

**THE ANALYSIS OF TEACHER'S LESSON PLAN AND ITS  
IMPLEMENTATION IN THE CLASSROOM**

**THESIS**

Submitted by

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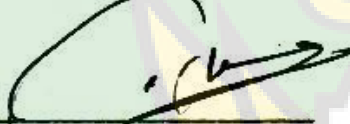
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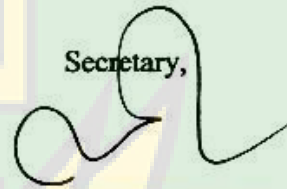
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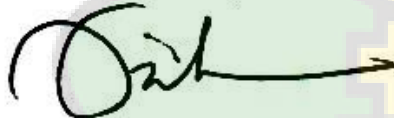
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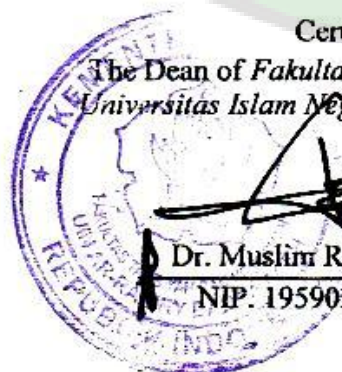
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Banda Aceh, 26 Desember 2019

Saya yang membuat surat pernyataan,



Dedek Riski Maulani

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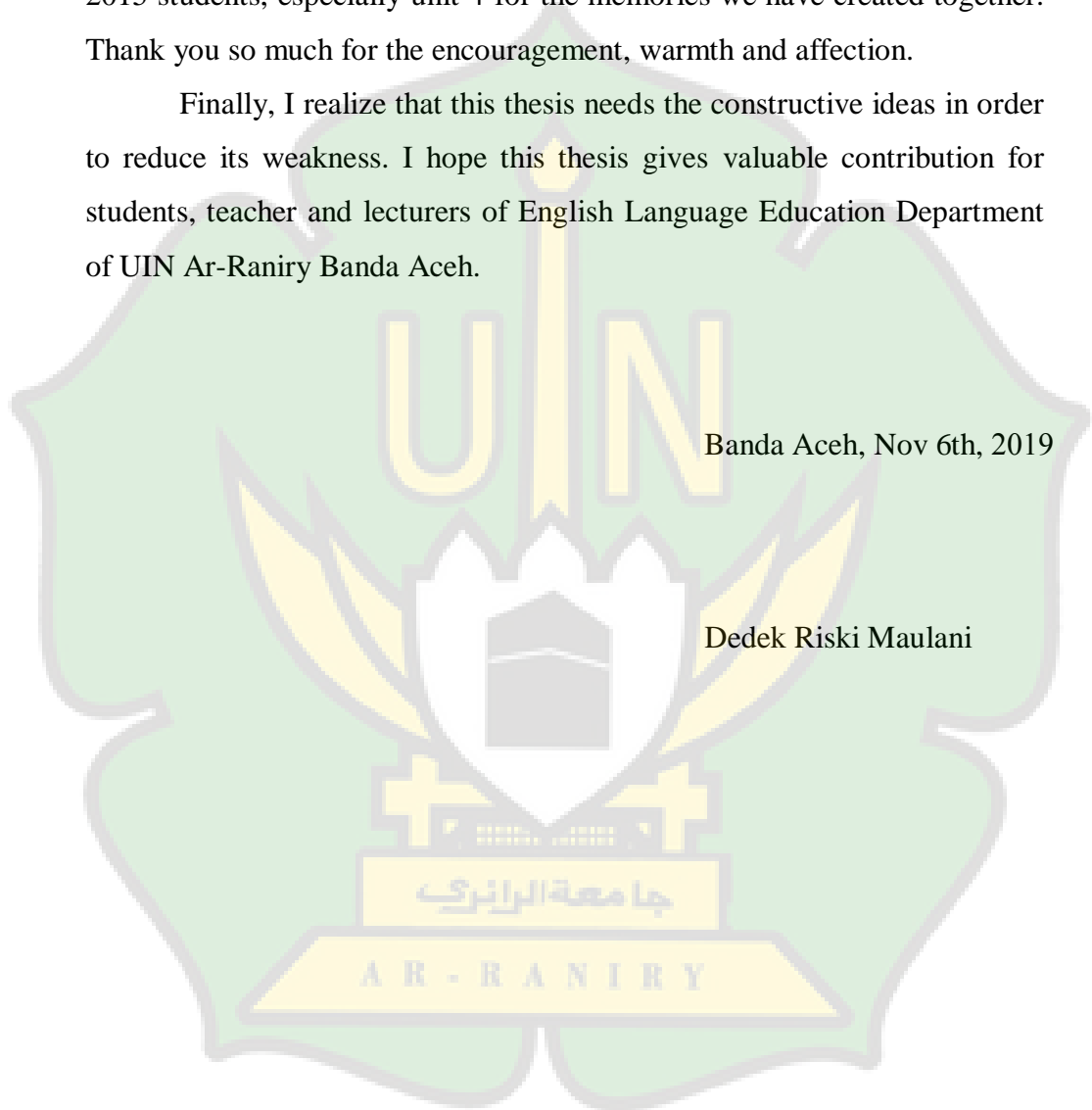
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## ABSTRACT

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The successfully teaching process in the class is controlled by good lesson plan following the syllabus succeed the standard of the teaching and learning activities. Yet some English teachers have still face difficulty in developing effective and systematic lesson plan for a teaching program. Moreover the aims of this research were; (1) to analyse teacher's lesson plan based on Curriculum 2013, the researcher focuses on indicator, purpose, material, learning activities, and assessment (2) to investigate the compatibility of the lesson plan with its implementation in the classroom. The researcher used qualitative research in which the data were collected through document and observation. There were three English teachers of SMPN 17 Banda Aceh. Thus the results of the research were; (1) the teachers do not create their lesson plan based on the Curriculum, especially in creating indicators (2) the teachers do not implement the lesson plan in the classroom, they teach with traditional method which the teacher is a center of teaching and learning.

## TABLE OF CONTENTS

<b>DECLARATION OF ORIGINALITY .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>viii</b>
 <b>CHAPTER 1 INTRODUCTION</b>	
A. Background of study .....	1
B. Research Questions .....	3
C. The Aims of Study .....	4
D. Significance of the study .....	4
E. Terminologies .....	4
 <b>CHAPTER 2 LITERATURE REVIEW</b>	
A. Definition of Curriculum 2013.....	6
B. The Characteristic of Curriculum 2013.....	.6
C. Definition of Lesson Plan .....	8
D. The Function of Lesson Plan .....	10
E. The Components of Lesson Plan .....	11
F. The Benefit of Implementing Lesson Study .....	14
G. Stages in Developing Lesson Plan .....	16
H. The Use of Lesson Plan .....	18
I. The Previous Study .....	19
 <b>CHAPTER 3 RESEARCH METHODOLOGY</b>	
A. Research Design .....	21
B. Research Site and Participants .....	22
C. Technique of Data Collection .....	22
1. Document Analysis.....	22
2. Observation .....	23
D. Method of Data Analysis .....	24
 <b>CHAPTER 4 FINDING AND DISCUSSION</b>	
A. The Procedure .....	25
B. Result .....	26
C. Discussion .....	.37



## **CHAPTER 5 CONCLUSION AND SUGGESTION**

A. Conclusion .....	39
B. Suggestions .....	40

<b>REFERENCES .....</b>	<b>41</b>
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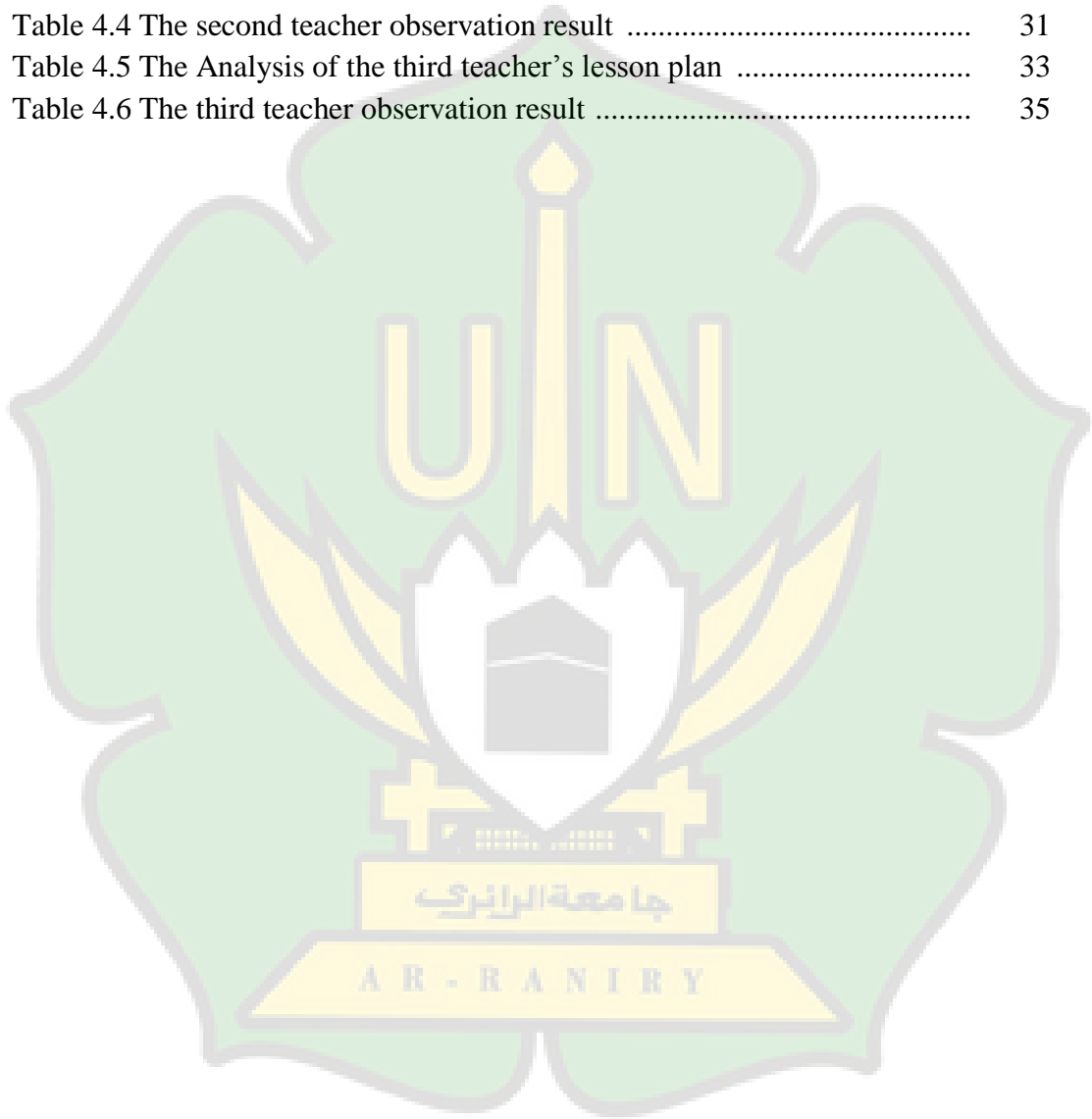
## **APPENDICES**

## **AUTOBIOGRAPHY**



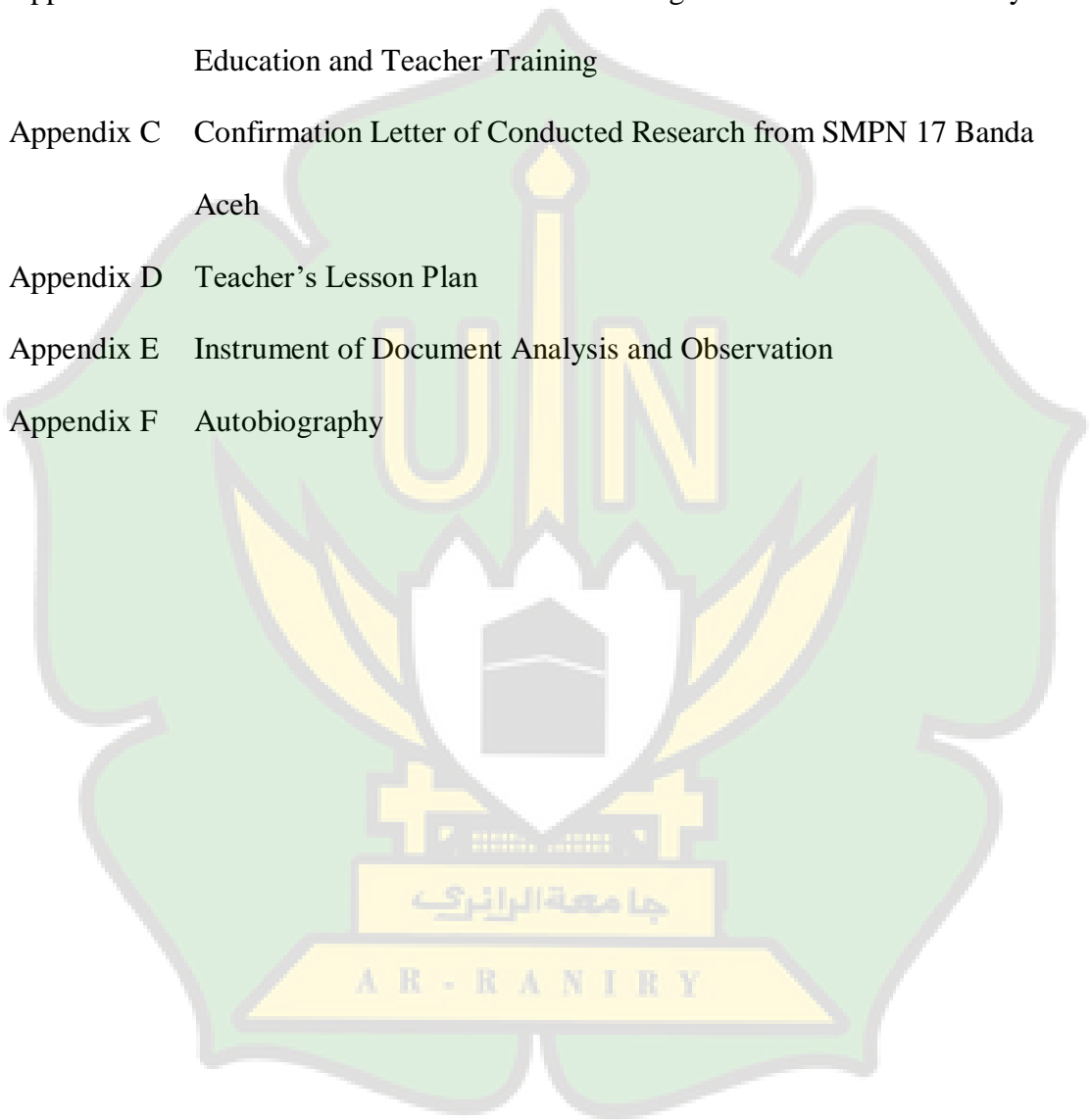
## LIST OF TABLES

Table 4.1 The Analysis of the first teacher's lesson plan ` .....	26
Table 4.2 The First teacher observation result .....	27
Table 4.3 The Analysis of the second teacher's lesson plan .....	29
Table 4.4 The second teacher observation result .....	31
Table 4.5 The Analysis of the third teacher's lesson plan .....	33
Table 4.6 The third teacher observation result .....	35



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter of Conducting Research from the Faculty of  
Education and Teacher Training
- Appendix C Confirmation Letter of Conducted Research from SMPN 17 Banda  
Aceh
- Appendix D Teacher's Lesson Plan
- Appendix E Instrument of Document Analysis and Observation
- Appendix F Autobiography



## CHAPTER 1

### INTRODUCTION

This chapter discusses the background of the study along with research question, the aim, significance, and terminology.

#### A. Background of the Study

At the end of 2012, Indonesia's ministry education had announced the change of new curriculum named curriculum 2013. This changed curriculum would be applied to all level education from primary to secondary (Habiburrahim, 2018). The newest curriculum was expected to increase the quality and character of Indonesia's education based on the globalization era. It emphasized competencies like cognitive, affective, and psychomotor. This curriculum used scientific-based which several procedures start from observing, questioning, experimenting, and communicating. Due to several competencies which teacher should achieve, it committed the teacher to be more creative and well prepared before teaching and learning process. Thus, it needed to plan the lesson plan as suggested by Indonesia's ministry of education.

The lesson plan is very important to the achievement of the intended target here is the completion of the entire learning material or material that has been determined by the curriculum (Burghes, 2009). Brown (2011) also states that the lesson plan has major influence to achieve the successful teaching and learning process. It helps teachers to certify the classroom instruction aligns with curriculum goals and objectives. Moreover, it allows students to determine their successful

learning in the unit or lesson. Lessons are not only given on how and what students learn, but they also influence student attitudes toward language learning.

The successfully teaching process in the class is controlled by the plan of a good lesson plan following the syllabus succeed the standard of the teaching and learning activities. The teacher needs to set the lesson plan structurally to achieve the result as attractive and fun learning as states by Brewster (2013) lesson plan is a clear objective with range activities which produce fun learning. In designing lesson is no easy task, it is a long process for the teacher. Many steps should contain in the lesson plan. Curriculum 2013 has set the student at the main focus during the teaching and learning process. The material has to assist the students to be more active in the class while the teacher as the facilitator during the learning and teaching process.

The ministry of education had set the framework of the lesson plan in which teacher must follow and apply in the learning and teaching process. In the minister of education and culture regulation No. 65 the year 2013 on the standard process, the minister has made many seminars and workshops to help the teacher in setting the lesson plan during the first launching of the new curriculum at that time. Yet many teachers still struggle with designing the lesson plan. There are some English teachers who still face difficulty in developing effective and systematic lesson plan for a teaching program. In developing lesson plan, they tend to imitate or even copy the ones provided in the textbook and the internet. Indeed, there are some teachers of English who do not prepare and develop the lesson plans and let whatever is

happening in the classroom as well as there are some of them who do a ‘corridor planning’ in their head as they walk to the classroom (Harmer, 2007). As a consequence, still many educational units have not been able to develop and prepare curriculum 2013 independently, especially Syllabus and Lesson Plan (RPP) subjects in English in junior high school (SMP). Prior researches have been found that many teachers substandard in implementing the lesson plan. It is reported that 65% from 130.000 of Indonesia teacher mastery on lesson plan remains appalling (alwasilah, 2012). It also many teachers develop poor lesson plan as stated by Jalongo (2007).

There are much research had been conducted by other researchers about the implementation of the lesson plan. Yet, this study aims to figure out the suitability of the lesson plan that the teacher has planned during the teaching and learning process. This study will be investigated in SMP Negeri 17 Banda Aceh there are only 3 teachers that will be a sample in this research. Thus, the researcher initiated to research in title The Analysis of Teachers’ Lesson Plan and Its Implementation in the Classroom.

## **B. Research Question**

To address the problem, this study guided by the following research questions;

1. How English teacher at SMP Negeri 17 Banda Aceh implement their lesson plan in the teaching and learning process?

### **C. The Aim of Study**

Based on the research question above, the aims of this study are to analyse the teachers' lesson plan and to investigate the compatibility of the lesson plan with its implementation in the classroom.

### **D. The Significance of the Study**

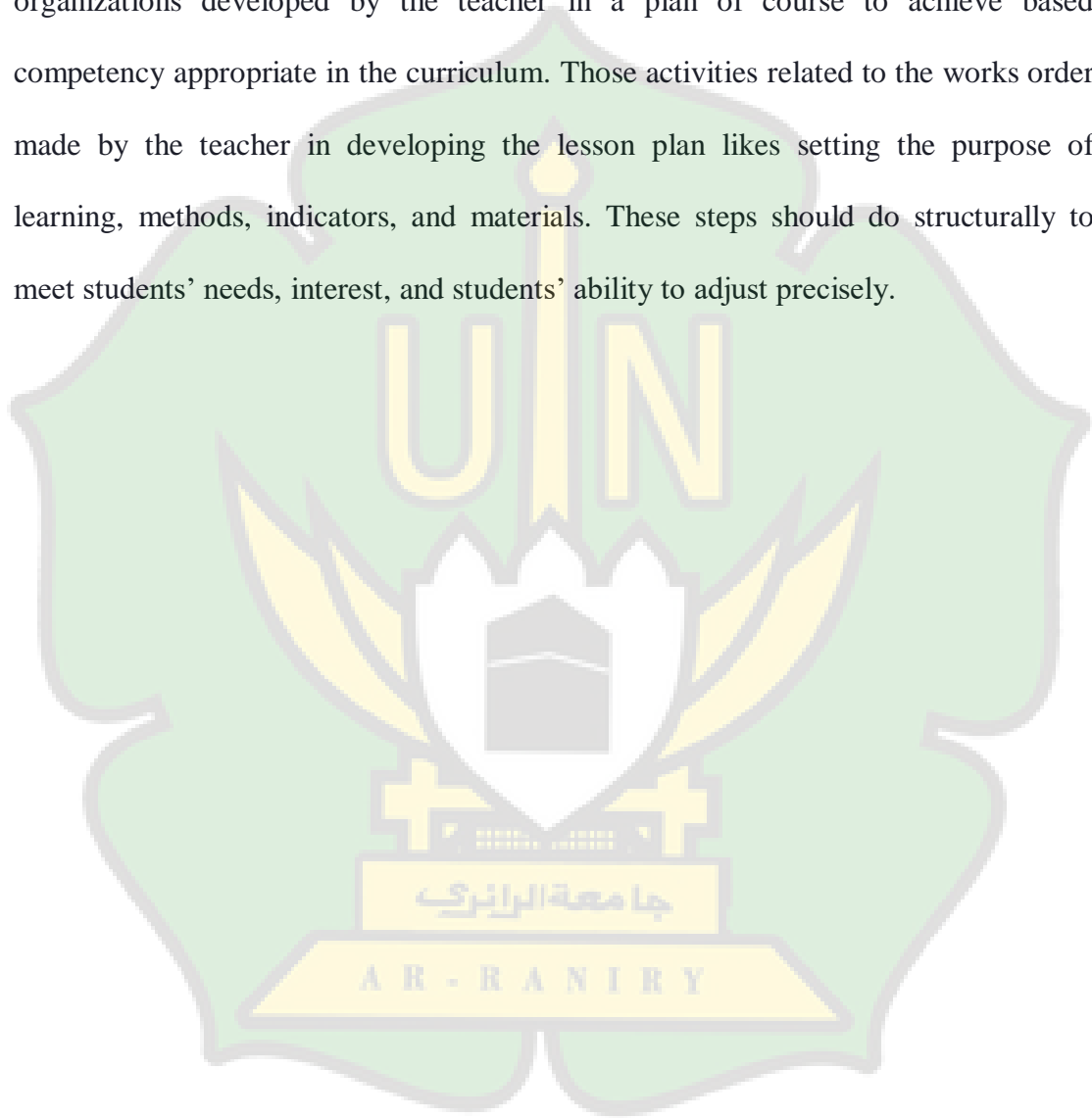
The result of this research can be a reference for the English teacher to enrich their literature on implementing the lesson plan. Hopefully, it may enrich their insight to provide the right method in teaching language. This research could also be a reference for researchers who are conducting a similar topic or theme, which later can enrich information in the literature.

### **E. Terminologies**

#### ***1. Lesson plan***

Farrel (2002) states that a lesson is a unit where it is a series of lessons that correlate around a particular theme or methodical record of a teacher's views about what he/she will be discussed during the lesson. The lesson plan is written to how students will move toward to achieve a certain purpose. It's described that teaching behaviour will give result in student learning. The lesson plan is to help the teacher in planning the proses of learning especially for English language lesson. In the English language subject, the effective purpose from lesson plan explains what students will be able to do in terms of behaviour, using a foreign language, and observation (Shrum dan Glisan, 2002).

The lesson plan is explained as the procedure and management of study to achieve one and more basic competence which is regulated in standard competence and enlarged in the syllabus. It can be assumed that there are several activities and organizations developed by the teacher in a plan of course to achieve based competency appropriate in the curriculum. Those activities related to the works order made by the teacher in developing the lesson plan likes setting the purpose of learning, methods, indicators, and materials. These steps should do structurally to meet students' needs, interest, and students' ability to adjust precisely.





## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter the researcher will explain some theories about lesson plan and previous study that related to this research.

#### **A. Definition of Curriculum 2013**

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. According to enclosure of Minister of National Education Regulation Number 59 Year 2014 Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

#### **B. The Characteristic of Curriculum 2013**

1. Emphasizing the attainment of the students' competence individually and classically;
2. Orienting toward learning outcomes, and diversity; using genre approaches in the learning process and greatly is influenced with Systematic Functional Grammar of Halliday (1987);

3. Accepting any other educative learning sources besides teachers; Emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence;
4. Using special terms such as Standar Kompetensi (Standard of Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing); Kompetensi Dasar (Basic Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing); Indikator (Achievement Indicators) refers to a specific basic competence that can be taken as a standard to assess the attainment of a learning process; Materi Pokok (Core Materials) refers to materials or lessons that students have to learn in a learning process.

Based on the Minister of National Education Regulation Number 59 Year 2014, Curriculum of 2013 is designed with the following Characteristics:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
2. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.

3. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
4. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between subjects and education level (horizontal and vertical organizations).

### **C. Definition of Lesson Plan**

Farrel (2002) states that a lesson is a unit where it is a series of lessons that correlate around a particular theme or methodical record of a teacher's views about what he/she will be discussed during the lesson. The lesson plan is written to how students will move toward to achieve a certain purpose. It's described that teaching behaviour will give result in student learning. The lesson plan is to help the teacher in planning the proses of learning especially for English language lesson. In the English language subject, the effective purpose from lesson plan explains what students will be able to do in terms of behaviour, using a foreign language, and observation (Shrum dan Glisan, 2002).

The lesson plan is explained as the procedure and management of study to achieve one and more basic competence which is regulated in standard competence and enlarged in the syllabus. It can be assumed that there are several activities and organizations developed by the teacher in the lesson plan to achieve based competency appropriate in the curriculum. Those activities related to the works order

made by the teacher in developing the lesson plan likes setting the purpose of learning, methods, indicators, and materials. These steps should do structurally to meet students' needs, interest, and students' ability to adjust precisely.

Harmer (2007) states that lesson plan as teaching preparation which developed based on teachers' view about the proper process for students' and curriculum expectations. It is explained that the lesson plan is a teaching-learning process developed by the teacher based on the students' needs through the observation and related to the point of the curriculum. If a teacher does not examine the students' need, interest, ability, students' learning style, and curriculums' goals, it is ensured that the originating of the lesson plan is not effectively works.

Another opinion says that the lesson plan is a sequence of learning plans that can provide direction for a teacher about the material that must be taught and also tells how to teach the material (Spratt, Pulverness and Williams, 2005). In the lesson plan, the teachers are required to be creative in teaching relevant material. This will refer to what the curriculum says. With the lesson plan, the teaching and learning process will be far more organized and better prepare teachers to deliver the material. Besides, the lesson plan also provides a new way of learning, namely by applying appropriate and effective methods and strategies. Thus, the lesson plan is a sequence of learning prepared by the teacher to achieve an effective teaching and learning process based on the curriculum.

The lesson plan is also interpreted as a form of collaborative practice, a school-based professional development initiative that aims to improve teaching and learning through the methodology of sharing professional practice (Burghes, 2009). This theory says that the lesson plan process starts with collaboration techniques through sharing works. From this theory, the researcher analyses that this theory is related to the methodology for improving teacher teaching abilities. Then Dudley (2014) states that the lesson plan is a very particular form of classroom action research that focuses on improving teacher training knowledge. This theory defines lesson plan as research related to the development of teacher teaching skills. Dudley considered that lesson study is not only an aim to enhance the quality of English teaching but also as a research process to gain teaching knowledge and methods in classroom activities.

#### **D. The Function of Lesson Plan**

Harmer (1991) argued that teachers and students will find the lesson not meaningful and interesting without lesson plan. The bad conditions are the students undermined to learn English. If teachers do not think what they are going to do, it means they do something useless at all. Those are the reasons why lesson plan is essential. According to the Minister of National Regulation Number 65 Year 2013 about the Standard Process every teacher must develop lesson plan completely and systematically so that teaching-learning can be administered interactively, fun, challenging and can encourage students to participate actively as well as can give

sufficient space for their creativity and autonomy based on their interest, inmates and also their physic and psychology development. It means that the teacher must be develop the lesson plan systematically based on students' interest, ability, and so forth as well as to encourage students to be active and creative in their learning activities.

#### **E. The Components of Lesson Plan**

Before starting to design the lesson plan, it is important for the teacher to understand the components that consist in the lesson plan. The components help teacher in constructing the lesson plan effectively and can achieve the teaching and learning goal. Dick and Riser as cited in Bidaria (2013) explain that there are six components in lesson plan; indicators, objectives, activities, material, instructional media, and assessment. Specifically, as determined by the Decree of the Minister of Education No. 103 (2014) the lesson plan components of the 2013 Curriculum, are: identification of subjects, core competence, basic competence, competence of indicator achievement, learning materials, steps in learning activities, assessments, remedial work, enrichment activities, teaching-learning media, instruments and learning resources.

##### **1. Indicator of Standard Competence Achievement**

- The indicators of standard competence achievement are developed from KI and KD. They developed for basic competence in all main competences 1, 2, 3, and 4.

- The operational verbs used are suitable with the competences that want to be measured.
- The indicators of standard competence achievement are in line with attitude (affective), knowledge (cognitive), and skill (psychomotor) aspects.

## 2. Objectives

- The objectives contain behaviour which is the result of the study. The behaviour is formulated into the form of operational verbs. The objectives do not cause double interpretation and developed for basic competence in all main competences 1, 2, 3, and 4.
- The objectives are developed from the indicator and basic competence which is in the curriculum.

## 3. Material

- The materials are selected based on the objectives.
- The extent of instructional materials is suitable with the characteristics of the students (including fast and slow learners high-motivated and less-motivated learners). The students have different ability should be given the different learning service.
- The possibility of the materials can be achieved in time allocated.

#### 4. Teaching Activity

- Teaching activity has to provide some steps: pre-, whilst, and post and to use the scientific approach (observing, questioning, exploring, associating, and communicating).
- Teaching activity selected can ease the students to comprehend the materials.
- Each learning stage has to show the steps and proportional time should be given for each, for example: 5-10% of time is for introduction, 70-80% is for the main lesson, and 10-15% is for closing.

#### 5. Assessment

- The authentic assessments are in line with knowledge (cognitive), skill (psychomotor), and attitude (affective) aspects. Kinds of authentic assessment: performance assessment, project assessment, portfolio, and written assessment.
- For example, writing test is to measure the comprehension of material, performance test is to measure performance skill, and the scale of attitude is to measure attitude.

#### 6. Resource

- The resource selected can be used to achieve the objective or the competence which has been set, for example: book, “When English Rings The Bell”, module, audio visual, and others.
- The resource selected enables students to comprehend the material and is described in detail and is suitable with scientific approach.



- The resource selected is suitable with the level of cognitive development, affective characteristics, and psychometric skill of the students.

#### **F. The Benefits of Implementing Lesson Study**

There are some benefits in applying lesson study. Based on Yoshida (2005) lesson study works because it helps teachers to:

- 1) Lesson study can eliminate the isolated feeling of the teacher when he or she taught for the first time.
- 2) Lesson study helps teacher to evaluate and criticize the teaching English strategy before he or she apply in the class.
- 3) Lesson study makes the teacher more understand about the material, lesson and the curriculum coverage.
- 4) Lesson study helps the teacher focusing on the students learning process in the class and how to conduct the class.
- 5) Lesson study exchanges the knowledge, experiences and upgrades the collaboration between teachers.

The other benefits of lesson study are also mentioned by Lewis in Tampubolon (2013). Lewis stated that lesson study is not only as the contribution of improving knowledge and professionalism of the teacher but also as the contribution in the developing the quality of education. Lewis (2006) show how lesson study results in instructional improvement: lesson study strengthens three pathways to instructional improvement:

- 1) Teachers' knowledge,
- 2) teachers' commitment and community, and
- 3) Learning resources.

Examples of the three pathways:

- 1) Teachers' knowledge
  - Knowledge of subject matter
  - Knowledge of instruction
  - Capacity to observe learners
  - Connection of daily practice to long-term goals
- 2) Teachers. commitment and community
  - Motivation to improve
  - Connection to colleagues who can provide help
  - Sense of accountability to valued practice community
- 3) Learning resources
  - Lesson plans that reveal and promote student thinking
  - Tools that support collegial learning during lesson study

Lesson study does provide a bridge for the gap between knowledge acquired by teachers about teaching and the actual implementation of that knowledge in the classroom.

## G. Stages in Developing Lesson Plan

Based on Salinan Lampiran Permendikbud No. 81a Year 2013, Kerangka Dasar dan Struktur Kurikulum, there are stages in developing lesson plan:

### 1. Analyzing syllabus

Generally, four each material on syllabus include of four Kompetensi Dasar based on core competency aspects (attitude God, attitude to self, environment, knowledge and skills). Achieving these basic competency, in syllabus it is explained that student's activity in learning process based on process standard. The student's activity consist of exploration, elaboration, and confirmation, there are observing, questioning, experimenting, associating and communicating. These activities must be developed in lesson plan and the teacher must make their students active. Analyzing of syllabus also consist of formulating indicator and assesment.

### 2. Identifying Learning Material

Some aspects that have to considered in identifying learning material are:

- a. Students' potential,
- b. Relevancy to local characteristic
- c. Physical, Intellectual, emotional, social, and student's spiritual
- d. Usefulness for student
- e. Knowledge structure
- f. Actual, deep, wide learning material
- g. Relevancy between students' needs and environment
- h. Time allocation

### 3. Deciding learning aims

Learning aims refer to indicator, at least consisting of 2 aspects: audience (students) and behavior (skill).

### 4. Developing learning activity

Some aspects that have to be considered in identifying learning material are:

- a. Learning activities are arranged to make easy teacher so they teach Professional
- b. Learning activities consist of activities done by teacher as in syllabus
- c. The steps of learning activities for each meeting are done by teacher to make students active.

### 5. Formulating assessment

Some aspect that have to be considered in formulating assessment are:

- a. Assessment purposed to measure competence achievement, KD-KD in KI-3 and KI-4.
- b. Criteria of assessment are based on what students achieve in learning process.
- c. Using sustainable assessment.
- d. Result of assessments used to decide the next step.
- e. Assessment has to be suitable with learning experience that done in learning process.

## 6. Deciding time allocation

In deciding time allocation for each KD, it is based on effective week and time allocation for each subject.

## 7. Deciding learning source

Learning sources are object or thing used in learning activity e.g.: nature, culture, social, physical environment.

## H. The Use of Lesson Plan

According to Maha (2007), lesson plan is useful for some stakeholders for educational development;

### 1. Program Organizers

Program organizers (headmaster, organizing committee) will be easy to monitor and control the implementation of learning which has been designed steadily. On the other hand, it also gives a feedback which is very important for program development, such as supplying the facilities, human resources, and time allocation.

### 2. Teacher, Instructor, Tutor

With the existence of the lesson arrangement orderly, the teaching-learning process will take place orderly, learning product (the student achievement) will increase significantly and the mistake will be detected easily. On the other hand, it will be easy for the teacher to follow up because this includes to the plan.

There are four aspects to be followed up. By having lesson plan teacher will be easy to follow up their teaching.

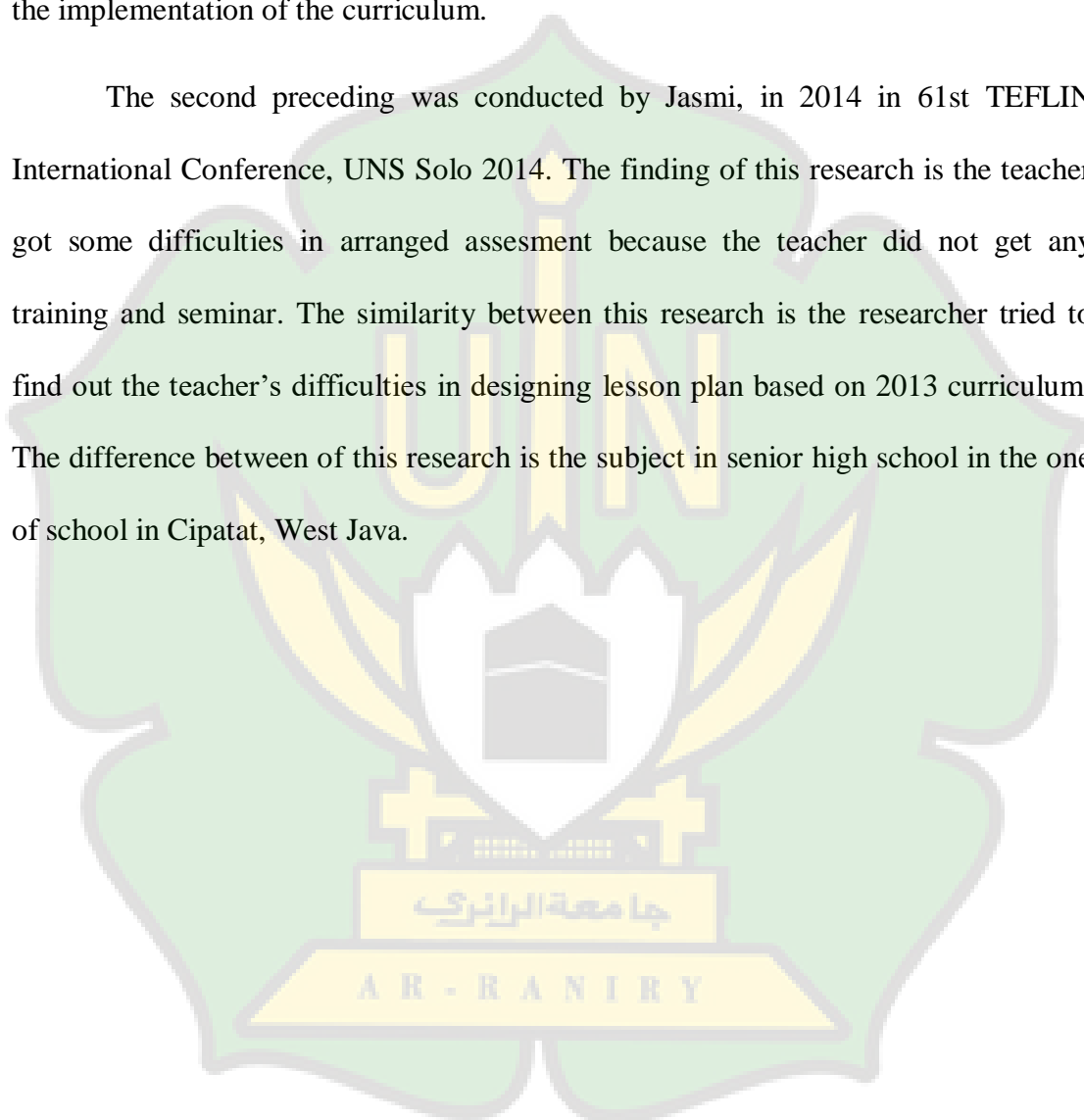
1. Revising the learning product, that is follow-up toward the mistake which relates the learning material.
2. Revising learning process, that is follow-up toward the mistake which relates the learning that is the existence of some components which have not settled.
3. Remedying program, that is follow-up toward the weaknesses that arise from the students.
4. Developing program, that is follow-up which relates program refinement or reshuffle overall.

#### **I. The Previous Study**

The researcher found two preceding studies about difficulties in designing lesson plan based on 2013 Curriculum. It is conducted by Miftah Farid (Indonesia University of Education) in 2014. It is a qualitative research entitled “Teachers Difficulties in Lesson Planning Based On School-Based Curriculum”. Its objectives to picture the teachers’ preparation before conducting a lesson in terms of designing learning activities to conduct in classroom, particularly in setting indicators and objectives, selecting materials and media, plotting the teaching procedures, conducting students’ evaluation and to investigate the difficulties faced by the teachers in planning lesson. He gathers data through non directive interviews and document analysis using several categories in Reiser and Dick’s about Systematic Planning. The result of this research is the teacher have got the difficulties in finding

suitable materials for the students due to the lack of resource books for vocational school. The similarity between this research, the researcher tried to find out the difficulties of the teacher in designing lesson plan. The difference of this research is the implementation of the curriculum.

The second preceding was conducted by Jasmi, in 2014 in 61st TEFLIN International Conference, UNS Solo 2014. The finding of this research is the teacher got some difficulties in arranged assesment because the teacher did not get any training and seminar. The similarity between this research is the researcher tried to find out the teacher's difficulties in designing lesson plan based on 2013 curriculum. The difference between of this research is the subject in senior high school in the one of school in Cipatat, West Java.



## CHAPTER 3

### RESEARCH METHODOLOGY

In this chapter the researcher will explain the research design, research site and participants, technique of data collection, and method of data analysis.

#### **A. Research Design**

In this study, the researcher analyse the teachers' lesson plan and its implementation in the classroom. Therefore, the researcher uses a descriptive qualitative method. It is in line with Creswell's (2012) theory that to answer a research problem which the variables are not known and need to be explored, the qualitative method is suitable. Lambert (2012) also added that descriptive qualitative is a viable and acceptable label for a qualitative research design. It is usually used by another researcher, especially novice to the methods of qualitative research. Then in qualitative In qualitative research, the researcher uses document/content analysis is as a part of qualitative types.

Content analysis has its roots in communication genres. Contents analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents For this concentration the researcher analyzed the English lesson plans developed by English teacher at SMP Negeri 17 Banda Aceh. It also reviewed the difficulties faced by the teacher in



developing it as well as the efforts made by the teacher to overcome the difficulties to get good quality. This is so-called a kind of qualitative examination of content analysis of the lesson plan.

## **B. Research Sites and Participants**

This research was conducted at SMPN 17 Banda Aceh which located at Sukaramai, Kec. Baiturrahman, Kota Banda Aceh, Aceh 23116. Creswell (2014) defined that research participants are subjects who have potential to give information that will lead the researcher to find the answer of research question. Thus, in this research, the researcher uses purposive sampling to achieve the purpose of the research. Purposive sampling helps a researcher to select individuals that can provide the needed information to understand the case, to answer the research question, and to address the purpose of the research (Johnson & Christensen, 2008). The researcher chose the participants regarding the characteristics or required criteria. From all the teachers who teach English at SMPN 17 Banda Aceh, the researcher only chose three teachers who teach at the first, the second, and the third grade to be respondent on this research. The teachers also may be full time teacher (PNS)

## **C. Technique of Data Collection**

### **1. Document Analysis**

To obtain the data in the field, the researcher employed document instruments. The documents help the researcher to gain richer data related to the lesson plan and the school. The document was the teacher's lesson plan. The researcher takes the

photo of lesson plan to review and utilize it as additional and relevant information. In qualitative research, personal and official documents were considerably important because they could provide access to understanding the subject matter being studied (Bogdan & Biklen, 2007).

## **2. Observation**

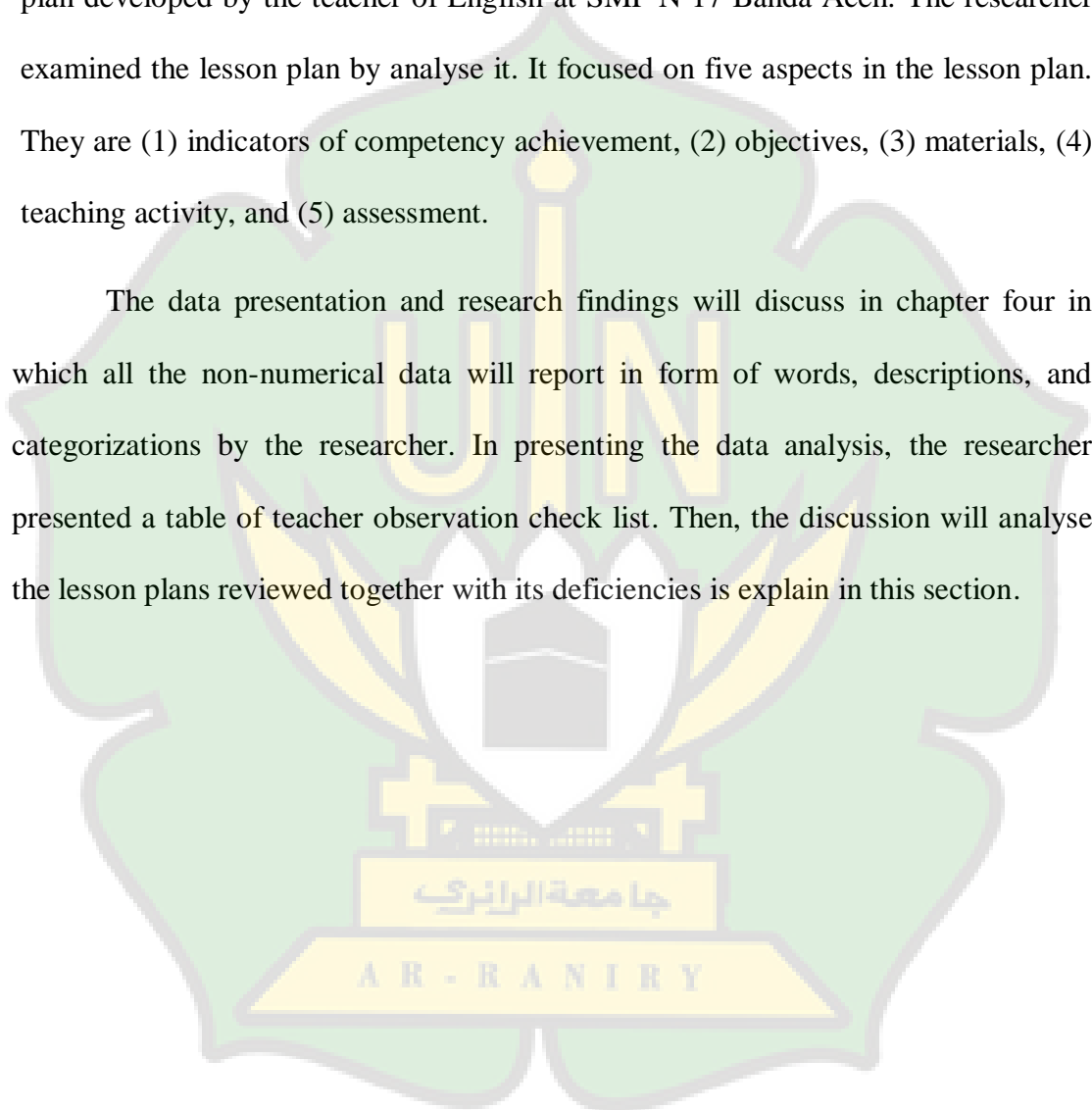
According to Hancock (2009), observation is a way when data needed cannot be validated or collected with other means. The observation is used after the document analysis was taken. It means the researcher did the observation one or two days after other instruments used. This observation carried out in the classes, to see the implementation of lesson plan in teaching learning process. The data collection was conducted based on the academic year 2019. The researcher filled out the checklist of nine items of the lesson plan reviewed; namely, indicators, purposes, teaching activity, materials, methods of teaching, resources, and assessment. Then, these six items will be checked and reviewed whether the teacher taught English appropriate or not together with whatever deficiencies found after observing and appraising the lesson plan based on these six items.

Thus, the content analysis checklist was used to collect data for the first objective of the study. Documentary study is also conducted to support the data of content analysis. The sources of data for the document are the syllabus and lesson plans. The researcher took photo of the syllabus and lesson plans to review it.

#### **D. Method of Data Analysis**

After the researcher collected the data by document analysis and observation, the researcher analysed the data as follow; first, the researcher analysed the lesson plan developed by the teacher of English at SMP N 17 Banda Aceh. The researcher examined the lesson plan by analyse it. It focused on five aspects in the lesson plan. They are (1) indicators of competency achievement, (2) objectives, (3) materials, (4) teaching activity, and (5) assessment.

The data presentation and research findings will discuss in chapter four in which all the non-numerical data will report in form of words, descriptions, and categorizations by the researcher. In presenting the data analysis, the researcher presented a table of teacher observation check list. Then, the discussion will analyse the lesson plans reviewed together with its deficiencies is explain in this section.



## **CHAPTER 4**

### **FINDING AND DISCUSSION**

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

#### **A. The Procedure**

In conducting this research, the researcher used two instruments; there are document analysis and observation. The participants were three English teachers at SMPN 17 Banda Aceh as the object of this research. Before conducting the observation, the researcher asked three lesson plans from the teachers related to the topic that they wanted to teach at that time, then, they were analysed to find if the components of lesson plan (indicator, objective, material, teaching activity, and assessment) were well match with the basic competence. Next, the teaching processes were observed by using observation checklist in order to investigate the compatibility of the lesson plan with its implementation in the classroom. While observing teaching learning process the researcher also recorded it to help her in analyzing data. Each observation took 90 minutes .The participants of this research were;

1. Teacher 1 (female) : AA
2. Teacher 2 (female) : AB
3. Teacher 3 (female) : AC

## **B. Result**

The result of document analysis and the data observation was interpreted descriptively by the researcher. Each teacher along with her teaching will be presented.

### ***1. Analysis lesson plan of first teacher***

When the researcher observed in the class, the teacher taught material about simple present. The researcher only observed one meeting in the class. During observation the students were very cooperative in teaching and learning process. To help the reader understand the observation result, the researcher presents the document analysis and observation checklist below;



**Table 4.1*****The first teacher's lesson plan***

No	Components	Available	Not available
1	Indicator;  The indicator achievement in accordance with KD		✓
2	Purposes;  The purposes in accordance with the indicator	✓	
3	Material;  The material that was taught in accordance with the purposes	✓	
4	Learning activities;  Learning steps (introduction, main activity, and closing)	✓	
5	Assessment;  The assessment in accordance with knowledge aspect, skill, and attitude		✓

Indicator of competence achievement is performance which can be measured and observed to show the achievement of certain basic competence. It can be

measured and observed through assessment execution covering cognitive, psychomotor, and affective. Based on lesson plan above, the indicators was not relate to KD. Then the teacher did not make the assessment to conclude whether students understand or not about the material that had been taught.

**Table 4.2**

***The first teacher observation result***

No	Observed Activities	Appropriate	Not appropriate
1	The appropriate method was used	✓	
2	The appropriate media and learning tools		✓
3	The appropriate material and material learning	✓	
4	Introduction activity		✓
5	Main activity		✓
6	Closing activity		✓
7	The appropriate assessment		✓

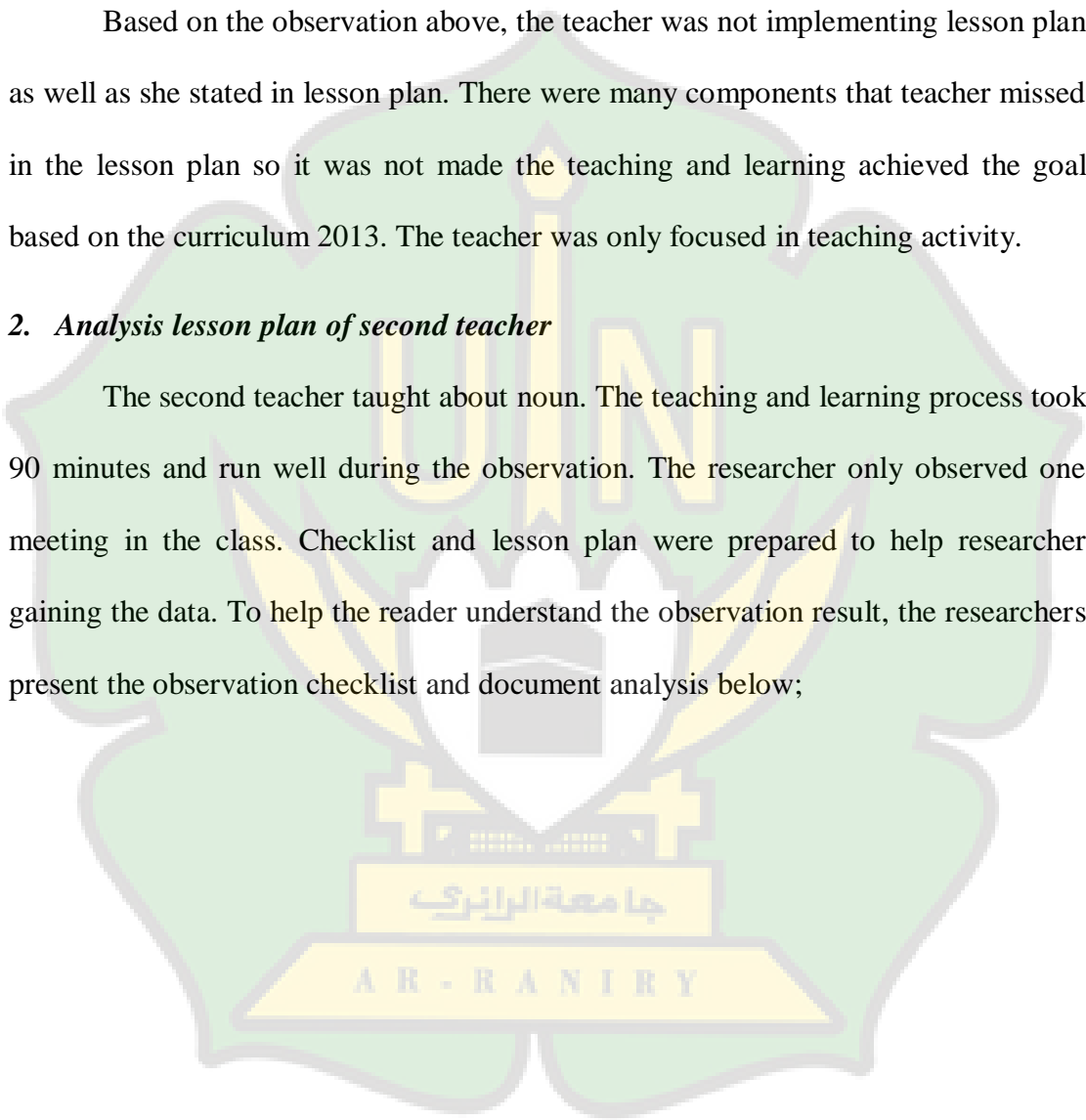
In this notion, the teacher was not used the media as she had been stated in lesson plan. The teacher should use variety media as the instruction in the curriculum

2013. The media that could use by the teacher are textbook, projector, internet, etc. The using media in teaching and learning process could attract students' interest to learning English subject.

Based on the observation above, the teacher was not implementing lesson plan as well as she stated in lesson plan. There were many components that teacher missed in the lesson plan so it was not made the teaching and learning achieved the goal based on the curriculum 2013. The teacher was only focused in teaching activity.

## ***2. Analysis lesson plan of second teacher***

The second teacher taught about noun. The teaching and learning process took 90 minutes and run well during the observation. The researcher only observed one meeting in the class. Checklist and lesson plan were prepared to help researcher gaining the data. To help the reader understand the observation result, the researchers present the observation checklist and document analysis below;





**Table 4.3*****The second teacher's lesson plan***

No	Components	Available	Not available
1	Indicator;  The indicator achievement in accordance with KD		✓
2	Purposes;  The purposes in accordance with the indicator	✓	
3	Material;  The material that was taught in accordance with the purposes	✓	
4	Learning activities;  Learning steps (introduction, main activity, and closing)	✓	
5	Assessment;  The assessment in accordance with knowledge aspect, skill, and attitude		✓

Indicator of competence achievement is performance which can be measured and observed to show the achievement of certain basic competence. It can be

measured and observed through assessment execution covering cognitive, psychomotor, and affective. Based on lesson plan above, there was no indicators that teacher stated in her lesson plan. We could not know what the student had been got from the learning, although the indicators were in syllabus. Then the teacher was not made the assessment to conclude whether students understand or not about the material that had been taught. The assessment was required to execute using rubrics in order to evaluate students' achievement towards indicators determined. Based on the lesson plan above, it was not specifically stated because there were no indicators to be assessed. Compliance was the key answer to the question not appropriate because it does not exist.



**Table 4.4*****The second teacher observation result***

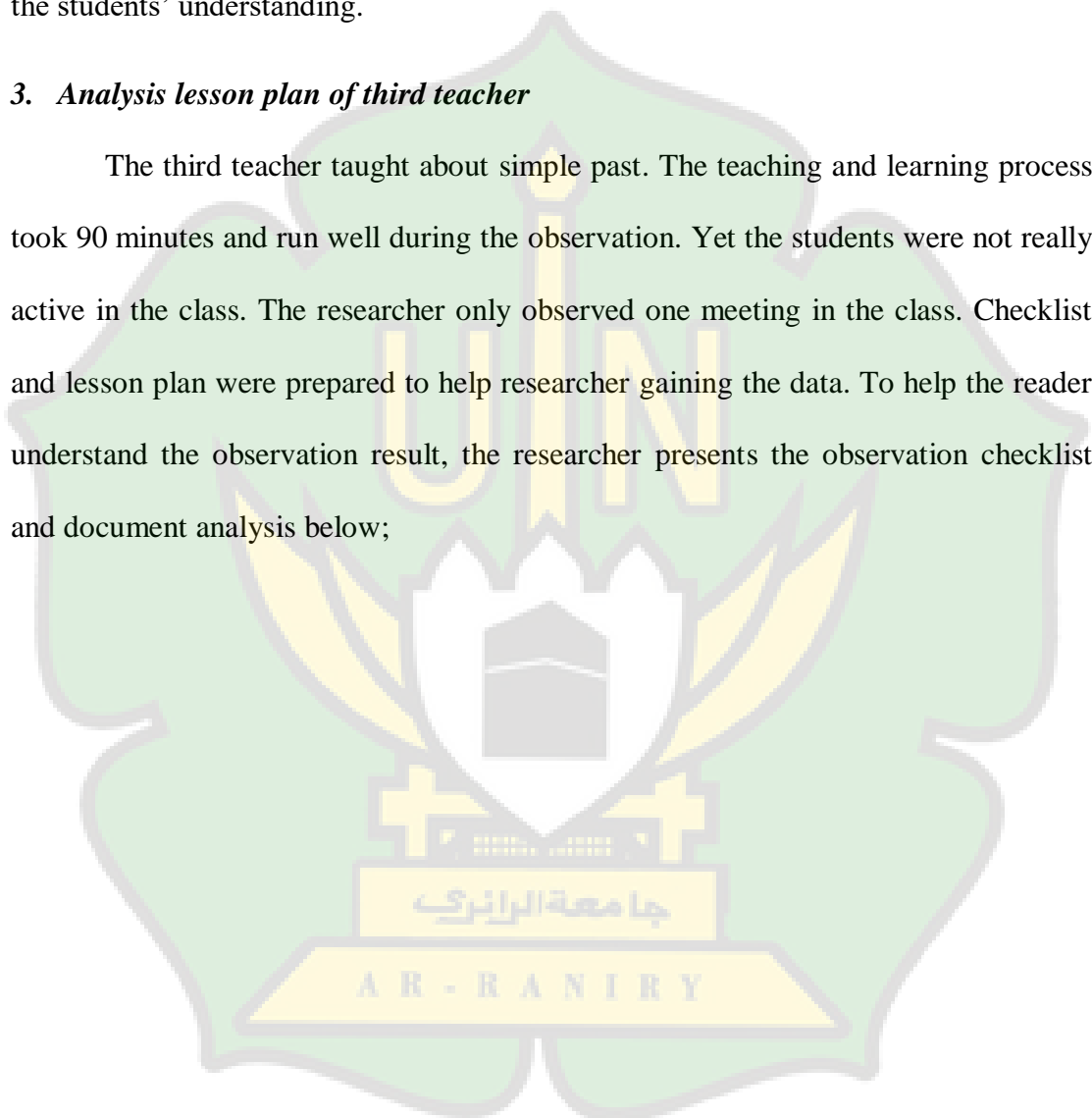
No	Observed Activities	Appropriate	Not appropriate
1	The appropriate method was used	✓	
2	The appropriate media and learning tools		✓
3	The appropriate material and material learning	✓	
4	Introduction activity	✓	
5	Main activity		✓
6	Closing activity		✓
7	The appropriate assessment	✓	

There were many components that second teacher was not appropriate based on the lesson plan which she had been written. The teaching and learning process was only focused in teaching activity where teacher became the main key. The teacher was also forgot to teach the main activity and only focused in introduction the material so there was no main and closing activity during the process. Because of there was no main activity so the teacher was not used the media as attractive tool to

make students easier in understanding the topic. Based on the result of observation above it can be conclude that the teacher was not understand the rule of lesson plan in teaching and learning process. The lack of teacher's knowledge could be effected to the students' understanding.

### ***3. Analysis lesson plan of third teacher***

The third teacher taught about simple past. The teaching and learning process took 90 minutes and run well during the observation. Yet the students were not really active in the class. The researcher only observed one meeting in the class. Checklist and lesson plan were prepared to help researcher gaining the data. To help the reader understand the observation result, the researcher presents the observation checklist and document analysis below;



**Table 4.5*****The third teacher's lesson plan***

No	Components	Available	Not available
1	Indicator;  The indicator achievement in accordance with KD		✓
2	Purposes;  The purposes in accordance with the indicator		✓
3	Material;  The material that was taught in accordance with the purposes	✓	
4	Learning activities;  Learning steps (introduction, main activity, and closing)	✓	
5	Assessment;  The assessment in accordance with knowledge aspect, skill, and attitude		✓

The third teacher only applied the material and learning steps which were appropriate to the lesson plan that her had been written. She only focused in teaching

and learning activity, while there were many components that inappropriate to the lesson plan such as; indicators, purposes, and assessments. Those components were very important in lesson plan. Indicator of competence achievement is performance which can be measured and observed to show the achievement of certain basic competence. It can be measured and observed through assessment execution covering cognitive, psychomotor, and affective. Then the purpose of the material was important to deliver because the student should know the importance of learning material so the students could learn language by the context.



**Table 4.6*****The third teacher observation result***

No	Observed Activities	Appropriate	Not appropriate
1	The appropriate method was used	✓	
2	The appropriate media and learning tools		✓
3	The appropriate material and material learning	✓	
4	Introduction activity	✓	
5	Main activity	✓	
6	Closing activity		✓
7	The appropriate assessment		✓

The result of the third teacher observation indicated that the teacher focused in teaching activity. The material had been taught was appropriate to the lesson plan and the teacher also applied the learning steps such as introduction and main activity yet she did not applied assessment during teaching and learning process while in the lesson plan she already written it. Furthermore, the teacher used the appropriate

method but was not used the media. The teaching and learning process was not interesting because the process was only focused on the teacher.

### **C. Discussion**

In accordance with the finding above after the researcher conducted observation, it could be concluded that there were many components that teacher have missed in designing lesson plan. The teachers also taught inappropriate way with the lesson plan which they have been designed. It can be drawn that there were many factors influenced to the miss components that teachers made.

#### **1. Indicator**

Based on the data findings from the analysis of indicators of competency achievement aspect conducted by the researcher through observation, it can be elaborated that the teacher had problems with the indicators of competency achievement determination. All of them were not state indicator that based on the characteristic of curriculum 2013 (HOTS) in their lesson plan. However the indicator is main key of lesson plan. Thus the teacher should learn more about the components of lesson plan especially in indicator's component.

#### **2. Media**

The used media in teaching and learning was still the obstacle faced by the teacher. Two teachers were not applied media in their class. Their only teach in traditional way. Yet there was one teacher used media in her class. The media that she used was the textbook which available in the school's library. Thus even curriculum



2013 asked the teacher to teach in interesting way but the teacher skill was still low so the goal could not achieve.

### **3. *Assessment***

At the end of teaching and learning process, the assessment helped the teacher to know whether the student understood or not to the relative material. Assessment could be applied using the rubric. Based on the data findings from the analysis of assessment aspect conducted by the researcher, it can be deduced that the teacher still has several problems with assessment; namely, developing tools of assessment, instruments of assessment and scorings of assessment or keys answer determination, especially the tools of assessment were stated but the instruments and keys answer were not figured out specifically. Also, some of tools of assessment developed by the teacher were not appropriate with the objective and did not cover all indicators established.

Thus, lesson plan was not effectively used by the teacher at this school. It can be seen from the result of the observation. The teachers were still taught English subject in traditional way where the teacher was the center point in teaching and learning process. Information was only provided by the teachers while it was contradictory to the syllabus and curriculum 2013 instruction.

## CHAPTER 5

### 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 4 some conclusions can be inferred into:

1. The teachers lack of the informations in creating a good lesson plan. Especially in creating indicators, using media, and creating assessment. Therefore, the teachers have not been maximal in adjusting the lesson plan with its implementation. This is the reason why most of students fail in UN.
2. The lesson plans are not relevant with the implementation in the classroom because the teachers does not focus on the lesson plans. The teachers use traditional method in which they become a center. For them, lesson plans is only the requirement of administration.

In short, the teachers will create good lesson plan if they put the lesson plan components based on the Decree of the Minister of Education No. 103 (2014): identification of subjects, core competence, basic competence, competence of indicator achievement, learning materials, steps in learning activities, assessments,

remedial work, enrichment activities, teaching-learning media, instruments and learning resources.

## **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, they 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 to increase their knowledge in creating good lesson plan. Then they can use learning media from newspaper, storybook, magazine, and surrounding environment. Last, the teachers should involve the students to find the learning media by themselves, not only from the teacher but also from other sources.

### **2. Students**

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

### **3. Future Researchers**

The future researchers can use another method in collecting data such as the questionnaire for the students about the teaching learning process and interview for the teachers to know do they create the lesson plan by themselves and other information related to the research.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 17569/UN.08/FTK/KP.07.6/12/2019**

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

**DEKAN FAKULTAS TARBIYAH 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15077/UN.08/FTK/KP.07.6/10/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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;
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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 Menerapkan Pengelolaan Badan Layanan Umum;
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- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019

**MEMUTUSKAN**

- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-15077/UN.08/FTK/KP.07.6/10/2019** tanggal 15 Oktober 2019
- KEDUA : Menunjuk Saudara:  
1. Dr. Maskur, MA  
2. Fithriyah, S. Ag., M. Pd  
Untuk membimbing Skripsi :  
Nama : **Dedek Riski Maulani**  
NIM : **150203121**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **The Analysis of Teacher's Lesson Plan and Its Implementation in the Classroom**  
Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : 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: 19 Desember 2019  
An. Rektor  
Dekan

  
  
Muslim Razali

**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;
5. Arsip.



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Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Banda Aceh, 21 November 2019

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** : DEDEK RISKI MAULANI  
**N I M** : 150203121  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
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**A l a m a t** : Jl. Cut Mutia No. 71 Keudah Banda Aceh

Untuk mengumpulkan data pada:

**Guru Bahasa Inggris SMP Negeri 17 Banda Aceh**

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

**The Role of Lesson Plan in Improving Teaching and Learning Quality**

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

An Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,  
Mustafa





**PEMERINTAH KOTA BANDA ACEH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
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Yang tersebut namanya diatas adalah benar telah mengadakan penelitian/mengumpulkan data dalam rangka penyusunan Skripsi pada SMP Negeri 17 Kota Banda Aceh dengan judul.

**“THE ANALYSIS OF TEACHER’S LESSON PLAN AND ITS IMPLEMENTATION IN THE CLASSROOM”**

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Banda Aceh, 16 Desember 2019



Drs. Muhammad Nurdin

Pembina TK 1

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8. E-mail : riskimaulani11@gmail.com
9. Parents
  - a. Father : M. Amin (Alm)
  - b. Occupation : Farmer
  - c. Mother : Asmawati
  - d. Occupation : House wife (IRT)
10. Education Background
  - a. SD : SDN 2 Kota Jantho (2003-2009)
  - b. SMP : MTsS Darul'Ulum Banda Aceh (2009-2012)
  - c. SMA : SMAN 1 Kota Jantho (2012-2015)
  - d. University : UIN Ar-Raniry (2015-Sekarang)

Banda Aceh, Dec 26th, 2019

Dedek Riski Maulani