

**AN ANALYSIS OF LESSON PLANS ON TEACHING READING AT SMKN
1 TAPAKTUAN**

THESIS



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ABSTRACT

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Abstract:

This thesis is entitled **“An Analysis of Lesson Plans on Teaching Reading (a research at SMKN 1 Tapaktan)”**. The aim of this study is to know the relevance of lesson plans and its implementation in teaching reading. This study was conducted at SMKN 1 Tapaktuan. The qualitative research approach was used in conducting this study. To obtain the required data, the researcher used observation, interview and document analysis. The participants of this study were three English teachers of the school. Based on the research result, it can be understood that there are some components of lesson plans that are not relevant with the lesson plans to its implementation and the English teachers’ problem in implementing lesson plans on teaching reading.

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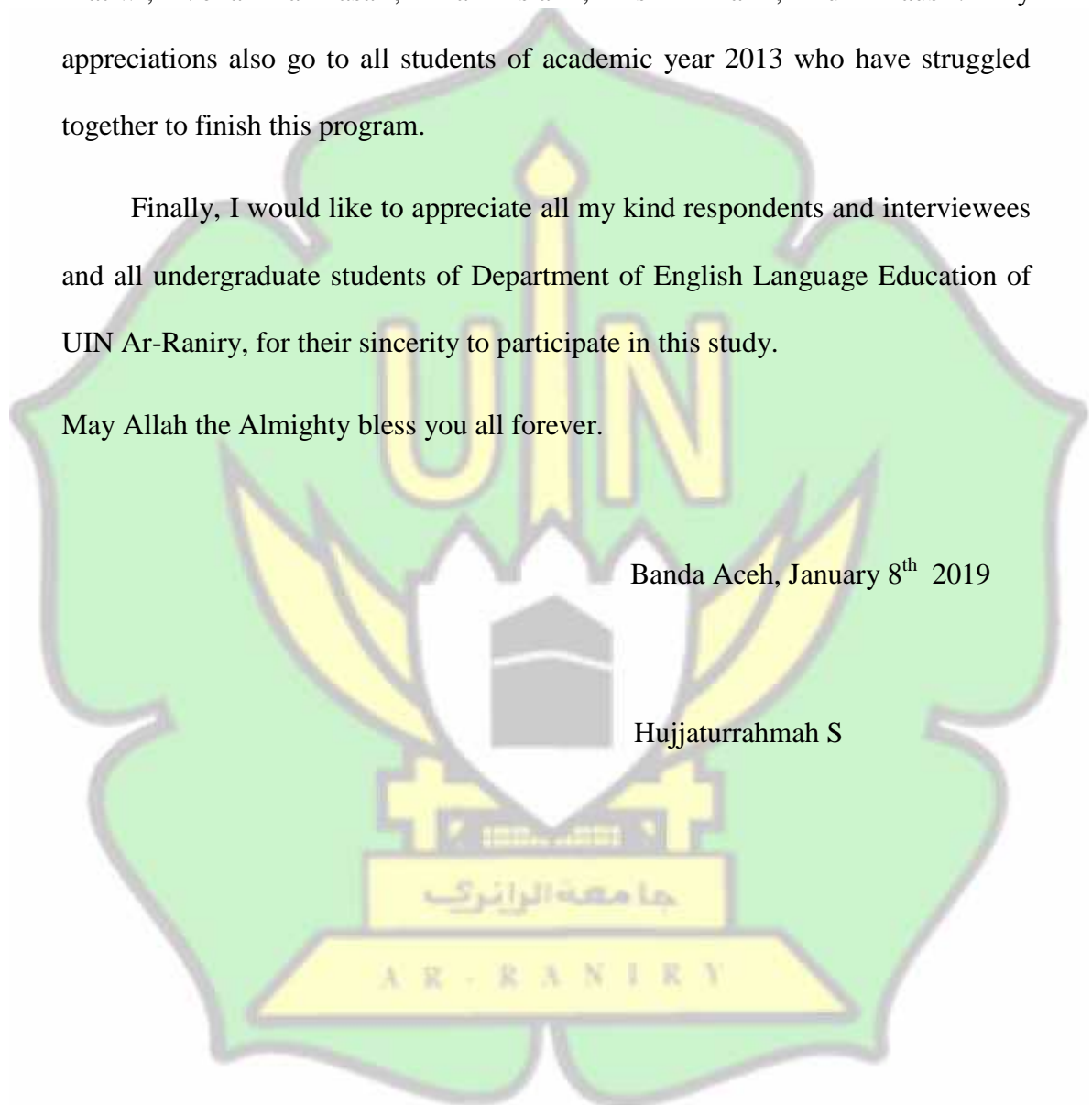


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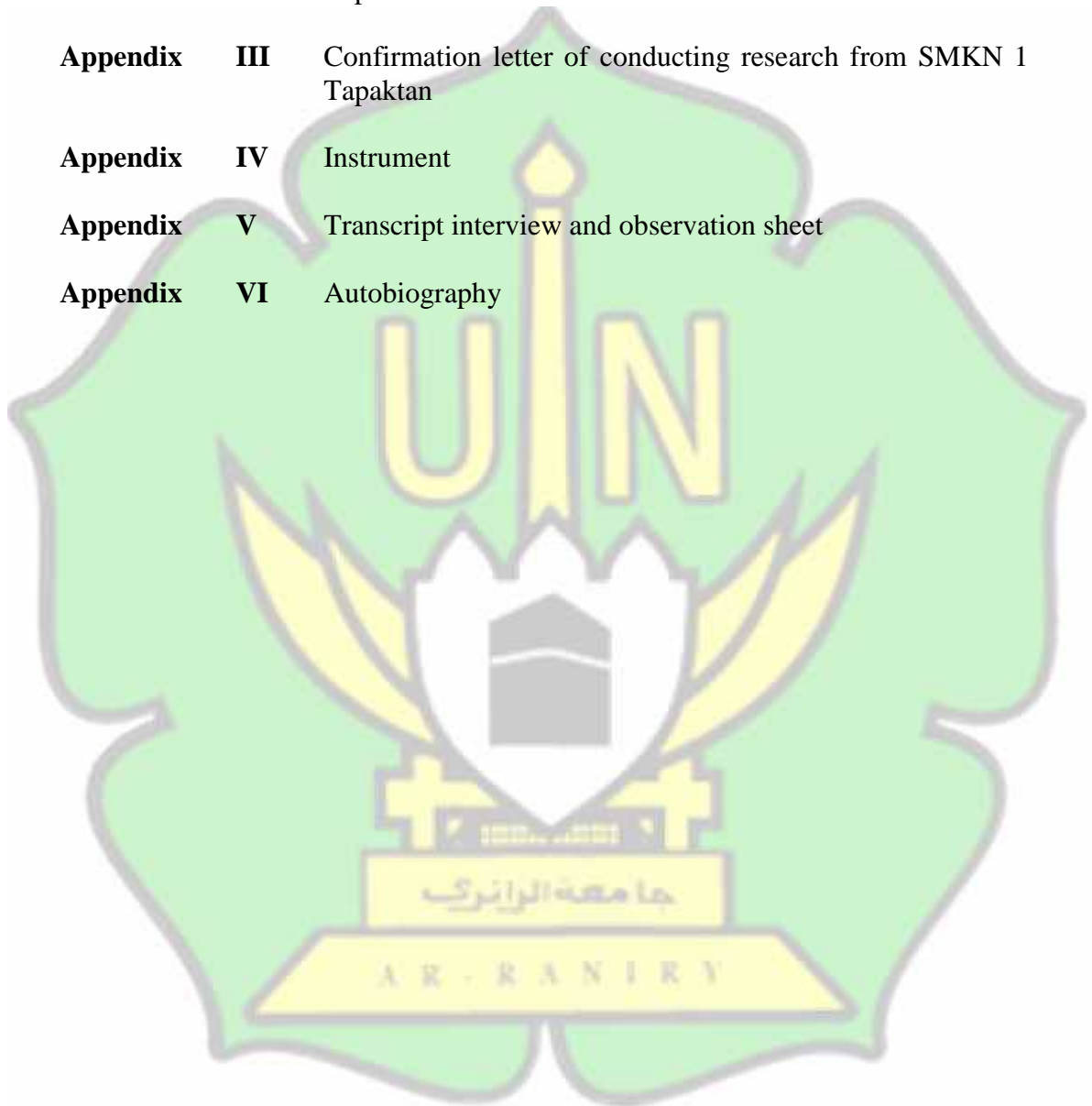
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan,



Hujjaturrahmah s

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching learning can be defined as a process of transferring the knowledge or skill from teachers to students. In gaining a good result of delivering knowledge or skill, the teacher has to know a successful teaching learning process. Brown (2000) stated that “Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”(p. 125). Teaching learning creates a process of interaction between the learners, teacher and source of study in an education domain. Learning is how to adapt and develop materials, to plan and evaluate courses, and to adapt teaching to students’ needs. It needs to be planned, implemented, and evaluated so it can be carried out effectively and efficiently.

There are many aspects that make teaching learning process will be success. Lesson plan is a teacher’s detailed description of the course. Brown (2001) stated that lesson plans is a set of activities that cover a period of class, usually ranging from forty to ninety minutes. Lesson plan is containing the materials, what method they will use in their class, and what the activity that they will give to their students. Lesson plan is being the solution for the teachers to manage their class, before teaching they need to prepare the lesson plan. According to the Ministry of Education and Culture of the Republic of Indonesia

(2013) lesson plan is a lesson plan that is developed directly from a certain subject or theme based on the syllabus.

Lesson plan has an important influence on successful teaching and learning process (Brown, 2001). A lesson plan for one or more meetings was developed directly from the learning theme. Each teacher in the educational unit is obliged to develop a complete and systematic lesson plan in order to make learning become interactive, imperative, fun, challenging and motivates learners to be active, participative, creative, Independent in accordance with their talents, interests, and psychological development. Sometime, the teacher has the difficulties in applying lesson plan. Since, what teacher designs was unsuitable in the classroom.

In learning process based on the curriculum 2013 the lesson plan focuses on student's center. It pays more attention to what students get and product in the classroom. There for, it can be the best way to train the students to be more independent. The teacher just gives the instruction and explains the material, while the students do the activity based on their daily life. All the activity that accrued in the classroom is based on the lesson plan that designed by the teacher.

In learning English there are four skills should be mastered by the learner. One of them is reading. Reading is one of the skills that stresses on understanding of word in passage. According to Willis (2008) reading is the process where someone can find the information that they need with specific information. Reading means the process of communication between reader and author, where the reader reads a text to catch the author's idea. Many people think reading is

simple and passive process. When reading a passage, reader just starts from the top left-hand corner and finish at the bottom right-hand corner, their eyes move in straight line and spend word by words, line by lines and paragraph by paragraphs, in addition, the reader can read silently.

However, reading is actually a very complex process that requires a great deal of active participation on the part of the reader. The rider tries to catch the writers' idea. The message is not something given in advance, but something created by interactions between writers and readers as participants in a particular communicative situation. In fact, many of students are able to comprehend what they read. Sometime reading can make the readers bored because they do not understand the passage. This is caused by some factors, such as lack of vocabulary, teacher and implemented method, etc.

In addition, Nunan (1989) "reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading (p. 33)" So, in the classroom, in students' reading activities, the researcher is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are.

The focus of this teaching approach is a thorough explanation and the ability to teach multiple strategies simultaneously. The teacher explains and demonstrates a strategy, which includes how to use the strategy and why it is useful. The clarity of the teacher's explanation is important in helping the student

become successful in the learning process. If teaching “question asking,” the teacher may say “good readers ask questions when reading which will help them remember and understand what they read”. If a good reader finds they do not know the answers to their questions, they will stop and reread to look for the answers before they continue with reading.

Based on researcher experience when the researcher taught in junior high school Cot Gue in DarulImarah, the researcher found that not all teachers can develop a reading lesson plan that is suitable with the regulation of making lesson plan. Some of them develop the reading lesson plan, but they are not accordance with its implementation. For this reason, this study is focused on the teacher lesson plan in teaching learning process.

B. Research Questions

Based on the explanations stated and implied in the background of the study above, there are two research questions provided:

1. Are the lesson plans relevant with the teaching reading class?
2. What are problems that English teachers face in implementing lesson plans on teaching reading class?

C. The aims of Study

The research questions above will completely answered provided only this study attains its aims. The aims are stated below;

1. To know the relevance of lesson plans and its implementation in teaching reading class.
2. To analyze the problem that teacher faced in implement lesson plans on teaching reading class.

D. Significance of study

This research will contribute some positive benefits to teachers. However, there would be negative impacts. But the following are the benefits as follows:

1. Teachers : The result of research can be additional information for the teachers in develop the lesson plans.
2. Future researcher : For the other researchers, they can use this research paper as the reference to conduct the related research.

E. Terminology

1. Lesson Plan

Lesson plan is a lesson design for teaching, it may include objective, points to be made, questions to ask, reverence to materials, assignments, and evaluation method or tools. Teacher made lesson plan is a lesson plan which written or designed by the teacher before teaching. Such the writer means that “ teacher made lesson plan “ is considering a program for teaching that planned by a teacher before teaching in the classroom. The lesson plan which

the writer means is lesson plan that applied in Indonesia, it usually called RPP. RPP is one aspect of 2013 curriculum that applied in Indonesia. According to (the Ministry of Education and Culture of the Republic of Indonesia) lesson plan is a lesson plan that is developed directly from a certain subject or theme based on the syllabus. A lesson plan for one or more meetings was developed directly from the learning theme. Each teacher in the educational unit is obliged to develop a complete and systematic lesson plan in order to make learning become interactive, imperative, fun, challenging, motivates learners to be active, participate, creative, Independence in accordance with the talents, interests, and psychological development of learners. Sometime, the teacher has the difficulties in applying lesson plan. Because, what the teacher design was unsuitable in the classroom.

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. In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom.

2. Teaching Reading

The term of reading has many interpretations, Goodman (1998) as quoted by Carrel states that reading is receptive language process. It is psycho linguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with the meaning that the reader constructs. In the other hands, there is an interaction between language and thought in reading. The writer puts thought as language in printed form and the reader analyzed language to thought. From the process, the reader receives the message that the writer conveys.

Teaching reading is a job for an expert. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many children, it requires effort and incremental skill development. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice. Consider what the classroom demands of the teacher. Children's interest in reading must be stimulated through regular exposure to interesting books and through discussions in which students respond to many kinds of texts. For best results, the teacher must instruct most students directly, systematically, and explicitly to decipher words in print, all the while keeping in mind the ultimate purpose of reading, which is to learn, enjoy, and understand.

To accommodate children's variability, the teacher must assess children and tailor lessons to individuals. She must interpret errors, give corrective

feedback, select examples to illustrate concepts, explain new ideas in several ways, and connect linguistic symbols with “real” reading and writing. No one can develop such expertise by taking one or two college courses, or attending a few one-shot in service workshops. Although reading is the cornerstone of academic success, a single course in reading methods is often all that is offered most prospective teachers. Even if well taught, a single course is only the beginning. Without deeper knowledge, the specific techniques of lesson delivery cannot be acquired, let alone knowledge of language, reading psychology, children’s literature, or the management of a reading program based on assessment. The demands of competent reading instruction, and the training experiences necessary to learn it, have been seriously underestimated by universities and by those who have approved licensing programs. The consequences for teachers and students alike have been disastrous.

3. Analysis

Analysis means the study of something by examining its part and relationship (Hornby, 1995). In this study, the researcher examined the content of English teacher lesson plan and analyzed the relationship of each component, relevance of lesson plan and problem that teachers faced in implement on teaching reading class.

CHAPTER II

LITERATURE REVIEW

A. Definition of Lesson plan

Lesson plan is a teacher detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Detail will vary depending on the preference of the teacher, subject being covered, and the need or curiosity of student. Definitely, the result of the teaching learning depends on teacher's plan. There is only best teacher who make a good plans based on condition and students in school.

According to Robertson and Acklam (2000, p. 52) "lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it". Muslich (2007) said that: Lesson plan or called RPP is a plan which shows the procedure and management of learning to achieve one basic competence with redrawn in syllabus. The lesson plan could use by every teacher as a general guiding in teaching their students. Kunandar (2013) said that lesson plan is a preparation for teacher in teaching; it could be written preparation and mental preparation.

From the definition above, it can be concluded lesson plan is generic name for teacher preparation of instruction process in the class room. Last time, Indonesia teacher use unit lesson or called "satuan pelajaran" or lesson plan that called "persiapan mengajar", nowadays, BSNP adopted a new terminology for lesson

plan. The terminology is RPP (Rencana pelaksanaan pembelajaran). The teachers have to follow this development of the terminology.

According to Reed & Michaud (2010) Lesson planning process allows teachers to evaluate their own knowledge with regard to the content to be taught. Melissa Kelly (2011) “A lesson plan is a framework and a road map, which each teacher will create using an individual style. A good lesson plan is one that sees the “big picture” but include detailed information for each activity. It is a good idea to organize your lesson plan as a unit plan”.

Furthermore, a good lesson plan helps the teachers to carry out the all-important task of setting goals and describing how teachers will reach them. A lesson plan is the road map or framework used to plan and conduct every class from first meeting to final exam. In addition, lesson plans ensure you have created a logical, systematic learning process essential to making sure your students achieve the most learning in the least time. Sure, you can walk into class without any forethought or lesson plans and talk your way through a class session or two, but fairly soon the lack of organization will become apparent to your students. Winging it will soon reduce your students’ interest and motivation to study and participate in your class. After all, they reason if you are not going to put much effort into creating a first-class learning experience.

B. Function of Lesson plan

According to Kunandar (2009), the function of lesson plan is as a reference for teacher implementing teaching learning process effectively. According to Suparlan, (2010) there are three basic function of lesson plan. They are:

1. Lesson plan is an organizer of ideas. Lesson plan is the act writing down both the purpose and the planned procedures for a given lesson can help the teacher to clarify them in their own mind.
2. Lesson plan as a record of teacher ideas and classroom activities. Teachers must keep so many details in mind as they engage in their daily work with students that their memory banks sometimes become overloaded. Written lesson plan can be referred to while a lesson is in progress to remind the teacher.
3. Lesson plan can be used as a guide for classroom for teacher and also for observers. This function is probably more important for novice teacher than for experienced teacher.

Based on those function which both expert said, the researcher got some conclusions about functions of lesson plan, they are:

1. Lesson plan is a guiding for teacher in teaching learning process.
2. Lesson plan is aid for teachers in reminding their ideas about action that should they do while teaching learning process.

C. Components of Lesson plan

Lesson plan is a short-term plan to think what teacher and students should do in teaching learning to achieve a competence which determined. According to BSNP 2007, they are eleventh competent in lesson plan. They are written in following:

1. **Identity of lesson consists** of institutional unit, class, semester, Program /skills, lesson or theme of lesson and number of meeting.
2. **Standard of competency** is qualification of minimized competence of students describing knowledge, attitude, and skills 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 of National Education Regulation No. 14 Year 2007.
3. **Basic competency** is several competences which have to be mastered by students for a certain subject as a basis for establishing indicator of competency It is also based on the Standard of Content of Minister of National Education Regulation No. 14 Year 2007.
4. **Indicator of competence** achievement is behavior or performance which can be measured and observed to show the achievement of certain basic competence. In this notion, indicator of competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering cognitive, phsycomotoric and affective.

5. **Objective of study** is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course program, the students are able to achieve the aims which are relied on basic competence stated.
6. **Material of study** consists of relevant theory, facts, principles, and procedures which are written in point style based on the indicator of competency achievement. This means that materials are related to what students will learn in the learning setting and have to be relied on the indicators of competency established.
7. **Time allocation** is based on the need to achieve basic competency and learning load. It means that time allocation is the time allocated for conducting teaching-learning activity in order to achieve basic competence determined.
8. **Method of study** is certain method applied by a teacher in order to create learning situation and learning process through which learners achieve the basic competence or a series of indicator determined. The selection of method of study is adjusted with situation and condition of learners as well as characteristic of each indicator and competence to be achieved in every subject. It assures that the methods employed are suitable for students' condition in order to achieve basic competence and indicators established.
9. **Teaching activity**. It is divided into three stages: First, pre-teaching is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are apperception

and motivation conveyed to students in the beginning of teaching learning process. Second, while-teaching is the process of teaching and learning to achieve basic competency which is conducted systematically through exploration, elaboration and confirmation phases. Exploration is in which students are engaged in finding information actively, elaboration is in which students are facilitated to think, to analyze, and to do tasks or projects cooperatively and collaboratively, while confirmation is in which students are confirmed their tasks or projects after exploration and elaboration phases through giving feedback or reflection. Finally, post teaching is conducted by concluding the lesson, doing assessment and reflection, and providing feedback and follow-up towards students.

10. **Assessment** is conducted to evaluate students' results of study in which the instruments used are based on the indicator of competency achievement and Standard of Assessment. It can be elucidated that assessment is required to execute using rubrics in order to evaluate students' achievement towards indicators determined.

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

D. Writing lesson plan

1. Steps in writing lesson plan

In K13, every teacher makes or designs lesson plan freely. They can design and develop it based students ability. In order to designs lesson plan effectively, they should know and understand all aspects which related to function, principle, and procedure in writing lesson plan, and how to measure the effectiveness of its implementation in teaching lesson process.

According to suparlan (2010), they are four specific steps in writing lesson plan process:

- 1) Having some goal or purpose in mind
- 2) Finding out where pupils are in relation to this goal
- 3) Devising some instructional procedures to move pupils toward the goal.
- 4) Determining how to tell whether or not the procedures work.

Goal or purpose in mind must be writing in as one component of lesson plan. All teachers use this sample four-step process when they plan, but they do not always take these steps in this precise order. All the four-step process must be described in the written lesson plan.

Furthermore, in PP Number year 2005 about Standar Nasional Pendidikan (SNP), there are eight national standards of education:

- 1) Standard of Content
- 2) Standard of process
- 3) Standard of Competence of the student
- 4) Standard of teacher and educational personnel
- 5) Standard of educational management
- 6) Standard of facilities
- 7) Standard of financial
- 8) Standard of educational evaluation

E. The importance of lesson plan

Planning is very important aspect in our daily life. According to management theory a good planning is almost equal with fifty percent of the process of the program and activity implantation. So, planning is the first thing that very important in our life. Planning is also very important in the teaching and learning process. Reading English lesson plan for English teacher is the important activity. Every teacher should writer their lesson plan, before they teach. This writing process of lesson plan is one of an essential indicator of the competence of the teacher.

The most important reasons to plan are that the teacher needs to identify theirs aims for the lesson. Teachers need to know what is they hope to achieve in the

class, what is they want to the students to be able to do at the end of lesson plan that they could not before. According to Robetson Acklam (2000), they are some reason why it is essential to plan:

1. Planning as a sigh of professionalism. Students expect teachers to be professional. If you prepared, the students can tell. They also know if you are not prepared. Planning is a way to help gain the respect of your students.
2. By planning you are considering your teaching situations and your particular students. However, good your teaching material or course book may be, it is unlikely that it was prepared for your particular students. Planning gives you the opportunity to tailor your material and teaching to your class.
3. As we have seen, lessons need to have certain elements and features such as ESA. Planning encourages teacher to consider these points and ensure they are included in the lesson.
4. Planning gives the teacher a chance to predict possible problems in the class and think about ways to deal with them. By thoroughly researching the target language and being prepared of difficult questions, for example, the teacher can feel confident in the classroom.

F. Teaching reading class

Reading is a key part of learning English and these lessons give teachers an excellent opportunity to introduce topics of their own. Be careful when selecting an article. It is important that your students are interested in the material. They will be more active in the discussion if they feel strongly about a particular topic.

While students certainly need practice reading material in English, it is important that the teachers include short speaking, listening and writing activities whenever possible in your reading lessons. The focus of the lesson may be on reading a particular passage but having a diverse lesson plan will enable students who are good at other aspects of English to still participate and feel confident in their abilities while working to improve an area they are weaker at. According to Martin Williams (2014), they are how to proceed with teaching reading:

1. Warm up

Since students will mostly be sitting at their desks during a reading lesson, use the five to ten minute warm up period to get students moving and speaking. The teachers are also going to generate some interest in their reading topic so that the warm up activity flows into their introduction of the material. One way to do this is to have students stand in circle and ask them to tell to the teachers what they know about a certain topic. This can be as simple as giving you some related vocabulary. After a student has given you a word or

phrase the teachers can write it on the board, and he can call on a student to gently toss it to the next. If appropriate teachers can bring a ball to class and ask students to gently toss it to the next person. This is good because it actually gives students something to focus on other than the words being written on the board which you will be able to review later.

2. Introduce

Introduction may have been made quite easy by the warm up activity while students are seated, ask them to use some of the vocabulary they came up with in sentence and add any key vocabulary to the list. Then teachers can distribute the reading passage and ask students to read it silently to become acquainted with the new material.

3. Practice

Practice reading the material aloud. Teachers can do this through a series of steps. First have students do some slash reading. Teacher should read the passage aloud pausing where appropriate. Have students repeat each section after you and place slashes in their text. A sample sentence might look like this “for Eid Mubarak breakfast/ I ate Lontong,/” this will help students read more naturally. Then teachers can have students read the passage by repeating sentence after you and then call on students to read one sentence at a time. If students struggle with the pronunciation of certain words, take this opportunity to practice pronouncing them too. The teachers may wish to have

students read the passage again silently to focus on its meaning before moving on.

4. Practice more

With reading lessons it is important to ensure that students understand the material as well as any new words. To check vocabulary the teachers can ask students to match synonyms, antonyms or pictures or ask them to complete sentence with the correct vocabulary words. To check over all comprehension, the teachers can starts with some true or false questions. Be sure to ask students why a particular statement is true or false when checking the answer. The teachers can also have fill in the blank sentence or basic comprehension questions in this section.

5. Produce

Prepare some discussion questions related to the reading and some that require students to use key phrases in their answers. For beginners, discussions will be quite challenging but intermediate and advanced students will gain a lot from discussing their through and opinions. In smaller classes there will be more opportunities for students to share their viewpoints while with large classes you may simply have to ask who agrees or disagrees with a particular statement and then call on three or four students to express their opinions.

6. Review

The teachers ask students to summarize the reading or what they learned in class. If you have not already done so, you can also have students search for the topic sentence and discuss why students chose certain sentence whether they chose correctly or not.

G. Previous Research

Some studies focus on analysis lesson plan has been conducted. Asfaw (2002) conducted “Analysis of lesson plans: The Case of English Teaching in Kafa Zone” This research was conducted by employing a quantitative content analysis as the research method. This was conducted by analyzing 25 lesson plans collected from each of 15 teachers teaching English in seventh grade students in academic year 2001 in different schools in Ethiopia. The findings of the study showed that most of the lesson plans were not appropriate for successful teaching and learning interaction. Specifically, instructional objectives were poorly formulated and almost all the teachers did not indicate instructional materials in their lesson plans. Also, most teachers did not utilize their lesson plans in the actual classes.

Permana (2010) “Analysis on the Problems Faced by English Teachers in Designing Lesson Plan Based on School-Based Curriculum (SBC) at SMAN 1 Sumenep” in which all English teachers at this school were the samples of study. This research was conducted by employing a descriptive qualitative method. The findings of this study showed that there were seven problems encountered by the teachers in designing the lesson plan based on school-

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

The study has the similarity and differences with this study. The similarity of the research was the focus on analysis lesson plan. The differences of the research was the scope of research, both of them analyze the overall lesson plan not focuses on one item, while this study only focus on reading lesson plan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is presented to analyze how the teachers develop the lesson plans on the teaching reading class and the problems are faced by the teachers in developing lesson plans on teaching reading class. Furthermore, this chapter elaborates research method, technique of data collecting, and data analysis of the study.

A. Brief Description of Research Location

In gathering the data needed, the researcher conducted this research at SMKN 1 Tapaktuan. The school is located on the sub-main road of Cempaka No. 14 Lhok Bengkuang. Kecamatan Tapaktuan, Aceh Selatan. Based on the data given by the administration officer, the school has five departments namely: banking department, multimedia, computer network engineering, accounting and administration department.

The facilities of the school: 15 classroom, 1 teacher's room, 1 head masters office, 1 administration office, 1 library, 1 computer laboratory, 4 toilets, 1 prayer room, 1 auditorium and 2 sport area; basketball and volley ball field. The total of the teachers at SMKN 1 Tapaktuan are 33 teachers. 7 honorary teachers, and 26 permanent teachers. There are 3 English teachers. In SMKN 1 Tapaktuan has 243 students. They are 152 female and 91 male students.

B. Research Design

The type of the research that is used by the researcher is qualitative research. According to Bogdan and Biklem (2006) qualitative research is a study that produces descriptive data in the form of writer or oral words of the people or behavior observed. This approach is directed towards the individual's background as a whole. Therefore, the researcher used descriptive qualitative method in analyzing and reporting the data based on lesson plan. In qualitative research there are five methods; those are ethnographic, narrative research, phenomenological research, grounded theory, and case studies (Creswell, 2016). Qualitative research has some technique; observation, interview, and reviewing text.

In this research the case study is used, which the researcher explore in depth a program, even, activity, process and one or more individuals (Creswell, 2016). Thus, in interview, observation and document analysis were used as method to obtain the data. The researcher used document analysis as a method which is appropriate applied for written and visual data. Donald (2010) stated that the document analysis method is used to identify specific characteristic of materials that will be analyzed in general from textbook, newspaper, and other host of document.

C. Participant

The participant of this study was the entire English teachers of the school. The number of English teachers of SMKN 1 Tapaktuan was 3 English teachers. The participants of the research were selected purposively.

D. Method of Data Collection

According to Sugiyono (2009) data collecting technique is the most strategic step in the research, because the main purpose of the research is to get the data. The purpose of collecting data is to gain the information related to the research question posed in chapter one. The researcher used classroom observation and interview (in-depth interview) and document analysis.

1. Observation

Bailey (2001) stated that Observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis. In this research, observation was conducted to check the suitability lesson plan and document analysis in implementation lesson plans on teaching reading class.

3.1 Table Checklist for analyzing lesson plan on teaching reading class.

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation		
Learning Material		
Teaching Method		
Teaching Media		
Learning Sources		
Learning Activities		

2. Document analysis

The lesson plan of reading is primary data in this study. The lesson plan became documents that functioned as natural sources that provided real information on lesson plan development and its implementation (Alwasilah, Nunan & Bailey, as cited in Badriah 2013). In this research, lesson plans were analyzed by using checklist in accordance with its elements: indicators, learning material, teaching method, teaching media, learning sources, learning activities, and assessment.

3. Interview

According to Fraenkel (2012) interview was an important way for a researcher to check the accuracy of –to verify or refute – the impressions of the researcher which has gained through observation. In this research, the interview was conducted to gain the information on the problem faced in implementation lesson plan on teaching reading class.

The researcher used in-depth interview which was applied in this data collection. Bungin (2007) said that in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and interviewee. Before the interview, the teachers were given a list of questions to be covered. According to Kvale and Dawson, in Badriah (2013), interviews were done by asking questions orally, speaking in Bahasa Indonesia to give the English teacher unlimited responses. The interview was recorded to gain the information about the problem faced by the teacher on

teaching reading class. Data from the interview would be presented and discussed in Chapter 4.

E. Data analysis

The analysis was obtained based on the document in the form of the teachers typed lesson plans, and the interview which has been audio-taped. The analyzed in steps described bellow:

1. Observation when the teaching and learning process begin
2. Checklist in accordance with the element of lesson plans
3. Refitting the collected data into data sheets
4. Identifying relevance between teacher and lesson plan.
5. Interviewing the teacher and recorded it
6. Transcribing the audio
7. Explaining the data
8. Drawing conclusion

F. Time and Location of the research

This study took place at SMKN 1 which is located in Tapaktuan, Aceh Selatan. The study period started from 15 Augustus 2018 until 15 September 2018. The researcher conducted observation in 9 classes; it took place from 15 Augustus until 7 September 2018 and interviews with teacher were conducted in their office; it took place from 8 September until 15 September 2018.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter discusses the research finding and discussion based on the data obtained from the observation, interview and document analysis. It attempts to answer the questions of the study.

A. The analysis procedure

There were several steps used in the process of analyzing the data. The first steps were to organize and prepare the data to be analyzed. Started by analyzing the document, the source in document analysis is from three English teachers and nine lesson plan teaching reading class. Those lesson plans are taken from SMKN 1 Tapaktuan.

The second step is observation section had been done by filling the observation checklist. The digital audio recording was used in order to avoid misunderstanding of the data. Each observation lasted 90 minutes. The interview section had been done by asking three English teachers. The researcher recorded interviewee's answer and opinion with an audio recorder before transcribing them. Each interviewee's spent more than 10 minutes to response to the questions and instructions from the interviewer. Each participant received the same questions that should be answered. To seek the information deeply, some additional questions were asked based on the interviewee's answer in agreement with the topic. The available teachers in this study as the participants were:

1. Teacher 1 (female): YH
2. Teacher 2 (female): EP
3. Teacher 3 (Female): JA

The next step began with data analysis. The researcher analyzed the data from the observation and interview. In analyzing the data observation, the researcher used observation checklist. Then the result of the observation checklist was interpreted descriptive by the writer. In analyzing the data interview the writer needed to hear the audio recording several times to obtain valid information from participants' statements. Then the researcher read and looked at all the data. This step provided a general sense of the information and gave an opportunity to reflect its overall meaning; what common ideas were the participants saying? What was the core and conclusion of the whole information? The final step in data analysis involved making an interpretation of the results. This consisted of summarizing the results, comparing the results with past literature and theories, and ending with suggestions for future research.

B. The Analysis of Observation

The researcher observed nine reading classes. The nine reading classes were held by three English teachers, each teacher take responsibility for three classes. After asking permission from the teachers and students to observe the activities taking place in the classroom. Prior to the exercise, observation checklist was prepared as a guide in collecting data. After gathering data from the observation, the researcher analyzed the data gathered. The result of the data observation was interpreted descriptive by the researcher.

a. Analysis lesson plan teacher 1

1. First meeting

At the first meeting, the lesson plan relevant with the real teaching process. These meeting teacher 1 teach about “Fungsi Sosial dan Unsur Kebahasaan Lirik Lagu Terkait Kehidupan Remaja” in class X1-A. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.1
First meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation		✓
Learning Material	✓	
Teaching Method	✓	
Teaching Media	✓	✓
Learning Sources	✓	
Learning Activities		✓

2. Second meeting

At the second meeting, the lesson plan relevant with the real teaching process. These meeting teacher 1 teach about “Teks Explanation; Informasi Terkait Gejala Alam atau Sosial” in class X1-B. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.2
Second meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		✓
Time Allocation		✓
Learning Material	✓ ✓	
Teaching Method		✓
Teaching Media	✓	
Learning Sources		✓
Learning Activities		✓

3. Third meeting

At the third meeting, the lesson plan relevant with the real teaching process. These meeting teacher 1 teach about “Teks Interaksi Transaksional; Informasi Terkait Hubungan Sebab Akibat” in class X1-C. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.3

Third meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation		✓
Learning Material	✓ ✓	
Teaching Method		✓
Teaching Media	✓	
Learning Sources	✓	
Learning Activities		✓

b. Analysis lesson plan teacher 2

1. First meeting

At the first meeting, the lesson plan relevant with the real teaching process. These meeting teachers 2 teach about “Fungsi Sosial, Unsur Kebahasaan dan Makna Lirik Lagu” in class X-A. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.4

First meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation	✓	
Learning Material	✓	
Teaching Method	✓	✓
Teaching Media		✓
Learning Sources	✓	
Learning Activities		✓

2. Second meeting

At the second meeting, the lesson plan relevant with the real teaching process. These meeting teachers 2 teach about “Narrative text; Teks Informasi Terkait Legenda Rakyat” in class X-B. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.5
Second meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation	✓	
Learning Material	✓	
Teaching Method	✓	✓
Teaching Media		✓
Learning Sources	✓	
Learning Activities		✓

3. Third meeting

At the third meeting, the lesson plan relevant with the real teaching process. These meeting teachers 2 teach about “Recount text; Informasi Terkait Peristiwa Bersejarah” in class X-C. To help the reader understand the observation result, the researcher present the observation checklist and document analysis

is below.

Table 4.6
Third meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation		✓
Learning Material	✓	
Teaching Method	✓	
Teaching Media		✓
Learning Sources	✓	
Learning Activities		✓

c. Analysis lesson plan teacher 3

1. First meeting

At the first meeting, the lesson plan relevant with the real teaching process. These meeting teachers 3 teach about “Teks Khusus Dalam Bentuk Surat Pribadi” in class XI-D. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.7
First meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation		✓
Learning Material	✓	
Teaching Method	✓	
Teaching Media		✓
Learning Sources		✓
Learning Activities		✓

2. Second meeting

At the second meeting, the lesson plan relevant with the real teaching process. These meeting teachers 3 teach about “Teks Khusus Dalam Bentuk Surat Pribadi” in class XI-D. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.8
Second meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation		✓
Learning Material	✓	
Teaching Method	✓	
Teaching Media		✓
Learning Sources		✓
Learning Activities		✓

3. Third meeting

At the third meeting, the lesson plan relevant with the real teaching process. These meeting teachers 3 teach about “Teks Interaksi Transaksional; Keadaan/Tindakan/ Kegiatan/ Kejadian Di Waktu Lampau yang Merujuk Waktu Terjadinya dan Kesudahannya” in class X-D. To help the reader understand the observation result, the researcher present the observation checklist and document analysis below.

Table 4.9
Third meeting Observation Checklist

Lesson plan Elements	Available	Not available
Indicator		
Time Allocation	✓	
Learning Material	✓	
Teaching Method	✓	✓
Teaching Media		✓
Learning Sources		✓
Learning Activities		✓

In answering the first question about the lesson plans relevancy between lesson plans and teaching reading class. The lesson plans are not relevant with the teaching reading because the teachers were not maximal in adjusting all lesson plans component. There are seven components in lesson plan: indicator, time allocation, learning material, teaching method, teaching media, learning sources and learning activities. The tables above showed that all the teachers are not relevant in teaching reading with an existing lesson plan.

C. The analysis of interview

The interview was held to collect more information. And to support the information, the researcher provided the observation and document analysis. The researcher interviewed three English teachers by face to face, with or without using the interview guide after observing the classes. Five questions were asked based on observation and document analysis result. The topic of interview focused on the problem that teacher faced in implementing lesson plans on teaching reading class. The interview result divided into four themes:

1. Lack of Learning Media

According to the interview result about the first theme, the researcher found that the general teacher's problem in implementing lesson plan on teaching reading is the learning media. The teaching process not supported by adequate media. Related to teacher 1 "So I think the problem was about the media. I mean in this school this no in infokus, we have infokus but only one. So, reading learning media only by textbook".

It similar to teacher 2 statement: we do not know the media should we use. We only use the text book. The students not focus because they feel bored with the textbook my be if we have another media they will not bored anymore, sometime I change the learning method. Teacher 3 says that: there is another media that I use, such as pictures and text from internet which relevance with our learning material.

From the teacher's explanation above, it can be concluded that the teachers difficult in teaching are media because the school has no enough supporting learning media. Therefore, there are several teachers fine another learning media from internet. The students do not interest in learning process so the learning process does not run well.

2. Time Allocation

Another problem that is faced by the teachers in implementing reading lesson plan was about student's vocabulary. The students lack of vocabulary, so it disturbing time allocation in learning process as stated by teacher 3 "The students are lack of vocabulary, so if I ask them to read the text they do not know the meaning because of that it take long time to teach. Sometime one text needs two meeting".

In addition, teacher 2 argued: if I say it is relevant..... just it is relevant..... but the method that I applied in my lesson plan is just reading the text. So it makes students feel bored. Maybe about time allocation that is not on time it caused by the students that have lack vocabulary. So I need to teach them about vocabulary more intense.

From the statement above, it can be concluded that the lesson plan is not relevant with the implementation because students are lack of vocabulary makes the students difficult to active in learning process.

3. Curriculum Changing

In this part, the researcher found that the teachers are difficult to develop the lesson plans because of curriculum changing. Related to teachers 1 “I found many obstacles; I do not too understand how to make a good lesson plan. I usually take an example from the internet than I edited based on my teaching material, furthermore the curriculum in Indonesia is always change”.

From the statement above, it can be concluded that the curriculum always changes make the teachers are difficult to adjusting the lesson plan with the new provision. The teachers are difficult to adjust the lesson plans with the new curriculum. They confused in arranging the lesson plans because the teacher need to change the syllabus.

4. Lack of Teachers Training About Lesson Plan Arrangement

In this part, the interview result showed that all the participants have the obstacle in lesson plan arrangement. From the interview results the researcher found that there are several obstacle that faced by the teachers in develop lesson plan such as less of information.

Related to teacher 2: in my opinion, may be lesson plan is very helpful but it just the use and develop lesson plan procedure is not going well because the teachers in hear not well socialized so the lesson plan it's just for formality. We have socialization but not all the teachers allowed participated the socialization.

From the statement above, it showed that the problem that faced by the teachers not about lesson plan implementation but the problem is in arranging lesson plan because lack of training so the teachers do not understand how to make a good and correct lesson plan.

D. Discussions

The data was collected successfully by using observation, interview and document analysis. After conducting the research, it can be seen there are many opinions of those three participants. Then the result of observation and interview is proven through document analysis. Towards this research, some important points were elaborated as part of the research findings in order to answer the research questions.

The first research question is about the relevant with the teaching reading class. According to research result the lesson plans are not relevant because the teachers have some obstacles in teaching reading process. The last research question is about the problems that English teachers face in implementing lesson plans on teaching reading class. Related to research finding the problem that faced by the teachers are:

1. Lack of media learning

SMK 1 Tapaktuan only has media such as one projector, special laps for computers, libraries, and textbook distributed to each student. Therefore, English teachers who will teach reading material only use media from textbook. It caused by insufficient projector and computer labs

that only used by certain majors. This lack of media became an obstacle for English teachers to develop learning media that they used in teaching reading process.

2. Time Allocation

SMK 1 Tapaktuan students are passive in English learning process. The lack of willingness and learning media are not really interesting, the teachers did not use the media to attract the students' interest in learning and the student's lack of vocabulary. Therefore, it disturb time allocation in learning process

3. Curriculum changing

The curriculum always changed in several years ago as well as Ministry of Education and Culture of the Republic of Indonesia. This situation is confusing the teachers in arranging the lesson plan. The teachers are difficult to adjust the lesson plan with the new provision.

4. Lack of teachers training about lesson plan arrangement

The lesson plans are not relevant with the implementation because of the lack of training in creating lesson plan in SMK 1 Tapaktuan. The teachers training carried out in the district of Tapaktuan were only attended by several teachers who were selected to represent each school. Moreover, the training of the lesson plan is uneven and many teachers still do not understand how to make a good and correct lesson plan. Furthermore, the teaching process is difficult to adjust the lesson plan.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestions are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusion

Based on the result of chapter IV some conclusion can be inferred into:

1. The teachers have no enough information to create a good lesson plan. Therefore, the teachers have not been maximal in adjusting the lesson plan with its implementation.
2. The lesson plans are not relevant because the teachers have some obstacle in teaching reading process. The obstacles faced by the teachers are lack of media, time allocation and curriculum changing.
3. The problems faced by English teachers in implementing lesson plans on teaching reading class. Related to research finding the problem that faced by the teachers are:
 - Lack of media learning
 - The students are not active in learning process
 - Curriculum changing
 - Lack of teachers training about lesson plan arrangement

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions for the teacher's, students and future researchers:

1. Teachers:

- For the teachers, you can find much information's related to lesson plan on the internet or in Ministry of Education and Culture of the Republic of Indonesia website.
- You can get learning media from newspaper, storybook, magazine, and surrounding environment.
- The teachers should involve the students to find the learning media by themselves.

2. Students:

- The students should more active in the class.
- Bring the dictionary for English language classes.
- Students can find reading material by themselves trough internet or other media.

- ### 3. Future researchers, you can use another method in collecting data such as the questionnaire for the students to get more information.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B- 11489/UN.08/FTK/KP.07.6/11/2018

TENTANG

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Mencakup Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 Desember 2017

MEMUTUSKAN

- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-594/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018

Menunjuk Saudara:

1. Habiburrahim, M.Com.,M.S.,Ph.D

Sebagai Pembimbing Pertama

2. Mulia, M.Ed

Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Hujjaturrahmah.S

NIM : 231324371

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
pada Tanggal: 2 November 2018



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 13402 /Un.08/TU-FTK/ TL.00/12 /2018

04 Desember 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Hujjaturrahmah. S.
N I M : 231 324 371
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Tgk. DiKandang, Peulanggahan, Kec. Kuta Raja, B. Aceh

Untuk mengumpulkan data pada:

SMKN 1 Tapaktuan

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analisis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

A.M. Said Farzah Ali



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 1 TAPAKTUAN

Jln. Cempaka No. 14 Telp Fax : 0656 – 21486 Lhok Bengkuang-Tapak Tuan 23715
www.smknegeri1tapaktuan.sch.id e-mail : smknegeri1_tapak Tuan@yahoo.co.id



SURAT KETERANGAN

Nomor : 420/282/2018

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Tapaktuan Kabupaten Aceh Selatan, menerangkan dengan sesungguhnya saudara :

Nama : Hujjaturrahmah. S
NIM : 231 324 371
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat : Jln. Tgk. Di Kandang Peulanggahan, Kec. Kuta Raja Banda Aceh.

Mahasiswa tersebut benar-benar melaksanakan kegiatan pengumpulan data di SMK Negeri 1 Tapaktuan pada tanggal : 14 Agustus s/d 14 September 2018. Dengan judul :

"An Analisis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan"

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Tapaktuan, 15 Desember 2018
Kepala SMK Negeri 1 Tapaktuan



VETTA DARMI YETLI, S.Pd

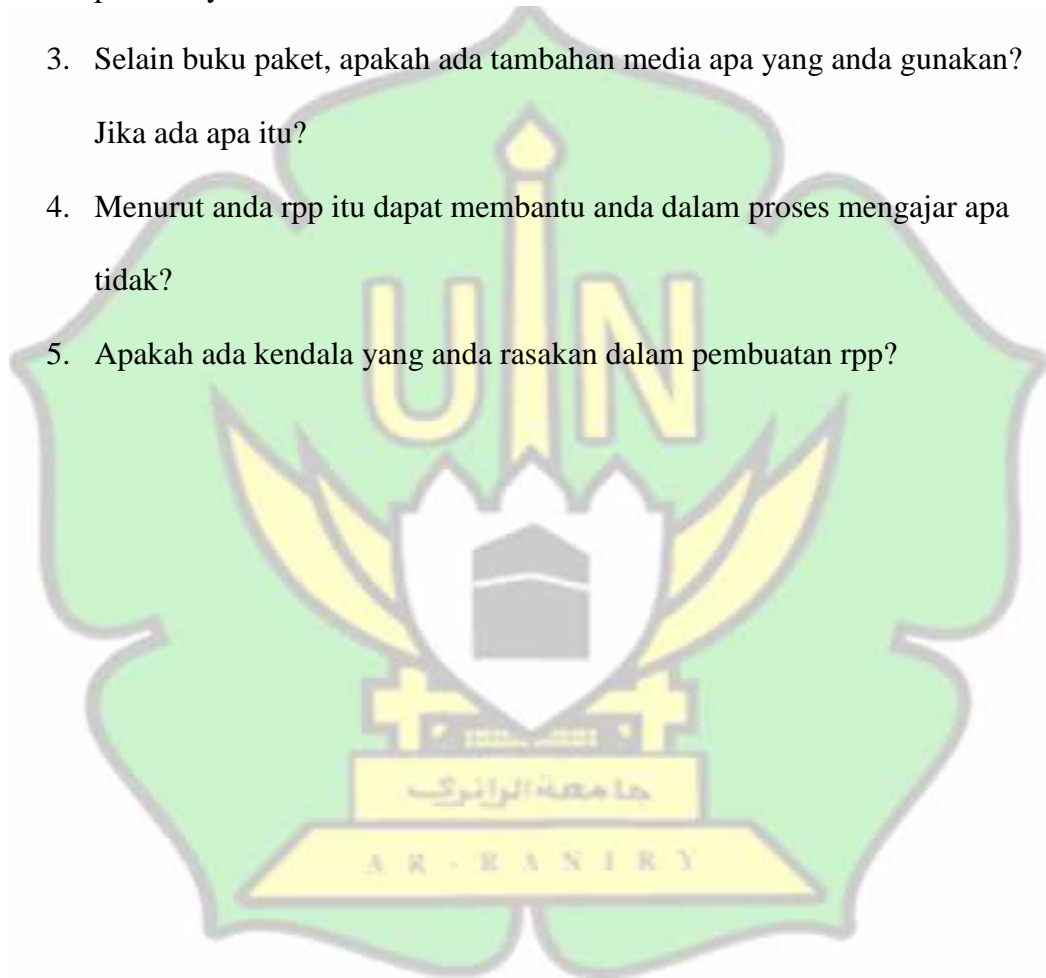
NIP. 19850221 201402 2 001

ND. Tanggal : 12 Desember 2018

Nomor : 422.6/ 281 /2018

Instrument of interview

1. Apa masalah yang anda hadapi selama mengajar reading?
2. Menurut anda rpp yang anda gunakan sudah sesuai tidak dengan prakteknya?
3. Selain buku paket, apakah ada tambahan media apa yang anda gunakan?
Jika ada apa itu?
4. Menurut anda rpp itu dapat membantu anda dalam proses mengajar apa tidak?
5. Apakah ada kendala yang anda rasakan dalam pembuatan rpp?



Transcribe interview

Teacher 1 :

1. Apa masalah yang anda hadapi selama mengajar reading?

Answer: saya rasa masalahnya ti ada di media dek, karena di sini gak ada infokus, ada sih tapi cuma satu jadi man ada cukupkan, jadi ya cuma pake buku paket aja.

2. Menurut anda rpp yang anda gunakan sudah sesuai tidak dengan prakteknya?

Answer: tergantung muridnya kadang yang saya buat di rpp pas diterapkan gk paham anak-anak ni, ya saya harus pake cara lain biar mereka bisa paham.

3. Selain buku paket, apakah ada tambahan media apa yang anda gunakan?

Jika ada apa itu?

Answer: ada juga media lain yang saya pakai, contohnya saya bagikan gambar yang saya dapatkan dari internet, nanti anak-anak saya suruh mengarang tentang gambar yang saya bagikan sesuai imajinasi mereka masing-masing.

4. Menurut anda rpp itu dapat membantu anda dalam proses mengajar apa tidak?

Answer: mmmmm.. menurut saya ya dek, rpp itu sebenarnya membantu sekali, cuma kadang apa yang sudah saya buat di rpp lebih sering tidak berfungsi karena kadang-kadang anak-anaknya yang gak bisa kalau saya ikuti rpp yang sesuai dengan yang saya buat.

5. Apakah ada kendala yang anda rasakan dalam pembuatan rpp?

Answer: Kalau kendala banyak ya dek, kurang ngerti juga cara membuat rpp yang benar itu gimana caranya sebenarnya, saya suka ambil diinternet terus saya edit sesuai materi mengajar saya, ditambah lagi kurikulum di Indonesia suka berubah-ubah.



Teacher 2 :

1. Apa masalah yang anda hadapi selama mengajar reading?

Answer: mmmmmm.. anak-anakku kurang fokus mungkin kayaknya sih karna bosan belajar cuma pakai buku paket mungkin kalau ada media lain mereka lebih mau mendengar gak sibuk sendiri.

2. Menurut anda rpp yang anda gunakan sudah sesuai tidak dengan prakteknya?

Anwer: Kalau dibilang sesuai ya sesuai dek, cuma metode yang saya buatdi rpp saya ya cuma membaca text jadi anak-anak kan bosan belajarnya, paling dibagian waktu aja yang gak sesuai sama rpp karena anak-anak banyak yang gak tau vocabnya, jadi ajarin vocab dulu baru saya bisa lanjut lagi.

3. Selain buku paket, apakah ada tambahan media apa yang anda gunakan?

Jika ada apa itu?

Answer: Ga ada dek, karena gatau harus pake media apa, cuma menggunakan buku paket itu aja, paling metodenya aja yang saya ganti-ganti sesuai materinya.

4. Menurut anda rpp itu dapat membantu anda dalam proses mengajar apa tidak?

Answer: Menurut saya ya dek mungkin rpp itu dapat membantu, hanya saja cara penggunaan dan pembuatan rpp yang baik karena tidak tersoisalisasi dengan baik jadinya rpp itu dibuat ya cuma untuk formalitas aja dek.

Apa ga ada pelatihan untuk guru-guru cara membuat rpp yang benar buk?

Answer: Ada sih dek, Cuma ga semua guru bisa ikut, dipilih-pilih gurunya

5. Apakah ada kendala yang anda rasakan dalam pembuatan rpp?

Answer: Kalau ditanya kendala banyak dek ,bahkan saya rpp ngak bisa

saya buat sendiri, saya cari di internet terus saya copy edit edit sikit karena tidak mengerti cara buat rpp yang benar itu gimana



Teacher 3 :

1. Apa masalah yang anda hadapi selama mengajar reading?

Answer: Jadi gini dek, anak-anak ni kurang kali kosakatanya jadi kalau reading itu banyak kali kata yang ga tau artinya jadinya kan saya harus kasih tau artinya satu-satu makanya makan waktu lama, jadi kadang-kadang satu text itu sampai 2 kali pertemuan.

2. Menurut anda rpp yang anda gunakan sudah sesuai tidak dengan prakteknya?

Answer: Ada yang sesuai ada yang nggak dek, kayak yang diatas saya bilang, ngajar sesuai rpp kalau anak-anak ga ngerti kan untuk apa kan?.

3. Selain buku paket, apakah ada tambahan media apa yang anda gunakan? Jika ada apa itu?

Answer: Kalau media saya cuma pakai buku paket kalau metode belajar baru-baru bermacam-macam.

4. Menurut anda rpp itu dapat membantu anda dalam proses mengajar apa tidak?

Answer: Seharusnya membantu, tapi bagi saya tidak karena mengajar sesuai rpp anak-anak banyak yang tidak bisa.

5. Apakah ada kendala yang anda rasakan dalam pembuatan rpp?

Answer: Ada, kalau ditanya kendala karena memang saya kurang ngerti cara membuat rpp yang baik itu gimana.

AUTOBIOGRAPHY

1. Name : Hujjaturrahmah S
2. Place / Date of Birth : Tapaktuan, 08 januari 1996
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln.Tgk Dikandang, Peulangahan, Banda Aceh
9. E-mail : hujjaturrahmah1996@gmail.com
10. Parent
 - a. Father : Drs. Safli Alian
 - b. Mother : Dra. Mahliar
 - c. Occupation : Civil Servant
11. Education Background
 - a. Elementary School : MIN Tapaktuan (2001-2007)
 - b. Junior High School : SMPN 1 Tapaktuan (2007-2010)
 - c. Senior High School : SMAN 1 Tapaktuan (2010-2013)
 - d. University : UIN Ar-Raniry (2013-2019)

Banda Aceh, January 8th, 2019

Hujjaturrahmah S