiry/ discovery learning.

There are some points that teachers should involve in deciding learning method, there are : in deciding learning method based on students' characteristic, in deciding learning method based on the characteristic of indicator, in deciding learning method based on competence that will be achieved, and in deciding learning method should be varied in each indicator. Teachers chose *agree* for all aspect. It means that teachers have a good understanding about how to choose learning method. Learning method purposed to make teaching learning process joyful, interactive and can make students active.

i. Formulating learning activities

Formulating learning activities is main activity in developing lesson plan because in learning activity basic competence can be achieved. There is a different learning activity in 2013 curriculum and in prior curriculum, KTSP, in 2013 curriculum sequence of learning activity using scientific approach there are: observing, questioning, experimenting, associating, and communicating.

Teachers have a good understanding in develop learning activities but in the implementing they said that still confused about scientific approach. Learning activity related to learning method and learning media that teachers used in teaching learning process.

j. Evaluation system

Evaluation system in 2013 curriculum differs with prior curriculum. In 2013 curriculum teachers not only assess cognitive domain but also assess affective and psychomotoric domain. Teachers not only assess result study but also teachers must assess process of learning. This concept good in theory but in the fact teachers don't know how to implement the evaluation in 2013 curriculum. It was related to the government by educational board failed in socialization 2013 curriculum.

k. Deciding learning source

There is no big problem in deciding learning source, teachers used to take some sources from related source like internet, magazine and using environment as a learning source.

2. Open ended questionnaire

a. Problems in planning the lesson plan

The problems that most of teachers faced were lack of information that they have. It was related to the information about 2013 curriculum and its lesson plan development. Teachers felt that they had no enough information. This could be happened when the socialization media to the teachers were limited. They got information not directly from the expert in the formal situation but they tended to get it from mouth to mouth, especially from their fellow teachers.

b. Problems in conducting time allocation

Most of the teachers chose that they had problems in conducting time allocation. The problems that most of them chose were related to the numbers of basic competencies. They chose it because numbers of basic competencies stated in syllabus, student had to achieve it in short times, limited weeks of effective learning and times of subjects in a week. This issue came up when the characteristic of students were varied. It was more difficult if the students were mostly having lack of intention in learning.

c. Problems in conducting core material

The problem faced by most of the teachers was in matching the materials with social demand. This point was related to the life skills that students had to achieve. So, they could be applied what they got in social life. If we thought that the materials in English, there were lacks of materials that

could be easily applied, they tended to be theoretical. Difficulty also occurred in getting scientific materials. This could be happened when teachers had lack of sources and information.

d. Problem in deciding learning method

Teachers' problem in learning method was teachers didn't master kinds of learning method. This issue could be happened when they lack of information about 2013 curriculum and its lesson plan development. So, it indicated that the socialization of 2013 curriculum was not fully spread out to all teachers. Government had given solution that in 2013 curriculum teachers can use problem based learning, project based learning and discovery learning. Actually, the problems related to learning method would be minimally prevented if the teachers had sense of creativity.

e. Problems in deciding learning media

Problems related to learning media was limited learning media exist and difficulties to get learning source based on theme. It was related to learning method that teachers used in learning activity as explained above it can be minimally prevented if the teachers creative.

f. Problems in conducting learning activities

All teachers had problems in conducting learning activities. The most point that chosen related to develop cognitive, affective, psychomotoric domains in learning activities. It indicated that teachers had problems in it because they had a blur understanding to determining cognitive, affective, and psychomotoric. Mostly, in learning activities only focused on cognitive domain. The next problems were difficulty in developing students' academic and life skills also understanding to the exist materials. Actually, most of teachers could cover those problems but considering many items that they have to develop, the problems occurred.

g. Problems in technique of learning assessment

Most of teachers chose the difficulty was in interpreting indicators. Indicators were statements in what students had to achieve in certain competencies. To make sure that indicator could be achieved, the assessment as the technique to measure the students' achievement should be conducted carefully. Some of the teachers also had problem in the information of assessment technique and instrument. This problem was related also to the

kinds of instruments and technique of assessment that teachers should choose for certain material. Besides, the assessment had to cover cognitive, affective and psychomotoric domains also life skills.

So, the problems appeared because they had problems with conducting indicators. If they have no problems in indicator, it will be easy for them to choose whether the assessment technique is suitable or not. Besides, it seemed that teachers should increase their creativity in conducting the assessment technique and instruments, not too text book-oriented.