

**ONE-PAGE LESSON PLAN IN JUNIOR HIGH SCHOOL
(A CASE STUDY)**

THESIS

Submitted in Partial Fulfillment of the Requirement
For the degree of Bachelor of Education
In English Language Education



By:

RIZKA ALIFAH

Student Registration Number: 1603046081

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2021**

THESIS STATEMENT

I am student with the following identity:

Name : Rizka Alifah
Student Number : 1603046081
Departement : English Language Education

cerify that this thesis:

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Semarang, 31 Desember 2021

Researcher

Rizka Alifah
1603046081



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The thesis with the following identity:

Title : One-Page Lesson Plan in Junior High School (A Case Study)
Name of Student : Rizka Alifah
Student Number : 1603046081
Departement : English Language Education

has been ratified by the board of examiners of and can be receive as one of Education and Teacher Training Faculty of Walisongo State Islamic University. Any requirement for gaining the Bachelor Degree in English Language Education.

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Chairperson,


Dr. Siti Tarwiah, SS, M. Hum
NIP. 19721108 199903 2 001

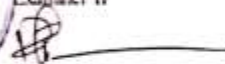
Secretary,


Dra. Nuna Mestikawati Dewi, M. Pd.
NIP. 19650614 199203 2 001


Examiner I


Dr. Hj. Siti Mariam, M. Pd.
NIP. 19650727 199203 2 002

Examiner II


Daviq Rizal, M. Pd.
NIP. 19771025 200701 1 105

Advisor,


Dr. Siti Tarwiah, SS, M. Hum
NIP. 19721108 199903 2 001



ADVISOR NOTE

Semarang, 24 Desember 2021

To
The Dean of Education and Teacher Training Faculty
Universitas Islam Negeri Walisongo Semarang

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **One-Page Lesson Plan in Junior High School (A Case Study)**
Name of the student : **Rizka Alfah**
Student Number : **1603046081**
Department : **Education**
Field of Study : **English Language Teaching**

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State University, to be examined at Munasqiyah session.

Wassalamu'alaikum Wr. Wb.

The Advisor

Dr. Siti Tarulwah, SS, M. Hum
NIP. 197211081999032001

DEDICATION

Praise to Allah SWT, the Most Gracious and the Most Merciful,
Sholawat that never stop to prophet Muhammad SAW. This thesis is
dedicated to:

The researcher's parent

“Jahirin and Khusnul Khotimah”

ABSTRACT

Alifah, Rizka. 1603046081. 2021. *One-Page Lesson Plan in Junior High School (A Case Study)*. Thesis. English Education Departement. Walisongo State Islamic University Semarang. Advisor: Dr. Siti Tarwiyah, SS. M. Hum.

The term of one-page lesson plan was used to describe the simplification of the 2013 curriculum with the principles of efficient, effective, and student-oriented. There are three aims in this study. The first aim is to explain how teachers designed the one-page lesson plans. The second one is to describe how the lesson plans' implemented in the teaching-learning process. The third one is to analyze the obstacles that teachers face when implementing the lesson plan. The participants of this research are three English teachers who teach in grades 7, 8, and 9 at MTs Yapika Kebumen, Central Java. This research used descriptive qualitative method and the research design used case study. The researcher collected the data using interviews, document analysis, and observation. The data from these data collection methods were triangulated. Referring to the result of data analysis, it shows that: (1) The English teachers have designed their lesson plans referring to SE number 14 of 2019 appropriately. (2) Based on study's findings, all of participants have been quite successful in implementing one-page lesson plan in teaching learning process. The teachers have improvised better than they have planned. The teachers stated that using one-page lesson plans for English subject can shorten their time to prepare lesson plans, so teachers can allocate more time for doing reflection. The teachers also found it easier administratively. (3) The teachers faced some problems in designing one-page lesson plan include: simplifying sentences, determining the objectives at each meeting, and also determining time allocation. The teacher who has less teaching experience faced the problem of internalizing some points that the teacher has planned in teaching-learning process when using One-page lesson plan because of its simplicity.

Keywords: *Implementation, Lesson Plan, One-page*

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Semarang, 31 Desember 2021

The reseracher

Rizka Alifah
1603046081

MOTTO

“Learning is not just about pursuing and proving something, but learning itself is a celebration and self-respect.”¹

¹Andrea Hirata, *Padang Bulan* (Yogyakarta: PT Bentang Pustaka, 2010), 196.

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LIST OF ABBREVIATIONS

4C	: Critical thinking, Communication, Collaboration, and Creativity
ABCD	: Audience, Behaviour, Condition, and Degree
CLT	: Communicative Language Teaching
COVID-19	: Coronavirus Disease 2019
E2BKM	: Efektif, Efisien, Berorientasi kepada Murid
ELT	: English Language Teaching
GLS	: Gerakan Literasi Sekolah
HOTS	: Higher Order Thinking Skill
K-13	: Kurikulum 2013
KD	: Kompetensi Dasar
KKG/MGMP	: Kelompok Kerja Guru/ Musyawarah Guru Mata Pelajaran
KKO	: Kata Kerja Operasional
KTSP	: Kurikulum Tingkat Satuan Pendidikan
L1	: First Language
L2	: Second Language
MTs	: Madrasah Tsanawiyah
Permendikbud	: Peraturan Menteri Pendidikan dan Kebudayaan
PPK	: Penguatan Pendidikan Karakter
PTM	: Pertemuan Tatap Muka
RPP	: Rencana Pelaksanaan Pembelajaran
SE	: Surat Edaran
SCL	: Student Centered Learning
SMP	: Sekolah Menengah Pertama
TEFL	: Teaching English as a Foreign Language
TPR	: Total Physical Response
UU	: Undang-Undang
WAG	: WhatsApp Group

CHAPTER I

INTRODUCTION

This chapter consists of the research background, the research question, the research objective, the scope of the research, pedagogical significance and the reason for choosing the topic.

A. Background of study

Education is important factor in Indonesian nation-building as stated in the preamble to the UUD 1945. According to UU no. 20 of 2003 about the National Education System (Sisdiknas) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation, and state.

The educational process cannot be separated from the planning process that is carried out before starting the learning process.² The purpose of the planning is so that the teaching-learning process can be well organized. The involvement of teachers in designing lesson plans is very important to be able to guide students to achieve learning objectives. Lesson plan is part of the curriculum that is fundamental for the learning process. The lesson plan is also seen as a written and structured outline

² UU no. 20 of 2003 about the National Education System (Sisdiknas).

consisting of learning objectives and the stages of the content development of the class.³ The lesson plan draws the procedure, guideline, or design to help the teacher do the lesson the learning process to reach one of the standard competence in the syllabus.⁴

Since the issuance of Government Regulation of the Republic of Indonesia, Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards, the world of education must adapt to several changes that are far from the Education Unit Level Curriculum (KTSP). In such situations, teachers are directed to follow the lesson plan format rigidly. The lesson plans in the 2013 curriculum rules also have too many components where teachers are asked to write in great detail. In general, one lesson plan document can reach more than 20 pages. There are two regulations before and still in effect that regulate the lesson plan. Permendikbud Number 103 of 2014 concerning learning and Permendikbud Number 22 of 2016 concerning Standards for Primary and Secondary Education. Both list 13 (thirteen) lesson plan components. Based on the 2013 curriculum, there are 13

³Sharmini Ghanaguru, et al., "Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training," *Journal of Malaysian English Teaching Association* 42, no. 2 (2013): 104–116, https://www.melta.org.my/journals/TET/downloads/tet42_02_03.pdf.

⁴Djuwairiah Ahmad and H.K Nur, "Developing English Lesson Plans for the First Year," *ETERNAL (English Teaching, Learning, and Research Journal)* 1, no. 2 (2016): 189.

compulsory components in a lesson plan. They are the school's identity, namely the name of the education unit, the identity of the subject or theme/sub-theme, class/semester, subject matter, time allocation, learning objectives, basic competencies and indicators of competency achievement, learning material, learning methods, learning media, learning sources, learning activities, and assessments.⁵

There is no best way to plan lessons nor a guarantee that a good lesson plan will always succeed in getting students to learn well. But, a good lesson plan undoubtedly contributes to effective learning.⁶ Richards and Bohlke (2011) stated that lesson plans were useful for teachers as a guide for effective and efficient learning processes and focused on learning objectives.⁷ Based on those statements, the role of lesson plans for teachers is quite important in anticipating learning failures.

QS Thaha 20: 114 has told us that caution is required / not in a hurry in learning science so that a concept always needs improvement and refinement as well as planning the lesson.

⁵ Permendikbud No 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah.

⁶ Mayra Solís Hernández, 'Reliable And Practical Guidelines For Planning An Effective English Lesson', *Revista de Filología y Lingüística de La Universidad de Costa Rica*, 33.2 (2012), 227 <<https://doi.org/10.15517/rfl.v33i2.1748>>.

⁷ Jack C Richards and David; Bohlke, *Creating Effective Language Lessons*, (New York: Cambridge University Press, 2011), 35. www.cambridge.org.

فَنَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ ۖ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُفْضَىٰ إِلَيْكَ
وَخِيئَةً وَقُلْ رَبِّ زِدْنِي عِلْمًا

“Then High above all be Allah, the True King. And be not in haste (O Muhammad SAW) with the Quran before its revelation is completed to you, and say: “My Lord! Increase me in knowledge.”

Designing language lesson or preparing lesson plan for language material is challenging for language teachers.⁸ The lesson must be fun, informative, and open to creativity.⁹ They should be creative, not just textual in textbooks. It’s because they teach language. Language is unique to a man that differentiates them from other species. Language is specific set of sentences that can be generated from a particular set of rules.¹⁰

Febu Priambada (2020) stated that teachers experienced problems in managing time in compiling lesson plans. The teachers stated that sometimes it was very difficult to divide time.

⁸ Didin Nuruddin Hidayat, ‘Designing A Language Lesson: Pedagogical and Linguistic Perspectives’, *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), 96 <<https://doi.org/10.21580/vjv7i22864>>.

⁹ Seda Ku and Sezer Ünlü, ‘Teaching Translation: A Suggested Lesson Plan on Translation of Advertising through the Use of Authentic Materials’, *Procedia - Social and Behavioral Sciences*, 199 (2015), 407–14 <<https://doi.org/10.1016/j.sbspro.2015.07.526>>.

¹⁰ Muhammad Nafi Annury, ‘Promoting Multilingualism in the Classroom: A Case Study of ELT Program’, *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 96 <<https://doi.org/10.21580/vjv6i11587>>.

Writing complete lesson plan takes up the teacher's time that should be used to prepare and evaluate the learning process itself.¹¹ Then, Linda E. Pinsky and David M. Irby (1997) stated reflection/evaluating was also important for a teacher to do beside planing and teaching process. Reflecting is a deliberative process of evaluation that leads to planning the next teaching-learning process to minimize failure to become successful.

Faced with this problem, Indonesian Minister of Education and Culture, Nadiem A. Makarim, had a policy on simplifying the lesson plan into only one-page that covers three core components. The three core components are learning objectives, learning activities, and assessment. This policy was conveyed by him through the Minister of Education and Culture SE No. 14 of 2019. Nadiem argues that administrative matters should not be complicated and burdening the teacher.¹² Lesson plans should be simply stated, clearly written, flexible, and student-centered.¹³

Some researchers (Ni Kadek Nita Rahayu (2021), Ni Luh Ayu Novita (2021), and Putu Agus Januarta (2021) have already conducted studies focusing on English teachers' perspectives

¹¹Febru Priambada, "An analysis of Lesson Plan Made by an English Teacher Based on 2013 Curriculum in 12th grade of SMK N Kebasen in The Academic Year 2020/2021" (IAIN) Purwokerto, 2021).

¹²Nadiem Makarim, "A New Hope for Indonesia's Education World," <https://unicare.id/2019/12/28/nadiem-makarim-hope-education/> (Tuesday, July 1, 2021, 14.10).

¹³ Sidney L. Besvinick, "An Effective Daily Lesson Plan," *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas* 34, no. 7 (March 6, 1960): 431–433, <http://www.tandfonline.com/doi/full/10.1080/00098655.1960.11475761>.

towards one-page lesson plan and all studies shows that English teachers as the participants gives positive responses from their teaching experiences in depth interview session. In this research, researcher besides using interviews also using document analysis and observation to get more valid data. Thus, the result of this research is not only based on the teachers' perspectives but also data has been collected and analyzed through document analysis and detailed field observation.

On the other hand, the researcher (Cahyo Aulia Andi Putra (2021), have conducted similar study with the recent study. Then, Cahyo Aulia Andi Putra stated that the application of the one-sheet lesson plan policy can increase the effectiveness of learning by teachers to students so they can create quality education in schools. the application of the One-page lesson plan at SMP Negeri 10 Malang had been running quite effectively and applied by all teachers. The suitability of the substance in the preparation of the One-page lesson plan was followed the standard process and the SE of the minister of education. Meanwhile, there were no significant obstacles in the application of a One-page lesson plan in achieving the learning process in the classroom. However, the previous study took the object of PKN teaching and learning in junior high schools. So that, the researcher analyzed similar study on the object of teaching and learning English at Mts Yapika Kebumen. In previous study, the One-page lesson plan was said to be successful because it was applied in PKN lesson whose material

tended to be textual. Whereas, the recent study tried to analyze the applying One-page lesson plan in English lesson which tended to be contextual. Will it be as successful or not.¹⁴

Then, Abdul Gafoor and Umer Farooque (2010) in the research entitled “Ways to Improve Lesson Planning: A Student Teacher Perspective” stated during the early phases of teacher professional learning, teachers need to know what a lesson plan really is, as well as understand the important relationship that exists between planning and teaching. Flexibility is necessary because students do not like to follow the teacher's plans rigidly. The format provided is simply a roadmap. Every teacher is different. Once the basic elements of lesson planning are understood, one can modify the process to reflect whatever makes them comfortable. Therefore, teachers should be encouraged to personalize their plans as they do many other aspects of their classroom practice. Stenhouse's (1975) 'Naturalistic' or 'organic' model claims that the mismatch between specific objectives and classroom complexity means that teachers need to consider a more natural planning structure, meaning that objective statements can only describe and relate a small number of variables typical of interactions. class. Naturalistic planning involves starting with

¹⁴ Febru Priambada, " An Analysis of Lesson Plan Made by an English Teacher Based on 2013 Curriculum in 12th Grade of SMK N Kebasen in the Academic Year of 2020/2021" (Unpublished thesis, English Language Education (FITK) IAIN Purwokerto, 2021, 14-25.

activities and the ideas that flow from them before setting goals. This naturalistic concept is in line with the concept of a One-page lesson plan which only includes an outline of learning, so it is hoped that it can give English teachers flexibility when implementing it in the classroom. Researcher hope to prove it by conducting this research.¹⁵

Based on the SE of Kemendikbud, Republic of Indonesia, number 14 of 2019 concerning the simplification of lesson plans related to the implementation of the 2013 curriculum that lesson plans are made with the principles of efficiency, effectiveness, and student-oriented. The applications of One-page lesson plans also applies to teaching English in junior and senior secondary schools. The basic reasons for the implementation of the new learning plan format include so that schools, groups of teachers of similar subjects in schools, Teacher Working Groups/Subject Teacher Deliberations (KKG/MGMP), and individual teachers can freely choose, create, use, and develop plan formats. Lesson independently for the maximum success of student learning. The development of the lesson plan is in addition to the three main components, namely: learning objectives, learning activities, and assessment pages. Furthermore, the components other than the three main components are called supplementary components.

¹⁵ Abdul Gafoor and Umer Farooque, "November 2010," in *International Seminar Cum Conference on Teacher Empowerment and Institutional Effectiveness*, vol. 9, 2010, 1–12. <<https://doi.org/10.32964/tj9.11>>.

Writing lesson plans can be carried out more efficiently and effectively because teachers have more time to prepare and evaluate the learning process itself. However, it is also undeniable that any good concept still has weaknesses. In this study, the researcher explained the one-page lesson plan in junior high school (a case study).

B. Reasons for Choosing the Topic

Lesson plan is one of the points that need more teacher's attention. Carefully in planning a lesson is important because it can encourage teachers to be better prepared to guide learning activities in the classroom (planning function). Furthermore, the teachers are expected to be able to streamline the learning process according to what was planned (implementation function). A lesson plan should also be helpful for the teachers to guide the next teaching-learning process (reflection function).¹⁶

The researcher chooses to study this issue because the policy of simplifying lesson plan is still new in Indonesia. Some schools have used lesson plans according to the minister's circular but some others have chosen to continue using the lesson plans as before. The researcher wants to find out more about how teachers design the components contained in the lesson plans. Researcher also looked for whether using one-page lesson plan in teaching-

¹⁶ Muh Fahrurrozi and Mohzana, *Pengembangan Perangkat Pembelajaran: Tinjauan Teoretis Dan Praktek*, ed. by Khirjan Nahdi, first (Lombok Timur: Universitas Hamzanwadi Press., 2020), 50.

learning process use will be success or not. English language educators find any difficulties or has it had good impact in educational field.

C. Research Questions

Based on the background of the study above, the problems of this study are:

1. How do the English teachers at MTs Yapika Tanjungsari Kebumen design lesson plan by referring to the SE of the minister of education and culture number 14 of 2019?
2. How is the implementation of the lesson plan in teaching and learning process at MTs Yapika Tanjungsari Kebumen?
3. What are the obstacles that teachers face in implementing the lesson plan?

D. Research objectives

In line with the research question, the objectives of this research are:

1. To explain how the English teachers at MTs Yapika Tanjungsari Kebumen designed the lesson plan referring to the SE of the minister of education and culture number 14 of 2019.
2. To describe the implementation of the lesson plan in teaching and learning process.
3. To analyze the obstacles that teachers face in implementing the lesson plan.

E. Pedagogical Significance

Some advantages hopefully can be obtained from this study, especially in the planning of teaching-learning process using the One-page lesson plan.

1. Theoretical benefit

The finding of this research can enrich the knowledge of the lesson plan, especially referring to the SE minister of education and culture number 14 of 2019.

2. Practical benefit

a) For the students

The findings of this study can provide many benefits for students mainly for students of the English education department. Hopefully, the students can know how to design and implement a good lesson plan referring to the SE minister of education and culture number 14 of 2019.

b) For the teacher

By knowing the research findings, hopefully, the result of research can be used for additional information or references that can be applied to the teacher/s in designing and implementing a good lesson plan referring to the SE minister of education and culture number 14 of 2019, especially English teacher.

c) For the next researchers

For the other researchers, they can use this research paper as the reference for those who want to research lesson

plans referring to the SE minister of education and culture number 14 of 2019.

F. The Scope of the Study

To avoid misunderstanding about the problems in this study, so the researcher needs to limit the issues discussed in this research. This study focused on researching lesson plans referring to the SE of the minister of education and culture number 14 of 2019 made by English teachers in Junior High School. The result is expected to know more about how English teachers design the lesson plan referring to the SE of the minister of education and culture number 14 of 2019, and how the implementation in English teaching-learning process. The participants are the English teachers of MTs Yapika Tanjungsari, Kebumen. The researcher focused on analyzing the the process of making the lesson plan to its implementation of English teachers' lesson plans that the teachers use to teach English at MTs Yapika Tanjungsari, Kebumen in academic year of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes the theories related to the problems of this study, which are used as foundations and references to give relevant knowledge in the field. This chapter also presents several similar previous studies. The analysis conducted in this research depends on some theories discussed in this chapter.

A. Previous Studies

There were some similar studies that had a relationship with this research, either national studies or international studies. Here, the researcher took five previous types of study. The researcher analyzed the previous studies to get some representations for this study, there were as follow:

The first research is written by Edy Hidayat, M. Kharis, Dewi Kartika Ardiyani, and Herri Ahmad Bukhori (2021) departement of English Language Education, UNU University, Blitar, Indonesia entitled “Preparation of One-Page Lesson Plan for German Teachers in Malang” from Journal of Development Research. The objective of the research are 1) to explain how do German language teachers who are members of the IGBJI (Indonesian German Language Teachers Association) in Malang design and compile a one-page LP, and 2) to explain the difference between the old LP and the One-page LP. The study was designed with a case study qualitative approach. The method used in the study was questionnaire. The activity was carried

out in the form of several workshops with an overview of the activities as 1) Introduction to prototype models and preparation of One-page LP, 2) Assistance in the preparation of LP, and 3) Implementation of learning, FGD, and evaluation. Implementation of mentoring and workshops is useful for training skills in preparing a one-page LP. At the end of each workshop, participants filled out a questionnaire. To get good and accurate data, researchers used questionnaires and observations. Each question in the questionnaire has four alternative answers to the Likert scale: Strongly Agree (SA), Agree (A), Disagree (DA), Strongly Disagree (SDA). Based on the results of the questionnaire, more than half of the participants stated that the design of the one-page LP was easier than the old one because the new design had components that were more concise and streamlined, made it efficient in many ways.¹⁷ The previous research has explained the ways teachers designed their lesson plan and also has described the implementation one-page lesson plan in teaching-learning process based on the result of questionnaire and observation. Similar with the recent study, researcher also used interview, observation and document analysis to get good and accurate data. Between the previous and the recent studies also have similar research questions. However, these two studies also have differences, that is difference subject between senior and junior high school. The previous study

¹⁷ Edy Hidayat and others, 'Preparation of One-Page Lesson Plan for German Teachers in Malang', *Journal of Development Research*, 5.2 (2021), 138–42 <<https://doi.org/10.28926/jdr.v5i2.187>>.

also done input activities in the form of workshops, while the recent study has chosen a subject who has independently designed and implemented a one-page lesson plan.

The next previous research is written by Ni Kadek Nita Rahayu (2021) department of English Language Education, Ganesha University of Education, Mataram, Indonesia entitled “Is One-page Lesson Plan Better? : Voices of English Teachers” from Journal of Languages and Language Teaching. The objective of the research is to explain the English teachers’ perspectives toward the one-page lesson plan principles at SMKN 3 Singaraja. The study was designed with a case study qualitative approach. The data were gathered by conducting an in-depth interview with the teachers. All participants in this study were SMKN 3 Singaraja’s English teachers. The perspectives of the teachers were identified by using the dimensions of one-page lesson plan that written in the SE number 14 in 2019 concerning the simplification of lesson plan; called as efficient, effective, and student oriented. This study shows all of the English teachers have the same perspectives on one-page lesson plan principles that one-page lesson plan is more effective, efficient, and student-oriented if compared to the previous lesson plan format. The findings of this study imply that one-page lesson plan format helps the teachers easier to design an efficient, effective and more student-oriented instruction.¹⁸ The recent study also has the same objectives.

¹⁸ Ni Kadek Nita Rahayu, I.G.A. Lokita Purnamika Utami, and Ida Ayu Made Istri Utami, ‘Is One Page Lesson Plan Better? : Voices of English Teachers’, *Journal of*

However, the difference is that recent research not only uses the teacher's perspective as data but also uses the results of document analysis and classroom observations.

The other relevant previous study is written by Ni Luh Ayu Novitasari (2021) departement of English Language Education, Ganesha University of Education, Mataram, Indonesia entitled “The Novice English Teachers’ Perspectives Towards One-page Lesson Plan Principles at SMP Laboratorium Undiksha Singaraja” from Education and Human Development Journal. The objective of the research is to analyze the novice English teachers' perspectives on the one-page lesson plan principles at SMP Laboratorium Undiksha Singaraja. A case study qualitativen design was used in this study. This study's data collection method included in-depth interviews to understand the novice teachers' perspectives. The in-depth interview questions were developed based on the principles of the one-page lesson plan. The one-page lesson plan principles are efficient, effective, and students' oriented The subjects were two novice English teachers at SMP Laboratorium Undiksha Singaraja who are teaching under seven years. The result of the in–depth interview with the English novice teachers at the SMP Laboratorium Undiksha is described into three parts. The three parts are based on a one-page lesson plan's principles; efficient, effective, and students' oriented. The result of the interview with the novice English teachers was

quoted in each excerpt. Both novice teachers have similarities and differences in their perspectives toward the one-page lesson plan principles; efficiency, effectiveness, and students' orientation. The finding shows that both novice English teachers agreed that a one-page lesson plan is efficient, effective, and student-oriented. Although different perspectives of the effective and student-oriented principles were found, it does not change the fact that a one-page lesson plan is more effective and student-oriented compare to the previous lesson planning format. The recent study also analyze one-page lesson plan as its subject, but the difference is in the object of research (participants).¹⁹ The previous research used novice teachers as the participants, meanwhile in the recent study used both novice and expert teachers in Junior High School.

The next previous study is written by Fika Eliza (2020), student at English Education Departement in Walisongo State Islamic University Semarang has written a reseach entitled “Analizing One-page Lesson Plan Structured by Indonesian English Teachers.” This study aims at analyzing the appropriateness component and the constraints experienced in structuring lesson plan by the English teachers at the 8th grade students of SMPN 2 Kramat Tegal Regency in academic year of 2019/2020. This research used descriptive qualitative method and the research design used content analysis. The

¹⁹ Ni Luh Ayu Novitasari, I.G.A Lokita Purnamika, and Putu Eka Dambayana Suputra, ‘The Novice English Teachers’ Perspectives Towards One-Page Lesson Plan Principles At Smp Laboratorium Undiksha Singaraja’, *Education and Human Development Journal*, 6.1 (2021), 76–85 <<https://doi.org/10.33086/ehdj.v6i1.2029>>.

researcher collected the data from the documentation and interview. Among the three English teachers at school, two of them were recruited as participants because they structured on-page lesson plan endorsed by government. They used six one-page lesson plans with collaboration. The results of this study indicated that English teachers had difficulty implementing the one-page lesson plan policy due to lack of preparation. There were obstacles in that teachers did not understand the concept and format of the one-page lesson plan because there was no direct guidance and direction. The teacher also has not completed the lesson plan component by did not attach the assessment sheet. The constraints experienced by teachers in drawing up a one-page lesson plan are a new policy that seemed abrupt, so it lacks of preparation. Then, there has been no training from both the school and the government so that the teachers do not have enough provisions to prepare a one-page lesson plan. Another obstacle is due to the condition of Covid-19, which is not possible to conduct training or workshop on the preparation of a one-page lesson plan.²⁰ The difference between this study and previous study is in the focus of variable. The researcher in this study is more focused on analyzing how English teachers design the One-page lesson plan and also analyzing its implementation in teaching-learning process.

²⁰ Fika Eliza, "Analyzing One-Page Lesson Plan Structured by Indonesian English Teachers' (Unpublished thesis, Walisongo State Islamic University Semarang, 2020, 10-14).

The last previous study is written by Cahyo Aulia Andi Putra (2021) student at Pancasila and Civics Education Departement in Universitas Muhammadiyah Malang entitled “Analisis Ketercapaian Penerapan Kebijakan RPP Satu Lembar dalam Proses Pembelajaran di SMP Negeri 10 Malang.” This study aims to determine the achievement of the application of the One-page lesson plan in teaching-learning process at SMPN 10 Malang. This research used descriptive qualitative method. The data were obtained through observation, interviews, and document study. The participants of this study are 1) headmaster, 2) vice principals of curriculum, and 3) English teacher. The result of this study are the application of One-page lesson plan in SMPN 10 Malang has been applied by the teachers effectively. Then, the substances of One-page lesson plans are appropriate with Circular Letter No. 14 of 2019. There are no significant obstacles in the implementation of One-page lesson plan in teaching-learning process. So, the conclusion of this research shows that the implementation of One-page lesson plan at SMPN 10 Malang is quite effective.²¹ Whereas, the recent study tried to analyze the applying One-page lesson plan in English lesson which tended to be contextual. Will it be as successful or not.

²¹ Cahyo Aulia Andi Putra, “Analisis Ketercapaian Penerapan Kebijakan RPP Satu Lembar dalam Proses Pembelajaran di SMP Negeri 10 Malang.” (Unpublished thesis, Pancasila and Civics Education Departement in Universitas Muhammadiyah Malang, 2020, 11).

B. Review of Related Literature

1. Lesson plan

Lesson plan is part of the curriculum that is fundamental for the learning process. The lesson plan is also seen as a written and structured outline consisting of learning objectives and the stages of the content development of the class.²² The lesson plan draws the procedure, guideline, or design to help the teacher do the lesson the learning process to reach one of the standard competence in the syllabus.²³

Harmer, in his research, said that planning is an important step that reminds teachers what to do in class. A timeline that guides the teacher on what to do at a specific time to a group of students about a particular lesson is a lesson plan. It is also defined as "the road map or framework used to plan and conduct every class from first meeting to final exam. Also, lesson plans ensure you have created a logical, systematic learning process essential to making sure your students achieve the most learning in the least time."²⁴

²² Sharmini Ghanaguru, et al., "Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training," *Journal of Malaysian English Teaching Association* 42, no. 2 (2013): 104–116, https://www.melta.org.my/journals/TET/downloads/tet42_02_03.pdf.

²³ Djuwairiah Ahmad and H.K Nur, "Developing English Lesson Plans for the First Year," *ETERNAL (English Teaching, Learning, and Research Journal)* 1, no. 2 (2016): 189.

²⁴ Jeremy Harmer, *The Practice of English Language Teaching*, Longman, 3rd edition., vol. 57 (Cambridge: Longman, 2004), 401-405.

Then, Jensen states lesson plans are also viewed as "a useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students." Thus, a lesson plan helps a teacher keep the pupils focused and encouraged to concentrate on the steps of a lesson.²⁵

Successful teachers are those who have good planning and thinking. Planning lessons is a basic skill that all teachers must develop and hone. It takes reflection and practice to hone this skill. The skill will help to define one as a teacher. A lesson plan helps new or inexperienced teachers organize content, materials, and methods. Most experienced teachers often reduce lesson plans to a mental map or short outline. Good lesson plans do not guarantee students will learn what it intended but they contribute to it.²⁶

A lesson plan is a process of preparing various learning decisions that will be carried out in learning activities to achieve predetermined learning competencies. A lesson plan is an integral part of the learning component. Planning activities cannot be separated from other activities in learning. Therefore,

²⁵ Wagdi Rashad Ali Bin-Hady and Adnan Saeed Thabet Abdulsafi, "How Can I Prepare an Ideal Lesson-Plan?," *International Journal of English and Education*. 7, no. 4 (n.d.): 1–15, <https://www.ssrn.com/abstract=3434031>.

²⁶ Abdul Gafoor and Umer Farooque, "November 2010," in *International Seminar Cum Conference on Teacher Empowerment and Institutional Effectiveness*, vol. 9, 2010, 1–12. <<https://doi.org/10.32964/tj9.11>>.

a lesson plan must also be related to the interests of components related to the learning process.

According to Elaine B. Johnson, there are seven stages of the lesson plan framework, namely:

- a. Constructivism is the stage that emphasizes that learning is not just memorizing and remembering knowledge but is a process of learning and teaching with mentally active students to build their knowledge based on the structure of their ability.
- b. Finding or inquiry is the discovery stage is the core part of contextual-based learning activities. The knowledge and skills acquired by students are not expected to be the result of remembering a set of facts but the result of finding out for themselves. The activity of finding (inquiry) is a cycle consisting of observation (observation), asking (questioning), proposing a hypothesis (hypothesis), collecting data (data gathering), and concluding (conclusion).
- c. Asking (questioning) is the knowledge possessed by someone that always starts from asking. Asking is the main strategy of contextual-based teaching and learning activities that are useful for digging up information, exploring student understanding, generating student responses, knowing the extent of student curiosity, knowing things that students already know, focusing attention on something the teacher

wants, generating more questions from students, and refresh students' knowledge.

- d. The learning community is the concept of a learning community that suggests learning gained from working together with others. Learning outcomes are obtained from sharing among friends, between groups, and between those who know and those who do not know.
- e. Modeling discusses what is thought or demonstrates how the teacher wants students to learn and do what the teacher wants students to do. In contextual learning, the teacher is not the only model. Models can be designed by involving students and also bringing in from outside.
- f. Reflection is a way of thinking or responding to things that have just been learned or thinking back on what has been done in the past. The realization in learning is that the teacher leaves a moment for students to reflect. It can be a direct statement about what was obtained that day.
- g. The actual assessment (authentic assessment). Assessment is the process of collecting various data that can provide an overview of student learning development. In CLT-based learning, the teacher needs to know the description of student learning development so that the teacher can ensure that students experience the proper understanding. The focus of the assessment is on the completion of relevant and

contextual tasks, and the assessment is carried out on both the process and the results.²⁷

2. Teaching English as a Foreign Language

Teaching English as a Foreign Language referring to English messages to students whose first language is not English. The TEFL usually resides in the student's own country, whether within the public or private school system. TEFL teachers can be native or nonnative English speaking teachers (NEST/NNEST). The TEFL can also measure specific methodologies for teaching people whose native language is not English but those who need to learn it for work or choose to study it in their spare time. They may be adults or children. Many of them are highly motivated and educated and already have a knack for languages. However, many are not very motivated because they learn English because of situations that do not fulfill them. In this situation, the English teacher needs to motivate them with a pleasant learning environment.

The TEFL methodology was highly developed, and the training course turned out to be a teacher using a communicative approach and student-centered teaching style. In this respect, TEFL courses differ from setting up English in most of the compulsory majors. However, as part of the basic knowledge,

²⁷ Munif Chatib, *Gurunya Manusia* (Bandung: KAIFA, 2014), 197-198.

anyone who wants to learn English drafting methods will need to familiarize themselves with the basic ELT methods.

Kumaravadivelu classifies the TEFL methodology into three groups, namely language-centered, learning-centered, and learner-centered methods. Language-centered methods concentrate on what is taught. Examples of such methods are the Grammar Translation Method, Direct Method, Reading Method, and Audio-lingual Method, which appear chronologically. This method tries to facilitate students to practice the linguistic structures that have been previously selected and arranged through focused training. This assumption is based on the belief that recognition with automatic forms will make students master the language.

Learning-centered methods focus on how to teach L2. This method aims to provide students with a measure of limitless interaction through language learning tasks. This is an assumption that socialization with meaning will help students master L2. The teacher's task is to create a situation where students are faced with existing problem management activities. These methods include Silent Way, Suggestopedia, Total Physical Response (TPR), Natural Approach, and Community Language Learning.

The learner-centered method concentrates on who is learning L2. This method provides opportunities for students to practice pre-selected linguistic structures and communicative

ideas through the focus of activity functions. This method was developed with the assumption that preoccupation with form and function helps students acquire L2. The responsibility of the teacher who applies the method is to introduce structure and function at the same time and to provide opportunities for students to practice so that they can internalize the L2 system. An example of this method is constructing communicative language teaching (CLT).²⁸

3. The Simplified Lesson Plan Based on Circular Letter No. 14 of 2019

The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, issued a circular of the Minister of Education and Culture number 14 of 2019, which contained instructions for making lesson plan (RPP) conducted with the principle of efficient, effective, and student-oriented. Efficient means that the writing of the lesson plan is done correctly and does not take much time and effort. Effective means that the writing of a lesson plan is carried out to achieve learning objectives in a directed and targeted manner. Student-oriented means that the writing of a lesson plan is carried out by

²⁸ Zuliati Rohmah, *Teaching English as a Foreign Language* (UIN Sunan Ampel Press, 2013), 9-13.

considering the readiness, interests, and learning needs of students in the classroom.

Then in the second paragraph, there is a further explanation that of the 13 components of the Lesson Plan that have been regulated in the Minister of Education and Culture Regulation No. 22 of 2016 concerning basic and secondary education process standards, the core components are learning objectives, learning steps (activities), and assessment of learning that must be carried out by the teacher, while other components are only supplementary. The lesson plan in the 2013 curriculum is regulated in the regulation of the minister of education and culture number 22 of 2016, which consists of components (1) school/madrasah identity, subjects, and class/semester; (2) time allocation; (3) core competence, basic competence, competency achievement indicators; (4) learning materials; (5) learning activities; (6) assessment; (7) learning media/tools, materials, and resources.²⁹ Then in circular number 14 of 2019, there is a simplification of the components of the 2013 curriculum lesson plan. Among the simplification of the lesson plan is that it contains only three core components, while the other ten components support and may be used. The three core

²⁹ Permendikbud No 23 Tahun 2016 tentang Panduan Pembelajaran untuk Sekolah Menengah Pertama.

components consist of learning objectives, learning activities, and assessment pages.

This is consistent with his presentation at the work meeting of the House of Representatives Commission X in Jakarta, February 20, 2020 about the simplification and refinement of the curriculum that has become the president's direction. Thus, it can be concluded that the concept of the educational curriculum brought by Indonesia Advanced cabinet is a simple and perfect curriculum to develop more effective and efficient education.³⁰

- a. **Component and systematization of the One-page lesson plan refer to the SE of the Ministry of Education and Culture No. 14 of 2019** there are also some changes. For more details, the following researcher attaches the components and systems of the lesson plan that is the focus of the researcher. The instrument is constructed by referring to the SE of Ministry of Education and Culture No. 14 of 2019 based on the Permendikbud No. 22/2016 on Learning Process and Permendiknas No. 16/2007 on Standard of Academic Qualification and Teacher Competencies.

³⁰ Retrieved from <http://ult.kemendikbud.go.id/> on 19 December 2020.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

No.

Nama Satuan Pendidikan :
Mata Pelajaran/Tema :
Kelas/Semester :
Materi Pokok :
Alokasi Waktu :

1. Tujuan Pembelajaran

.....

2. Langkah-Langkah Kegiatan Pembelajaran

2.1. Alat dan Bahan

2.1.1. Alat:

.....

2.1.2. Bahan:

.....

2.1.3. Pertanyaan

.....

1.2. Siswa berlatih praktik /mengerjakan tugas halaman buku

.....

2.3. Siswa mempresentasikan hasil kerja kelompok/individu

.....

2.4. Menyimpulkan dan Penilaian Pembelajaran

2.4.1. Kesimpulan Pembelajaran

.....

2.4.2. Penilaian

.....

Mangetahui,
Guru Mata Pelajaran/Kelas

....., 20...

Kepala Sekolah

(NIP)

(NIP)

*Catatan : Komponen lainnya sebagai pelengkap.

b. Three Core Components

The core components, which are based on the Ministry of Education and Culture No. 14 of 2019, are as follows:

1) Learning Objectives

Learning objectives or objective of the study is the process and product of learning expected to be achieved by learners based on basic competence in Permendikbud No. 37/2018. After reading Basic Competence (KD), the teacher independently sets learning goals whose levels are adjusted to the real conditions of the students. In this regard, at the end of the course program, the students can achieve the aims which are relied on basic competence stated.

- a) SMARTe (Specific, Measurable, Attainable, Result-based, Time-bound, and equitable)³¹
- b) Load ABCD (includes Audience, Behavior, Condition, and Degree)
- c) Using KKO (Operational Verbs) for each element of Bloom's Taxonomy, namely Cognitive, Affective, and Psychomotor
- d) Shows the activities (methods/strategies) carried out (Lower Order Thinking Skill/LOTS and Higher Order Thinking Skill/HOTS)

³¹ Jan O'Neill and others, 'The Power of SMART Goals: Using Goals to Improve Student Learning', 2006, 97.

2) Learning Activities

There are three stages of learning activities:

- a) The first stage, pre-teaching is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are apperception and motivation conveyed to students at the beginning of the teaching-learning process.
- b) 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 means in which students are facilitated to think (critical thinking), to analyze, and to do tasks or projects cooperatively and collaboratively, while confirmation is in which students are confirmed their assignments or projects after exploration and elaboration phases through giving feedback or reflection (communication).
- c) The last, post-teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

In addition, besides simplifying forms and components, teachers are also expected to be able to develop learning activities with several principles. First, learning activities that apply "Learning Independence" and SCL (Student Centered Learning). Second, learning activities include 4C (Critical thinking/problem solving, Cooperative/creativity Collaboration, Communication) as described above. Third, learning activities based on PPK (Strengthening Character Education). Fourth, learning activities include the development of reading and writing culture (Literacy Content Integration).³²

3) Assessment

Assessment is conducted to evaluate students' results of the study the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can conclude that assessment is required to execute using rubrics to evaluate students' achievement towards indicators determined.³³ Whenever

³² Rustiani Widiousih. 18 September 2020. "Menyusun RPP yang Mengintegrasikan PPK, GLS, HOTS, Pembelajaran Abad 21, dan Merdeka Belajar." <https://youtu.be/MgZ3MHO763E>

³³ Tina Oktafianti, "An Analysis of Lesson Plan Made by an English Teacher Refers to Curriculum 2013 at MTs Al-Qur'an Harsallakum Bengkulu in Academic Year 2018/2019." (Unpublished thesis, English Language Education (FITK) IAIN Bengkulu, 2019), 10.

a student responds to a question, offers help, or tries a new word or structure, the teacher subconsciously assesses the student's performance. Written work from a written phrase to a formal essay performance is ultimately assessed by self, the teacher, and possibly other students. Reading and listening activities usually require some sort of productive performance that is implicitly judged by the teacher, however peripheral that assessment may be.³⁴

C. Conceptual Framework

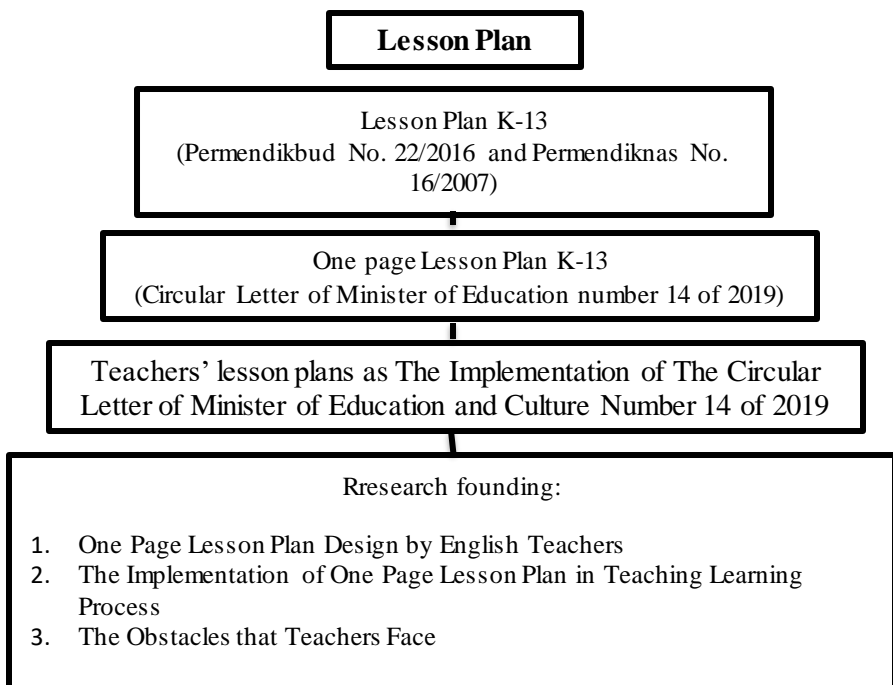
Conceptual Framework is fundamental in research. The conceptual framework is a structure that guides researcher related to research questions, methods for measuring and analyzing research variables.³⁵ Furthermore, Svinicki added that the conceptual framework is the basis for understanding causal patterns or interconnection correlations of various events, ideas, observations, concepts, knowledge, interpretations, and other components of the experience.³⁶ The conceptual framework in this research is arranged

³⁴ H. Douglas Brown, "Language Assessment Principles and Classroom Practices," (San Francisco: San Francisco State University Press, 2004), 4.

³⁵ Guntur, "A Conceptual Framework for Qualitative Research: A Literature Studies," *CAPTURE: Jurnal Seni Media Rekam* 10, no. 2 (July 2019): 91–106.

³⁶ Marilla D. Svinicki, 'A Guidebook On Conceptual Frameworks For Research In Engineering Education', *Engineering Education*, 2010, 5-6 <http://www.ce.umn.edu/~smith/docs/RREE-Research_Frameworks-Svinicki.pdf>.

in a graphic form then completed with an explanation of the constructs or variables of the research topic and their relationship.



Furthermore, to make it easier to understand, the researcher also expresses the conceptual framework graphically in writing. This study was conducted to analyze the renewal of lesson plans, both in terms of content and implementation. This research needs to be done because a lesson plan is important in teaching English as a foreign language in Indonesia. From the previous study, Soepriyatna produced the domains and dimensions of competence needed by

English teachers in Indonesia. In the realm of English competence, this study claims that English teachers must have oral and written communication skills, as well as linguistic and sociocultural knowledge. In the content knowledge domain of teachers, they must know text types and grammar. In the realm of teaching skills, they must know about lesson planning, which includes the objectives and development of the subject matter being taught. In addition, they must conduct their teaching effectively by demonstrating knowledge of learning management, teaching techniques, learning styles, learning strategies, and other qualities of an attractive teacher.³⁷

Previously, the lesson plan used in Indonesian education was the K-13 lesson plan as regulated in Permendikbud No. 22/2016 and Permendiknas No. 16/2007. Then, since the Ministry of Education and Culture was held by Nadiem Makarim, he formulated "Independent Learning." In line with this policy, Nadiem Makarim also made changes to the learning plan by issuing the SE of the ministry of education and culture No. 14 of 2019. The principles of preparing these lesson plans are efficient, effective, and student-oriented.

This research was conducted by conducting an in-depth analysis of several lessons plans documents used by English teachers. Then the researcher also completed the research data by conducting

³⁷ Slamet Soepriyatna, "Investigating and assessing competence of high school teachers of English in Indonesia," *Malaysian Journal of ELT Research*, Vol 8 No. 2 (2012), 38–49 <<https://doi.org/10.7575/aiac.ijels.v.6n.2p.53>>.

interviews with several English teachers as samples of data collection in this study. From this research are expected to be found (1) the way English teachers design the lesson plan referring to the SE of the minister of education and culture number 14 of 2019 (2) the implementation of the lesson plan in teaching-learning process, and (3) the obstacles of English teachers in implementing the lesson plan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and discusses aspects related to research approach and research design, research setting, data and source of data, research instruments, data collection technique, data analysis technique, checking validity of findings, and research stages.

A. Research design

This research uses the descriptive qualitative method. The qualitative method was chosen as the right method because it represented what the researcher would learn. The goal of this research is to explore how to do the teachers toward design and implement the lesson plan referring to the SE minister of education and culture number 14 of 2019. The purposive sampling technique applied by researcher in identifying the lesson plan made and used by teachers to teach classes 7, 8, and 9 at MTs Yapika Tanjungsari, Kebumen in academic year of 2020-2021.

Being more detailed, this research used the document analysis method to analyze the content of the lesson plan because it is an appropriate method for textual investigation. Adrijana stated that qualitative methods are closely linked to case studies. A case study is considered by some researchers to be a part of qualitative research, a type and, sometimes, a method or scientific

approach. It is usually a study of a single case or a small number of cases.³⁸

Creswell also stated that case studies are design of inquiry found in many fields, especially evaluation, the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.³⁹

Based on the explanation above case study is a research strategy that helps us to describe phenomena in a real-life context that focuses on cases selected for study in-depth analysis, and it is also considered equivalent to qualitative research. This research is called a case study because the researcher tries to describe a phenomena case of the One-page lesson plan and its implementation at a school in real-life context in-depth analysis based on the result of collecting the data. The data has been collected by the observation method when the teaching and learning process takes place.

The goal of this research is to explore how the designing and implementing the English lesson plan referring to SE minister of education and culture number 14 of 2019 at a junior high school. This is qualitative research with a descriptive approach. It explores

³⁸ Adrijana Starman, "The Case Study as a Type of Qualitative Research," *Journal of contemporary educational studies* 64, no. 1 (March 2013): 30.

³⁹ John W Creswell *Research Design Qualitative Quantitative And Mixed-Method Approaches*. (London: SAGE Publications, 2014), 32.

how the steps, results, and obstacles in designing and implementing the English lesson plan through the teachers' utterances based on the facts reflected by the English Teachers. Creswell also states that qualitative research begins with the assumption, a worldview, the possible use of the theoretical lens, and the study of a research problem of individual or groups problem as a human problem.⁴⁰

The researcher uses the qualitative because the issue needs to be explored. This research needs to know a complex understanding of the research question which is related to the teachers' act when designing and implementing the new format of the lesson plan. This means that it's about the understanding statement that needs explanation. Therefore, to collect the data, researcher needs to collect the statements of the teachers through interview sessions. Also, Mardalis assert that the descriptive approach is to describe or to get information about the current condition of a certain object includes describing, taking notes, analyzing, and interpreting the existing facts.⁴¹ These features of the qualitative and descriptive approach are reflected in this current research.

⁴⁰ John W Creswell, *Research Design Qualitative Quantitative And Mixed-Method Approaches*. (London: SAGE Publications, 2014), 37.

⁴¹ Mardalis, *Metode Penelitian*, (Jakarta: Bumi Aksara, 1995), 26.

B. Research Setting

This researcher conducted this research at MTs Yapika Kebumen, an Islamic junior high school located at Jl. Gamblok, Petanaham, Kebumen. More specifically, the researcher took one class each at grades 7, 8, and 9 at the school. This research was conducted two weeks, started on 2nd– 16th August 2021.

C. Data and Source of Data

In a descriptive qualitative study type, the terms population and sample are unknown. To present the subject of this study, the researcher used purposeful sampling. Lawrence defined purposive sampling as widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest.⁴² In this study, researcher collected data from:

1. Data

The data of this research is the English teachers' lesson plans refer to the SE of minister of education and culture number 14 of 2019 done by the English teachers in MTs Yapika Kebumen. Then, the researcher completed the data from this research by collecting and describing the difficulties

⁴² Lawrence A Palinkas and others, 'Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research', *Administration and Policy in Mental Health and Mental Health Services Research*, 42.5 (2015), 533–44 <<https://doi.org/10.1007/s10488-013-0528-y>>.

that the teachers face during the process of designing and implementing this type of one-page lesson plan.

2. Source of Data

The source of data in this research is English teachers' lesson plans and their responses and utterances at MTs Yapika Kebumen. Three English teachers were interviewed for the data collection. The first interviewee for this research is Mrs. Tri Murtafiah, 42 years old, the English teacher who taught English subjects and developed the lesson plan for seventh-grade students of MTs Yapika Tanjungsari, Kebumen. The teacher was chosen due to several reasons. First, she was done the selection in MTs Yapika Tanjungsari Kebumen. Second, she has been teaching at MTs Yapika Tanjungsari Kebumen for two years.

The second English teacher whom the researcher interviewed as a research resource was Mrs. Teguh Dian Novita, 41 years old, an English teacher who teaches English subjects and develops lesson plans for eighth-grade students of MTs Yapika Tanjungsari Kebumen. The teacher was chosen for several reasons: first, she did the selection at MTs Yapika Tanjungsari Kebumen. Second, she has taught at MTs Yapika Tanjungsari Kebumen since 2014. She has good knowledge about K13 (school-based curriculum) and student differences such as ability, age, educational and social

background, and talent. Finally, she also has good competence in terms of pedagogic, professional, personality, and social.

The last interviewee is Farista Agustina. The teacher was chosen due to several reasons: first, she was doing the selection in MTS Yapika Tanjungsari Kebumen. Second, she has been teaching at MTS Yapika Tanjungsari Kebumen since 2017. Third, he has good English teaching skills as her study, that is English literature. Fourth, she almost always prepared her lesson plans when she taught in the classroom. Fifth, she has good knowledge of the K13 (school-based curriculum) and the students' differences such as ability, age, educational and social backgrounds, and aptitude. Finally, she also has good competence in terms of pedagogic, professional, personality, and social.

D. Method of Collecting Data

This research used the descriptive qualitative method. The qualitative method was chosen as the right method because it represented what researcher has learned. This study aims to describe the results of data processing in the form of words, an overview of what happens in the field. The purposive sampling technique applied by researcher in the designing and implementation of One-page lesson plan used by English teachers to teach students at MTs Yapika Tanjungsari, Kebumen since the

last year. The researcher took samples from English teachers who teach grades 7, 8, and 9.

In more detail, this study used the method of interview, document analysis, and observation. These were the appropriate methods for textual investigation. According to Moleong, qualitative research is intended to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, descriptively in the form of words and language in a specific context in nature and by using various methods as appropriate.⁴³ Then, Bodgan and Tylor add that qualitative methods are research procedures that produce descriptive data in written or spoken words from people and observable behavior. The data in this study did not obtain in the form of numbers but the data was collected in the form of spoken words which include reports and photographs.⁴⁴

This study used document analysis, observation, and interviews as the methods of collecting data. Interviewing is a process of obtaining information for research purposes through question and answer, while face to face between the interviewer and the respondents using a tool called an interview guide.⁴⁵

⁴³ Lexi J. Moloeng, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2002), 135.

⁴⁴ Bodgan & Taylor, *Pengantar Metode Penelitian Kualitatif*. Translated by Arief Furchan (Surabaya: Usaha Nasional, 1992), 5.

⁴⁵ Moh. Nazir, *Metode Penelitian* (Bogor: Ghalia Indonesia, 2014), 170.

Creswell explained that in qualitative interviews, researchers conduct face-to-face interviews, face-to-face interviews with participants, telephone interviews, or engage in focus group interviews.⁴⁶ In this study, the interview technique became an important technique for collecting data because the researcher needed answers to research questions. Online interviews were conducted in this study. The researcher used different tools, such as chat and voice notes through the WhatsApp application. For the first, the author provides several questions that have been structured or listed. All data was collected and copied into the researcher's computer for further analysis.

To complete the data, the researcher needs pre-teaching document analysis in the form of lesson plans. So the English teachers had made lesson plans beforehand. Therefore, the authors also use document analysis to collect data other than interviews. Document analysis was obtained from the participants' lesson plans. Here researcher analyzed their lesson plans to get answers to research questions.

Then to answer research question number two, namely the implementation of a three-component lesson plan based on the SE of the ministry of education and culture No. 14 of 2019 in learning, researcher needs to make observations. The researcher observed carefully when the teacher guides the learning process based on

⁴⁶ Creswell, 239.

the observation instrument that the researcher has arranged and of course with a copy of the lesson plan that the teacher has prepared.

1. Interview

Moloeng said that interview is a conversation with certain purposes which is done by two parties, the interviewer, and the interviewee. Additionally, Schunk explained that the interview is when the interviewer asks some questions or problems to discuss and the interviewer gives responses orally.⁴⁷

According to Donald Ary in his book defined, an interview is one of the most widely used and basic methods for obtaining qualitative data. In conclusion, interviews are used to gather data from people about opinions, beliefs, and feelings about situations in our own words. In this study, the researcher used semi-structured interviews. Because the characteristic this all qualitative interview formats share is that the questions are typically open-ended (cannot be answered with a yes or no or simple response), and the questions are designed to reveal what is important to understand about the phenomenon under study. The interview is characteristically based on a flexible topic guide that provides a loose structure of open-ended questions to explore experiences and attitudes. It has the advantage of great flexibility, enabling the researcher

⁴⁷ Lexi J. Moloeng, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2002), 135.

to enter new areas and produce richer data (in-depth interview)⁴⁸.

Researcher can save time this way. Researcher can develop questions and decide for themselves which issues to raise. The interview guide focuses on the subject area researched but can be revised after interviews because new ideas have surfaced recently. Although the interviewer aims to get the participant's perspective, they must remember that they need to control themselves so that the research objectives can be achieved and research topics explored.

2. Document analysis

Moreover, to obtain the data in the field, the researcher employed document analysis as the second instrument. According to Beverley Hancock, Elizabeth Ockleford, and Kate Windridge stated that document analysis is a wide range of written materials that can produce qualitative information. They can include policy documents, mission statements, annual reports, minutes of meetings, codes of conduct, websites, series of letters or emails, case notes, health promotion materials, etc.⁴⁹

⁴⁸ Beverley Hancock, et al., *An Introduction to Qualitative Research, NHS (National Institute for Health) Research* (Birmingham: The NIHR Research Design Service for the East Midlands, 2009), 16.
<http://books.google.cz/books?id=sFv1oWX2DoEC>.

⁴⁹ Beverly Hancock, et al., *An Introduction ...*, 19.

Based on the definition above, the document also can serve a variety of purposes as part of a research undertaking. So, the documents help the researcher to gain richer data related to this research. The documents were some lesson plans used to teach by the teacher at MTS Yapika Tanjungsari Kebumen during the period from 2nd August 2021 to 16th August 2021.

3. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁵⁰ Observation is a technique of collecting data using the senses, namely by observing using the eyes, listening, smelling, tasting, touching, including the form of observation. The instrument used in the observation is an observation guide.

The type of observation that the researcher used is participant observation. Participant observation is a method the researcher is involved in the daily activities of the person being observed or used as a source of data in research. With this method, the data obtained will be sharper.⁵¹ The using observation method is considered appropriate because the researcher participated in teaching and learning activities

⁵⁰ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions* (London: Sage Publications, 1998), 213.

⁵¹ Burhan Burhan, *Penelitian Kualitatif* (Jakarta: Kencana Prenada Media, 2011), 35.

where the teacher implemented the One-page lesson plan in the classroom. In practice, researcher uses an observational checklist as an instrument of observation during the learning process.

E. Research Instruments

Research instruments are the tools needed or used to collect data. In qualitative research, the main instrument in collecting the data is humans, namely, researchers themselves or others who help researchers. In qualitative research, the researchers themselves collect data by asking, asking, listening, and taking. Researchers can ask for help from other people to collect data, called the interviewer. In this case, an interviewer directly collects data by asking, asking, listening, and taking.

In terms of qualitative research instruments, Lincoln and Guba stated that the instrument of choice in naturalistic inquiry is the human. The other forms of instrumentation may be used in later phases of the inquiry but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.⁵² The instrument choiced in naturalistic inquiry is human. We will see that other forms of instrumentation can be

⁵² Yvonna S Lincoln and Egon G Guba, *Naturalistic Inquiry* (London: SAGE Publication, 1985), 221.

used at later stages of the investigation but humans are primary and ongoing.

The techniques of collecting data were documentary study, observational study, and interview guide. The process of collecting data consisted of three stages. To obtain the data in the field, the researcher employed document analysis, observation, and interview as the instruments.

1. The interview guide was provided to interview the English teachers to gather the information needed to answer the second and third objectives of this research. The researcher must obtain valid data so that not just the sources are interviewed. Therefore, the condition of the informants must be clear by the data needs to be able to recognize the correctness of the data. To collect data from information sources (informants), researcher as the main research instrument need assistance instruments. Two types of assistance instruments are commonly used, namely: 1) in-depth interview guides or guidelines. This is a short post that lists the information that needs to be gathered. The questions are generally general, requiring long answers. 2) recording tools. The researcher can use recording tools such as tape recorders, cell phones, or video cameras to record the results of interviews. The

recording tool can be used if the researcher has difficulty recording the results of the interview.⁵³

Researcher conducted interviews based on the interview procedure⁵⁴ as follows:

- a. Identification of participants based on the selected sampling procedure. Participants in this study were three English teachers at MTs Yapika Tanjungsari, Kebumen. The sampling procedure that researcher used was purposive sampling.
- b. Determine the type of interview to be conducted and what information is relevant in answering the research question. The types of interviews in this study are that the questions are typically open-ended (cannot be answered with a yes or no or simple response), and the questions are designed to reveal what is important to understand about the phenomenon under study.
- c. Prepare an appropriate recording device, such as a mobile phone and good network connection for both the interviewer and the participants.
- d. Check the condition of the recording device, for example, the battery. The tape must be blank and fit on the black tape when the recording starts.

⁵³ Afrizal, *Metode Penelitian Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2014), 138-143.

⁵⁴ Creswell, 46-47.

- e. Develop an interview protocol, about four to five pages in length with approximately five open-ended questions and allow sufficient space between questions to record responses to participant comments. However, in this study, the researcher asked 25 open-ended questions to complete the data the researcher needs.
- f. Decide on a place to do the interview.⁵⁵ The researcher chose a discussion forum on WhatsApp with each teacher for safety because the research took place while it was still on lockdown.

The interview guideline is provided in appendix 4.

- 2. Observation was used to help researcher to collect data related to research question number two. The researcher focused on observing how teachers implement a three-component lesson plan when guiding teaching and learning activities in the classroom. The observation study guideline that the researcher used indicators based on the standard lesson plans that have been made by the teachers according to the SE of the ministry of education and culture no 14 of 2019. The observational study guideline for this research is provided in appendix 6.
- 3. A document analysis was also conducted to support the data in this research. Document analysis is the first step in working

⁵⁵ Creswell, 120.

with primary sources. The source data for the document are three English lesson plans from the teachers. The writer copied the lesson plans referring to the SE of the minister of education and culture number 14 of 2019 to review it. The document analysis guideline for this research is provided in appendix 5.

F. Methods of Analyzing Data

As discussed above, this research used the descriptive qualitative method. In the qualitative method, the researcher analyzed the data descriptively. There were three steps to analyze the qualitative data. Particularly, it is applied in this research as the following steps.

Step 1: Data Reduction. This step includes the process of selecting, focusing, simplifying, abstracting, and transforming the written data, such as notes transcriptions. While, the researcher decides which conceptual framework, which cases, which research questions, and which data collection approaches to choose, data reduction is early appearing before the data are collected. When the researcher collects the data, the data reduction processes appear, such as writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos. Data reduction is part of the analysis. By data reduction, the conclusion can be drawn and verified. In this step, the researcher has interviewed teachers to get data on how teachers design and implement lesson plans referring to the SE of the minister of

education and culture number 14 of 2019. Researcher collected voice notes from English teachers. Researcher choose the aspects of the data that appeared in the result of observation, document analysis, and interview transcription.

Step 2: Data Display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at shows help us to understand what is happening and to do something based on that understanding. In the qualitative project, better displays are a way to accurate qualitative analysis. According to Miles and Huberman , the displays include many types of matrices, graphs, charts, and networks. They are designed to collect the organized information into an exact form, so the researcher can see what is happening and continue the next step of the analysis. The researcher organized the data into several topics to make clear information so that the researcher continued to the next step of the analysis.

Step 3: Conclusion Drawing and Verification. Conclusions may not appear until data collection is over, depending on the size of the corpus of field notes (the coding, storage, and retrieval methods used), the researcher's experience, and the funding agency's request. Conclusions are also verified as the process of analysis. Verification may be overcoming the researcher's mind during writing, taking a look back to the field notes, or explain the argumentation to develop the finding. The interpretation of the data has to be tested for plausibility and validity The last step that

should be done by the researcher is concluding the analysis.⁵⁶ The last step of analyzing data is to conclude the whole research after analyzing data is done and presented from the description. Then the researcher verified the analyzed data by checking back the reduced data and the displayed data.

G. Trustworthiness of Data

To keep the data reliable and valid in this study, researcher used triangulation. Triangulation is a mixture of two or more theoretical views, methodological approaches, data sources, researcher, or data analysis methods. It's further emphasized that the aim of triangulation in qualitative research is to increase the credibility and validity of the results. The model to be used in this research is method triangulation with contrasting research methods. In this study, researcher used three different research methods, namely interviews, observation, and documentary studies.

Phil Turner and Susan Turner said triangulation is how an alternate perspective is used to validate, challenge, or extend existing findings.⁵⁷ The triangulation that is used here is methodological because the data is examined based on the

⁵⁶ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, second (California: SAGE Publication, 1994) 11.

⁵⁷ Phil T. and Susan T. 2008. "Triangulation In Practice." Paper presented at the 11th Annual International Workshop on the Presence of Padova. Edinburgh, 16-18 October 2008.

different data collection techniques used, namely the content analysis checklist (documentary studies), observation, and interviews. Furthermore, Lisa, David, and Debra stated that methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established.⁵⁸

So, triangulation can be used to make the researcher better understand the problems that exist in the field and maximize the trust of researchers in qualitative study findings. Lisa, David, and Debra cited from Turmon “the benefits of triangulation include increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem.” One of the primary disadvantages of triangulation is that it can be time-consuming⁵⁹. Based on the theories above the writer can conclude that triangulation is one strategy to validate the data using various techniques and it can be used in qualitative studies.

⁵⁸ Lisa A Guion, ‘Triangulation: Establishing the Validity of Qualitative Studies’, *EDIS*, 2002.6 (1969), 2–4 <<https://doi.org/10.32473/edis-fy394-2002>>.

⁵⁹ Guion, 1–3.

To check the validity of the findings the researcher carried out this kind of triangulation by asking and discussing the data with tutors or English teachers in English Classroom. An evaluator understanding the learning activities as the informants for confirming the quality of this valuable data and to know the exact interpretation into being the reliable data. To maximize the findings and the interpretations, the researcher read and analyze the data repeatedly. In addition, the data from the instrument was checked to ensure validity. Then, the researcher consults the results of the study with her thesis advisors to stimulate the appropriate result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the results finding based on the data gained from the interview, observation, and document analysis. The research findings answer the research question by enclosing evidence of the research.

A. Finding

The research had been conducted from 2nd to 16th August 2021 in MTs Yapika Tanjungsari Kebumen Regency. The data were collected through document analysis, observation, and interview. Here, the researcher would display the data into some paragraphs to make a clear understanding of the result findings. The researcher categorized the result based on the data collection technique, including the result of content analysis, the result of observation, and the result of the interview. Based on the overall results of data collection, the researcher has conducted an analysis with the following description:

Researcher specifically only observed the female class because, since the implementation of the protocol of COVID-19, the female and the male classes were separated to minimize physical interaction. According to Law No. 81A of 2013 about Curriculum Implementation, one hour of the meeting determined for Junior High School level is 40 minutes. 115, for one meeting, is decided 2x40 minutes and for one week, there are four hours of meeting. But due to

COVID-19, the time allocation is reduced from 10 minutes to 30 minutes per lesson hour. For more details, the researcher describes the results of data collection in the field as follows:

1. One-page Lesson Plan Designed by English Teachers

The basis for developing a lesson plan is from the syllabus and is arranged based on Basic Competencies or sub-themes. The syllabus contains lesson plans for one semester, while the lesson plans contain lesson plans in one face-to-face or one part of the learning material. Lesson plans are developed from the syllabus to direct students' learning activities to achieve basic competencies. Furthermore, the creation and development of a One-page lesson plan can be done in two ways, namely:

- a. The previous model k-13 lesson plan adapted to the new lesson plan based on SE number 14 of 2019. Because basically, the One-page lesson plan is a simplification of the k-13 lesson plans, so the content of the two is more or less the same. The teacher may use the k-13 lesson plan that the teacher previously made with complete components, then adapt it into a simpler new lesson plan format based on SE number 14 of 2019. Teachers can adapt lesson plans k-13 into a One-page lesson plan format by including; (1) reducing components other than the three main components, (2) simplifying the sentences used in the lesson plan, (3) attaching several components such as

learning materials, workpages, assignment-page, assessment drafts, etc.

- b. Create new lesson plan based on SE number 14 of 2019. In addition to adapting the k-13 lesson plans into a One-page lesson plan according to SE number 14 of 2019, teachers can also create their lesson plans. The teacher can make a simple lesson plan consisting of three main components or it can be added by adding several additional components.

There are no fixed principles or rules regarding the format of a single page lesson plan. This was conveyed by the ministry of education and culture, Mr. Nadhiem Makarim, as follows:

”..tidak ada standar baku untuk format penulisan lesson plan. Guru bebas membuat, memilih, mengembangkan, dan menggunakan lesson plan sesuai dengan prinsip E2BKM (Efektif, Efisien, dan Berorientasi Kepada Murid).”

But there are three types of formats commonly used by teachers including English teachers at MTs Yapika Tanjungsari where researcher conduct research,⁶⁰ i.e:

⁶⁰ Kepala Dinas. 2019. “RPP Satu Lembar.” *Handout disajikan dalam Seminar Kolegial “RPP Satu Lembar.”*

a. One-Page Lesson Plan “Table” Format

This lesson plan format is as used by Mrs. Teguh Dian Novita, 8th grade English teacher. The format is as follows:

RENCANA PERLAKSANAAN PEMBELAJARAN (Sesuai Edaran kemendikbud No 14 Tahun 2019)		
Sekolah : SMP Mata Pelajaran : Bahasa Inggris	Kelas/Semester : VII/I Alokasi Waktu : 2x30	KD : Pertemuan :
Materi :		
B. TUJUAN PEMBELAJARAN		
<ul style="list-style-type: none"> • • • 		
C. KEGIATAN PEMBELAJARAN		
MEDIA	ALAT	SUMBER
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
PENDAHULUAN	<ul style="list-style-type: none"> • • • 	
KEGIATAN INTI	<ul style="list-style-type: none"> • • • 	
PENUTUP	<ul style="list-style-type: none"> • • • 	
D. PENILAIAN (ASSESSMENT)		
Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilain sebagai nilai ketrampilan.		
Mengetahui		Semarang, 24 Juni 2021
Kepala Sekolah		Guru Mata Pelajaran
.....)	)

b. One-Page Lesson Plan “Description” Format

As used by Mrs. Tri Murtafiah, 7th grade English teacher.

The format of the One-page lesson plan in the form of tables and descriptions is as follows:

RENCANA PERLAKSANAAN PEMBELAJARAN (Sesuai Edaran kemendikbud No 14 Tahun 2019)	
Satuan Pendidikan	: MT s Yapika Tanjungsari
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / I
Materi Pokok	:
Alokasi Waktu	: 2 x 40 menit (1 Pertemuan)
A. Tujuan Pembelajaran	
1.1
2.1
3.1
4.1
B. Langkah-Langkah Kegiatan Pembelajaran	
1. Alat dan Bahan	
a.	Buku Guru, Buku Siswa, LCD, Laptop, Video, Mushallah/Masjid
b.	Pertanyaan:
2. Kegiatan Pendahuluan	
a.
b.
3. Kegiatan Inti	

C. Penutup dan Penilaian	
1. Penutup	
2. Penilaian	
a.	Sikap Spiritual.....
b.	Sikap Sosial:
c.	Pengetahuan:
d.	Keterampilan:
.....	20
Mengetahui Kepala Madrasah	Guru Mata Pelajaran
.....
NIP.	NIP.

- c. One-Page Lesson Plan “Table and Description” Format
As used by Mrs. Farista Agustina, 9th grade English teacher. The format of the One-page lesson plan in the form of tables and descriptions is as follows:

RENCANA PERLAKSANAAN PEMBELAJARAN
(Sesuai Edaran kemendikbud No 14 Tahun 2019)

Nama Satuan Pendidikan:
Mata Pelajaran/Tema:
Kelas/Semester: IX/Ganjil
Materi Pokok:
Alokasi Waktu:

A. Tujuan Pembelajaran

1.
2.
3.

B. Langkah-Langkah Kegiatan Pembelajaran

1. **Alat dan Bahan**

Pendahuluan	Inti	Penutup

C. Penilaian

1. Sikap
2. Pengetahuan
3. Keterampilan

.....20.....

Mangetahui Guru Mata Pelajaran/Kelas Kepala Sekolah

(.....)
NIP

(.....)
NIP

As the name is the three-component lesson plan, this lesson plan consists of three core components (learning objectives, learning activities, and assessment).⁶¹ However, if the teacher wants to add components other than the core components are still allowed. The supplementarity components that can be added to the lesson plan are as stated in the annex of Permendikbud No. 22 of 2016 on Process Standards.⁶²

At the beginning of the lesson plan page, English teachers still include data on the name of the education unit, subject, class/semester, subject matter, and time allocation. Although all of them are not included in the main components of the three-component lesson plan, usually teachers still include it as the identity of the lesson plan for filing school administration. Furthermore, some teachers no longer include basic competencies and indicators. According to the results of the study document analysis, only class IX lesson plans still include basic competencies and learning indicators. Basic competencies and indicators are already contained in every chapter in the K-13 student learning guide, namely “Think Globally Act Locally” and “When English Rings a Bell.” Meanwhile, the main reference for basic competencies and core

⁶¹Surat Edaran Kemendikbud Nomor 14 tahun 2019.

⁶²Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8th 2021.

competencies, they are contained in Permendikbud No. 37/2018.

a. Learning Objectives

The teacher sets the learning objectives in the lesson plans with various sentence editors and the number of learning objective items. These differences are based on the amount of material that students need to master, learning time allocation, and the estimated number of meetings to complete the chapter. Although they are different, several indicators can be used as a reference to whether the learning objectives are appropriate or correct. First, objectives are relevant with indicators in Permendikbud No. 37/2018. The learning objectives have been made by the teachers by the core competencies in Permendikbud no. 37/2018.

Grade	Basic Competencies in Permendikbud no. 37/2018	Learning Objectives
VII	3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	Students actively participate in learning activities using the discovery learning model with literacy experimentation, practicum, and presentation methods by fostering an

	<p>memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>attitude of realizing God's greatness, mutual cooperation, honesty, expressing opinions, students can:</p> <ol style="list-style-type: none"> 1. Mention the cardinal numbers 1-100 2. Say the name of the day, month, and year with confidence. 3. Compose spoken and written transactional interaction texts about giving and asking for information regarding the name of the day, month, and year correctly.
--	---	--

	yang benar dan sesuai konteks	
VIII	<p>3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p> <p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>1. By observing examples, students can identify expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use correctly.</p> <p>2. With discussion, students can specify the expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use correctly.</p> <p>3. With discussion, students can associate the expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use correctly</p> <p>4. With discussion, students can arrange expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to</p>

	yang benar dan sesuai konteks	the context of their use correctly
IX	<p>3.3 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait obat/makanan/minuman, sesuai dengan konteks penggunaannya</p> <p>4.3 menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek dan sederhana, terkait obat/makanan/minuman</p>	<ol style="list-style-type: none"> 1. Identify various information and linguistic elements listed on drug, food, and beverage labels correctly. 2. Fill in the analysis table based on the information contained in the drug, food, and beverage labels correctly. 3. Comparing drug, food, and beverage labels based on product names and brands, product descriptions, use of drugs, food, and beverages (use), and expiration dates in the text structure and linguistic elements correctly. 4. Concluding the results of the analysis based on the labels of drugs, food, and beverages that are given well.

Second, learning objectives are SMART (Specific, Measurable, Attainable, and Result-based). Learning objectives must be specific, in the sense that they specifically mention or refer to learning materials and targets to be achieved by students. Of the three lesson plans that the researcher has collected, all of them have met the requirements to be called "specific." Objectives are also achieved effortlessly by students as well as teacher measures students' capability easily (attainable). For example, the researcher took a quote from the learning objectives in the lesson plan made by the seventh-grade teacher.

”.. Students actively participate in learning activities using the [discovery learning model with literacy experimentation, practicum, and presentation methods by fostering an attitude of realizing God’s greatness, mutual cooperation, honesty, expressing opinions, students can: Mention the cardinal numbers 1-100,...compose spoken and written transactional interaction texts about giving and asking for information related to the name of the day, month, and year correctly”

In the sentence, the goals and the number of targets are clearly, simply, and possible to achieve. However, with that such complex material, the teacher needs to strengthen or repeat the material at the next meeting.

Meanwhile, the lesson plan made by the teacher for the implementation of learning in class 8 looks more complete than the first lesson plan that made by the seventh-grade teacher.

.”...With discussion, students can arrange expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use correctly.”

However, the formulation of the learning objectives is not so specific as the standard for learning success. The indicators that the teacher lists are floating and difficult to measure. Whereas in the lesson plan, the learning objectives are detailed formulations of what students must master as learning outcomes expressed in observable and measurable behavior.⁶³

⁶³<https://www.kompasiana.com/ozzyalandikzz/60164249d541df660a36b352/begini-cara-meracik-tujuan-pembelajaran-dengan-menjadopsi-formula-smart>. Accessed on 21 August 2021.

The lesson plan for grade 9 was made by Farista Agustina. The learning objectives in the lesson plan are complete and correct. The activities that the teacher will do with the learning objectives are also achievable and measurable.

”..Comparing drug, food, and beverage labels based on product names and brands, product descriptions, use of drugs, food, and beverages (use), and expiration dates in the text structure and linguistic elements correctly...”

Furthermore, Result-based or outcome-based means learning objectives that focus on describing what the student should achieve. The three lesson plans have been written on a result-based basis. It is also almost always included in every lesson plan because the first thing teachers think of when formulating learning objectives are the results that students achieve after learning.

Time-bound is the deadline of a process that has been defined or estimated. Time-bound in lesson plans are usually written at the beginning of the end of the learning objectives. For example, to achieve the target of one learning objective indicator, one or two meetings are needed, so this is what is called time-bound. In Mrs. Tri Murtafiah's lesson plan time-bound is mentioned at the

beginning of the learning objectives “After attending the lesson, ...” While time-bound is not in other lesson plans. Although time-bound is not written in the editorial learning objectives, it must already be in the teacher's lesson plan.

Third, learning objectives should comprise ABCD for behaviorism.

ABCD Description:

A = audience

B = behavior

C = condition

D = degree

Class VII
<p>[Students]A actively participate in learning activities using the [discovery learning model with literacy experimentation, practicum, and presentation methods by fostering an attitude of realizing God's greatness, mutual cooperation, honesty, expressing opinions]C, students can:</p> <ul style="list-style-type: none">• [Mention]B the cardinal numbers 1-100• [Say]B the name of the day, month, and year [with confidence]D.

- [Compose]**B** spoken and written transactional interaction texts about giving and asking for information regarding the name of the day, month, and year [correctly]**D**.

Class VIII

- [By observing examples]**C**, [students]**A**[can identify]**B** expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use [correctly]**D**.
- [With discussion]**C**, [students]**A**[can specify]**B** the expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use [correctly]**D**.
- [With discussion]**C**, [students]**A**[can associate]**B** the expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use [correctly]**D**
- [With discussion]**C**, [students]**A**[can arrange]**B** expressions of giving and asking for information related to imperatives, prohibitions, and appeals, according to the context of their use [correctly]**B**

Class IX

[Through Learning with Problem Based Learning]**C**, [Class IX students]**A** can:

- [Identify]**B** various information and linguistic elements listed on drug, food, and beverage labels [correctly]**D**.
- [Fill in the analysis table]**B** based on the information contained in the drug, food, and beverage labels [correctly]**D**.
- [Comparing]**B** drug, food, and beverage labels based on product names and brands, product descriptions, use of drugs, food, and beverages (use), and expiration dates in the text structure and linguistic elements [correctly]**D**.
- [Concluding]**B** the results of the analysis based on the labels of drugs, food, and beverages that are given [well]**D**.

Fourth, the learning objectives use operational verbs. As we all know, that the formulation of Basic Competence which is further developed and described in indicators and learning objectives must reflect an activity (Behavior), so the formulation uses operational verbs. It is intended that the activities carried out by students can be measured in the evaluation during the learning process. The following researcher have analyzed the operational verbs that teachers use in learning objectives⁶⁴:

⁶⁴Martha Dhewa Kusuma, et al., “The Development of Higher Order Thinking Skill (Hots) Instrument Assessment in Physics Study,” *Journal of Research & Method in Education (JOSR-JRME)* Vol. 7 No. 5 (January, 2017), 26-32.

Lesson Plan Owner (class)	Operational Verbs
Tri Murtafiah (VII)	<ul style="list-style-type: none"> • Mention (remembering) <i>LOTS</i> • Say (remembering) <i>LOTS</i> • Compose (creating) <i>HOTS</i>
Teguh Novitasari (VIII)	<ul style="list-style-type: none"> • Identify (applying) <i>LOTS</i> • Specify (understanding & analyzing) <i>LOTS</i> • Associate (creating) <i>HOTS</i> • Arrange (creating) <i>HOTS</i>
Farista Agustina (IX)	<ul style="list-style-type: none"> • Identify (applying) <i>LOTS</i> • Analyze (analyzing) <i>HOTS</i> • Compare (understanding) <i>LOTS</i> • Conclude (evaluating) <i>HOTS</i>

b. The Learning Activities

The sequence of activities in learning consists of opening, main activities, and closing.⁶⁵ Opening activities is necessary for teachers to prepare students psychologically and physically to take part in the learning process. The opening activities can be filled with greetings, prayers, apperception, motivation & stimulus,

⁶⁵Farista Agustina, class 9th English Teacher, *Interview*, Kebumen, Friday, September 10th 2021.

delivery of learning objectives, and material coverage. Researcher has done observations when the three English teachers at MTs Yapika guide the teaching-learning process. The three English teachers have done the opening before the main activities of learning by filling in greetings & prayers, checking attendance, motivation & stimulus, and delivering the material coverage but there is no apperception and delivery of learning objectives.

Then, the main activities contain student activities to achieve the basic competencies by using learning models, learning methods, learning approaches, learning media, and learning resources. Teachers need to consider several things to develop effective, efficient, and student-oriented learning steps, including:

- 1) The ability of students (adjusting to the selection of learning methods). Teachers at MTs Yapika Tanjungsari who teach in grades 7, 8, and 9 choose the discovery learning method because it is considered the most appropriate to the material and abilities of students at the SMP/MTs level.⁶⁶
- 2) Variation of learning activities (adjusting to the learning material). The selection of variations in learning activities requires collaboration with parents

⁶⁶Farista Agustina, class 9th English Teacher, *Interview*, Kebumen, Friday, September 10th 2021.

during online learning. Variations in learning activities can be done by using the types of learning resources and media such as audio, video, print media, google, etc. These activities also support the development of a reading and writing culture. GLS can be done by integrating it in learning, namely by providing opportunities for students to read both fiction and non-fiction books every day for 15 minutes before learning begins. After that, students summarize what they have read. Then, it is collected to the homeroom teacher every week when the PTM schedule is limited.⁶⁷ In addition, the class 8 teacher, Teguh Dian Novita, in the interview session with the researcher, added that motivating students is also crucial to fostering student interest in literacy. Furthermore, Farista Agustina argues that the GLS is not only limited to reading and writing activities but involves the ability to think in the use of knowledge sources which can be in the form of print, digital, visual, audio, experiences which can be from anywhere (multi-sources). Teachers can help schools by providing adequate learning resources and media,

⁶⁷Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8th 2021.

stimulating students with activities that strengthen literacy skills, and so on

- 3) Activities have completely included 4C (communication, collaboration, critical thinking, creativity). The whole lesson plan that the teacher made has covered the 4Cs in detail and they have marked them in each section.
- 4) Learning media that are suitable and easily accessible to students. Learning media is adjusted to the learning materials and students' abilities. Based on the results of interviews with teachers, the media used by teachers include:
 - (a) WAG (WhatsApp Group), Google Classroom, Google Form, Youtube, Telegram, Quizizz, Kahoot, Live Workpage, etc., for the daring learning.
 - (b) Student book, the dictionary, whiteboard, foods drinks and medicine label, etc., for luring learning.
- 5) The learning assessment page. Teachers need to pay more attention when compiling learning activities so they can be assessed with assessment instruments, attitude assessments, knowledge assessments, and skills assessments. In One-page lesson plan, it is necessary to input the contents of PPK (Strengthening

Character Education) based on Presidential Regulation No. 87/2017.

“Karakter yang diperkuat terutama adalah 5 karakter (religius, nasionalis, mandiri, gotong royong, dan integritas). Kesemuanya tak harus termuat sekaligus dalam RPP. Karena penguatan PPK juga diterapkan di luar pembelajaran seperti di lingkungan sekolah, keluarga, dan masyarakat. Namun, dalam RPP saya biasanya saya usahakan memuat kesemuanya meskipun dengan kegiatan sederhana seperti berdoa, menyanyikan lagu Indonesia Raya, kerjasama kelompok, tugas mandiri, dan lain-lain.”⁶⁸

Furthermore, Tri Murtafiah added that in addition to being integrated with PPK content, the assessment page must also develop student literacy culture, 21st-century skills (4C) and lead to HOTS (Higher Order Thinking Skills).

⁶⁸Farista Agustina, class 9th English Teacher, *Interview*, Kebumen, Friday, September 10th 2021.

“Selain itu, diintegrasikan pula dengan literasi, keterampilan abad 21 serta mengarah pada HOTS. Oleh karenanya, desain pembelajaran yang dibuat harus berpusat pada peserta didik (*students’ center*) sehingga dalam prakteknya peserta didik diharapkan lebih aktif dalam kegiatan pembelajaran.”⁶⁹

c. Assessment

Learning assessment is a process of collecting and processing information to measure the achievement of student learning outcomes. In learning, aspects that must be assessed include attitudes, knowledge, and skills. Learning assessment procedures are also made simply while still paying attention to indicators of competency achievement and referring to assessment standards. Learning assessment can be carried out by taking into account three forms of 21st-century assessment, such as *assessment for learning, assessment as learning, and assessment of learning*.⁷⁰

Common knowledge assessments are written tests, oral tests, and assignments. Meanwhile, for skills

⁶⁹Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8th 2021.

⁷⁰Teguh Dian Novita, class 8th English Teacher, *Interview*, Kebumen, September 3rd 2021.

assessment, it can be done with practice or product performance appraisal techniques, project assessments, and/or portfolios. Attitude assessment is carried out through observation, self-assessment, and peer assessment. In a One-page lesson plan, the assessment components must of course be included but the assessment page is simply attached.⁷¹ The assessment page is made based on the KD that must be achieved by students which has been formulated in the learning objectives. The attitude knowledge page (KD 1 and 2) contains the attitudes that are expected to appear in students according to the PPK. The page can be in the form of attitude observations or questionnaires. The knowledge assessment page (KD 3) can use tests or non-tests. Meanwhile, the skill assessment page (KD 4) can be done with practice or simulation.⁷²

⁷¹Farista Agustina, class 9th English Teacher, *Interview*, Kebumen, Friday, September 10th 2021.

⁷²Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8th 2021.

In the assessment section, teachers use an assessment method that is textually written as follows:

VII (Tri Murtafiah's lesson plan)	VIII (Teguh Dian Novita's lesson plan)	IX (Farista Agustina's lesson plan)
<ol style="list-style-type: none"> 1. Penilaian Sikap: Observasi (keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan) 2. Penilaian Pengetahuan: <i>Test pilihan ganda dan uraian</i> (Lembar Soal), <i>test lisan/observasi terhadap diskusi, tanya jawab, dan percakapan</i> (portofolio, checklist), dan penugasan 3. Penilaian Keterampilan: Penilaian Kinerja (Lembar Penilaian) 	<ol style="list-style-type: none"> 1. Penilaian Sikap: Observasi dalam proses pembelajaran 2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian 3. Penilaian Keterampilan: Praktek/Rubrik 	<ol style="list-style-type: none"> 1. Pengetahuan: tes tertulis 2. Afektif: lembar observasi 3. Keterampilan: presentasi unjuk kerja, projek, portofolio

2. The Implementation of One-page Lesson Plan

Since the issuance of the SE of the Ministry of Education and Culture No. 14 at the end of 2019, the almost third year of the implementation of the one-page lesson plan has been running. Researchers have collected data related to the implementation of the one-page lesson plan in learning English in junior high schools with the following analysis results:

a. Efficient, effective, and student-oriented principles

One-page lesson plan is a lesson plan for the 2013 curriculum that is compiled and developed freely and simply. The background of the efficient principle in this one-page lesson plan is the statement of Minister Nadhiem Makarim at the launch of the Four Principal Educational Policies “Merdeka Belajar” in Jakarta, Wednesday (11/12/2019).

...”inisiatif ketiga didedikasikan untuk para guru yang sebelumnya lesson plan terdiri dari 13 komponen yang begitu padat dan menjadi beban berat bagi guru, maka kita akan merubahnya menjadi format yang lebih sederhana...”

In addition, the preparation of lesson plans is not a teacher's administrative task but a professional

responsibility, as stated in Article 20 of Law No. 14 of 2005:

“Dalam melaksanakan tugas keprofesionalan, guru berkewajiban: a. Merencanakan pembelajaran, melaksanakan proses pembelajaran yang bermutu, serta menilai dan mengevaluasi hasil pembelajaran;....”

Thus, efficiency here means that the writing of lesson plans is done correctly and does not spend a lot of time and energy.

Furthermore, the lesson plan must be effective, which means that the lesson plan is written to achieve the learning objectives. It is in line with the minister's statement Nadhiem Makarim at the launch of the Four Principles of Educational Policy "Merdeka Belajar" in Jakarta, Wednesday (11/12/2019).

..hal yang penting mengenai lesson plan bukan hanya tentang penulisannya, melainkan esensi dari lesson plan yang sebenarnya adalah proses refleksi daripada guru itu pada saat dia menulis suatu lesson plan kemudian dia

laksanakan di kelas, setelah itu guru itu kembali lagi kepada lessonplannya untuk melakukan refleksi apakah tercapai atau tidak tujuan pembelajaran.”

The student-oriented principle means that the writing of lesson plans is carried out by considering the readiness, interests, and learning needs of students in the classroom. This term is commonly known as Students Centered Learning (SCL). In practice, the planning of student-centered learning is designed to create an environment where teachers allow more student involvement in classroom activities and conduct their lessons using active learning teaching methods such as inquiry-based learning.⁷³

3. Evaluation of the Implementation of One-page Lesson Plan

For more than a year, after the implementation of the One-page lesson plan, English teachers have had different experiences, both positive and negative experiences. Especially in Indonesia, where teaching

⁷³Sulaiman M. Al-Balushi and others, ‘Student-Centred and Teacher-Centred Science Classrooms as Visualized by Science Teachers and Their Supervisors’, *Teaching and Teacher Education*, 89 (2020), 103014 <<https://doi.org/10.1016/j.tate.2019.103014>>.

English as a Foreign Language (TEFL) certainly requires extra hard work from the English teacher. It is needed because English is not L-1 for students, even though the key to language skills is practice and habituation of language communication.⁷⁴ The task of the English teacher is to maximize learning even in a limited time. So, English teachers should design effective lesson plans so the students are enthusiastic about learning English which is a foreign language for them.

Based on the results of interviews with the three sources (three English teachers in junior high schools), the school has not evaluated the implementation of the One-page lesson plan. However, the teacher, as his task of evaluating learning has done it independently. The following are some of the teacher's responses regarding the implementation of the One-page lesson plan while the teacher is teaching in class. The second interviewee (Mrs. Teguh Dian Novita) said:

“Guru lebih leluasa karena kegiatan pembelajaran dapat bervariasi dan lebih berkembang tergantung situasi dan kondisi yang terjadi selama pembelajaran.”⁷⁵

⁷⁴Helga Kahrs, *Teaching English as a Foreign Language*, *Educational Forum*, Second Edi. (Yogyakarta: Graha Ilmu, 2020), 303-306.

⁷⁵Teguh Dian Novita, class 8th English Teacher, *Interview*, Kebumen, September 3rd 2021.

Then, the third interviewee (Mrs Farista Agustina) conveyed something similar, as follow:

“Bagi saya lebih mudah, saya menjadi tidak terpaksa dengan RPP, saya bisa berimprovisasi dengan keadaan di kelas.”⁷⁶

Based on the results of the interviews, the two informants conveyed the same thing, namely that they felt more flexible when teaching using a One-page lesson plan. The whole material is also conveyed well as the results of learning observations. In addition, class management is also quite good. The teacher succeeded in guiding students with various variations of learning during the lesson. However, the document analysis of the second lesson plan page seemed simpler than Mrs. Tri Murtafiah's. This is in accordance with what Mrs. Tri Murtafiah said in the interview session that he had difficulties in making simple lesson plans because she was used to making more complete lesson plans.

⁷⁶Farista Agustina, class 9th English Teacher, *Interview*, Kebumen, Friday, September 10th 2021.

“Iya, saya merasa sedikit kesulitan untuk membuat RPP agar lebih ringkas karena telah terbiasa membuat yang lengkap.”⁷⁷

The obstacles that the English teacher found when teaching English using the One-page lesson plan were as stated by Mrs. Tri Murtafiah who teaches in grade 7 as follows:

“Menurut saya, guru perlu memperhatikan materi tersampaikan secara keseluruhan, karena jika berpedoman pada RPP yang terlalu sederhana, akan rawan terlupa atau tak tersampaikan seluruhnya.”⁷⁸

Although lesson plans are not the only guides that teachers use to teach in the classroom, the existence of lesson plans is quite important for teachers, especially for inexperienced teachers. This is by Mrs. Tri Murtafiah who has only been teaching for two years. So that the form of a lesson plan that is too simple hinders it a little when teaching in class. However, Mrs. Tri Murtafiah anticipates

⁷⁷Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8^h 2021.

⁷⁸Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8^h 2021.

this by making a few small notes as he stated in the interview session:

“Untuk mengantisipasi, saya menyusun langkah pembelajaran secara runtut tapi tetap dalam redaksi sederhana. Kemudian untuk materinya, akan saya susun sendiri dalam catatan kecil tersendiri, tidak di dalam RPP.”⁷⁹

Meanwhile, English teachers who teach in grades 8 and 9 have taught for 7 and 5 years, respectively. They did not experience any significant problems, as stated by Mrs. Farista Agustina as follows:

“Sepertinya tidak ada. Karena pada intinya tujuan pemberlakuan RPP sederhana adalah memudahkan guru, jadi apabila dalam penerapannya ternyata justru menyulitkan guru, maka guru bebas memilih dan membuat RPP yang lebih memudahkannya. Semuanya demi keberhasilan pembelajaran.”⁸⁰

⁷⁹ Tri Murtafiah, class 7th English Teacher, *Interview*, Kebumen, Wednesday, September 8th 2021.

⁸⁰ Farista Agustina, class 9th English Teacher, *Interview*, Kebumen, Friday, September 10th 2021.

B. Discussion

1. One-Page Lesson Plan Designed by English Teachers

Designing a lesson plan is part of the professional duties of a teacher, so it is not an administrative job.⁸¹ Previously teachers were often directed to write lesson plans in great detail then took up their time. They should have been more focused on preparing and evaluating the learning process. It is then becoming the basis of consideration of simplifying a lesson plan based on the principle of efficient, effective, and student-oriented which is further referred to as lesson plan One-page/lesson plan three components. In addition, the standard format of preparing lesson plans is also not limited, so the teachers are free to create, choose, develop, and use lesson plans with efficient, effective, and student-oriented principles.⁸²

According to the result of document analysis and interview, The way English teachers design their lesson plans are:

- a. Wrote the identity of the school, subject, and time allocation.

⁸¹Pasal 20 UU Nomor 14 tahun 2005 tentang Guru dan Dosen.

⁸²Teguh Dian Novita, class 8th English Teacher, *Interview*, Kebumen, September 3rd 2021.

- b. Adapted points from core competencies and basic competencies (in Permendikbud no. 37 of 2018) into the formulation of learning objectives.
- c. Used behaviorism theory (include ABCD) as the development guideline of learning objectives.
- d. Used operational verbs (LOTS and HOTS)
- e. Designed the learning activities by discovery learning method.
- f. Designed Free learning and learner-centered activities.
- g. Designed instrument to assess attitudes, knowledge, and skills.
- h. Preparing scoring rubric to assess attitudes, knowledge, and skills.

The researcher has made an instrument for lesson plan analysis, as attached in appendix 5. After doing a checklist, the results show that Tri Murtafiah's lesson plan got a score of 62.5, Teguh Dian Novita's lesson plan got a score of 58.3, and Farista Agustina's lesson plan got a score of 58.3. Although the three lesson plans are still incomplete due to not attaching an assessment sheet, it appears that Tri Murtafiah's lesson plan is compared to other English teachers who teach in grades 8 and 9.

2. The Implementation of One-Page Lesson Plan in Teaching and Learning Process

The preparation of lesson plans is not a teacher's administrative task but a professional responsibility, as stated in Article 20 of Law No. 14 of 2005. Thus, to support the task of teachers and not burden them, a one-page lesson plan policy was launched. One-page lesson plan is a lesson plan for the 2013 curriculum that is compiled and developed freely and simply based on efficient, effective, and learner-oriented principles.

Efficient here means that the writing of lesson plans is done correctly and does not take a lot of time and effort.⁸³ Previously, the teacher needed some days to design lesson plans. But after implementing the one-page lesson plan, the teacher only needs one day or even a few hours.

Furthermore, the lesson plan must be effective, which means that the lesson plan is written to achieve the learning objectives. Based on the result of observation in the classes, researcher can conclude that the teaching learning process has been running quite successfully. After doing a checklist, the results show that Tri Murtafiah's class got a score of 83.3,

⁸³ Brata, E. *Tanya Jawab Rencana Pelaksanaan Pembelajaran (RPP)*. Buku Saku, (Circular Letter of Kemendikbud Number 14 of 2019 concerning the Simplification of the Lesson Plan, 2020), 3.

Teguh Dian Novita's class got a score of 86.6, and Farista Agustina's class got a score of 86.6.

The student-oriented principle means that the writing of lesson plans is carried out by considering the readiness, interests, and learning needs of students in the classroom. This term is commonly known as Students Centered Learning (SCL). In practice, the planning of student-centered learning is designed to create an environment where teachers allow more student involvement in classroom activities and conduct their lessons using active learning teaching methods.

3. Evaluation of the Implementation of One-page Lesson Plan

English teachers have had different experiences, both positive and negative experiences in one-page lesson plan implementation. Especially in Indonesia, where teaching English as a Foreign Language (TEFL) certainly requires extra hard work from the English teacher. It is needed because English is not L-1 for students, even though the key to language skills is practice and habituation of language communication.⁸⁴ The task of the English teacher is to maximize learning even in a limited time. So, English teachers should design effective lesson plans so the students

⁸⁴Helga Kahrs, *Teaching English as a Foreign Language, Educational Forum*, Second Edi. (Yogyakarta: Graha Ilmu, 2020), 303-306.

are enthusiastic about learning English which is a foreign language for them.

Based on the results of interviews with the three sources (three English teachers in junior high schools), the school has not evaluated the implementation of the One-page lesson plan. However, the teacher, as his task of evaluating learning has done it independently.

The following are some of the teacher's responses regarding the implementation of the One-page lesson plan while the teacher is teaching in class.

- (1) Teachers felt more flexible because learning activities can develop more depending on the situation and conditions during the teaching-learning process.
- (2) Teachers become easy and not stuck with lesson plans. The teacher can also improvise with the situation in the class.

Based on the results of the interviews, the two informants conveyed the same thing, namely that they felt more flexible when teaching using a one-page lesson plan. The whole material is also conveyed well as the results of learning observations. In addition, class management is also quite good. The teacher succeeded in guiding students with various variations of learning during the lesson.

However, the document analysis of the second lesson plan page seemed simpler than Mrs. Tri Murtafiah's. This is

in accordance with what Mrs. Tri Murtafiah said in the interview session that he had difficulties in making simple lesson plans because she was used to making more complete lesson plans. The obstacles that the English teacher found when teaching English using the One-page lesson plan were as stated by her that teachers need to pay attention to the material delivered as a whole because the lesson plan is too simple, the teaching-learning process will be risky to be forgotten or not conveyed entirely.

Although lesson plans are not the only guides that teachers use to teach in the classroom, the existence of lesson plans is quite important for teachers, especially for inexperienced teachers. So to anticipate it, the novice teacher can make one-page lesson plans that include complete attachments. Meanwhile, the expert English teachers did not experience any significant problems.

C. Limitation of the Research

Two factors are limitation this study,

1. Research Objects and subjects

Researcher limited the object of the research only in analysis One-page lesson plan. The subject of the research was also limited, because the researcher only focused on the English teachers of MTs Yapika Kebumen. The researcher did not cover all the teachers in MTs Yapika Kebumen.

2. COVID-19 Factor

The COVID-19 factor becomes an obstacle for the researcher to conduct the data in this research. Because school activities are very limited, especially interaction with outsiders. When collecting data through observation, researcher has only allowed to make field observations via video. Likewise, when conducting interviews with the English teachers, researcher was connected to the teachers through voice notes.

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, pedagogical implication, and suggestions. The conclusion is drawn based on the results of data analysis, which is discussed in the previous chapter. Pedagogical implication consist of the reflection done by the researcher on the research findings during the research. Meanwhile, the suggestions contain several messages for further studies that raise the same issue about lesson plan analysis. The suggestions can be guidance information for the next studies.

A. Conclusion

Based on the result of the research and discussion on the teachers' lesson plans as the implementation of the SE of minister of education and culture number 14 of 2019 (a case study at MTs Yapika Tanjungsari Kebumen), conclusions were obtained:

Lesson plan analysis results show that:

English teachers at MTs Yapika Kebumen have designed their lesson plans referring to SE number 14 of 2019 in different ways. The three lesson plans have included 3 core components (learning objectives, learning activities, and assessment) and some supplementary components (school identity, core competences and indicator, learning method, learning resourch, and time allocation). The teachers used 3 types lesson plan format, namely type of table, description, and combination of table-description. The teachers made

their lesson plans by adapted previous model k-13 lesson plan to the new lesson plan model and create new lesson plan based on SE number 14 of 2019. All of participants stated that using One-page lesson plans for English subject at MTs Yapika Kebumen can shorten their time to prepare lesson plans, so teachers can allocate more time for doing reflection. The teachers also found it easier administratively.

Based on study's findings, all of participants have been quite successful in implementing One-page lesson plan in teaching learning process. Teachers have improvised better than they have planned.

The teachers faced some problems in designing One-page lesson plan include: simplifying sentences, to determine the goal at each meeting, and also to determine time allocation. Meanwhile, the teacher who has less teaching experience faced the problem of internalizing some points that the teacher has planned in teaching-learning process when using One-page lesson plan because of its simplicity. So, its better for novice teacher to make one-page lesson plan using complete attachments.

B. Pedagogical Implications

There are some pedagogical implications of this study. Theoretically, the findings of this research can enrich the knowledge of the lesson plan, especially referring to the SE minister of education and culture number 14 of 2019 to all readers who are studying it.

Practically, The findings of this study provide many benefits for students mainly for students of the English education department.

The students can know that they need to design and implement one-page lesson plan referring to the SE minister of education and culture number 14 of 2019 with complete assessments. Then, the result of this research can be used for additional information or references for the teacher/s in designing and implementing a good one-page lesson plans.

C. Suggestion

Based on the results of research and conclusions, the researcher provides some suggestions as follows:

1. The government should evaluate the implementation of the issuance of one-page lesson plan referring to SE number 14 of 2019.
2. Schools need to provide special assistance, especially for teachers who have not enough experiences.
3. The English Education Department at the University is expected to continue to teach the principles of making lesson plans in a complete format so that pre-service teachers can understand more deeply about lesson plans.
4. Teachers also need to involve students in evaluating the implementation of the One-page lesson plan referring to SE number 14 of 2019.
5. The researcher hopes the next researchers specify more on subjects and objects to get a deeper explanation.

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APPENDIX 1

TRI MURTAFAH'S LESSON PLAN: *WHAT TIME IS IT?*

**Rencana Pelaksanaan Pembelajaran
(RPP) Merdeka Belajar**

Nama Satuan Pendidikan	: MTs Yaqifa Tanjungjari
Mata Pelajaran/Tema	: Bahasa Inggris/ <i>What time is it?</i>
Kelas/Semester	: VII/Camp
Materi Pokok	: Memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari
Alokasi Waktu	: 2x15 menit (Pertemuan ke 1)

1. Tujuan Pembelajaran
Peserta didik secara aktif mengikuti kegiatan pembelajaran menggunakan model pembelajaran *discovery Learning*, dengan metode literasi, eksperimen, praktekan, dan presentasi dengan menggunakan sikap menyelarai kebebasan Tuhan, sikap gotong royong, jujur, dan berani mengemukakan pendapat, siswa dapat

- Menyebutkan angka kardinal 1 – 100
- Menyebutkan nama waktu dalam hari dengan percaya diri

2. Langkah-Langkah Kegiatan Pembelajaran

2.1. Alat/Bahan dan Media

- 2.1.1. Alat/Bahan : Smartphone, Laptop, Kertas, dan Alat Tulis
- 2.1.2. Media : Internet, Video/Youtube, dan Zoom
- 2.1.3. Sumber Belajar : Buku Guru dan Buku Siswa kelas VII Kementerian Pendidikan dan Kebudayaan, Media Massa cetak maupun media online

2.2. Kegiatan Pendahuluan (15 menit)

- 1) Guru menyempatkan salam kepada peserta didik melalui *google classroom* dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran online tersebut.
- 2) Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan ditengah pandemi covid 19
- 3) Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk menggali.
- 4) Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari *Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan*.
- 5) Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya.

2.3. Kegiatan Inti (50 menit)

- 1) Peserta didik melihat video yang dikirimkan melalui *google classroom* youtube <http://tv.kemdikbud.go.id/> terkait materi *Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan*
- 2) Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik yang berkaitan dengan materi *Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan*.
- 3) Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, *Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan*... dan mengerjakan Lembar Kerja yang dibagikan guru di *google classroom* dengan panduan pertanyaan yang ada di LK.
- 4) Masing-masing kelompok diberikan kesempatan untuk presentasi yang dilakukan di forum *google classroom* atau *zoom* dan bertanya mengenai materi yang belum dipahami
- 5) Peserta didik bersama guru menyimpulkan materi yang telah dipelajari tentang poin-poin penting yang muncul dalam kegiatan pembelajaran online yang baru dilakukan. terkait *Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan*.

2.4. Kegiatan Penutup (15 menit)

- 1) Guru melakukan penilaian
- 2) Guru memberi tugas kepada peserta didik (PR) dan mengingatkan untuk mempelajari materi yang akan dibahas pada pertemuan selanjutnya.

- 3) ~~guru~~ memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak selama pandemi masih berlangsung
 - 4) Menutup kegiatan belajar mengajar dengan berdoa
3. Penilaian
- 3.1. Penilaian Sikap : keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan
 - 3.2. Penilaian pengetahuan : berapa tes bentuk pilihan ganda & uraian, tes lisan/observasi terhadap diklati tanya jawab dan percakapan, pengisian.
 - 3.3. Penilaian Keterampilan : berapa kegiatan tugas kerja kegiatan pembelajaran online.

Kebumen, 8 September 2021

Mengetahui,



NIP. 196607051994031007

Guru Mata Pelajaran

Tri Martaliah, S. Pd

APPENDIX 2

TEGUH DIAN NOVITA' LESSON PLAN: WE KNOW WHAT TO DO.

RPP Merdeka 1 (terbaru)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Materi	MTs Yapha Tanjung Kelut / Semester : VIII / 1	Kelas : 3.5 dan 4.3
Mata pelajaran	B. Inggris	Alokasi Waktu : 3x15 menit Pertemuan : 1
Kelas	Chapter III : We know what to do	

A. Tujuan Pembelajaran

- Dengan mengikuti contoh peserta didik dapat mengidentifikasi ungkapan memberi dan meminta informasi terkait kelahiran, layanan, dan hiburan, sesuai dengan konteks penggunaannya dengan benar
- Dengan diikuti peserta didik dapat menuliskan ungkapan memberi dan meminta informasi terkait kelahiran, layanan, dan hiburan, sesuai dengan konteks penggunaannya dengan benar
- Dengan diikuti peserta didik dapat mengasosiasikan ungkapan memberi dan meminta informasi terkait kelahiran, layanan, dan hiburan, sesuai dengan konteks penggunaannya dengan benar
- Dengan diikuti peserta didik dapat menyusun ungkapan memberi dan meminta informasi terkait kelahiran, layanan, dan hiburan, sesuai dengan konteks penggunaannya dengan benar

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15)

Melakukan penulisan dengan akan membaca dan menulis untuk memulai pembelajaran, memberikan kehadiran peserta didik sebelum akan menulis.

Mengukur materi UNDAK tentang pembelajaran yang akan dilakukan dengan pengalihan peserta didik dengan materi term kepatuhan sehubungan serta mengasjkan pertemuan untuk mengingat dan mengulangkannya dengan materi sebelumnya.

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan/konsep) dengan menggunakan materi Chapter III : We know what to do

Membacakan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan diterapkan.

Kegiatan Inti (90)

Kegiatan Literasi	Peserta didik diberi motivasi atau tanggapan untuk memulai kegiatan pada topik materi Chapter III : We know what to do dengan cara membaca, mengamati, membaca melalui layanan yang di berikan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Chapter III : We know what to do
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengungkapkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Chapter III : We know what to do
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal.
Creativity	Mengembangkan pendapat atau temanya yang dilakukan kemudian ditanggapi kembali oleh Guru dan peserta didik membuat kelompok tentang hal-hal yang sudah dipelajari terkait Chapter III : We know what to do . Peserta didik membuat dori kompetensi untuk menyajikan kembali hal-hal yang belum dipahami


Kegiatan Penutup (15)

- Peserta didik dan guru merefleksikan kegiatan pembelajaran.
- Peserta didik dan guru membuat kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan/ motivasi Pujian atas bentuk penghargaan lisan yang keliru kepada kelompok yang kinerjanya baik.
- Mengajukan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang studi yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. Penilaian Hasil Pembelajaran


1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek/Roleplay

Kebanan, 5 September 2021



M. Teguh Dian Novita, S.Pd
NIP. 198607011994011007

Guru Mata Pelajaran



Teguh Dian Novita, S.Pd

APPENDIX 3

FARISTA AGUSTINA'S LESSON PLAN: *MEDICINE, FOODS, AND DRINKS LABEL.*

RPP 3 Kesehatan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MTs Yupa Tanjung
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X / Genap
 Materi Pokok : Medicine / Foods / Drinks Label
 Alokasi Waktu : 2 Jam Pelajaran (2x15 Menit)

Kompetensi Dasar	Indikator
3.3 Memanfaatkan energi untuk struktur teks, dan secara lisan atau beberapa teks lisan dalam bentuk label, dengan memuat data sesuai informasi terkait obat / makanan / minuman sesuai dengan bentuk penggunaannya	3.3.1 Mengidentifikasi berbagai informasi dan unsur kebahasaan yang terdapat di label obat, makanan, dan minuman. 3.3.2 Mengaji label analisis berdasarkan informasi yang terdapat dalam label obat, makanan, dan minuman. 3.3.3 Menganalisis label obat, makanan, dan minuman berdasarkan aspek dan merk produk, disertai tentang produk, penggunaan (use) dan tanggal kadaluarsa dalam struktur teks dan unsur kebahasaan.
4.3 Menanggapi makna secara kontekstual terkait dengan fungsi sosial struktur teks dan unsur kebahasaan teks khazanah kebahasaan label produk dan informasi terkait obat / makanan / minuman	4.3.1 Menyimpulkan hasil analisis berdasarkan label obat, makanan, dan minuman yang diberikan.

A. TUJUAN PEMBELAJARAN

Melalui Pembelajaran dengan *Discovery Learning*, Peserta didik kelas IV dapat:

- Mengidentifikasi berbagai informasi dan unsur kebahasaan yang terdapat di label makanan ringan dengan benar.
- Mengaji label analisis berdasarkan informasi yang terdapat dalam makanan ringan dengan benar.
- Menganalisis label makanan ringan berdasarkan nama dan merk produk, disertai tentang produk, komposisi, dan cara menyajikan dalam struktur teks dan unsur kebahasaan dengan tepat.
- Menyimpulkan hasil analisis berdasarkan label makanan ringan yang diberikan dengan baik.

B. METODE PEMBELAJARAN DAN SUMBER BELAJAR

Metode : Tanya jawab, diskusi, presentasi, pembagian tugas

Sumber Belajar : Buku Siswa Bahasa Inggris "Think Globally Act Locally", link youtube (https://www.youtube.com/watch?v=Qm7Cl_jaHtE), kamus bahasa Inggris

C. KEGIATAN PEMBELAJARAN

1. Pendahuluan

- Guru menyapa peserta didik, memberi salam, bertanya kondisi peserta didik
- Guru mengecek kehadiran peserta didik
- Guru membagi siswa kedalam beberapa kelompok
- Guru Menyampaikan tujuan Pembelajaran dan memotivasi peserta didik

2. Kegiatan Inti

- Guru memberikan kesempatan kepada peserta didik untuk mengumpulkan informasi tentang medicine/food/drinks label baik itu melalui buku paket atau melalui materi yang disajikan lewat internet
- Dengan bimbingan guru, peserta didik dapat mengidentifikasi tentang informasi dalam label obat
- Guru dan peserta didik melakukan tanya jawab/diskusi tentang materi medicine/food/drinks label
- Guru memberikan tugas/latihan kepada peserta didik tentang materi medicine/food/drinks label untuk dikerjakan secara kelompok
- Guru memberikan kesempatan kepada beberapa kelompok untuk menyajikan dan membahas hasil jawaban latihan yang diberikan, kelompok lain memberikan tanggapan.

3. Penutup

- Guru beserta peserta didik membuat rangkuman tentang materi medicine/food/drinks label
- Guru memberikan tugas untuk dikerjakan di rumah secara mandiri
- Guru menyampaikan materi pembelajaran pada pertemuan selanjutnya
- Guru menutup pembelajaran dengan salam

BPP 3 Korpri

D. PENILAIAN

/ Pengetahuan	Tes Tertulis
/ Aktif	Lembar observasi
/ Keterampilan	Presentasi tugas kerja, proyek, portofolio.


Ketua
Adi Seto, M. Pd
NIP. 196607051994031007

Kebumen, 3 September 2021

Guru Mata Pelajaran


Farida Agustina, S. Pd

APPENDIX 4

THE RESULT OF INTERVIEW STUDY GUIDELINE

The researcher has also prepared a list of questions that will be asked to interviewees in the interview, as follows:

Name of Teacher : Mrs. Tri Murtafiah
Name of School : MTs Yapika Tanjungsari, Kebumen
Research title : ONE-PAGE LESSON PLAN IN JUNIOR HIGH SCHOOL (A CASE STUDY)

Question Items	Transcript of Interviewees' Answer
RQ 1: Bagaimana langkah yang panjenengan ambil selaku guru bahasa Inggris dalam merumuskan tujuan pembelajaran?	Hal pertama yang harus dilakukan dengan membaca dan memahami KI KD kemudian menganalisisnya karena inti dari perumusan tujuan pembelajaran adalah untuk mengukur, mencapai sekaligus menuntuskan KD yang ada. Selanjutnya, di dalam tujuan pembelajaran memuat proses dan hasil pembelajaran sehingga dalam merumuskan tujuannya harus memuat 4 komponen yakni A (<i>Audience</i>) = peserta didik; B (<i>Behaviour</i>) = kemampuan peserta didik setelah mengikuti pembelajaran; C (<i>Condition</i>) = aktifitas yang akan dilakukan selama pembelajaran; D (<i>Degree</i>) = tingkatan yang diharapkan.
RQ 2: Bagaimana panjenengan menyusun langkah-langkah pembelajaran yang tepat? Apa saja yang menjadi pertimbangan panjenengan?	Banyak pertimbangan dalam menyusun langkah-langkah pembelajaran terutama di masa pandemi. Namun bagi saya, beberapa aspek yang perlu diperhatikan berupa: a) kemampuan peserta didik; b) kerjasama dengan orang tua; c) variasi kegiatan

	pembelajaran; d) media pembelajaran; serta e) penilaian pembelajaran.
RQ 3: Bahwa dalam RPP satu lembar perlu menginput muatan PPK (Penguatan Pendidikan Karakter) berdasarkan perpres No. 87 Tahun 2017. Lalu, bagaimana panjenengan mendesain langkah pembelajaran yang memuat PPK?	PPK yang diperkuat di dalam pembelajaran berupa religius, nasionalis, mandiri, gotong royong, dan integritas. Selain itu, diintegrasikan pula dengan literasi, keterampilan abad 21 serta mengarah pada HOTS. Oleh karenanya, desain pembelajaran yang dibuat harus berpusat pada peserta didik (<i>students' center</i>) sehingga dalam prakteknya peserta didik diharapkan lebih aktif dalam kegiatan pembelajaran.
RQ 4: Bagaimana panjenengan mendukung gerakan literasi sekolah dengan memasukkan poin-poin pengembangan budaya membaca dan menulis (Integrasi Muatan Literasi)	GLS dapat dilakukan dengan mengintegrasikannya dalam pembelajaran, yakni dengan memberikan kesempatan kepada peserta didik untuk membaca buku baik fiksi maupun non fiksi setiap hari selama 15 menit sebelum pembelajaran dimulai. Setelah itu, peserta didik merangkum apa yang telah dibaca. Kemudian, dikumpulkan kepada wali kelas pada tiap minggu saat jadwal PTM terbatas.
RQ 5: Bagaimana panjenengan membuat lembar penilaian untuk menilai pengetahuan, keterampilan, dan sikap siswa dalam format RPP satu lembar?	Lembar penilaian pengetahuan keterampilan dibuat berdasar KD yang harus dicapai oleh peserta didik yang telah dirumuskan dalam tujuan pembelajaran. Untuk lembar pengetahuan sikap (KD 1 dan 2) memuat sikap-sikap yang diharapkan muncul pada peserta didik sesuai dengan PPK. Lembar tersebut dapat berupa lembar pengamatan sikap maupun kuesioner. Pada lembar penilaian pengetahuan (KD 3) dapat menggunakan tes maupun non tes. Sedangkan lembar penilaian keterampilan (KD 4) dapat dilakukan dengan praktik maupun simulasi.
RQ 6: Apakah panjenengan memiliki indikator-indikator sebagai acuan evaluasi	Evaluasi pembelajaran dilakukan baik terhadap peserta didik maupun guru itu sendiri.

pembelajaran, dan bagaimana cara panjenengan melakukan evaluasi pembelajaran?	Evaluasi pembelajaran terhadap guru dilakukan dengan mengisi jurnal pembelajaran pribadi guru tentang apa yang telah dicapai peserta didik maupun yang belum tercapai. Sedangkan evaluasi terhadap peserta didik dilakukan dengan melakukan penilaian baik itu tes maupun non tes.
RQ 7: Apa komponen yang panjenengan pilih dalam RPP satu lembar?	Komponen pelengkap RPP satu lembar yang kami gunakan berupa identitas RPP yang meliputi identitas madrasah, mata pelajaran serta alokasi waktu yang digunakan.
RQ 8: Mengapa panjenengan memilih komponen pelengkap tersebut untuk melengkapi RPP tiga komponen panjenengan?	Karena hal tersebut merupakan bagian terpenting dalam RPP selain tiga komponen yang disebutkan.
RQ 9: Bagaimana panjenengan memilih sumber pembelajaran yang sesuai untuk mengembangkan materi pembelajaran?	Sumber belajar utama berupa buku pegangan guru dan peserta didik. Selain itu, sumber belajar lain untuk mengembangkan materi dipilih oleh guru berdasar kesesuaiannya dengan materi pembelajaran yang memanfaatkan berbagai sumber yang ada, seperti video, internet, media massa dll.
RQ 10: Bagaimana panjenengan memilih dan mempertimbangkan media pembelajaran yang sesuai?	Selama PJJ, media pembelajaran yang digunakan guru berupa daring melalui grup WA, <i>Google Classroom</i> , <i>Google Form</i> , <i>Youtube</i> , Telegram, <i>Quizizz</i> , <i>Kahoot</i> , <i>Live workpage</i> , dsb. Pemilihan berbagai macam media tersebut diperlukan agar peserta didik tidak bosan dan merasa termotivasi untuk tetap belajar meski di masa pandemic. Selain itu, guru pun perlu mempertimbangkan agar platform yang dipilih tidak memakan banyak kuota serta sinyal yang memadai.
RQ 11: Berdasarkan Surat Edaran No. 14 Tahun 2019 tentang Penyederhanaan RPP, sejak kapan sekolah ini menerapkan RPP satu lembar?	Madrasah menerapkan RPP satu lembar sejak Tahun Pelajaran 2020/2021 ketika merebaknya pandemi sehingga guru dituntut untuk menerapkan RPP Darurat.

<p>RQ 12: Berapa lama waktu yang panjenengan butuhkan untuk menyelesaikan sebuah RPP satu lembar?</p>	<p>Waktu yang diperlukan untuk menyelesaikan RPP satu lembar ini kurang lebih selama 3 hari.</p>
<p>RQ 13: Apakah guru di sekolah ini pernah mengikuti sosialisasi atau pelatihan tentang kebijakan penyederhanaan RPP?</p>	<p>Sosialisasi serta pelatihan tentang pembuatan RPP satu lembar di MTs Yapika Tanjungsari dilaksanakan sebanyak 1x oleh Pengawas Madrasah.</p>
<p>RQ 14: Apakah panjenengan menemukan kesulitan untuk beradaptasi dengan format RPP baru berdasarkan surat edaran Kemendikbud No. 14 tahun 2019?</p>	<p>Iya, saya merasa sedikit kesulitan untuk membuat RPP agar lebih ringkas karena telah terbiasa membuat yang lengkap.</p>
<p>RQ 15: Apakah panjenengan menyusun sendiri format RPP bahasa Inggris satu lembar atau diberikan format RPP dari kurikulum?</p>	<p>Di MTs Yapika Tanjungsari, format RPP satu lembar diseragamkan oleh waka kurikulum.</p>
<p>RQ 16: Bagaimana panjenengan memahami konsep “Merdeka Belajar” dalam pendidikan, khususnya penerapannya dalam perencanaan pembelajaran?</p>	<p>Bahwasanya belajar itu tidak mengenal batas waktu dan tempat sehingga dapat dilakukan kapan pun dan di mana pun serta dari berbagai sumber.</p>
<p>RQ 17: Bagaimana panjenengan menyusun RPP satu lembar sesuai dengan esensinya seperti menggunakan prinsip efisien, efektif dan berorientasi pada murid?</p>	<p>Penyusunan RPP satu lembar tetap mengacu pada KI KD yang harus dicapai oleh peserta didik yang telah dirumuskan pada tujuan pembelajaran dengan indikator-indikator yang telah ditetapkan.</p>
<p>RQ 18: Bagaimana tanggapan panjenengan sebagai guru Bahasa Inggris terhadap penerapan RPP baru tersebut?</p>	<p>Sebenarnya format RPP satu lembar ini bisa menghemat tenaga, waktu, serta biaya ketika proses penyusunannya. Namun, dalam penerapannya di kelas mungkin masih perlu pembiasaan untuk guru yang belum profesional.</p>

<p>RQ 19: Apakah guru-guru disini sudah melakukan evaluasi terhadap implementasi RPP tersebut?</p>	<p>Evaluasi terhadap implementasi RPP satu lembar di MTs Yapika Tanjungsari belum pernah dilakukan semenjak diterapkan pada madrasah tersebut.</p>
<p>RQ 20: Adakah poin-poin penting yang perlu guru garis bawah terkait penerapan RPP satu lembar dalam pembelajaran?</p>	<p>Menurut saya, guru perlu memperhatikan materi tersampaikan secara keseluruhan karena jika berpedoman pada RPP yang terlalu sederhana, akan rawan terlupa atau tak tersampaikan seluruhnya.</p>
<p>RQ 21: Bagaimana panjenengan mengintegrasikan poin-poin penting tersebut ke dalam RPP dan kelas panjenengan?</p>	<p>Untuk mengantisipasinya, saya menyusun langkah pembelajaran secara runtut tapi tetap dalam redaksi sederhana. Kemudian untuk materinya, akan saya susun sendiri dalam catatan kecil tersendiri, tidak di dalam RPP.</p>
<p>RQ 22: Apa yang panjenengan merasa lebih leluasa ketika mengajar menggunakan RPP satu lembar atau justru merasa kesulitan?</p>	<p>Saya merasa kesulitan. Alasannya sebagaimana telah saya jelaskan dalam RQ 20 dan 21.</p>
<p>RQ 23: Menurut panjenengan, apakah semua materi pembelajaran yang telah panjenengan persiapkan dapat tersampaikan secara optimal selama proses pembelajaran?</p>	<p>Selama PJJ, materi pembelajaran belum tersampaikan secara optimal dikarenakan banyak kendala yang dihadapi terutama kendala sinyal internet.</p>
<p>RQ 24: Apakah panjenengan menemukan kendala atau kesulitan ketika mengajar di kelas dengan menerapkan RPP satu lembar?</p>	<p>Sejauh ini hanya itu, kesulitan ketika memastikan semua materi tersampaikan.</p>
<p>RQ 25: Apakah penggunaan RPP satu lembar memadai sebagai persiapan panjenengan mengajar di kelas?</p>	<p>Cukup memadai. Namun, tentu RPP bukan hanya satu-satunya panduan guru ketika di kelas.</p>

Name of Teacher : Mrs. Teguh Dian Novita
 Name of School : MTs Yapika Tanjungsari, Kebumen
 Research title : ONE-PAGE LESSON PLAN IN JUNIOR HIGH SCHOOL (A CASE STUDY)

Question Items	Transcript of Interviewees' Answer
<p>RQ 1: Bagaimana langkah yang panjenengan ambil selaku guru bahasa Inggris dalam merumuskan tujuan pembelajaran?</p>	<p>Tujuan pembelajaran diambil dengan berpedoman pada KD dan KI, hampir sama dengan RPP 13 komponen, hanya saja dalam RPP tiga komponen KD dan KI tidak perlu ditulis kembali. Cukup tujuan pembelajaran saja.</p>
<p>RQ 2: Bagaimana panjenengan menyusun langkah-langkah pembelajaran yang tepat? Apa saja yang menjadi pertimbangan panjenengan?</p>	<p>Langkah-langkah pembelajaran ditulis secara efektif berupa kegiatan yang dapat secara langsung mencapai Kompetensi Dasar.</p> <p>Meskipun demikian, kegiatan pembelajaran tetap dilakukan secara interaktif, inspiratif, menyenangkan, menantang, dan memotivasi peserta didik.</p> <p>Langkah-langkah kegiatan pembelajaran tetap memuat komponen Penguatan Pendidikan Karakter (PPK), 4C (<i>Literasi, Critical Thinking, Creative Thinking, Collaboration</i>, dan <i>Communication</i>) serta Keterampilan Berpikir Tingkat Tinggi (HOTS).</p>
<p>RQ 3: Bahwa dalam RPP satu lembar perlu menginput muatan 4C (<i>Literasi, Critical Thinking, Creative Thinking, Collaboration</i>, dan <i>Communication</i>) berdasarkan permendikbud no.20 tahun 2016, bagaimana panjenengan menginput muatan tersebut dalam RPP anda?</p>	<p>Di era globalisasi, perkembangan ilmu pengetahuan dan teknologi sangat cepat dan makin canggih. Bangsa yang penduduknya tidak mampu bersaing hampir bisa dipastikan akan tidak siap dengan kemajuan pesat ilmu pengetahuan dan teknologi sebagai ciri globalisasi itu sendiri. Maka dari itu kualitas pendidikan harus ditingkatkan. Sekolah sebagai lembaga pendidikan dituntut untuk memiliki keterampilan berpikir kreatif (<i>creative</i></p>

	<p>thinking), berpikir kritis dan pemecahan masalah (critical thinking and problem solving), berkomunikasi (communication), dan berkolaborasi (collaboration) atau yang biasa disebut dengan 4C.</p> <p>Pada kurikulum 2013 terdapat perubahan terutama pada permenmendikbud nomor 20 tahun 2016. Perubahan tersebut adalah tentang keterampilan yang sangat diperlukan oleh anak-anak bangsa. Oleh karena itu diperlukan keterlibatan semua pihak terutama pihak sekolah melalui guru dalam menyiapkan anak-anak bangsa agar memiliki sejumlah keterampilan yang diperlukan dalam kehidupan di abad 21 ini. Untuk bisa berperan secara bermakna pada era globalisasi di abad ke-21.</p>
<p>RQ 4: Bagaimana panjenengan mendukung gerakan literasi sekolah dengan memasukkan poin-poin pengembangan budaya membaca dan menulis (Integrasi Muatan Literasi)</p>	<p>Dengan terus memotivasi atau mengingatkan siswa dengan poin itu, entah itu di pembukaan atau penutup kelas</p>
<p>RQ 5: Bagaimana panjenengan membuat lembar penilaian untuk menilai pengetahuan, keterampilan, dan sikap siswa dalam format RPP satu lembar?</p>	<p>Prosedur penilaian pembelajaran juga dibuat secara sederhana dengan tetap memperhatikan indikator pencapaian kompetensi dan mengacu kepada standar penilaian.</p> <p>Penilaian pembelajaran dapat dilakukan dengan memperhatikan tiga bentuk penilaian abad 21, seperti <i>assessment for learning</i>, <i>assessment as learning</i> dan <i>assessment of learning</i>.</p>
<p>RQ 6: Apakah panjenengan memiliki indikator-indikator sebagai acuan evaluasi pembelajaran, dan bagaimana cara panjenengan melakukan evaluasi pembelajaran?</p>	<p>Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) 1 halaman harus memperhatikan butir-butir instrumen akreditasi, seperti peserta didik menunjukkan kompetensi abad ke-21 yang meliputi kemampuan berkomunikasi, bekerjasama, berpikir kritis, dan mencipta.</p> <p>Penilaian silap dengan observasi Penilaian pengetahuan dengan test tertulis atau tugas. Penilaian keterampilan dengan kegiatan diskusi dan presentasi</p>
<p>RQ 7: Apa komponen yang panjenengan pilih dalam RPP satu lembar?</p>	<p>Saya tetap mencantumkan identitas sekolah</p>

RQ 8: Mengapa panjenengan memilih komponen pelengkap tersebut untuk melengkapi RPP tiga komponen panjenengan?	Karena menurut saya itu penting meskipun tidak masuk dalam tiga komponen wajib
RQ 9: Bagaimana panjenengan memilih sumber pembelajaran yang sesuai untuk mengembangkan materi pembelajaran?	Biasanya saya melihat sumber belajar di buku pegangan untuk pengembangannya saya menyesuaikan dengan kebutuhan dan kemampuan siswa yang kemudian saya kumpulkan dari buku lain atau google.
RQ 10: Bagaimana panjenengan memilih dan mempertimbangkan media pembelajaran yang sesuai?	media pembelajaran saya sesuaikan dengan materi pembelajaran. Tapi karena keterbatasan waktu di PTM terbatas, saya hanya mengutamakan tersampainya materi dengan menggunakan media yang ada seperti buku, kamus, dan papan tulis
RQ 11: Berdasarkan Surat Edaran No. 14 Tahun 2019 tentang Penyederhanaan RPP, sejak kapan sekolah ini menerapkan RPP satu lembar?	sejak awal terbit surat edaran, kami selaku guru telah mengetahuinya, namun untuk pemberlakuannya menunggu pengarahannya dari waka kurikulum
RQ 12: Berapa lama waktu yang panjenengan butuhkan untuk menyelesaikan sebuah RPP satu lembar?	Guru diberikan waktu satu minggu oleh sekolah untuk menyelesaikan RPP satu semester. Tapi karena formatnya lebih sederhana, saya bisa menyelesaikannya kurang dari satu minggu
RQ 13: Apakah guru di sekolah ini pernah mengikuti sosialisasi atau pelatihan tentang kebijakan penyederhanaan RPP?	Pernah sekali, di tahun 2020.
RQ 14: Apakah panjenengan menemukan kesulitan untuk beradaptasi dengan format RPP baru berdasarkan surat edaran Kemendikbud No. 14 tahun 2019?	Sebagian besar guru di MTs Yapika Tanjungsari sudah dapat beradaptasi dengan RPP satu lembar. Hanya saja ketika menyusun bagian langkah pembelajaran, guru harus lebih dapat menggambarkan kegiatan yang akan dilaksanakan dengan menggunakan kalimat yang ringkas dan jelas.
RQ 15: Apakah panjenengan menyusun sendiri format RPP bahasa Inggris satu lembar atau	Iya saya menyusun sendiri dengan melihat contoh dari google.

diberikan format RPP dari kurikulum?	
RQ 16: Bagaimana panjenengan memahami konsep “Merdeka Belajar” dalam pendidikan, khususnya penerapannya dalam perencanaan pembelajaran?	Guru disini diberi kebebasan untuk mengembangkan dan memodifikasi RPP nya asal sesuai dengan prinsip efektif, efisien dan berorientasi pada siswa.
RQ 17: Bagaimana panjenengan menyusun RPP satu lembar sesuai dengan esensinya, yakni menggunakan prinsip efisien, efektif dan berorientasi pada murid?	Sebenarnya sama dengan RPP sebelumnya yang 13 komponen pun sudah harus berorientasi pada siswa, karena intinya RPP satu lembar adalah RPP K13 yang disederhanakan. Hanya saja guru perlu memperhatikan poin-poin penting dari RPP agar bisa efisien dan efektif.
RQ 18: Bagaimana tanggapan panjenengan sebagai guru Bahasa Inggris terhadap penerapan RPP baru tersebut?	Sangat efektif dan efisien karena biasanya guru harus membuat RPP berpuluh-puluh lembar yang menghabiskan tenaga, waktu, dan biaya.
RQ 19: Apakah guru-guru disini sudah melakukan evaluasi terhadap implementasi RPP tersebut?	Untuk evaluasi secara keseluruhan belum. Tapi untuk evaluasi secara mandiri, sudah saya lakukan.
RQ 20: Adakah poin-poin penting yang perlu guru garis bawahi terkait penerapan RPP satu lembar dalam pembelajaran?	RPP hanyalah pedoman. RPP hanyalah kontrol bagi guru untuk melaksanakan pembelajaran. Jadi, penerapan RPP dalam proses pembelajaran tetap memperhatikan situasi dan kondisi peserta didik baik selama PJJ di rumah maupun pada saat PTM di kelas.
RQ 21: Bagaimana panjenengan mengintegrasikan poin-poin penting tersebut ke dalam RPP dan kelas panjenengan?	Pada saat menyusun langkah-langkah pembelajaran, guru perlu mempertimbangkan poin-poin yang telah kami sebutkan pada RQ 2 .
RQ 22: Apa yang panjenengan merasa lebih leluasa ketika	Guru lebih leluasa karena kegiatan pembelajaran dapat bervariasi dan lebih berkembang tergantung

<p>mengajar menggunakan RPP satu lembar atau justru merasa kesulitan?</p>	<p>situasi dan kondisi yang terjadi selama pembelajaran. Namun kembali lagi, dikarenakan PJJ aktifitas kegiatan PTM menjadi terbatas.</p>
<p>RQ 23: Menurut panjenengan, apakah semua materi pembelajaran yang telah panjenengan persiapan dapat tersampaikan secara optimal selama proses pembelajaran?</p>	<p>Tidak.</p>
<p>RQ 24: Apakah panjenengan menemukan kendala atau kesulitan ketika mengajar di kelas dengan menerapkan RPP satu lembar?</p>	<p>Dikarenakan pembelajaran dilaksanakan secara daring dan atau PTM terbatas, kendala dalam penerapan RPP satu lembar di kelas belum kami temui. PTM terbatas dilakukan hanya ketika peserta didik mengumpulkan tugas yang diberikan guru.</p>
<p>RQ 25: Apakah penggunaan RPP satu lembar memadai sebagai persiapan panjenengan mengajar di kelas?</p>	<p>Penggunaan RPP Darurat satu lembar cukup memadai sebagai pedoman dalam pelaksanaan Pembelajaran.</p>

Name of Teacher : Mrs. Farista Agustina
 Name of School : MTs Yapika Tanjungsari, Kebumen
 Research title : ONE-PAGE LESSON PLAN IN JUNIOR HIGH SCHOOL (A CASE STUDY)

Question Items	Transcript of Interviewees' Answer
<p>RQ 1: Bagaimana langkah yang panjenengan ambil selaku guru bahasa Inggris dalam merumuskan tujuan pembelajaran?</p>	<p>Tujuan pembelajaran disusun sesuai harapan pencapaian siswa setelah menerima materi. Guru merumuskannya berdasarkan ABCD (behaviorism) atau bisa juga berdasarkan nonbehaviorisme (audience, behaviour, dan content).</p>
<p>RQ 2: Bagaimana panjenengan menyusun langkah-langkah pembelajaran yang tepat?</p>	<p>Langkah pembelajaran disusun dalam tiga tahap yaitu pembukaan, inti, dan penutup. Yang perlu diperhatikan lagi dalam langkah pembelajaran adalah metode. Saya memilih metode discovery learning yang menurut saya sesuai dengan materi dan kemampuan siswa di tingkat SMP / MTs.</p>
<p>RQ 3: Bahwa dalam RPP satu lembar perlu menginput muatan kemampuan berfikir tingkat tinggi atau HOTS (Higher Oorder Thinking Skill). Lalu bagaimana panjenengan mendesain langkah pembelajaran yang memuat HOTS?</p>	<p>Kemampuan berfikir dibedakan menjadi dua, yaitu berfikir tingkat tinggi (Higher Order Thinking Skills) HOTS dan berfikir tingkat rendah (Lower Order Thinking Skills) LOTS. Kemampuan berpikir tingkat tinggi (HOTS) merupakan aspek penting dalam proses pembelajaran. Kemampuan berpikir tingkat tinggi (HOTS) dapat meningkatkan kemampuan peserta didik untuk bersaing pada jenjang pendidikan lebih tinggi serta menyiapkan peserta didik untuk bersaing di masa depan. Untuk dapat meningkatkan kemampuan berpikir tingkat tinggi (HOTS) peserta didik, pendidik memiliki peranan penting untuk menjadikan peserta didik berada pada level tersebut. Untuk mewujudkan hal tersebut pendidik harus</p>

	membuat Rencana Pelaksanaan Pembelajaran (RPP) dengan berorientasi pada penggunaan kata kerja dengan level berpikir tingkat tinggi (HOTS) kemudian menerapkannya di kelas.
RQ 4: Bagaimana panjenengan mendukung gerakan literasi sekolah dengan memasukkan poin-poin pengembangan budaya membaca dan menulis (Integrasi Muatan Literasi)	Gerakan literasi sekolah bukan hanya terbatas pada kegiatan membaca dan menulis melainkan melibatkan kemampuan berfikir dalam penggunaan sumber-sumber pengetahuan yang bisa jadi dalam bentuk cetak, digital, visual, maupun audio, bisa jadi dari manapun (multi sources). Guru bisa membantu sekolah dengan menyediakan sumber dan media belajar yang memadai, merangsang siswa dengan kegiatan-kegiatan yang memperkuat kemampuan literasi dan lain sebagainya.
RQ 5: Bagaimana panjenengan membuat lembar penilaian untuk menilai pengetahuan, keterampilan, dan sikap siswa dalam format RPP satu lembar?	Penilaian pengetahuan yang umum adalah dengan tes tertulis, tes lisan, dan penugasan. Sementara untuk penilaian keterampilan bisa dengan teknik penilaian kinerja praktek atau produk, penilaian proyek, dan atau portofolio. Penilaian sikap dilakukan dengan teknik observasi, penilaian sendiri, dan penilaian antar teman.dalam RPP satu lembar, komponen penilaian tentu wajib dicantumkan, namun lembar penilaiannya cukup dilampirkan.
RQ 6: Apakah panjenengan memiliki indikator-indikator sebagai acuan evaluasi pembelajaran, dan bagaimana cara panjenengan melakukan evaluasi pembelajaran?	Acuannya tentu pencapaian yang telah saya cantumkan di tujuan pembelajaran. Indikatornya adalah nilai mereka apakah sudah melampaui KKM atau belum. Hal ini menunjukkan berhasil tidaknya kegiatan pembelajaran.
RQ 7: Apa komponen yang panjenengan pilih dalam RPP satu lembar?	Identitas sekolah, kompetensi dasar dan indikator, metode pembelajaran, dan sumber belajar.
RQ 8: Mengapa panjenengan memilih komponen pelengkap tersebut untuk melengkapi RPP tiga komponen panjenengan?	Karena meski tak wajib, komponen-komponen tersebut memudahkan saya untuk mengajar di kelas.

<p>RQ 9: Bagaimana panjenengan memilih sumber pembelajaran yang sesuai untuk mengembangkan materi pembelajaran?</p>	<p>Karena pembelajaran adalah berbasis student centered, saya hanya menyampaikan outline dari buku Siswa Bahasa Inggris “Think Globally Act Locally” dan link youtube. Selanjutnya siswa bebas mencari dan mengumpulkan data dari sumber lain.</p>
<p>RQ 10: Bagaimana panjenengan memilih dan mempertimbangkan media pembelajaran yang sesuai?</p>	<p>Media pembelajaran saya pilih sesuai dengan kebutuhan serta kemampuan siswa demi tercapainya pembelajaran. Misalnya, dalam materi “Medicine/Foods/Drinks Label” saya memilih media pembelajaran yang kemungkinan siswa sering temui, seperti makanan ringan, obat flu, maag, atau minuman kemasan.</p>
<p>RQ 11: Berdasarkan Surat Edaran No. 14 Tahun 2019 tentang Penederhanaan RPP, sejak kapan sekolah ini menerapkan RPP satu lembar?</p>	<p>Sekolah ini secara resmi menerapkan RPP 3 komponen sejak awal pandemi COVID-19, tepatnya pada Tahun Ajaran 2019-2020 di semester kedua.</p>
<p>RQ 12: Berapa lama waktu yang panjenengan butuhkan untuk menyelesaikan sebuah RPP satu lembar?</p>	<p>Kalau tidak ada kepentingan lain, bisa selesai satu-dua hari. Tapi untuk menyempurnakannya guru diberi waktu satu minggu untuk RPP satu semester.</p>
<p>RQ 13: Apakah guru di sekolah ini pernah mengikuti sosialisasi atau pelatihan tentang kebijakan penyederhanaan RPP?</p>	<p>Pernah waktu itu sekali. Tepatnya sebelum pemberlakuan RPP satu lembar di sekolah ini.</p>
<p>RQ 14: Apakah panjenengan menemukan kesulitan untuk beradaptasi dengan format RPP baru berdasarkan surat edaran Kemendikbud No. 14 tahun 2019?</p>	<p>Kesulitan tentu ada untuk beradaptasi dengan hal baru, namun seiring berjalannya waktu pasti para guru akan terbiasa. Untuk saya pribadi kesulitan yang muncul ketika proses penyusunan mungkin ini ya, bagaimana menyederhanakan bahasa RPP agar menjadi lebih sederhana namun tanpa menghilangkan esensinya.</p>
<p>RQ 15: Apakah panjenengan menyusun sendiri format RPP bahasa</p>	<p>Untuk contoh formatnya sekolah melalui waka kurikulum telah menyediakannya guna</p>

<p>Inggris satu lembar atau diberikan format RPP dari kurikulum?</p>	<p>tujuan penyeragaman. Selanjutnya guru diberi kebebasan untuk mengembangkannya sesuai kebutuhan.</p>
<p>RQ 16: Bagaimana panjenengan memahami konsep “Merdeka Belajar” dalam pendidikan, khususnya penerapannya dalam perencanaan pembelajaran?</p>	<p>Merdeka belajar bagi guru adalah kebebasan bagi guru untuk mencoba, berekspresi guna meningkatkan kualitas sumber daya manusia. Guru juga merdeka dari tugas administratif yang memberatkan dengan adanya penyederhanaan RPP serta kebebasan untuk mengembangkannya.</p>
<p>RQ 17: Bagaimana panjenengan menyusun RPP satu lembar sesuai dengan esensinya seperti menggunakan prinsip efisien, efektif dan berorientasi pada murid?</p>	<p>Tolak ukurnya jelas sebagaimana masing-masing pengertiannya.</p>
<p>RQ 18: Bagaimana tanggapan panjenengan sebagai guru Bahasa Inggris terhadap penerapan RPP baru tersebut?</p>	<p>Sangat membantu. Karena bahasa Inggris adalah pembelajaran yang seharusnya menyenangkan, sehingga menuntut guru lebih kreatif dan fleksibel dalam mendesain pembelajaran.</p>
<p>RQ 19: Apakah guru-guru disini sudah melakukan evaluasi terhadap implementasi RPP tersebut?</p>	<p>Evaluasi secara umum keseluruhan tentu perlu dilakukan tiap semester. Pembahasan secara mendalam terkait implementasi RPP satu lembar sejauh ini tidak ada masalah dan cukup baik berjalan.</p>
<p>RQ 20: Adakah poin-poin penting yang perlu guru garis bawahi terkait penerapan RPP satu lembar dalam pembelajaran?</p>	<p>Sepertinya tidak ada. Karena pada intinya tujuan pemberlakuan RPP sederhana adalah memudahkan guru, jadi apabila dalam penerapannya ternyata justru menyulitkan guru, maka guru bebas memilih dan membuat RPP yang lebih memudahkannya. Semuanya demi keberhasilan pembelajaran.</p>
<p>RQ 21: Bagaimana panjenengan mengintegrasikan poin-poin penting</p>	<p>Sama seperti jawaban saya pada RQ 20.</p>

tersebut ke dalam RPP dan kelas panjenengan?	
RQ 22: Apa yang panjenengan merasa lebih leluasa ketika mengajar menggunakan RPP satu lembar atau justru merasa kesulitan?	Bagi saya lebih mudah, saya menjadi tidak terpaksa dengan RPP, saya bisa berimprovisasi dengan keadaan di kelas.
RQ 23: Menurut panjenengan, apakah semua materi pembelajaran yang telah panjenengan persiapkan dapat tersampaikan secara optimal selama proses pembelajaran?	Belum optimal, tapi bukan karena RPP nya. Melainkan karena jam pelajaran yang masih dibatasi selama masa PPKM.
RQ 24: Apakah panjenengan menemukan kendala atau kesulitan ketika mengajar di kelas dengan menerapkan RPP satu lembar?	Tidak ada
RQ 25: Apakah penggunaan RPP satu lembar memadai sebagai persiapan panjenengan mengajar di kelas?	Menurut cukup memadai, dan yang pasti cukup memudahkan.

APPENDIX 5

THE DOCUMENT ANALYSIS STUDY GUIDELINE

The instrument is constructed by referring to the SE of Kemendikbud number 14 of 2019:

Document Analysis Guideline to Assess Teacher's Planning (3 Core Components)

Teacher's Planning (3 Core Components)

Aspect	Indicator	Checklist		
		Mrs. Tri Murtafiah. VII (Wednesday, September 8 th 2021)	Mrs. Teguh Dian Novita. VIII (Friday, September 3 rd 2021)	Farista Agustina. IX (Friday, September 10 th 2021)
(CC 1) Learning Objectives	Objectives are relevant with indicators in Permendikbud No. 37/2018 Objectives are SMARTe (Specific, Measurable, Attainable, Result-based, Time-bound, and Equitable)	<input checked="" type="checkbox"/> The two learning objectives are fully structured and in accordance with the indicators <input checked="" type="checkbox"/> S-M-A-R-T-e	<input checked="" type="checkbox"/> The four learning objectives are fully structured and in accordance with the indicators X S-A-R-T-e	<input checked="" type="checkbox"/> The learning objectives have been made by the teacher in accordance with the indicators <input checked="" type="checkbox"/> S-M-A-R-T-e

	Objectives comprise ABCD components (Audience, Behavior, Condition, Degree)	✓ learning objectives comprised only ABCD components (Audience, Behavior, and Degree)	✓ learning objectives comprised ABCD components (Audience, Behavior, Condition, and Degree)	✓ learning objectives comprised ABCD components (Audience, Behavior, Condition, and Degree)
	Objectives use operational verbs (HOTS)	✓ Using some operational verbs	✓ Using some operational verbs	✓ Using some operational verbs
(CC 2) Planning the Activities	The main activities implement the scientific approach, project-based learning, problem-based learning, inquiry/discovery learning, genre-based approach, task-based instruction, etc. The main activities are graded appropriately Activities are learner-centered	✓ The main activities implement inquiry/discovery learning ✓ The grades are fair and appropriate ✓ Activities are learner centered along with	✓ The main activities implement inquiry/discovery learning ✓ The grades are fair and appropriate ✓ Activities are learner centered along with	✓ The main activities implement inquiry/discovery learning ✓ The grades are fair and appropriate ✓ Activities are learner centered along with

	Activities include the principle of “Free Learning”	✓ teacher support learning activities are arranged creatively and not rigidly	✓ teacher support learning activities are arranged creatively and not rigidly	✓ teacher support learning activities are arranged creatively and not rigidly
	Activities include PPK (Strengthening Character Education)	✓ activities have included several points of character development	✓ activities have included several points of character development	✓ activities have included several points of character development
	Activities are integrated with the development of reading and writing culture	✓ the activities are integrated with the development of reading and writing culture	✓ The activities are integrated with the development of reading and writing culture (dalam penugasan)	X there are no activities that are integrated with the development of reading and writing culture
	Activities are relevant to the chosen method	✓ Activities are suitable with inquiry/discovery learning	✓ Activities are suitable with inquiry/discovery learning	✓ Activities are suitable with inquiry/discovery learning
	Activities are relevant to	✓ Activities are intended designed for	✓ Activities are intended	✓ Activities are intended designed for

	students' characteristics	students' of seventh grade	designed for students' of eighth grade	students' of ninth grade
	Activities are sufficient to achieve the objectives of learning Activities include 4C (communication, collaboration, critical thinking, creativity)	<p>✓ They are interconnected</p> <p>✓ Activities have completely included 4C (communication, collaboration, critical thinking, creativity)</p>	<p>✓ They are interconnected</p> <p>✓ Activities have completely included 4C (communication, collaboration, critical thinking, creativity)</p>	<p>✓ They are interconnected</p> <p>✓ Activities have completely included 4C (communication, collaboration, critical thinking, creativity)</p>
3. (CC 3)	Assessment techniques are appropriate with indicators (Check in Permendikbud No. 37/2018)	x	X	x
Designing Assessment and Evaluation Instruments	Assessment instruments are appropriate with indicators	X	X	X
Total score: 16 indicators x 100 = 1600 Max score: 1600 : 100 = 100		87.5	81.25	81.25

APPENDIX 6

THE OF OBSERVATION STUDY GUIDE

To find out how the implementation of the one-page lesson plan in classroom learning, the researcher has compiled an observation guideline with result as follow:

Main Instrument Result of Observation

Observational aspects	Indicators	Explanation		
		VII (Tri Murtafiah) (Wednesday, September 8 th 2021)	VIII (Teguh Dian Novita) (Friday, September 3 rd 2021)	IX (Farista Agustina) (Friday, September 10 th 2021)
Perangkat pembelajaran	Kurikulum K-13	✓ Ada sesuai	✓ Ada sesuai	✓ Ada sesuai
	Silabus	✓ Ada sesuai	✓ Ada sesuai	✓ Ada sesuai
	RPP satu lembar	✓ Ada sesuai	✓ Ada sesuai	✓ Ada sesuai
Kondisi siswa di kelas	Suasana di kelas	✓ Kondusif	X Kondusif (agak ramai di tengah pembelajaran)	✓ Kondusif (relatif tenang)
	Keaktifan siswa dalam belajar	X Beberapa anak aktif	X Beberapa anak aktif	✓ Mayoritas aktif
	Perilaku siswa di dalam kelas	✓ Baik	✓ Baik	✓ Baik

Kondisi guru di kelas	Penyajian materi	✓ Runtut dan lengkap (menggunakan multi-sources: buku When English Rings a Bell, video youtube, google, dan sumber lain yang murid temukan).	✓ Lengkap (murid lebih difokuskan pada skill speaking)	X Cukup lengkap (guru lebih fokus pada penguatan vocabulary)
	Strategi pembelajaran	✓ Menggunakan discovery learning.	✓ Menggunakan discovery learning	✓ Menggunakan discovery learning
	Penggunaan bahasa	✓ Interaktif (bahasa Inggris kemudian diterjemahkan ke bahasa Indonesia).	✓ Interaktif (bahasa Inggris kemudian diterjemahkan ke bahasa Indonesia).	✓ Full English (terkadang bahasa Indonesia untuk menjawab pertanyaan siswa)
	Manajemen waktu	X Baik, namun materi belum diterima siswa secara komprehensif dikarenakan keterbatasan waktu.	✓ Baik	✓ Baik, semua materi tersampaikan
	Teknik bertanya	X Guru bertanya hanya setelah pembelajaran	✓ Guru sering bertanya dan mempersilahkan murid bertanya	✓ Guru bertanya hanya setelah pembelajaran

	Penggunaan media	<p>akan berakhir.</p> <p>✓ Video, papan tulis, lembar kerja siswa</p>	<p>(komunikatif)</p> <p>✓ (tidak dicantumkan) lembar kerja siswa, buku pegangan bahasa inggris siswa</p>	<p>n akan berakhir.</p> <p>✓ (tidak dicantumkan) Video, papan tulis, lembar kerja siswa, kamus bahasa inggris</p>
Proses pembelajaran	<p>Pembukaan (salam & doa)</p> <p>Cek kehadiran</p> <p>Apersepsi</p> <p>Motivasi & Stimulus</p>	<p>✓ Ada</p> <p>✓ Ada</p> <p>✓ Ada</p> <p>✓ Memotivasi sekaligus menstimulus siswa bahwa “Waktu adalah pedang. Jika tidak mampu menguasainya, maka akan tertebas,” selanjutnya murid diminta menonton video dari youtube.</p>	<p>✓ Ada</p> <p>✓ Ada</p> <p>X Tidak ada</p> <p>✓ Motivasi dan stimulus disampaikan melalui ceramah untuk memusatkan perhatian pada topik materi</p>	<p>✓ Ada</p> <p>✓ Ada</p> <p>X Tidak ada</p> <p>✓ Motivasi agar senantiasa menjaga kesehatan dan mengonsumsi makanan yang baik dan sehat untuk menstimulus siswa terhadap materi.</p>

	Penyampaian tujuan pembelajaran	X	Guru tidak menyampaikan	✓	Ada	✓	Ada
	Cakupan lingkup materi	✓	Ada	✓	Ada	✓	Ada
	Pembelajaran dengan <i>student-centered</i>	✓	Sudah (siswa secara mandiri mengumpulkan data/materi melalui arahan guru)	✓	Sudah	✓	Sudah sangat baik (siswa secara berkelompok mencari dan mendiskusikan kemudian menyimpulkan materi melalui arahan guru)
	Pendekatan/sintak sesuai abad 21 (4C)	X	Belum Lengkap (critical thinking, communication, creativity)	✓	Lengkap (critical thinking, collaboration, communication, creativity)	✓	Lengkap (critical thinking, collaboration, communication, creativity)
	Aspek penguatan karakter (PPK)	✓	Ada (dalam pembelajaran)	✓	Tidak Ada	✓	Tidak Ada
	Integrasi muatan literasi	✓	Ada (dalam pembelajaran)	✓	Ada (dalam penugasan)	✓	Ada (dalam penugasan)

	<p>Penggunaan metode pembelajaran</p> <p>Melakukan evaluasi pembelajaran</p>	<p>✓ Inquiry based learning</p> <p>✓ Penilaian Sikap: Observasi (Lembar Observasi)</p> <p>✓ Penilaian Pengetahuan : <i>Test</i> (Lembar Soal), <i>Non-Test</i>: Portofolio (<i>Ceklist</i>)</p> <p>✓ Penilaian Keterampilan: Penilaian Kinerja (Lembar Penilaian)</p>	<p>✓ Inquiry based learning</p> <p>✓ Penilaian Sikap: Observasi dalam proses pembelajaran</p> <p>✓ Penilaian Pengetahuan : Tes lisan dan tes tulis bentuk uraian</p> <p>✓ Penilaian Keterampilan: Praktek/Rubrik</p>	<p>✓ Inquiry based learning</p> <p>✓ pengetahuan : tes tertulis</p> <p>✓ afektif: lembar observasi</p> <p>✓ keterampilan: presentasi, unjuk kerja, proyek, portofolio</p>
Aktifitas Penutup	Memfasilitasi siswa untuk membuat kesimpulan di tahap penutupan	✓ Ada	✓ Ada	X Tidak ada
	Memfasilitasi siswa untuk membuat refleksi	✓ Ada	X Tidak ada	X Tidak ada

	Mengecek pemahaman siswa	✓ Ada	✓ Ada	✓ Ada
	Menginformasikan pembelajaran berikutnya	✓ Ada	✓ Ada	✓ Ada
	Pemberian tugas/pekerjaan rumah	✓ Ada	✓ Ada	✓ Ada

APPENDIX 7

SURAT PENUNJUKAN PEMBIMBING SKRIPSI



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamba Kan 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : 3874/Un.10.3/2.4/DA.04.09/12/2021
Lamp : -
Hal : Penunjukan Pembimbing Skripsi

Yth:
Dr. Siti Tarwiyah, SS. M. Hum

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Rizka Alifah
NIM : 1603046081
Judul : **Teachers' Lesson Plans as the Implementation of The Circular Letter of Minister of Education and Culture Number 14 of 2019 (A Case Study at MTs Yapika Kebumen)**

Dan menunjuk saadati Dr. Siti Tarwiyah, SS. M. Hum sebagai pembimbing dalam skripsi sebagai syarat kelulusan S1.

Demikian penunjukan pembimbing skripsi ini, atas kejasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n Dekan,



Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

APPENDIX 8

SURAT PERMOHONAN IZIN RESEARCH



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS PSIKOLOGI DAN KESEHATAN

Jalan Prof. Dr. Hamka Km.01, Kampus B, Ngaliyan, Semarang 50185.
Telepon (024) 76433370, Website: ik.walisongo.ac.id, Email: ipk@walisongo.ac.id

Nomor : B-2880/Ua.10.3/D.1/PG.00/08/2021

30 Agustus 2021

Lamp. : -

Hal : Permohonan Ijin Penelitian

Kepada Yth :
Kepala MTs YAPIKA Tanjung Sari
di tempat,

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa dalam rangka untuk memenuhi tugas penulisan skripsi atas nama mahasiswa:

Nama	: Rirka Alifah
NIM	: 1603046081
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Ilmu Tarbiyah dan Keguruan
Lokasi Penelitian	: MTs Yapika Tanjung Sari
Judul Skripsi	: Teachers' Lesson Plan as The Implementation of The Circular Letter of Minister of Education and Culture Number 14 Of 2019 (Case Study at MTs Yapika Tanjung Sari)

Pembimbing :
1. Dr. Siti Tarwiyah, M. Hum,

Sehubungan dengan hal tersebut, mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul tersebut selama kurang lebih dua pekan, mulai tanggal 2 sampai dengan 16 September 2021.

Demikian surat permohonan penelitian kami sampaikan atas perhatian dan pemberian izin kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan Yth :

Dean Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan).

APPENDIX 9

SURAT KETERANGAN MELAKSANAKAN PENELITIAN



MADRASAH TSANAWIYAH
YAYASAN PENDIDIKAN AL-ISTIQOMAH KARYA GUNA
Alamat : Desa Tanjungsari, Kec. Petanahan, Kab. Kebumen

Jalan Raya Pasar Gamblok, RT 04/RW 02, Desa Tanjungsari, Petanahan,
Kebumen, 54382, Telp. 081802658344.

SURAT KETERANGAN PENELITIAN

Nomor: 065/231/2021

Yang bertanda tangan di bawah ini, Kepala Sekolah MTs Yapika Tanjungsari, Kecamatan Petanahan, Kabupaten Kebumen, Provinsi Jawa Tengah, menerangkan bahwa:

Nama : Rizka Aliyah
NIM : 1603046081
Prodi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
UN Walsongo Semarang
Alamat : Puluharjo RT. 01 RW. 01 Kec. Puring Kab. Kebumen

Yang bersangkutan telah mengadakan penelitian di MTs Yapika Tanjungsari Kebumen pada 2 - 16 September 2021, sehubungan dengan penulisan skripsi dengan judul:

"Teachers' Lesson Plan as The Implementation of The Circular Letter of Minister of Education and Culture Number 14 Of 2019 (Case Study at MTs Yapika Tanjungsari)"

Demikian surat keterangan penelitian ini dibuat untuk dapat digunakan sebagaimana mestinya.

Kebumen, 17 September 2021



APPENDIX 10
DOCUMENT ANALYSIS



Picture 10.1
7th grade teaching and learning activities



Picture 10.2
8th grade teaching and learning activities



Picture 10.3
9th grade teaching and learning activities

CURRICULUM VITAE

Name : Rizka Alifah
Place and date of birth : Kebumen, June 24th 1998
Original address : Madugawe RT 01 RW 01 Puliharjo Puring
Kebumen
Education : 1. SDN 2 Puliharjo
2. SMPN 1 Petanahan
3. MA Yapika Tanjungsari
4. UIN Walisongo Semarang

Semarang, 31 Desember 2021

The reseracher

Rizka Alifah
1603046081