CHAPTER I

INTRODUCTION

A. Background of the Problem

Teacher is considered as one of the important component in education. Teacher's role in the instructional process is the deciding factor for the effectiveness of teaching and learning in the classroom. Therefore, teacher's skills and pedagogical skills should be evaluated and improved in order to achieve the quality and standards that have been set out. So that, teacher's instructions would be more effective and effective teaching could be established.

Regarding to the success of the teaching in the classroom, there should be a professional teacher who is responsible for the course. In order to prepare the professional teacher, institutes which focus in education should provide the compulsory subject called micro teaching. Through microteaching, training teacher exposes their ability of teaching by using the lesson plan that training teacher has learned in instructional design course class. By making lesson plans, the training teacher makes good preparation before teaching to insure good instruction.

As stated by Richards in Jack C.Richards and Willy A.Renandya, lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a 'map' for the teacher to follow, and to provide a record of what has been taught.[1] A well-prepared lesson plan gives a measure of self-confidence and minimized feelings of inadequacy.

[1] Jack C.Richards and Willy A.Renandya, Methodology In Language Teaching, (Cambridge University Press, 2002)p. 31

Lesson plan is acknowledged to be critical to the success or failure of a teacher. Lessons should be planned within the time allotment for the subject. Beginning teachers sometimes cover too much ground resulting in teaching becoming superficial and the class does not learn much. They are tempted to leave subject matter half taught in an effort to cover everything in the syllabus. According to Jack C. Richards, a syllabus is a specification of the content of a course of instruction and list what will be taught and tested.[2] The syllabus as a plan for one period of teaching program must be based on the standard rules by curriculum.

In Indonesia, curriculum 2013 has become common standard in education. Curriculum 2013 accommodates what should be taught to the students, while learning is how what is taught can be controlled by learners. The concepts of this are packaged in lesson plan which shall be developed by teachers either individually or in groups referring to the syllabus.[3] In means, a lesson plan as a teaching preparation develop based on the teacher's thought about what will suitable for what curriculum or the syllabus expect to do.

The preparation of lesson plans should based on the goal of achieving the learning objectives. Accordingly, planning ahead to identify a course of action that can effectively reach goals and objectives is an important first step in any process, and education is no exception.[4] Indeed, lesson plan made by teacher to fulfill the student's need in learning process.

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[2] Jack C. Richards, *Curriculum Development in Language Teaching* , (Cambridge University Press, 2001) p.2

[3] Kementrian Pendidikan dan Kebudayaan, Bahan Ajar Training of Trainer, Implementasi Kurikulum 2013 Penyusunan RPP. (Jakarta: Kepala Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan,2013)p.1

[4] TEAL(Teaching Excellence in Adult Literacy), *Effective Lesson Planning*, (TEAL. Center Fact Sheet No. 8:2010) p.1

According to Ralph W. Tyler in Dadang Sukirman, the components of lesson plan at least consist of four elements, namely: objectives, materials teaching, methods, and assessment.[5] Lesson plan is essentially a projection of activities to be performed by teachers and students in the learning process. However, because without lesson planning, the process run without a target and just walk it is just. Conversely if learning is well planned, the targets to be achieved already clearly formulated, the material to be given to outreach already establish, methods and media for the process it has been projected, and a tool to determine whether or not the target is reached or purpose from the beginning already planned.

The lesson plan may serve as a basis for future plans and a means of evaluating the success of learning. A lesson is carefully planned to address one or more student learning goals. Therefore, a teacher should know what components that includes in well-lesson plan which reach the goal's learning. As stated by Jeremy Harmer, lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to whatever metaphor teachers may use to visualize and that identity.[6] Coherence means that between the components have the connections, so that teacher can avoid losing of teaching concept because the students still can catch the lesson. A new teacher cannot make a good lesson plan if he/she does not have a clear understanding of what each part of elements the lesson plan is all about. Thus, beginner teacher need to understand the curriculum and syllabus that provide guidelines of components in design the lesson plan.

[5] Dadang Sukirman, Pembelajaran Micro Teaching **(** Direktorat Jenderal Pendidikan Islam Kementerian Agama Jakarta: 2012)p.186

[6] Jeremy Harmer, The Practice of English Language Teaching ,(Cambrige: Oxford University Press,2003), 3rd edition, p. 308

In English Department IAIN Bukittinggi, microteaching provides the opportunities for students in college to sharpen their teaching ability. In doing microteaching, training teachers will be asked to prepare the lesson plan before the teaching practice. The lesson plan that the training teacher make, had previously been taught in specific subjects. These subjects are Instructional Design, TEFL and TEYL. However, there are several training teacher that often got confused of making the lesson plan. Some students have difficulty on how to review the syllabus that should become the orientation in designing the lesson plan. Therefore, student's lesson plan could be disorganized well and cannot use a guide form for teaching.

In IAIN Bukittinggi, at English education department academic year 2017, microteaching consists of 9 classes. Each class consist around 13 students. There is a supervisor who is responsible for each class. In doing micro teaching, students are not only asking to teach in front of the class, but also prepare the lesson plan as their guide to teach the lesson.

Based on the researcher's preliminary research with some students' lesson plan that prepare for microteaching, the researcher found problems. First, some students didn't understand how to make the lesson plan based on curriculum 2013. Second, some of the lesson plan that the training teacher create did not refer properly to the syllabus. The basic competences were not compatible with the English learning material. Besides the indicators of the lesson plan are formulated different from basic competency. Third, some of the components of the lesson plan that students' made did not connect to one and another. Finally, the instruments of assessment were not suitable with the objective of the learning. Training teacher choose the task for evaluation but couldn't help achieve the objective lesson.

Based on the explanation above, the researcher interests in doing a research about **"Suitability of Student's Lesson Plan in Microteaching with Curriculum 2013 at the Sixth Semester of English Department IAIN Bukittinggi Academic Year 2016/2017"**

B. Identification of the Research

Based on the preliminary research, the researcher wants to identify the several problems:

1. Some of the students did not understand how to make the lesson plan based on curriculum 2013.
2. Some of the lesson plan that training teacher create were not refer properly to the syllabus.
3. Some of the components of the lesson plan that students' made were not connect to one and another.
4. The instruments of assessment were not suitable to fulfill the learning objective.

C. Limitation of the research

In this research, the researcher gives the limitation to limit the scope of the problems that wants to be research. That is about the components of lesson plan base on curriculum 2013. This limitation has been done to avoid the misunderstanding and reach the target of the research effectively.

D. Formulation of the Research

In accordance with the limitation of the problem above, the problem in this research will be formulated as follows: What is the level of the suitability of student's lesson plan's components in accordance to curriculum 2013 standard?

E. Purpose of the Research

In the light of the problem formulated above, the purpose of this research is: to know the level of the suitability of student's lesson plan's components with curriculum 2013 standard.

F. Significance of The Research

The Researcher hopes that the result of this research will give the advantages to:

1. For teacher, it can be used as comprehension in develop the lesson plan and improve more variations of teaching skills.
2. For students, it can help increase students achievement in learning process
3. For other researcher, this could be additional information for other research that related of the lesson plan in micro teaching class.
4. For the college, to add the literature in the library as the reference for the next researcher.
5. For writer, it can give more knowledge and experience through the research.

G. Definition of Key Term

To avoid misunderstanding and reach the target of the research effectively, there are some essential terms explained:

1. Lesson plan is a framework for teachers and candidates teachers as guide for teaching and learning in order to achieve students' need.
2. Curriculum 2013 is a curriculum which is substituted curriculum 2006 (KTSP) which have four value aspects there are knowledge, skill, attitude, and behavior.

3. Micro Teaching is a teaching encounter to provide teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Lesson Plan

a. Definition of Lesson Plan

Lesson plan is kind of element that should be considered for teacher in teaching. The use of lesson plan seemed so appropriate and more practical as there is a collaboration of actions to plan, implement instruction, identify weaknesses and then reflect on the processes before implementing changes and improvements. Lesson plan can be construed as the best way or approach that can be used to enhance teacher professionalism. Thus, teacher should be able to determine the structure of planning the teaching around the issues in lesson plan.

The term "lesson" is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes.[7] While a plan is which way they should to go to make the lesson done well. A lesson plan prevents wandering away from the subject matter by making the teacher conscious of what they have to accomplish for the one meeting. Accordingly, lesson plan is a set of plans that guide teachers in implementing their learning stages.[8] Which means a lesson plan help the teacher as a unified set of activities that focuses on one teaching objective at a time.

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[7] H. Douglas Brown, Teaching by Principles : *An Interactive Approach to Language Pedagogy*, (Longman: second edition). P 149

[8] Kementrian Pendidikan dan Kebudayaan, Bahan Ajar Training of Trainer, Implementasi Kurikulum 2013 Penyusunan RPP.(Jakarta: Kepala Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan,2013)p.1

A teaching objective states what the learners will be able to do at the end of the lesson. So that, a teacher must consider the right components of the lesson plan that will be suitable to reach the teaching objective. As stated by Jack C.Richards and Willy A.Renandya, lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson.[9] Besides determining the teaching objective, the teaching process is important for teachers to be collated, because it will determine to establish the goal of learning. Thus, before the options set out in the planning of activities, must first have a clear overview and operational objectives that must be achieved. If the goals to be achieved already chosen, then the newly set or decide the types of activities that will done to achieve that goal.

The best teachers are those who think carefully about what they are going to do in their classes and how they are going to organize the teaching and learning. Writing lesson plan for teacher is the important activity. This writing process of lesson plan is one of an essential indicator of the competence of the teacher. Stated by Kokasih, lesson plan is a teaching planning whose development refers to particular basic competencies (KD) in the curriculum / syllabus.[10] In accordance with the basic competencies that have been set, lesson plan is created in order to guide teachers in teaching so that the implementation can be more effective.

Also, according to minister of educational and cultural affairs regulation no. 81A year 2013, lesson plan is teaching planning structured in

[9] Jack C.Richards and Willy A.Renandya, Methodology In Language Teaching, (Cambridge University Press, 2002)p.31

[10] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014),P.144

more detail on particular theme or subject that refers to the syllabus.[11] A teacher should know what kind of the syllabus that prefers for certain a subject.

Syllabus is described from curriculum, and syllabus is a guidance to write lesson plan. Syllabus as a reference for writing lesson plan includes identity of subject matters or thematic subject matters, core competence, basic competence and indicators, learning materials, learning activities, allocation of time, learning resources, assessment or evaluation. To describe the lesson plan in proper way should base on the syllabus and demand of the curriculum consist of elements that relate to goal of learning.

Therefore the lesson plan developed from the syllabus that based on curriculum, within comprehend both, teacher will be able structured a lesson plan as a guide for teaching and achieve the goal learning. Besides useful for teachers as guides, lesson plans are also useful for predicting the success of learning, anticipate what might happen, utilize learning resources optimally and systematically organizing learning activities.

It can be said that lesson plan is created from a teacher's thoughts which structured in more detail on particular theme or subject that refers to the syllabus and curriculum in order to use as guide for teaching all at once achieve the learning goal.

b. The characteristics in develop the Lesson plan

The lesson plan is developed based on the basic provisions or principles and common traits or characteristics that are applicable. General

[11] Kementrian Pendidikan dan Kebudayaan, Bahan Ajar Training of Trainer, Implementasi Kurikulum 2013 Penyusunan RPP.(Jakarta: Kepala Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan,2013)p.5

or characteristics that must be considered in develop the lesson plans include: [12]

1) Taking into account the characteristics of the students.

Learning plan guidelines developed for learning. The purpose of learning is to change student behavior. Therefore learning plan should be for the benefit of the student orientation as learners. Therefore, in developing lesson plan should pay attention to the existing conditions in learners and events that are outside the student.

Lesson plan was ideally apply to each class with the assumption that students in each class have different characteristics.[13] Each student is as individual beings, as well as being social. Ideally developed learning plans should be meet the needs of students in developing their own potentials better as individual beings, and social. Besides, the ability of the should be developed through learning that developed by teachers, other than with respect to the development potential academic as intellectual, emotional, social and even spiritual, should also be able to encourage the development of potential ability of non academic, such as the distribution of talents and interests of students.

2) Oriented to the curriculum

Planning developed by teachers such as handouts or in the form of plans implementation of learning should be conceived and developed referring the applicable curriculum. As described above, the actual lesson plan and plan well-shaped syllabus lesson plan in the study of

[12] Dadang Sukirman, Pembelajaran Micro Teachi**ng (Direktorat Jenderal Pendidikan Islam Kementerian Agama** Jakarta: 2012)p.196

[13] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.144

the curriculum are all called curriculum. As for which differentiate it in terms of its scope, syllabus a broader learning program concerns program for one or a group of subjects for a period of one half or more. In the discussion of this study is meant by the lesson plan development, namely development lesson plan, the operational guidelines for each unit of learning activities. Thus viewed from its scope lesson plan is a more specific kind of planning as the elaboration of syllabus.

As a form of planning that will directly be operational guidelines of learning, the development must based on a common learning program that syllabus. Each lesson plan should have clear reference to KI (core competence) / KD (basic competence). [14] Similarly, when developing the syllabus of learning should be based on the guidelines that were above curriculum, standards of competence and basic competence.

3) The order of learning activities developed systematically with consider the order from easy to the more difficult, than that is both simple to the more complex.

With lesson plans developed by teachers, aiming so that learning can be implemented in logical, systematic, so learning objectives can be achieved as expected. Corresponding the nature and characteristic of lesson plan to facilitate ease of learning for students, before plans are made every teacher should have map curriculum materials to teach. Identified characteristics any material, both in terms of breadth and depth, level the difficulty, materials theory or practice,

[14] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.144

there may even be material require media assistance specifically to support the effectiveness and learning efficiency. Learning is a complex process, and the complexity of learning the lesson must be designed, planned carefully, so that it can be learning complex more simplified and easier for students to learn.

4) Complete the learning plan with worksheets and sheets assignment or other learning instruments in accordance with the needs of the learning will be implemented.

Guidelines for observation or guidelines interviews, student worksheets, formatting stuffing, and specific record sheet adapted to the learning objectives to be achieved, including instrument learning has an important role to support the smooth process of learning. Successful learning as well as fun need as much as instructional media.[15] With existence of media that related to the achievement of learning objectives, the learning process is easy to implement.

5) Planning learning should be flexible

Planning learning is flexible to allow adjustment adapted to the situation and the growing conditions. Lesson plan created before learning implemented. Therefore, the foregoing discussion proposed considering the lesson plan projection activities.

As for the condition real learning can be seen when it is implemented. Therefore to anticipate the possibilities of difference situations and conditions, which are not exactly the same as projected through advance planning, it is the nature of planning flexibility, and it

[15] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.49

can immediately perform adaptations and adjustments required in accordance with the circumstances that happened. Learning is situational, so although everything is outline programmed through planning that has been developed previously, it was likely there are still some elements which must be adapted to the circumstances at the time of learning do. It is very common in every lesson. Therefore lesson plans are dynamic, so it is enabling the development and adjustment in accordance with the situation and condition.

6) Based on a systems approach

This means that every element of planning developed learning must be a single entity intact, unified interplay and dependency. Something the new system will function as if the systems in which there are several elements are interrelated and influence to achieve goals expected. In components of lesson plan already clear that the objectives, content, methods and evaluation.

Sixth learning elements mentioned the characteristics of the lesson plan consider with taking into account the characteristics of the students, oriented to the curriculum, the order of learning activities developed systematically, complete the learning plan with worksheets and sheets assignment, lesson plan should be flexible and based on a systems approach.

2. Curriculum and Syllabus

a. The 2013 Curriculum

Curriculum is a very important component in education. Without the curriculum, the educational process will not go smoothly. The curriculum is required as one of the components to determine the achievement of educational goals. Summarized in the curriculum activities and teaching patterns that can determine the direction of the learning process. That is why, analyzing and reviewing the curriculum is compulsory for teachers.

In Law No. 20 Year 2003 on National Education System, subsection 1 number 19, stated that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials, as well as the means used to guide the implementation of learning activities to achieve specific educational objectives.

Curriculum change can be partly in particular the component, but may also be related to all the components of the overall curriculum. Curriculum change involves a variety of factors, both those involved in education and supporting factors in the implementation of education.

In order to strengthen basic education for students, the Ministry has committed operational and budgetary resources to the implementation of 2013 curriculum by 2014. The 2013 Curriculum focuses on the acquisition of contextual knowledge in respective areas and environments. The curriculum seeks to develop students' evaluation skills in three areas: attitude (honesty, politeness, and discipline), technical skills (through practical work/school projects), and scientific knowledge. Therefore, the curriculum is structured to anticipate future developments.

Curriculum 2013 is a refinement of the KTSP. Curriculum goals in 2013 is to prepare Indonesian to have the ability to live as individuals and citizens who have faith, productive, creative, innovative, affective, and be able to contribute to the society, nation, state, and world civilization.[16] Curriculum 2013 submit that learning the teachers do in the form of process developed in the form of learning activities in schools, classrooms, society, and direct the learning experience of students.

In order to prepare educational graduates to enter a challenging and uncertain era of globalisation, education is needed based on real needs in the field. For that purpose the government conducts the curriculum layout. 2013 Curriculum is a follow-up of competency-based curriculum (KBK) as a reference and guidance for the implementation of education to develop the education (knowledge, skills and attitude) in all levels and educational pathways, especially on the school education path.[17]

Competency-based 2013 curriculum can be interpreted as a curriculum concept that emphasizes the development of the ability to perform tasks with certain performance standards, so that the results can be felt by learners, in the form of mastery of a certain set of competencies. The curriculum is aimed at developing students' knowledge, understanding, abilities, values, attitudes, and interests in order to be able to do something in the form of lust, accuracy, and success with responsibility.

The competency-based 2013 curriculum focuses on obtaining certain competencies by learners. Therefore, the curriculum includes a number of

[16] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013,* (Bandung: Yrama Widya, 2014)p131

[17] Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013,* (Bandung: PT Remaja Rosdakarya, 2013)P.66

competencies, and a set of learning objectives expressed in such a way that their achievement can be observed in the form of learners' behavior or skills as a success criterion. Learning activities need to be directed to help learners to master at least a minimum level of competence, so that they can achieve the established goals. In accordance with the concept of thorough learning and talent development, each learner should be given the opportunity to achieve goals in accordance with the ability and speed of each learning.

In the 2013 curriculum, the syllabus has been prepared by the government, both for the national curriculum and for the regional curriculum, so that the teacher just develop a less difficult lesson plan. As according to syllabus of 2013 curriculum, components of lesson plan at least consist of:[18]

1) The learning objectives,
2) Learning materials,
3) Learning method,
4) Learning resources,
5) Assessment.

Therefore, a teacher must design a customized learning beforehand with the applicable curriculum. Teachers' understanding about curriculum will determine teacher lesson plan created and arranged in the form of learning activities.

[18] Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia NO. 81A Tahun 2013, *Implementasi Kurikulum:* Pedoman Umum Pembelajaran , Lampiran IV, p.8

b. Syllabus

The courses teacher teach, or intend to teach, are very likely to be based on some kind of written syllabus. The syllabus generally has explicit objectives, usually declared at the beginning of the document, on the basis of which the components of the list are selected and ordered.[19]

Syllabus is available for all subjects compulsory and optional and can be developed by teachers or school. In the syllabus contained the basic or that have been defined covering (knowledge and skills) and has been linearzed.

Syllabus design is seen as being concerned essentially with the selection and grading of content.[20] Syllabus help as principal source of guidance in the development of further learning, ranging from making lesson plans, management of learning activities, and the development of assessment systems.

Based on curriculum 2013 standard, syllabus provide the components of a lesson plan for a group of:

1) Subjects identity
2) Core competencies,
3) Basic competencies,
4) Indicators,
5) Learning material,
6) Learning method,
7) Media, tools and learning resources

[19] Penny Ur, *A course in language teaching* (Cambridge University Press:1991) P.176
[20] David Nunan, *Syllabus Design* (New York:2003)p. 5

8) Assessment.

The training teacher has to practice how to write the lesson plan of English subject matter. To practice the process of writing lesson plan, the student could use to knowledge the syllabus. Bell mentions that teachers are in the main and consumers of other people's syllabuses.[21] In other words, that their role is to implement the plans of applied linguists, government agencies, and so on. While some teachers have a relatively free hand in designing the syllabuses on which their teaching programmers are based, most are likely to be.

From some of these opinions can be concluded that syllabus help teacher as principal source of guidance in the development of further learning, ranging from making lesson plans, management of learning activities, and the development of assessment systems.

3. The Components of Lesson plan

In minister of educational and cultural affairs regulation No. 81A in 2013 stated that the lesson plan at least contains: the learning objectives, learning materials, learning method, learning resources, and assessment.[22] According to Kokasih, the components of the lesson plan are as follows:[23]

a. Subject Identity

Subject identity consists of a school name, grade / semester subjects, subject matter, and the number of meetings.

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[21] David Nunan, *Syllabus Design* (New York:2003)p.7

[22] Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia NO. 81A Tahun 2013, *Implementasi Kurikulum:* Pedoman Umum Pembelajaran , Lampiran IV, p.8

[23] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.146

b. Core Competence (KI)

Core Competence (KI) is qualification of minimized competence of students describing knowledge, attitude, and skill to be achieved every class and/or semester in a certain subject or competence which have to be posed by students in a certain subject. It is based on the standard of content of minister educational and cultural affairs No. 81A Year 2013.

Based on legislation No. 32 in 2013, the core competence is the ability to achieve the level of standards competency that a student must have at any grade level or program that underlie the development of basic competence. [24] Core competence serves as an element of organizing (organizing element) basic competence.

In other way, Mulyasa stated that the core competence is the operation in the form of quality that must be possessed by learners who have completed education in particular educational unit , which describes main competencies were grouped into aspects of attitudes, skills and knowledge must learned by the student at any school level, grade and subject lesson. [25] In means the core competence encompasses: spiritual attitudes, social attitudes, knowledge, and skills function as a charge integrating learning, subjects or programs in achieving standards competency. E. Kosasih mentions that the core competencies include attitudes (KI-1 and KI-2), knowledge (KI-3), skills (KI-4).[26]

[24] Salinan, Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013, *Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan,* p.4

[25] Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2013)P.174

[26] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.146

1) KI-1: deals with the attitude towards the student's religion.
2) KI-2: deals with the character of self and social attitudes.
3) KI-3: contains KD (basic competence) about knowledge of teaching materials,
4) KI-4 contains KD on the presentation of knowledge.

KI-1, KI-2, and KI-4 should be developed and grown through. The learning process of each subject matter listed in KI-3, for all courses. KI-1 and KI-2 are not taught directly, but indirect teaching on each Learning Activities.

Competence with regard to social and religious attitudes developed indirectly (indirect teaching) is when students learn about knowledge (competence group) and the application of knowledge (core competencies group).

c. Basic Competences (KD)

Basic competences are several competences which have to be mastered by students for a certain subject as a basic for establishing indicator of competency. It also based on the standard of content of minister educational and cultural affairs No. 81A Year 2013.

Basic competence is the competence of each subject for each class derived from core competence. Basic competence is content or competence consists of attitudes, knowledge, and skills are rooted in core competencies that must be mastered by learners. The competencies developed by taking into account the characteristics of learners, early ability, as well as the characteristics of a subject.

According to E. Kokasih, basic competence (KD) should be set according to the syllabus.[27] In general, for each subject matter at every syllabus there are 4 KD according to KI aspect (respect to religion, self-attitude and to the environment, knowledge, and skills). It was the existence of the syllabus has been prepared by the government.

d. Indicators

Indicators are attitude that can be measured to indicate the achievement of a basic competence.[28] Indicator of competence achievement is behavior or performance which can be measured and observed to show the achievement of certain basic competence. Benefits of using indicators that help teachers determine its success in carrying out the activities. In addition, by taking into indicators of achievement, teachers can determine the technique and determine the method of evaluation instruments. Indicators also beneficial to students that help them focus on the goals they need to achieve.

Indicators of achievement of competencies formulated using operational verb, that's a verb that can be observed and measured through the assessment process.[29] Indicators learning outcomes must meet three main criteria are formulated in a clear sentence, containing the certainty of meaning, and can be measured. The clarity of the statement has a consequence that teachers and students interpret the sentence with the same meaning. Certainty implies not cause a double meaning. And, it can be

[27] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013,* (Bandung: Yrama Widya, 2014)p.151

[28] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013,* (Bandung: Yrama Widya, 2014)p.147

[29] E. Kosasih, *Strategi Belajar dan Pembelajaran*…, P.147

measured if the achievement of behavior can be observed or measured using an instrument.

Kokasih mentions that indicators should be derived from basic competencies or from learning objectives, which include the affective, cognitive and psychomotor aspects.[30] Determine the indicators as the goal achievement criteria that include affective, cognitive and psychomotor aspects using appropriate operational verbs.

Achieving goals is evidenced by the indicators of achievement. Indicators of achievement of the process and results illustrate the behavior of measurable or observable that proves the achievement of expected competencies.

e. Learning Objectives

Learning objective is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course the students are able to achieve the aims which are relied on basic competence stated. The learning objectives in the past have looked more emphasis on the importance of mastering the material for students and generally developed through learning approach centered on the teacher.

Learning objectives formulated based on certain basic competencies (KD).[31] A number of basic competencies to be developed are already provided in the curriculum. Learning objectives can be organized to include all KD or organized for each meeting. Formulate learning objective contains four aspects: ABCD (audience, behavior, condition and degree).[32]

[30] E. Kosasih, *Strategi Belajar dan Pembelajaran*…, P.147
[31] E. Kosasih, *Strategi Belajar dan Pembelajaran*…, P.13
[32] E. Kosasih, *Strategi Belajar dan Pembelajaran*…, P.152

1) Audience, means learners or students who are the subject of learning.
2) Behavior, means learning behavior, as stated in basic competence (KD).
3) Condition, means conditions of learning that can lead students to achieve expected behavior. Conditions in question, perhaps by discussing, watching impressions, reading story books, and others.
4) Degree, means an expected qualification that can be expressed either qualitatively or quantitatively, for example in the form of words clearly, appropriately, in detail.

Indeed, formulation the learning objective make it easier to communicate the intention of teaching and learning for students, so that students can act more independently learning, also allows teachers to select and prepare teaching materials and help facilitate teachers identify learning activities and learning media, furthermore allows teachers to conduct the assessment for the students.

f. Learning Materials

The material is one component in the lesson plan after the formulation of the learning objectives. Learning materials are used to refer to everything that teachers or students use to facilitate the learning process. The form can be read books, newspapers, conversations, written assignments, cards or discussions between students. In other words,

learning materials can be many things that are viewed to enhance students' knowledge and experience.

Material derived from basic competencies so that breadth and depth can support the achievement of expected learning process and learning [objectives.[33] Learning material is the development of the indicator or KD stated in the curriculum. It should include aspects of facts, concepts, principles, and procedures.

Learning materials contain relevant facts, concepts, principles and procedures and written in points in accordance with KD or formulation of indicators of achievement of competence.[34]

1) Facts are examples or models relating to a teaching material.
2) Concept is a definition, understanding, or limitation of the word / terminology that exist in teaching materials.
3) Principles are rules or principle regarding a teaching material.
4) The procedure is a step with regard to a teaching material.

Teaching materials or learning materials generally related of knowledge, skills, and attitudes students need to learn in order to achieve basic competency have been determined.

Learning materials occupies a very important position of the overall curriculum, which should prepare for the implementation of learning to achieve the target. That mean, the material specified for the learning activities should be materials that actually support the achievement of basic competence, and achievement indicators.

[33] E. Kosasih, *Strategi Belajar dan Pembelajaran*…, P.31
[34] E. Kosasih, *Strategi Belajar dan Pembelajaran*…, P.148

g. Learning Method

The selection of learning methods should considering the characteristics of each KD or learning objective.[35] Selection of teaching methods should be adapted to the circumstances of learners, as well as the characteristics of each indicator and competencies to be achieved in each lesson. The selection of methods should consider the characteristics of students, the school environment, basic competence and indicator. Methods generally used lectures, discussions, drill, frequently asked questions, simulations, demonstrations, observation, and presentations.

h. Media, Tools and Learning Resources

Media of learning, instrument and resources are based on core competency and basic competency, material, activity and achievement indicator of competency. In this case, resources are tools and media used such as textbook, projector, computer, internet and so forth in order to conduct teaching learning activity runs well and effectively as well as to attract student's interest in learning.

The 2013 curriculum requires that the original learning pattern be based on a single tool to be a multimedia tool. Kokasih said that the selection types of media, tools and learning should achieve the learning objectives.[36] Selection of the appropriate media to the characteristics of the students will further assist teachers in learning success. The use of

[35] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,P.149
[36] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,P.154

instructional media is expected to provide more concrete learning experiences to students, and can enhance the activity of students in learning as an example of an interactive learning media.

i. Steps Learning Activity

In the standard process of learning activities consist of measures that include elements of preliminary activities, the core activities and closing activity. This component includes three general sections, namely the introduction, the core activity and the closer activity.[37]

1) Introduction

In the preliminary activities, the teacher:

a) Preparing students psychically and physically to follow the learning process;

b) Asking questions about the material already learned and related to the material to be learned;

c) Delivering learners to a problem or task that will be done to study a material and explain the learning objectives or KD to be achieved; and

d) Outlines the scope of the material and an explanation of the activities that the learner will do to solve the problem or task.

2) Core activities

Core activities include the delivery of information to discuss the standard material for forming the competence and character of students, as well as to exchange experiences and

[37] Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013, *Implementasi Kurikulum Pedoman Umum Pembelajaran*, Lampiran IV,p.12

opinions in discussing the standard material or solve their problems together.[38] Core activities use the model of learning, teaching methods, instructional media and learning resources that are customized to the characteristics of learners and subjects.

In accordance with the characteristics of the 2013 curriculum, the step of developing core activities should also take account of the scientific approach.[39] In the core activities can be covered several meetings and one meeting consists of only 1-2 steps from the implementation of the scientific approach.

In this section also the scientific approach should be drawn clearly and systematically, from start the process of observation to the stage of communicating.

The scientific approach combines both inductive approaches with a deductive approach. In the process of learning, students make use of a number of theories that has been obtained before to be correlated with the observations made on the field themselves. Between theory and field facts it is expected to become new knowledge for students.

According to minister of educational and cultural affairs regulation No. 81A in 2013, the scientific approach consists of

[38] Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT Remaja Rosdakarya, 2013)P.127

[39] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,P.155

five basic learning experiences, that's observing, questioning, exploring, associating and communicating.[40]

a) Observing

Students observe text, objects, models, impressions or the environment. Teachers facilitate learners to make observations, train them to pay attention (see, read, hear) the important things of an object or object.

b) Questioning

Students ask about matters of interest / concern with regard to their activities. Teachers need to guide learners to be able to ask questions: questions about concrete object observations to the abstract with regard to facts, concepts, procedures, or anything else more abstract.

c) Exploring

Students collect facts, information or data in order to answer questions asked by themselves or friends. Student questions that have been collected must of course be answered. Activity answers the question that is what is exploring.

d) Associating

Students do the reasoning in order to formulate answers / conclusions based on data collected in order to answer the problems posed earlier. In a scientific approach, association is defined as applying an understanding of a

[40] Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013, *Implementasi Kurikulum Pedoman Umum Pembelajaran*, Lampiran IV,p.15

concept to other concepts of a similar or different kind. The learning activities undertaken are to increase the breadth and depth of students' understanding by linking previous understanding to similar or even contradictory learning contexts.

e) Communicating

Students communicate answers (conclusions, findings, problem solving) either orally or in writing. The next activity is to write or tell what is found in information seeking activities, associate and find patterns. The results are presented in the classroom and assessed by the teacher as a result of learning the learners or groups of learners.

3) Closing activity

The purpose of final activity learning is to determine student mastery of the competencies expected. Thus the teacher will determine the competence of the already and the not yet master by the student. The activities which teachers do are like giving tests, both oral and written.

According to E kokasih, closing activity filled with activities delivery of results of learning activities by teachers and students, implementing the posttest, reflection, and follow-up.[41] In order for the student to do the work optimally, the teacher should ask the questions that must be answered by the student or the student is assigned to report the results of his reading. So

[41] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,p.151.

that, the results of the improvement program, reflection and the task can be obtained optimally.

j. Assessment

Assessment is a series of activities to obtain, analyze, and interpret data about the process and learning outcomes learners are done in a systematic and continuous, so that becomes meaningful information in decision making. In the syllabus, assessments are already listed and teachers need to develop them in more detail, especially with regard to the form of the instrument.

As stated by E. Kosasih that the type of instrument and assessment development should be accordance with the indicator.[42] The type of assessment instrument and development should be fully in line with the learning indicators, whether in terms of form or content.

According to 2013 curriculum, assessment uses an authentic approach. The form of assessment is not always in the form of a written test. In order for the picture to be in the student's overall real capability, it should include an oral or action speech test. Aspects of the assessment include the attitude, knowledge and skills.[43]

1) Attitude assessment

Attitudes assessed adapted to the formulation KD stated on KI-1 and KI-2 covering the spiritual and social aspects.

2) Knowledge assessment

[42] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,p.156
[43] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,p.156

Knowledge assessed in accordance with KD as stated in KI-3. In the process of implementation, the teacher should pay attention to the operational verbs and learning materials desired by each KD

3) Skill assessment

Skills assessed by the teacher can also be seen from the operational verbs desired by every KD in KI-4. From that part, the teacher can determine the type of student activity that should be judged.

There are terms of measurement. Measurement is the process of determining a certain level of student ability, such as cognitive, affective and psychomotor.

In conclusion, it is known that the curriculum in 2013, the components of lesson plan consist of subject identity core competence, basic competences and indicators, the learning objectives, learning materials, learning method, learning resources, and assessment/evaluation that each of these components has a related to the success of the learning process.

4. The Shape of The Lesson Plan

In order to prepare lesson plans well, the teacher must know in advance the lesson plan components. The curriculum that will be use as standards for analysis the lesson plan in this research is curriculum 2013. In minister of

educational and cultural affairs regulation No. 81A in 2013, these components are operationally expressed in the following format:[44]

Identity: School Name, Subject, Class / Semester, Subject Matter, Time Allocation

A. Core Competence (KI)

B. Basic Competencies

1. .... (KD at KI-1)

2. .... (KD at KI-2)

3. .... (KD at KI-3)

4. .... (KD at KI-4)

C. Indicators: .....

D. Learning Objectives

E. Learning Materials (the details of Subject Matter)

F. Learning Method (Details of Teaching and Learning)

G. Media, Tools and Learning Resources

1. Media

2. Tools / Materials

3. Learning Resource

H. Steps Learning Activity

1. Introduction(....minute)

2. Core Activity(....minute)

3. Closing Activity(....minute)

I. Assessment

1. (Performance / Performance did Practicum / Attitude / Project/

[44] Pe
Implementasi

/ Direct questions / Privacy Statement / Questionnaire / Choose the answer / Supplying answer / Sheets portfolio assessment)

3. Manual scoring

5. Perspective of Lesson Plan In Micro Teaching

Microteaching is a peer teaching of learning activities which carried out by students in number and limited time. The form of simple teaching, which candidate teacher in a classroom are limited and controlled. In learning, assessment is an important thing to be held, because it can determine the level of ability among students practice micro, the things to keep in value in the micro learning include: planning written in designing the lesson plan.[45] Lesson plan is a model form for professional educator guidance through the assessment of collaborative learning and sustainable, based on the principles of collegiality and mutual learning to build a learning community.

Lesson plans play an important role in guiding teachers to perform duties as an educator in serving the learning needs of their students. Lesson plans are also meant as a first step before the learning process start.

[45] Zaenal Asril, *Micro Teaching* (Jakarta: Rajawali Pers, 2012), p. 51.

In the book Methods of Teaching Training mentioned that every teacher who intends to teach something has to prepare an outline of his topic in written form.[46] It means that, the teacher must prepare in the outline form lesson plan. Therefore, teachers who would intend to teach must make a lesson plan before entering the classroom. As well as carry out the practice of teaching in micro teaching class. In micro teaching program, components that are valued in assessment activities include assistance, creation of lesson plan, practical implementation of learning, student attendance at least 75%, and the mastery of the competence of teacher candidate teaching skill.

The process of making lesson plans that will be used in classroom practice is made at random by the students and even many college students who just download the files lesson plan then submit without changing the lesson plan with the reason they have trouble developing the ideal lesson plan. Although, before taking micro teaching student is equipped with a range of prerequisite subjects.

To overcome these problems, need a program that can facilitate cooperation among students to map out the problems together, learning plan, and analyze the problems that appear and to improve their teaching in team work. The program in question is micro teaching.

Lesson plan gives teachers the opportunity to closely examine the process of learning and the student understanding by observing and discussing classroom practice. Thus the lesson plan is suitable for social skills training and micro-teaching pedagogy in the learning program.

B. Review of Related Studies

[46] Ravi Ranga Rao dan Digumarti Bhaskara Rao, *Methods of Teaching Training*, (New Delhi: Discovery Publishing House, 2011), *re-printed*, p.381.

In review of related studies of the research, the researcher takes other researches which have relation with researcher's research as comparison, guidance and to make easier in conduction this research.

The first research is conducted by Dedek (2014) entitles "The Application of Lesson Plan in Teaching English on the second Semester of First Grade in SMP N 1 Bukittinggi." The result showed that the teacher has implied procedure in teaching the lesson plan. The procedure consists with pre learning activities, while learning activities and post learning activities. The teacher has implied the procedure of learning activities which also involve in develop part the lesson plan's format. Therefore, base on the procedure that teacher implied in class, student got achievement and reach the goal of the lesson plan.

The second one was held by Septi Sesiorina (2014) entitles "The Analysis of Teacher's Lesson Plan in Implementing Theme-Based Instruction for Teaching English to Young Learner" . The research describe about the aspect taken in lesson plan in implementing theme-based instruction. The result of this research is teachers were aware in making the lesson plan which all aspects are connected with each other and most activities have reflected the characteristic. Therefore, improvements are needed in composing behavior objective encouraging student's responsibility, and producing learning outcomes.

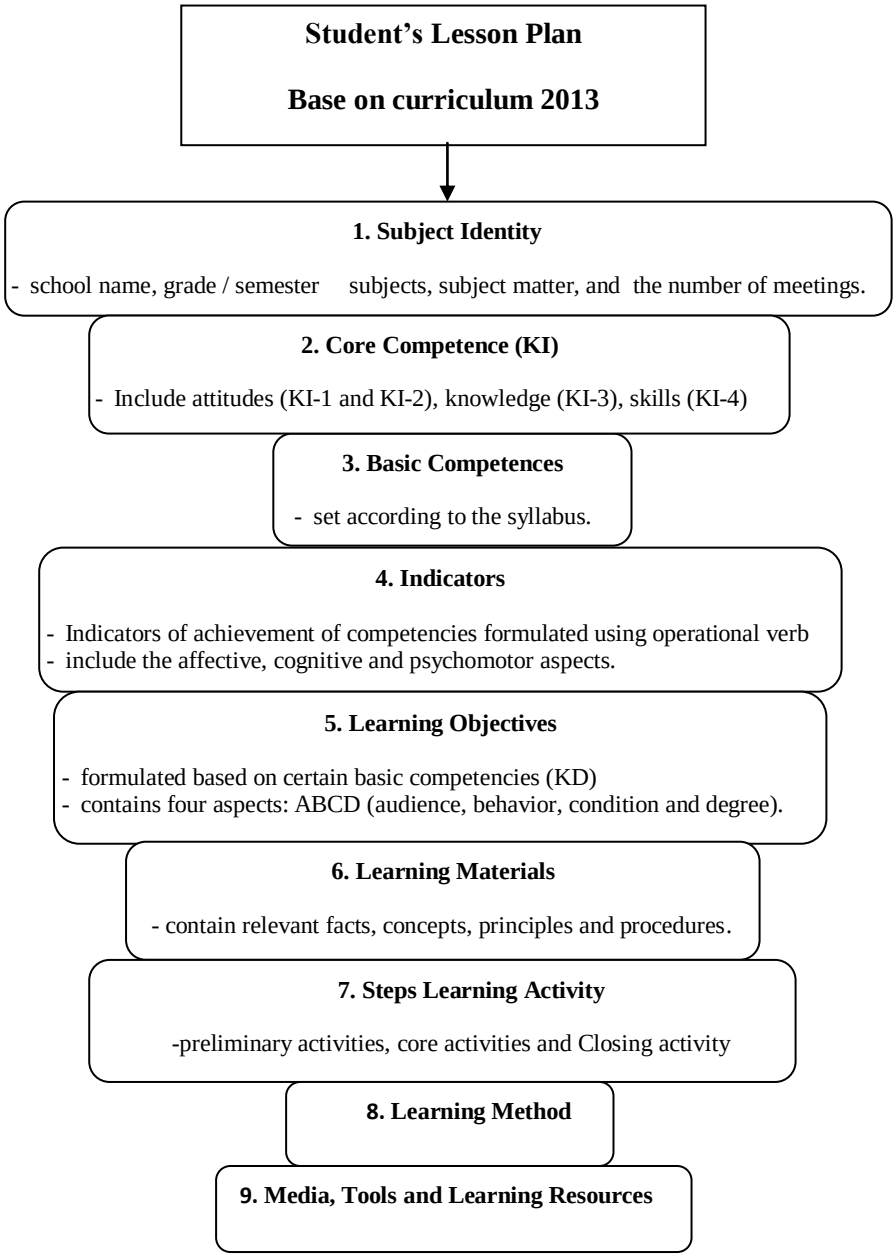
The third is a research conducted by Prita Mahayoningrum (2013). The title is Analysis Of XI Grade Students' Lesson Plan Indonesian Subject On Writting Skill At SMAN 2Jember In The 2012/2013 Academic Year. Referring to the formulation of the problem, this type of research is descriptive. Results and discussion of this research include: 1) the aspect of competence in the formulation an indicator that includes the competence cognitive and the psychomotor abstract,

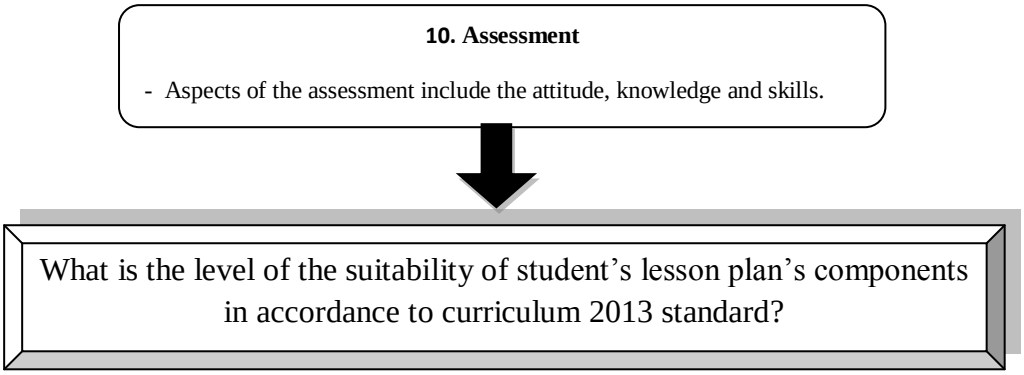
2) adequacy of the learning material, 3) Organizing the Learning Scenarios that include clarity formulation and variations of the method of learning, and 4) the relevance between components in the preparation of the Lesson Plan (LP). Based on the results and discussion writing skill Lesson Plan there is no affective.

From the relevant studies above focus on the lesson plan. In this research, the researcher did the research identify about lesson plan especially the components that prepared by training teacher in micro teaching class.

C. Conceptual Framework

Conceptual framework of this research could be created as follow:





Based on the conceptual framework, first, student (training teacher) in micro teaching class prepare lesson plan base on the curriculum and syllabus that expect to do, consist with the components of the lesson plan itself. Creating the lesson plan has been taught in compulsory subjects. Also the understanding to use of syllabus has been tested in the required subjects before. So that, training teacher be ready to present it in micro teaching.

After the lesson plan done, researcher do analysis toward the lesson plan regarding to the components of lesson plan that training teacher prepare. For analysis, researcher uses the documentation as data collection. Next, analysis the data base on curriculum 2013 that is use as the standard to analysis the lesson plan. Then, after description of the components of the lesson plan already found, then the result of the data can be process. Last, researcher make conclusions on research that is the result of the research.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research employs the researcher use descriptive quantitative design. This research belonged to quantitative strand the data were present in the numeral forms. It is because the researcher only analyzes and makes description about student's lesson plan in micro teaching class. According to Margono proposes that quantitative research is a process to access information by using numeral data as the tool to get the information that researcher wants to know.[47] In addition, this research considered to be quantitative research because the researcher involved counting the collected data to find the answer to the research question.

In addition, based on the formulation and the purpose of the research, as well as the method of analyzing the collected data this research fell into descriptive research. As suggested by Gay, "Descriptive research involves collecting data in order the test hypotheses or to answer questions concerning the current status of subject of study."[48] This means that in qualitative research, the objectively shows and describes the state of the subject being researched. It means the researcher has to collect the data to do descriptive research and answer the question of issues. The researcher tried to describe the phenomena based on the current status found on the student's lesson plan.

[47] Margono, *Metodologi penelitian pendidikan* (Jakarta: Rineka Cipta,2007). P.105
[48] L.R Gay, *Educational Research*, (Newyork: Macmillan publishing company,1990), p.189

B. Population and Sample

1. Population

Population is a part of this research. According to Gay, population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized.[49] At English education department academic year 2017, microteaching consists of 9 classes. Each class consist around 13 students. The population of this research is the students' lesson plan in microteaching at sixth semester of English Education Department at IAIN Bukittinggi academic year 2017 which consist 121.

The total Since population of the researcher is large, the researcher needs to do sampling. As Margono stated, there are some reasons in using sampling technique in the research such as number of population, fund, and accuracy.[50] It is clear that using sampling technique will help the researcher to get data from large population.

2. Sample

In determined the sample, researcher used purposive sampling to get through the research. Purposive sampling is the process of selecting a sample that is *believed* to be representative of a given population.[51] In other words, the researcher selected the sample using students experience and knowledge of the group to be sampled. In this research, lesson plan that becomes the object of research was based on the curriculum 2013. In

[49] Gay, L.R.2000. *Educational Research:Competencies for Analysis and Application,* ...,p.122
[50]Margono. 2007. *Metodologi Penelitian Pendidikan*. Jakarta: PT. Rineka Cipta, p.121
[51] L.R Gay, *Educational Research*, (Newyork: Macmillan publishing company,1990), p.141

addition, the selected samples lesson plan used by students at the last meeting. Researcher decided to take 24 samples of lesson plan.

C. Technique of the Data Collection

To collect the data, researcher used documentation. Documentation is the researcher's tool in collecting the data or the information which reading and find the information from the document, written document, papers, and text file etc.[52] This may be a major part of data collection but at least, in proposing a particular setting, the researcher gathers demographic data and describes geographic and historical particulars.

The researcher already collected lesson plans from the supervisors and students from microteaching class as data to analysis and got more effective information about the description of the student's lesson plan in micro teaching.

D. Technique of the Data Analysis

The researcher followed some steps to analyze data with following steps:

1. Analyze the data base on documents of lesson plan used the instrument analysis guideline and scoring rubric. Design of instrument was made base on curriculum 2013 in minister of educational and cultural affairs regulation No. 81A in 2013 in 2014 as standard. The instrument analysis guideline consists of 16 items. In doing the calculation of the answer, researcher gave score 1 until 4 for one item.

[52] Jonathan Sarwano, *Metodologi Penelitian Kuantitatif dan Kualitatif*,(Yogyakarta: Graha ilmu, 2006),p.225

2. Determine mean of total score from each item by using formulas as follows: [53]

$$\textbf{Mean:} \qquad x = \frac{\sum f x}{N}$$

In which: x = Mean score of each item

$\sum fx$ = The Total Score of each item

n = The Number of Sample

3. Determine the total mean score all items of lesson plan by using formula as follow:[54]

$$M_{x=\frac{\sum X}{N}}$$

Mx = Mean score of all items

$\sum X$ = The sum of mean scores items

N = Number of cases

4. Describe the detail scores of each students and each categories' scores into the table:

Range of Score	Level
3.1 – 4	Very suitable/Very complete
2.1 – 3	Suitable/Complete
1.1 – 2	Suitable enough/Complete enough
0 – 1	Unsuitable/Incomplete

Table 3.1: Score level of measurement

[53] Sugiyono. 2012. *Statistika Untuk Penelitian*. Bandung: Alfabeta, p 47-49

[54] Anas sujiono..*Pengantar Statistic Pendidikan*.(Pt raja grafindopersada.jakarta2008).p.81

The researcher concluded the result of the students' lesson plan scores and classified into categorize above. If the mean score about 3.1 - 4, it means the student's lesson plan in very suitable/very complete in accordance to 2013 curriculum standard. If the result about 2.1 – 3, it means the student's lesson plan in suitable/complete level of suitable. If the result about 1.1 - 2, it means the student's lesson plan in suitable enough/complete enough level. If the result about 0 - 1, it means the student's lesson plan in unsuitable/incomplete level of suitable in accordance to 2013 curriculum standard.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher described about the result of research with title: "Suitability of student's lesson plan in microteaching with curriculum 2013 at the sixth semester of English Department IAIN Bukittinggi academic year 2016/2017". This chapter reveals the finding and analysis of collected data through documentation in order to answer the formulation of the problem: What is the level of the suitability of student's lesson plan's components in accordance to curriculum 2013 standard?

1. Description of the Data

The data collected from students' lesson plan in microteaching at sixth semester of IAIN Bukittinggi academic year 2016/2017. In getting the data, the researcher collected documents of lesson plan about 24 samples. The researcher describes the finding of the data about students' lesson plan by using analysis guideline and analytical scoring rubric. This following table describes about the level of 24 students' lesson plan mean score which is listed with 16 items of lesson plan's components.

Components of Lesson Plan	**Number of Items**	**Mean Score**	**Interpretation**
Subject identity	1	3.3	Very suitable/Very complete
Core competence	2	3.8	Very suitable/Very complete
Basic competence	3	3.5	Very suitable/Very complete
Indicator	4	3.04	Suitable/Complete
	5	2.9	Suitable/Complete
Learning	6	2.5	Suitable/Complete

objectives	7	2.2	Suitable/Complete
Learning materials	8	2.3	Suitable/Complete
	9	2.8	Suitable/Complete
Learning method	10	3.1	Very suitable/Very complete
Step learning activity	11	2.6	Suitable/Complete
	12	3.5	Very suitable/Very complete
	13	3.08	Suitable/Complete
Media, tools and learning resources	14	2.9	Suitable/Complete
Assessment	15	2.8	Suitable/Complete
	16	2.9	Suitable/Complete
	Total Score	47.9	
	Mean Score	**2.9**	
	Level	**Suitable/Complete**	

Table 4.1 Total score of analysis students' lesson plan's components

According to the table above, it can be concluded that from 24 samples of lesson plans, there are 5 items are categories as very suitable/very complete and 11 items are categories as suitable/complete. The total score is 47.9 with the mean score is 2.9. The researcher classified the score of data into the table categorizes below:

Range of Score	**Level**
3.1 – 4	Very suitable/Very complete
2.1 – 3	Suitable/Complete
1.1 – 2	Suitable enough/Complete enough
0 – 1	Unsuitable/Incomplete

Tabel 4.2 Category Level of Lesson Plan's Component's Score

As conclusion, the level of the suitability of students' lesson plan's components in accordance to curriculum 2013 standard is categories as suitable/complete.

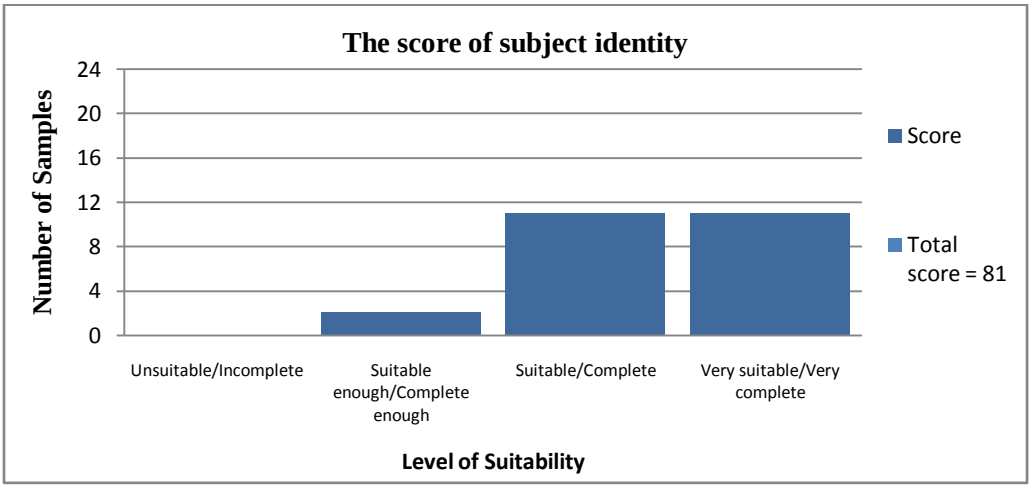
2. Analysis of the Data

In this section, the data has been analyzed by researcher. After doing the analysis toward the document of lesson plan using the scoring rubric, the researcher describe the result of each components of lesson plan consist with 16 items of subject identity, core competence, basic competences, indicators, learning objectives, learning materials, learning method, media, tools and learning resources, steps learning activity and assessment.

a. Subject identity

There are 24 samples of lesson plans of student in microteaching class. One of 10 components lesson plan that is subject identity have been analyzed by using analysis guideline and scoring rubric which consist of 1 item. The range score is between 1 to 4. After researcher does the analysis, the result can be presented in chart below:

Chart 1. The score of subject identity



Subject identity consists of a school name, grade / semester subjects, subject matter, and the number of meetings.

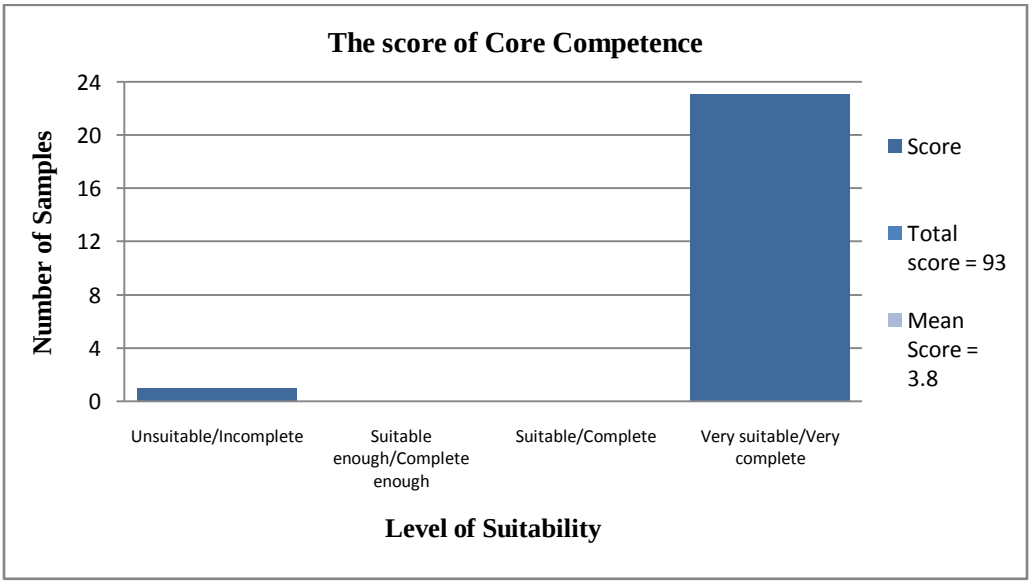
According to the data above, from 24 samples of lesson plan, there are 11 lesson plans was categorized as very suitable/very complete, 11 was categorized as suitable/complete, 2 was categorized as very suitable enough/complete enough and 0 was categorized as unsuitable/incomplete.

It can be conclude, the total score for item 1 of subject identity is 81. The mean score is 3.3 which mean subject identity was categories in very suitable/very complete level.

b. Core Competence

Analysis core competences of 24 lesson plans consist with 1 item which the range score is 1-4. By using analysis guideline and scoring rubric, it found that there are 23 core competence got 4 score and 1 core competence got score 1. The score will describe into the chart below:

Chart 2. The score of core competence



The core competencies include attitudes (KI-1 and KI-2), knowledge (KI-3), skills (KI-4).

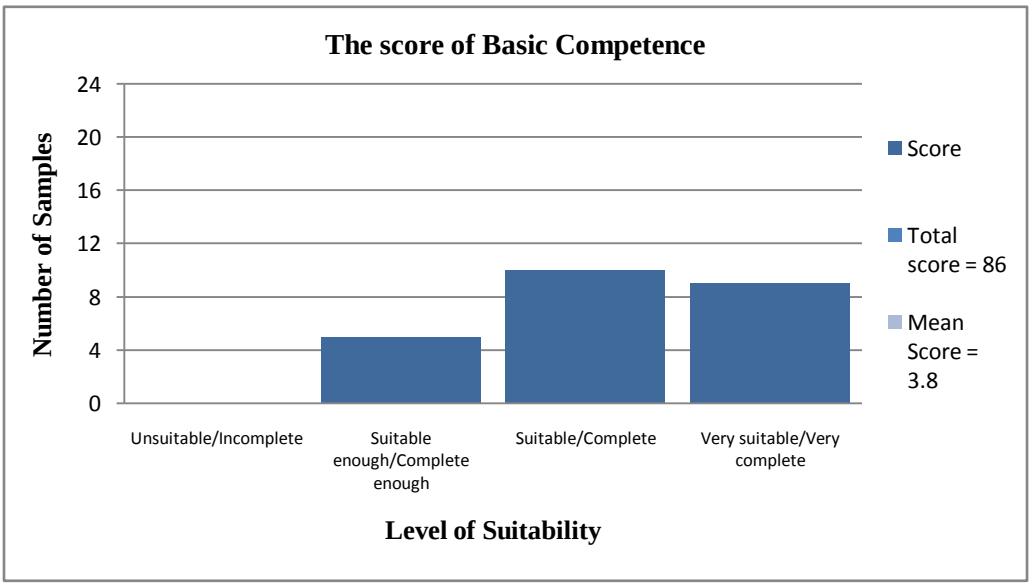
As presented the chart above, from 24 samples of lesson plan, there are 23 lesson plans was categorized as very suitable/very complete, 0 was categorized as suitable/complete, 0 was categorized as very suitable enough/complete enough and 1 was categorized as unsuitable/incomplete.

Base on the data, it shows that the total score of core competence is 93. The mean score is 3.8 which mean core competence was categorized in very suitable/very complete level.

c. Basic Competences

Basic competences in analysis guideline consist with 1 item. The range score is between 1 to 4. There are 24 samples of lesson plan that have been analyzed using scoring rubric. The score of basic competence can be shown in chart below:

Chart 3. The score of basic competence



Basic competence (KD) is set according to the syllabus.

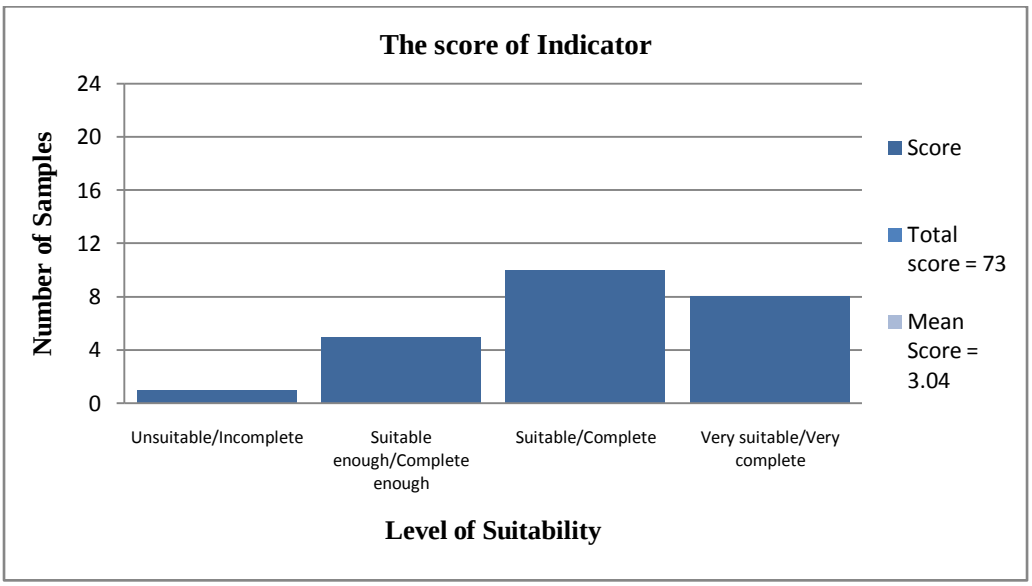
Base on the data above, it can be concluded that from 24 samples of lesson plan, there are 9 lesson plans was categorized as very suitable/very complete, 10 was categorized as suitable/complete, 5 was categorized as very suitable enough/complete enough and 0 was categorized as unsuitable/incomplete.

The total score of basic competence is 86 with the mean score is 3.8. So that, basic competence is in very suitable/very complete level.

d. Indicators

Analysis data of indicators of students' lesson plans has done with 24 samples. In analysis guideline, indicator consists with 2 items. Researcher used mean formula to get the score. The score of analysis indicator of students' lesson plans as follow:

Chart 4. The score of indicators

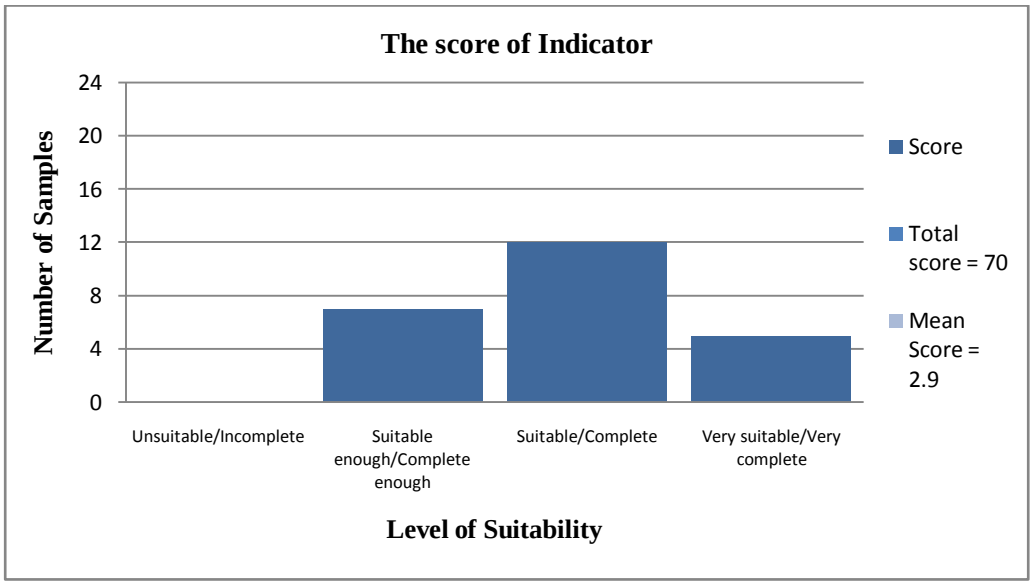


Indicators of achievement of competencies formulated using operational verb, that's a verb that can be observed and measured through the assessment process.

From to the data above, it can be concluded from 24 samples of lesson plan, there are 8 lesson plans was categorized as very suitable/very complete, 10 was categorized as suitable/complete, 5 was categorized as very suitable enough/complete enough and 1 was categorized as unsuitable/incomplete.

As conclusion, the total score for indicator is 73. Score mean for indicator is 3.04, which mean indicator was categories as suitable/complete level.

Chart 5. The score of indicators



Indicators derive from basic competencies (KD), which include the affective, cognitive and psychomotor aspects.

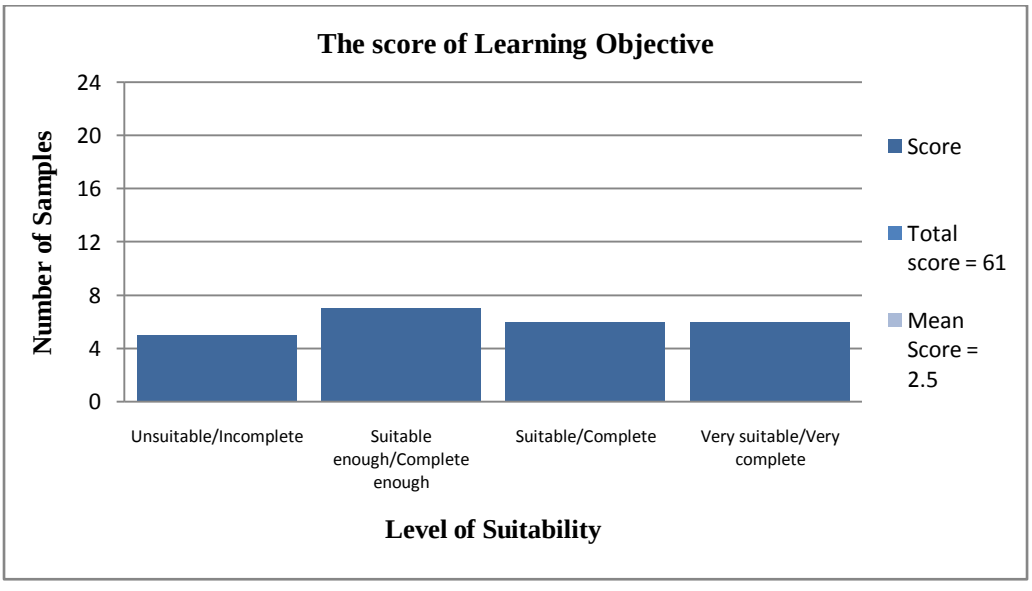
From the score above, it was found that from 24 samples of lesson plan, there are 5 lesson plans was categorized as very suitable/very complete, 12 was categorized as suitable/complete, 7 was categorized as very suitable enough/complete enough and 0 was categorized as unsuitable/incomplete.

So that, the total score for indicator is 70. Score mean for indicator is 2.9, which mean indicator was categories as suitable/complete level.

e. Learning objective

Learning objective in analysis guideline consist with 2 item. From 24 samples of lesson plan, researcher reveal that there are 5 learning objective categories as very suitable/every complete, 9 categories as suitable/complete, 6 categories as suitable enough/complete enough and 4 categories as unsuitable/incomplete. In order to explain the data clearly, the score result of learning objective of student' lesson plan can be seen in chart below:

Chart 6. The score of learning objective

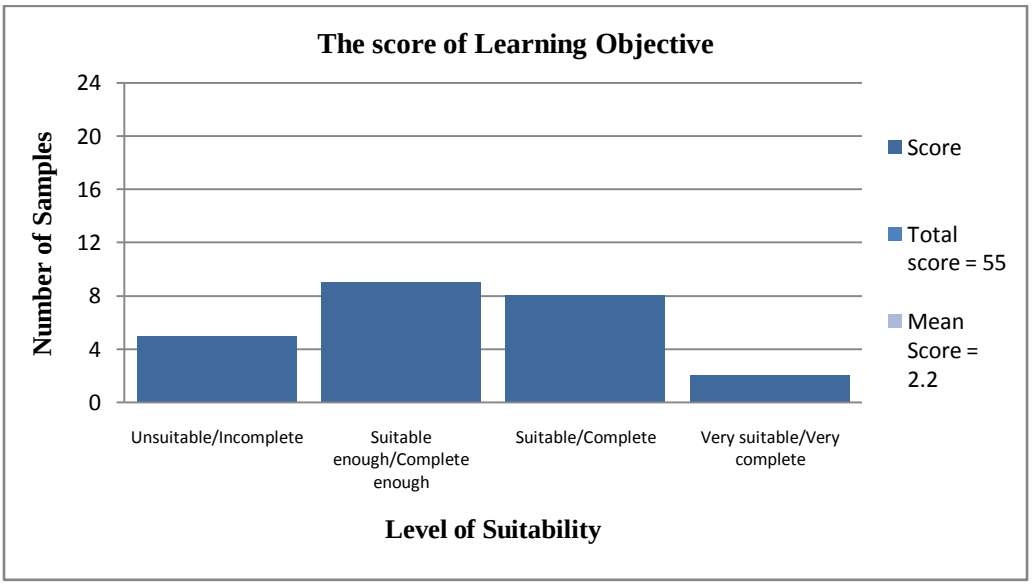


Learning objectives formulated based on certain basic competencies (KD).

The result of the data above proved that, from 24 samples of lesson plan, there are 6 lesson plans was categorized as very suitable/very complete, 6 was categorized as suitable/complete, 7 was categorized as very suitable enough/complete enough and 5 was categorized as unsuitable/incomplete.

It can be concluded that the total score for learning objective is 70. Score mean for indicator is 2.9, which mean learning objective was categories as suitable/complete level.

Chart 7. The score of learning objective



Formulate learning objective contains four aspects: ABCD (audience, behavior, condition and degree).

As described by the chart above, from 24 samples of lesson plan, there are 2 lesson plans was categorized as very suitable/very complete, 8

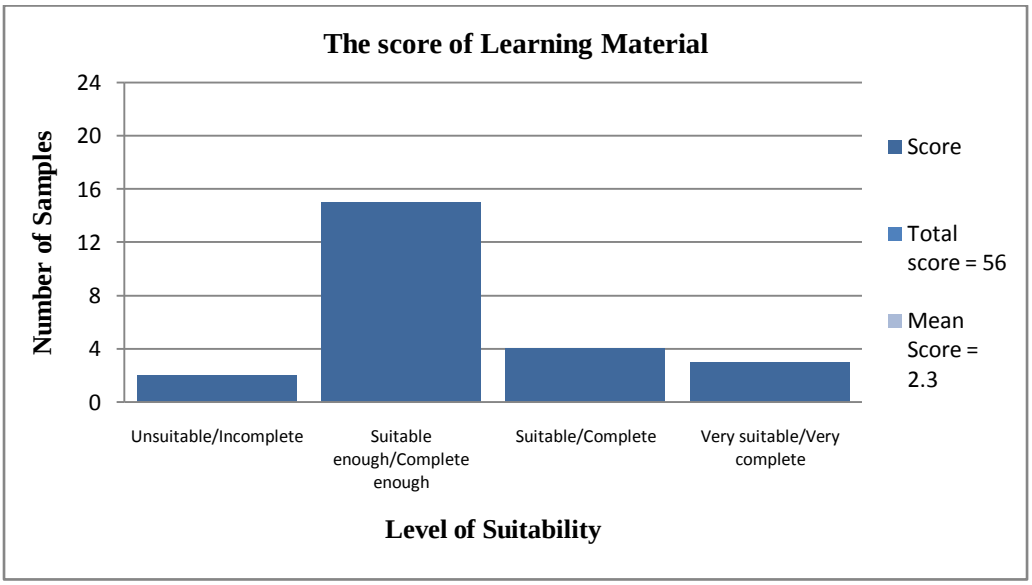
was categorized as suitable/complete, 9 was categorized as very suitable enough/complete enough and 5 was categorized as unsuitable/incomplete.

It can be said that the total score for learning objective is 55. Mean score for indicator is 2.2, which mean learning objective was categories as suitable/complete level.

f. Learning Materials

Base on analysis data toward 24 lesson plans, researcher already got score for learning material that consist with 2 items. The mean score show that learning materials was categories in suitable/complete level. To make clearer, the detailed score of the learning material can be seen in chart below:

Chart 8. The score of learning material

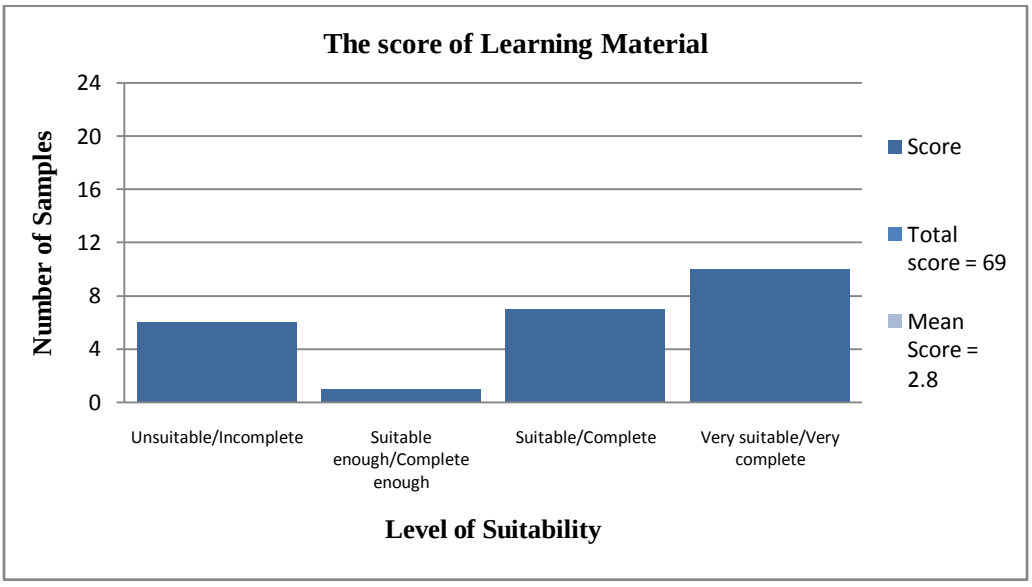


Learning material derived from basic competencies so that breadth and depth can support the achievement of expected learning process and learning objectives.

As presented the chart above, it shows that from 24 samples of lesson plan, there are 3 lesson plans was categorized as very suitable/very complete, 4 was categorized as suitable/complete, 15 was categorized as very suitable enough/complete enough and 2 was categorized as unsuitable/incomplete.

Therefore, learning material's total score is mean 56. Mean score is 2.3 which show that learning material of student's lesson plan is in suitable/complete level.

Chart 9. The score of learning material



Learning materials contain relevant facts, concepts, principles and procedures.

As shown by the chart above, it shows that from 24 samples of lesson plan, there are 10 lesson plans was categorized as very suitable/very complete, 7 was categorized as suitable/complete, 1 was categorized as

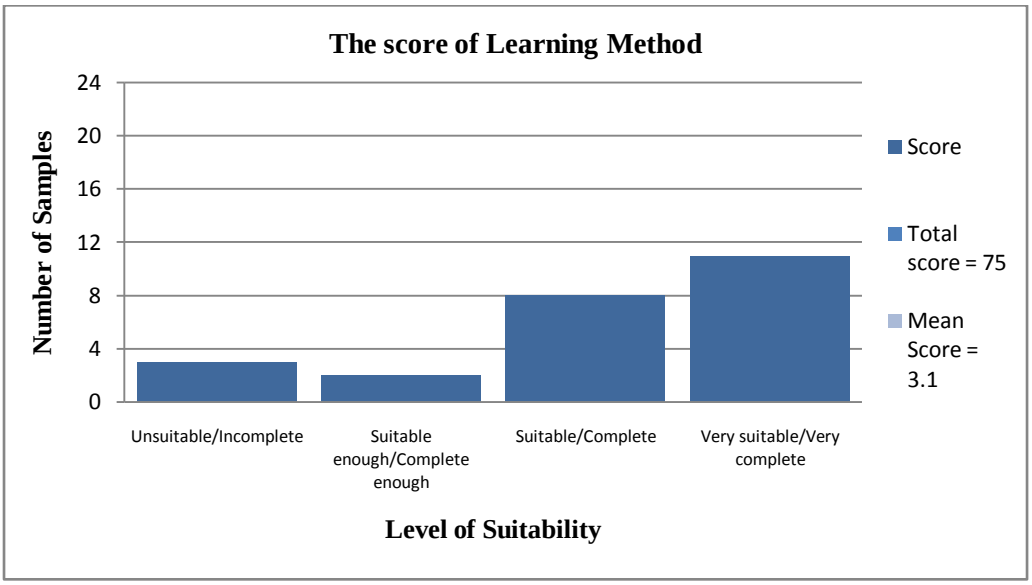
very suitable enough/complete enough and 6 was categorized as unsuitable/incomplete.

Learning material's total score is 69. Mean score is 2.8 which show that learning material of student's lesson plan is in suitable/complete level.

g. Learning Method

Learning method consider 1 item in analysis guideline. Base on 24 lesson plans, researcher interpreted learning method with the mean score 3.1 with the total score is 75. To make clearer, researcher explains the score result of learning material in chart below:

Chart 10. The score of learning method



Selection of learning methods taking into account the characteristics of each learning objective.

As can be seen in the chart above, it can be concluded that from 24 samples of lesson plan, there are 11 lesson plans was categorized as very suitable/very complete, 8 was categorized as suitable/complete, 2 was

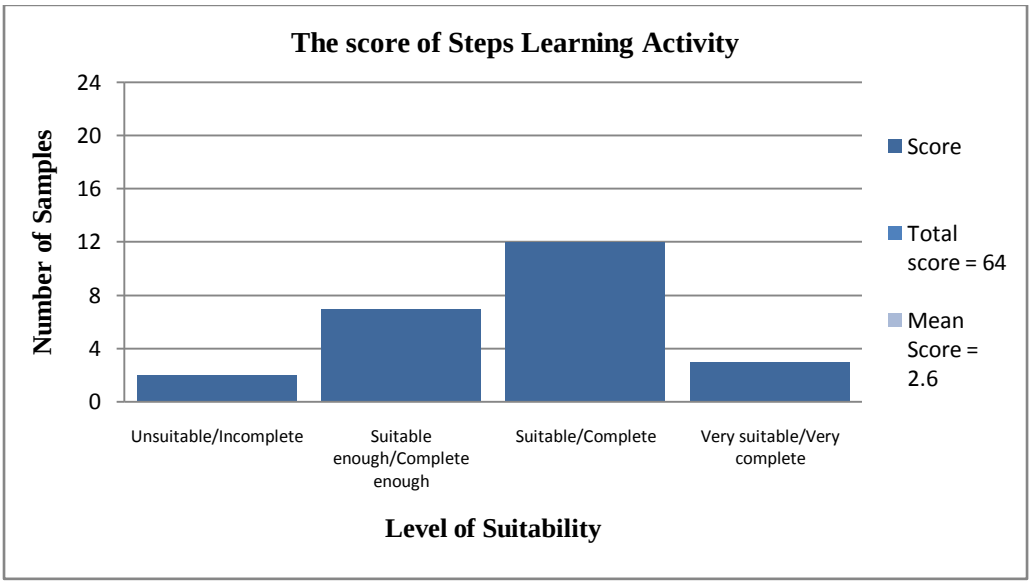
categorized as very suitable enough/complete enough and 3 was categorized as unsuitable/incomplete.

Total score for learning method is 75. The mean score is 3.1 and it shows that the learning method is categorized very suitable/very complete level.

h. Steps Learning Activity

Analysis steps learning activity in analysis guideline consist of 3 items. After researcher analyzes about 24 lesson plans, researcher found that the total score of steps learning activity is 73.2. There are 11 steps learning activity categories as very suitable/every complete and 13 categories as suitable/complete. The chart below described the scores of steps learning activity.

Chart 11. The score of steps learning activity



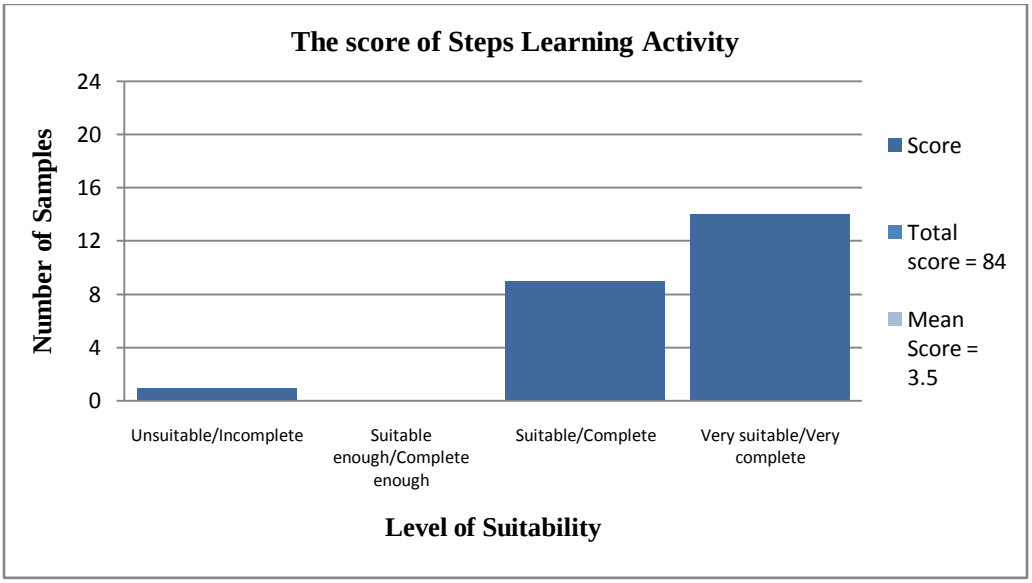
In the preliminary activities, the teacher are: preparing students psychically and physically to follow the learning process, asking questions

about the material already learned and related to the material to be learned, delivering learners to a problem or task that will be done to study a material and explain the learning objectives or KD to be achieved, and outlines the scope of the material and an explanation of the activities that the learner will do to solve the problem or task.

Base on chart above it can be seen that from 24 samples of lesson plan, there are 3 lesson plans was categorized as very suitable/very complete, 12 was categorized as suitable/complete, 7 was categorized as very suitable enough/complete enough and 2 was categorized as unsuitable/incomplete.

The total score is 64 with mean score is 2.6. In short, steps learning activity was categories in suitable/complete level.

Chart 12. The score of steps learning activity

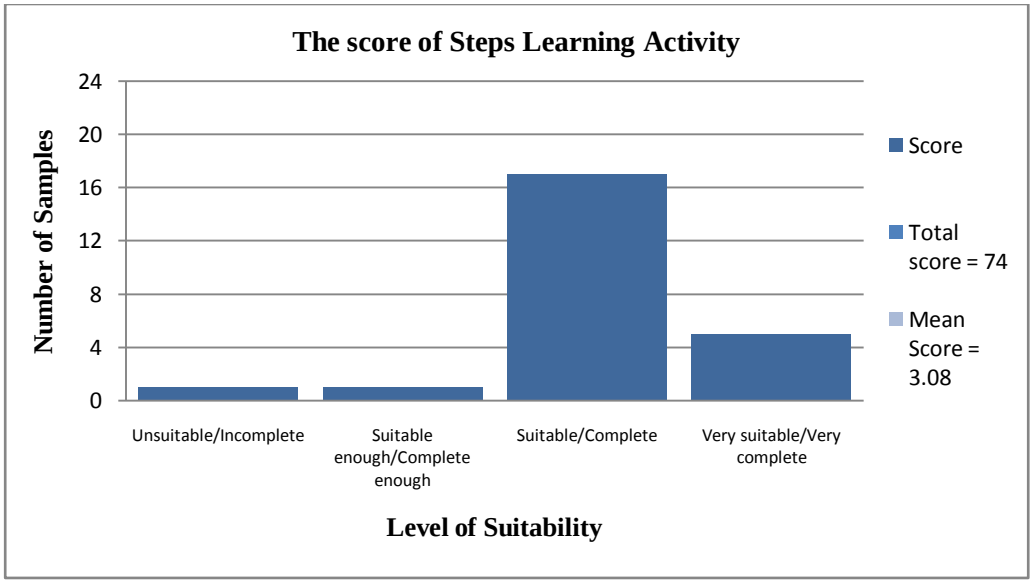


The steps of developing core activities take account of the scientific approach such as observing, questioning, exploring, associating and communicating.

Base on chart above it can be seen that from 24 samples of lesson plan, there are 14 lesson plans was categorized as very suitable/very complete, 9 was categorized as suitable/complete, 0 was categorized as very suitable enough/complete enough and 1 was categorized as unsuitable/incomplete.

The total score is 84 with mean score is 3.5. In short, steps learning activity was categories in very suitable/very complete level.

Chart 13. The score of steps learning activity



Closing activity filled with activities delivery of results of learning activities by teachers and students, implementing the posttest, reflection, and follow-up.

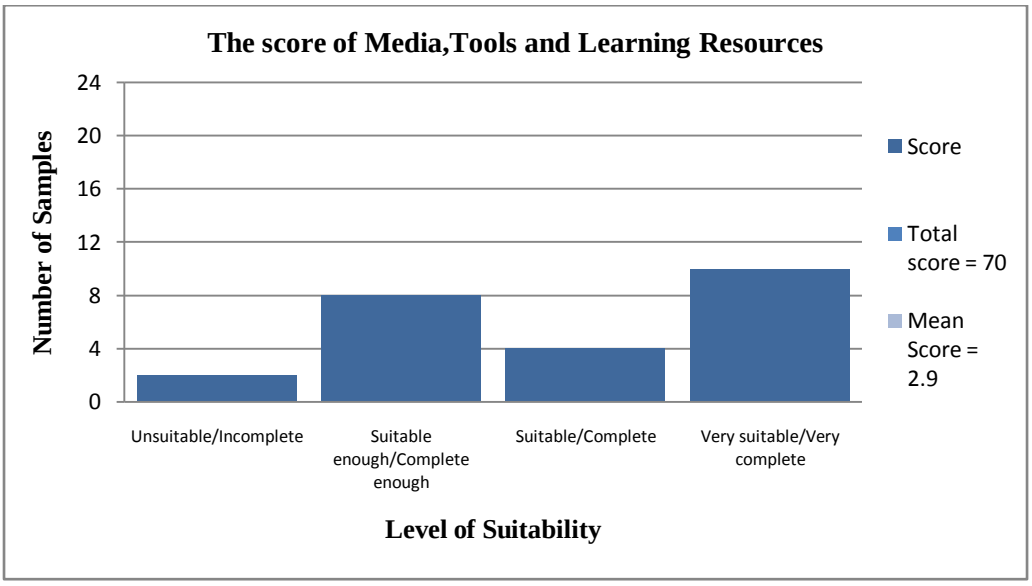
The chart above show that from 24 samples of lesson plan, there are 5 lesson plans was categorized as very suitable/very complete, 17 was categorized as suitable/complete, 1 was categorized as very suitable enough/complete enough and 1 was categorized as unsuitable/incomplete.

The total score is 74 with mean score is 3.08. Steps learning activity was categories in suitable/complete level.

i. Media, Tools and Learning Resources

Analysis data of media, tools and learning resources has done with 24 lesson plans which have 1 item in analysis guideline. With the range score between 1 to 4, researcher found the total score of media, tools and learning resources is 70. The score of media, tools and learning resources can be seen by this following chart:

Chart 14. The score of media, tools and learning resources



The selection types of media, tools and learning can achieve the learning objectives.

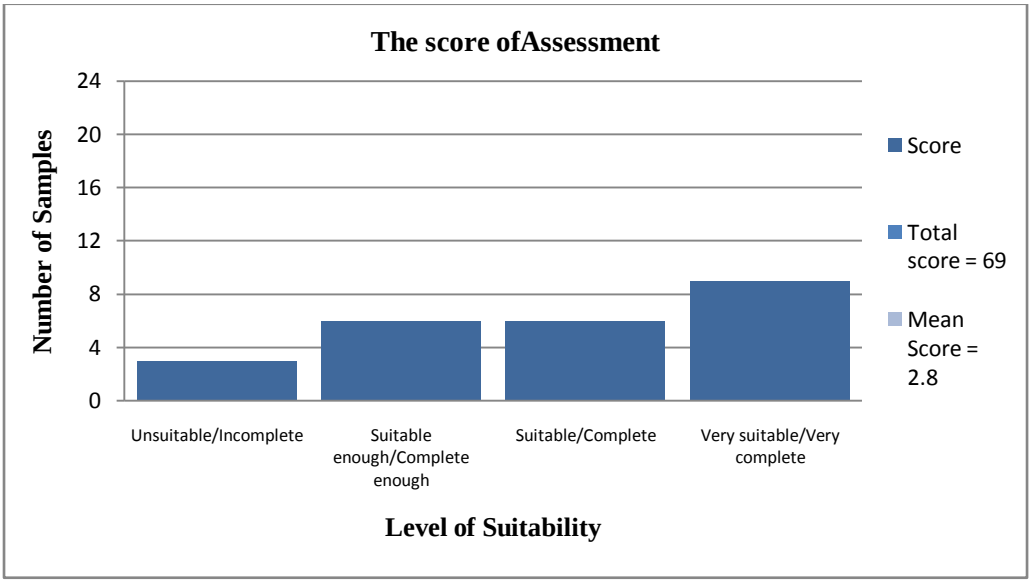
According to the data above, it can be concluded that from 24 samples of lesson plan, there are 10 lesson plans was categorized as very suitable/very complete, 4 was categorized as suitable/complete, 8 was categorized as very suitable enough/complete enough and 2 was categorized as unsuitable/incomplete.

The total score is 70. Mean score of media, tools and learning resources is 2.9 which consider as suitable/complete level.

j. Assessment

Analysis data assessment toward 24 samples of lesson plan has done by researcher. Assessment has 2 items in analysis guideline with range score is 1 to 4. There are 12 lesson plans that the assessment categories as very suitable/every complete, 4 categories as suitable/complete, 6 categories as suitable enough/complete enough and 2 categories as unsuitable/incomplete. The score can be described in chart below:

Chart 15. The score of assessment

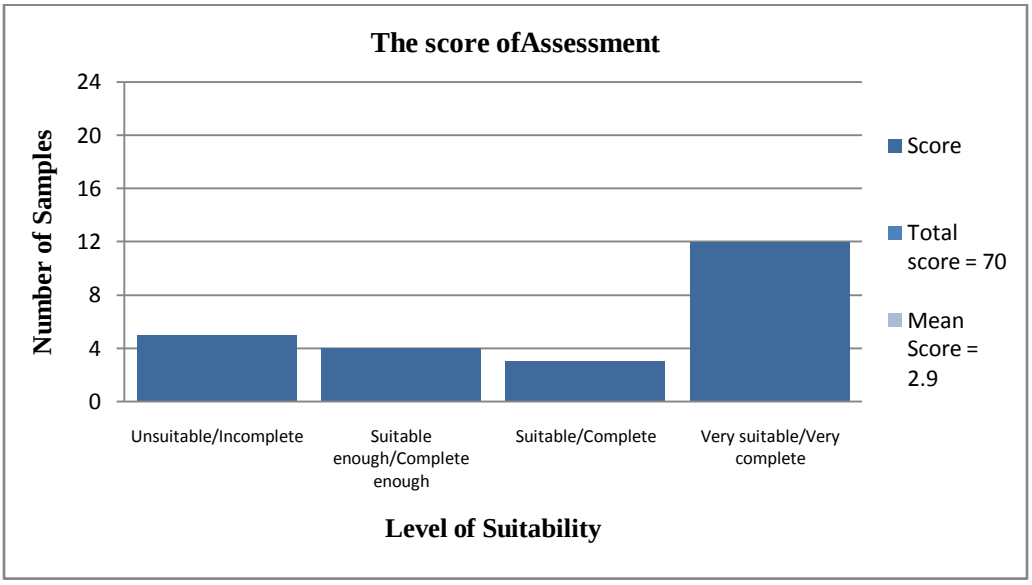


The type of instrument and assessment development should be accordance with the indicator of competencies.

According to the data above, it can be concluded that from 24 samples of lesson plan, there are 9 lesson plans was categorized as very suitable/very complete, 6 was categorized as suitable/complete, 6 was categorized as very suitable enough/complete enough and 3 was categorized as unsuitable/incomplete.

The result show that the total score of assessment is 69 with mean score is 2.8. Thus assessment of students' lesson plan is categorized suitable/complete level.

Chart 16. The score of assessment



Aspects of the assessment include the attitude, knowledge and skills.

Base on the data above, it can be concluded that from 24 samples of lesson plan, there are 12 lesson plans was categorized as very suitable/very complete, 3 was categorized as suitable/complete, 4 was

categorized as very suitable enough/complete enough and 5 was categorized as unsuitable/incomplete.

As conclusion, the total score of assessment is 70 with mean score is 2.9. Thus assessment of students' lesson plan is categorized suitable/complete level.

Finally, the researcher assume that the result of the data calculate of means' score every items of analysis students' lesson plan components is in suitable/complete level which mean score is 2.9.

To be specific, the components of lesson plan that fulfill the standard of the curriculum 2013 are core competencies. Core competencies were categories as very suitable/very complete with the highest score is 3.8. Researcher found that all of students' lesson plan except one sample, core competencies include attitudes (KI-1 and KI-2), knowledge (KI-3), skills (KI-4). As stated by Kokasih in curriculum 2013, the core competencies include attitudes (KI-1 and KI-2), knowledge (KI-3), and skills (KI-4).[55] This theory as suitable with students' lesson plan in core competence section.

The least components of lesson plan that fulfill the standards of the curriculum 2013 is the formulation of the learning objectives with the lowest score is 2.2. Researcher found that some of students' lesson plans, learning objective did not contains all four aspects: ABCD (audience, behavior, condition and degree). Most of them just fulfill audience and behavior in formulate the learning objective. Meanwhile, according to curriculum 2013

[55] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.146

Kokasih said, formulate learning objective contains four aspects: ABCD (audience, behavior, condition and degree). In fact, a few of students' lesson plan did not apply the four aspects. In this case, learning objective got the lowest score.

B. Discussion

1. Subject Identity

Based on the analysis of the data above, it was found that total score for subject identity is 81. Researcher uses mean formula to get the mean score 3.3 which means the subject identity of lesson plan's component is in very suitable/very complete level.

It shows that about 11 of 24 lesson plans have complete school name, grade / semester subjects, subject matter, and the number of meetings. Also, about 11 of 24 lesson plans complete school name, grade / semester subjects and subject matter. Some of lesson plans does not complete subject matter and the number of meetings.

From analysis result above, it can be show that subject identity already fulfills as accordance curriculum 2013. Kokasih also mention that subject identity consists of a school name, grade / semester subjects, subject matter, and the number of meetings.[56] Moreover, subject identity is very important to support other components of lesson plan.

[56] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.146

In addition, in prepare the lesson plan as accordance to curriculum 2013, should consider the subject identity complete school name, grade / semester subjects, subject matter, and the number of meetings for each lesson.

2. Core competence

According to the analysis of the data above, researcher found about 23 of 24 lesson plans have complete all the core competences and 1 lesson plan incomplete. The total score is 93 and the mean is 3.8 which means the core competence of lesson plan's component is in very suitable/very complete level.

As the result shows that, core competences already complete KI-1, KI-2, KI-3 and KI-4 as accordance to curriculum 2013 suggest. According to Kokasih, the core competencies include attitudes (KI-1 and KI-2), knowledge (KI-3), and skills (KI-4).[57] KI-1: deals with the attitude towards the student's religion. KI-2: deals with the character of self and social attitudes. KI-3: contains KD (basic competence) about knowledge of teaching materials and KI-4 contains KD on the presentation of knowledge.

The core competence is the ability to achieve the level of standards competency that a student must have at any grade level or program that underlie the development of basic competence. That why every lesson plan base on curriculum 2013 should contain of KI-1, KI-2, KI-3 and KI-4.

3. Basic competence

Base on the analysis of the data above, it was found that about 9 of lesson plan fulfill all the basic competences according to KI-1, KI-2, KI-3 and KI-4. Some of lesson plan only fulfill the basic competences according to KI-3 and KI-4. There are lesson plan which only fulfill one of basic competence

[57] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.146

according to KI-1, KI-2, KI-3 and KI-4. The score total of basic competence is 86 with mean score is 3.8. Basic competence of lesson plan's component is in very suitable/ very complete level.

From the analysis result above show that the basic competence is in very suitable/ very complete level. It can be said that basic competences have compatibility toward curriculum 2013. In deciding the basic competence, already suitable as syllabus curriculum 2013 suggest. According to E. Kokasih, basic competence (KD) should be set according to the syllabus.[58] . Basic competence (KD) should be set according to the syllabus. In curriculum 2013, for each subject matter at every syllabus there are 4 KD according to KI aspect (respect to religion, self-attitude and to the environment, knowledge, and skills). It was the existence of the syllabus has been prepared by the government.

However, lesson plan base on curriculum 2013 standard should be set according to syllabus which fulfills all the basic competences according to KI-1, KI-2, KI-3 and KI-4.

4. Indicators

As presented in the analysis of the data above, indicators of lesson plans was categories as suitable /complete level. Indicators consist with 2 items. The total score for item 1 in indicator is 73 with the mean score is 3.04. From 24 samples of lesson plan, there are 8 lesson plans was categorized as very suitable/very complete, 10 was categorized as suitable/complete, 5 was categorized as very suitable enough/complete enough and 1 was categorized as unsuitable/incomplete.

[58] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.151

Meanwhile, item 2 in indicator is 70 and the mean score is 2.9. it was found that from 24 samples of lesson plan, there are 5 lesson plans was categorized as very suitable/very complete, 12 was categorized as suitable/complete, 7 was categorized as very suitable enough/complete enough and 0 was categorized as unsuitable/incomplete.

From the score result, indicators of students' lesson plan can be measure as in curriculum 2013 still in normal stage. In the case, analysis indicators include: first, indicators of achievement of competencies formulated using operational verb. Second, indicators should be derived from basic competencies or from learning objectives, which include the affective, cognitive and psychomotor aspects.

There are indicators of achievement of competencies formulated using operational verb according to the certain basic competence that has been set in lesson plan. Some operational verb only can be measure to two or one basic competence. Indicator of competence achievement is behavior or performance which can be measured and observed to show the achievement of certain basic competence. As state by Kokasih, indicators of achievement of competencies formulated using operational verb, that's a verb that can be observed and measured through the assessment process.[59] So that, Indicators learning outcomes must meet three main criteria are formulated in a clear sentence, containing the certainty of meaning, and can be measured.

[59] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.147

Indicators should be derived from basic competencies or from learning objectives, which include the affective, cognitive and psychomotor aspects.[60] The fact, there are more indicators that use cognitive and psychomotor aspects.

In conclusion, determine the indicators as the goal achievement criteria should include affective, cognitive and psychomotor aspects using appropriate operational verbs because indicators also beneficial to teacher that help them focus on the goals they need to achieve.

5. Learning Objective

In analysis learning objective consist with 2 items. The result of analysis data in previous page show that the total score for learning objective item 1 is 70. Score mean for indicator is 2.9, which mean learning objective was categories as suitable/complete level. from 24 samples of lesson plan, there are 6 lesson plans was categorized as very suitable/very complete, 6 was categorized as suitable/complete, 7 was categorized as very suitable enough/complete enough and 5 was categorized as unsuitable/incomplete.

The total score for learning objective item 2 is 55. Mean score for indicator is 2.2, which mean learning objective was categories as suitable/complete level. It can be seen from 24 samples of lesson plan, there are 2 lesson plans was categorized as very suitable/very complete, 8 was categorized as suitable/complete, 9 was categorized as very suitable enough/complete enough and 5 was categorized as unsuitable/incomplete.

Normally, in curriculum 2013, learning objectives are formulated according to all basic competence. At least, learning objective formulate

[60] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.147

according to basic competence aspect knowledge and skill. Meanwhile the result show only 5 learning objective that include all the certain basic competences. In analysis the data, learning objective of the lesson plan mostly only formulate according to one basic competence. Beside there are about five basic competences have been set in lesson plan. But some of learning objectives only formulate base on one basic competence from five basic competences that have been set. Kokasih said that learning objectives should formulate based on certain basic competencies (KD).[61] Researcher describes the learning objective of students' lesson plan still less stage in accordance to curriculum 2013.

Formulate learning objective contains four aspects: ABCD (audience, behavior, condition and degree).[62] Mostly, learning objective of students' lesson plan contains of three or two aspects. Some lesson plans leave the condition aspect. Curriculum 2013 suggest that formulate learning objective contains ABCD aspects, because learning objective make it easier to communicate the intention of teaching and learning for students, so that students can act more independently learning.

In order to formulate learning objective base on curriculum 2013, learning objective should formulate based on all certain basic competencies and contains four aspects: ABCD (audience, behavior, condition and degree). So that, teachers could easily select and prepare teaching materials and help facilitate teachers identify step learning activities and media, furthermore allows teachers to conduct the assessment for the students.

[61] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.13

[62] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.152

6. Learning Material

Analysis learning objective consist with 2 items. Item 1 shows that learning material's total score is 56. Mean score is 2.3 which show that learning material of student's lesson plan is in suitable/complete level. . After analyze 24 samples of lesson plan, researcher found that from 24 samples of lesson plan, there are 3 lesson plans was categorized as very suitable/very complete, 4 was categorized as suitable/complete, 15 was categorized as very suitable enough/complete enough and 2 was categorized as unsuitable/incomplete.

As for analysis learning objective item 2, the result shows that learning material's total score is 69. Mean score is 2.8 which show that learning material of student's lesson plan is in suitable/complete level. From 24 samples of lesson plan, there are 10 lesson plans was categorized as very suitable/very complete, 7 was categorized as suitable/complete, 1 was categorized as very suitable enough/complete enough and 6 was categorized as unsuitable/incomplete.

Researcher assume that learning material of students' lesson plan cannot fulfill a proper material for teaching because some of learning materials that derived from certain basic competencies but breadth and depth cannot support the achievement of learning objectives. According to Kokasih, learning material should derive from basic competencies so that breadth and depth can support the achievement of expected learning process and learning objectives.[63] There are also learning material which contains three of four aspect facts, concepts, principles and procedures. Accordingly, learning

[63] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.31

materials contain relevant facts, concepts, principles and procedures and written in points in accordance with KD or formulation of indicators of achievement of competence.[64] However, in accordance to curriculum 2013 standard, learning material is the development of the indicator or KD stated in the curriculum. It should include aspects of facts, concepts, principles, and procedures.

As conclusion, learning materials are used to refer to the certain basic competences which include facts, concepts, principles, and procedures aspects. In other words, learning materials can be many things that are viewed to enhance students' knowledge and experience.

7. Learning Method

Base on analysis of the data, learning method of students' lesson plan is in very suitable/very complete level. Total score is 75 and mean score is 3.1. It can be concluded that from 24 samples of lesson plan, there are 11 lesson plans was categorized as very suitable/very complete, 8 was categorized as suitable/complete, 2 was categorized as very suitable enough/complete enough and 3 was categorized as unsuitable/incomplete.

The selections of learning methods already consider as in curriculum 2013 suggest. It almost all of the learning method use scientific approach as well as curriculum 2013 suggest. Although, there are some learning method that include the entire learning objective but not in accordance with each characteristic of learning objective. As stated by Kokasih, selection of learning methods should considering the characteristics of each KD or learning

[64] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.148

objective.[65] It means, the selection of methods should also consider the characteristics of students, the school environment, basic competence and indicator.

As the result, in choosing learning method base on curriculum 2013, teacher needs to consider the characteristics of each basic competence and be adapted to the circumstances of learners.

8. Step learning activity

Step learning activity in analysis the data consist with 3 items. According to the analysis of the data above, researcher found that step learning activity item 1 total score is 64 with mean score is 2.6. In short, steps learning activity was categories in suitable/complete level.

Analysis step learning activity item 2, researcher found that total score is 84 with mean score is 3.5. Steps learning activity item 2 was categories in very suitable/very complete level.

It also found that, total score analysis step learning activity item 3 is 74 with mean score is 3.08. Steps learning activity was categories in suitable/complete level.

From the score result above, researcher describe step learning activity of students' lesson plan already in normal stage. Every sections in step learning activity normally follow as curriculum 2013 suggest. Step learning activity includes three general sections, namely the introduction, the core activity and the closer activity. In the preliminary activities, the teacher should:[66]

[65] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.149

[66] Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81a Tahun 2013, *Implementasi Kurikulum Pedoman Umum Pembelajaran*, Lampiran IV,p.12

a) Preparing students psychically and physically to follow the learning process;
b) Asking questions about the material already learned and related to the material to be learned;
c) Delivering learners to a problem or task that will be done to study a material and explain the learning objectives or KD to be achieved;
d) Outlines the scope of the material and an explanation of the activities that the learner will do to solve the problem or task.

After analysis the data, researcher found that most of students' lesson plan did not consider "the teacher asking questions about the material already learned and related to the material to be learned" in their lesson plan but complete the rest statements.

Core activities show that most of students' lesson plan use scientific approach on core activities. There are some that did not use scientific approach. In accordance with the characteristics of the 2013 curriculum, the step of developing core activities should also take account of the scientific approach.[67] The scientific approach consists of five basic learning experiences, that's observing, questioning, exploring, associating and communicating. In determine core activities, teacher needs to use scientific approach because in the process of learning, students make use of a number of theories that has been obtained before to be correlated with the observations made on the field themselves.

[67] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.155

In closing activity, most of students' lesson plan filled with activities delivery of results of learning activities by teachers and students, implementing the posttest, reflection, and follow-up in closing activity step. Some of closing activity did not fill with implementing the posttest. Meanwhile Kokasih mention that closing activity filled with activities delivery of results of learning activities by teachers and students, implementing the posttest, reflection, and follow-up.[68] In order for the student to do the work optimally, the teacher should implement the posttest. So that, the results of the improvement program, reflection and the task can be obtained optimally.

9. Media, Tools and Learning Resources

Base to the analysis of the data above, researcher found that media, tools and learning resources of students' lesson plan was categories as suitable/complete level because the total score is 70 with mean score is 2.9. There are 11 lesson plans that the steps learning activity resources categories as very suitable/every complete and 13 categories as suitable/complete.

According researcher view media, tools and learning resources of students' lesson plan already fulfill the 2013 curriculum requires. It shown in analysis the data that some media, tools and resources can only achieve the two objectives of learning has been formulated. There are 10 lesson plans which media, tools and resources can achieve all the learning objectives formulated. As well as Kokasih said that the selection types of media, tools and learning resources should achieve the learning objectives.[69] Indeed, the selection of media, tools and learning resources types is determined by the learning objectives achievement.

[68] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,p.151.
[69] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,p.154

In addition, the use of media, tools and learning resources is expected to provide more concrete learning experiences to students, and can enhance the activity of students in learning as an example of an interactive learning media.

10. Assessment

As reveal in analysis the data above, researcher conclude that assessment of students' lesson plan with consist with 2 items. The total score for item 1 is 69 with mean score is 2.8. Thus, assessment of students' lesson plan is categorized suitable/complete level. From 24 samples of lesson plan, there are 9 lesson plans was categorized as very suitable/very complete, 6 was categorized as suitable/complete, 6 was categorized as very suitable enough/complete enough and 3 was categorized as unsuitable/incomplete.

Analysis item 2, researcher found the total score of assessment is 70 with mean score is 2.9. Thus assessment of students' lesson plan is categorized suitable/complete level. There are 12 lesson plans was categorized as very suitable/very complete, 3 was categorized as suitable/complete, 4 was categorized as very suitable enough/complete enough and 5 was categorized as unsuitable/incomplete.

Base researcher preview, assessment of students' lesson plan has fulfilled enough as accordance curriculum 2013 require. As stated by E. Kosasih that the type of instrument and assessment development should be accordance with the indicator.[70] It shows that 12 type of assessment of lesson plan could fulfill all the indicators that have been set. Some type of assessment could only fulfill two or one indicator achievement. The type of assessment

[70] E. Kosasih, *Strategi Belajar dan Pembelajaran*…,p.156

instrument and development should be fully in line with the learning indicators, whether in terms of form or content.

According to 2013 curriculum, assessment uses an authentic approach. It also mention by Kokasih that aspects of the assessment include the attitude, knowledge and skills.[71] Aspect of authentic approach contains with students' attitudes, knowledge, and skills. Researcher found that several of students' lesson plan just contain with knowledge aspect or skill aspect. In other hand, assessment should complete with three aspect as well as curriculum 2013 suggest.

As conclusion, assessment of basic competence achievement of students' lesson plan should do based on certain indicators. In the syllabus curriculum 2013, assessments are already listed and teachers need to develop them in more detail, especially with regard to the form of the instrument.

[71] E. Kosasih, *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*, (Bandung: Yrama Widya, 2014)p.156

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aimed to know the level of the suitability of student's lesson plan's components with curriculum 2013 standard. Based on the finding and discussion, it can be concluded that the level of the suitability of student's lesson plan's components the mean score obtained 2.9. Which mean students' lesson plan in microteaching class at the sixth semester of English Department Iain Bukittinggi academic year 2016/2017 was categorized as suitable/complete.

B. Suggestion

Based on the result of the research, the researcher would like to offer some suggestions to the students in microteaching class who prepare the lesson plan base curriculum 2013 standard. The suggestions are:

1. The students should consider all the components of lesson plan base on syllabus curriculum 2013, especially basic competence. Basic competence as reference to determine indicator of competency as well as another of the rest components of lesson plan. So that, between components have the connection and learning process could be success.
2. The students should add more clear and deep learning material in include all aspect fact, concept, principle and procedure in order to achieve basic competency have been determined. Students need to add complete example for one topic. So that, clear and deep learning material could support the establishing learning achievement.

3. The purpose in teaching and learning process is to fulfill the student's need in learning process. In lesson plan, assessment could be important to prove that learning process is running well as lesson plan expect to do. So, students in micro teaching should find a correct assessment to reach the certain learning objective. For english subject, assessment could fill four skills of english (speaking, writing, reading and listening). Prepare the media and audio to measure learner's achievement. Also add some reference from english book ar internet.