

**ANALYSIS OF THE SUITABILITY OF THE LESSON PLAN
WITH THE IMPLEMENTATION OF ONLINE LEARNING
FOR ENGLISH TEACHER AT SMPIT INSAN MADANI**

THESIS

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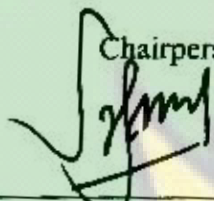
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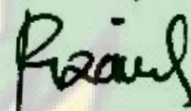
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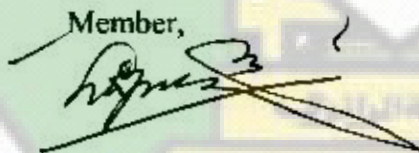
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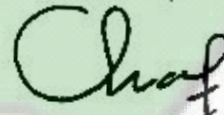
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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All praises to Allah *subhanahu wa ta'ala*, who always protects and guides me in this life, who gives me health, opportunity, and knowledge so that I can finish this thesis entitled “Analysis of the Suitability of the Lesson Plan with the Implementation of Online Learning for English Teacher at SMPIT Insan Madani”. Shalawat and salam to our beloved prophet Muhammad SAW, who brought us from the darkness to the lightness and with full of knowledge.

In arranging this thesis, there are many individuals who have given me motivation, advice, help, and support. I would like to express my gratitude to all of them. My greatest thanks are to my first supervisor Mr. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D, and to my second supervisor Mr. Drs. Lukmanul Hakim, M.A., for the precious time, comments, suggestions, corrections, and knowledge during the completion of this thesis. I also thank all lecturers at the Department of English Education, who have helped me during my study at UIN Ar-Raniry, especially who have taught and given me knowledge.

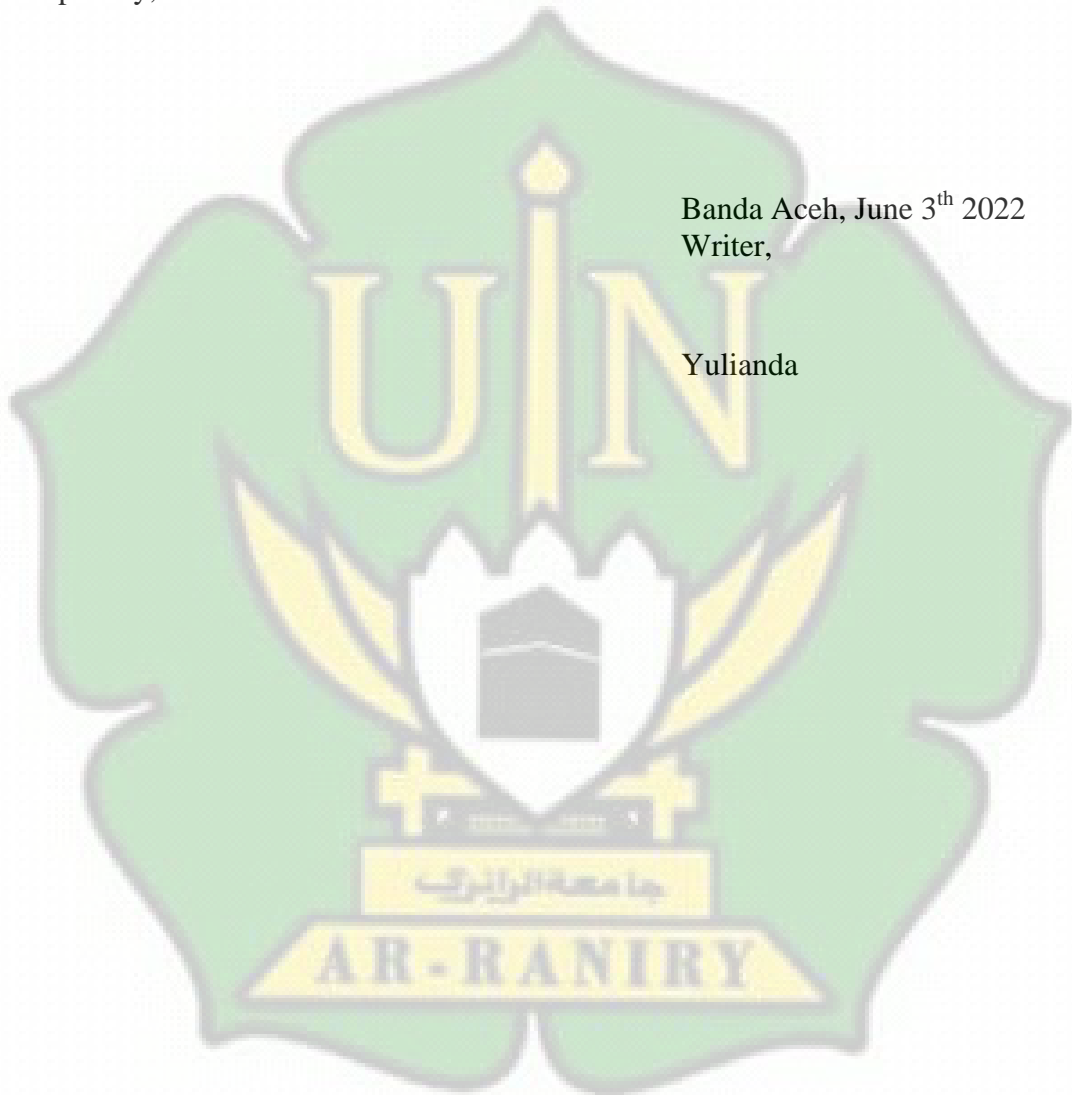
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ABSTRACT

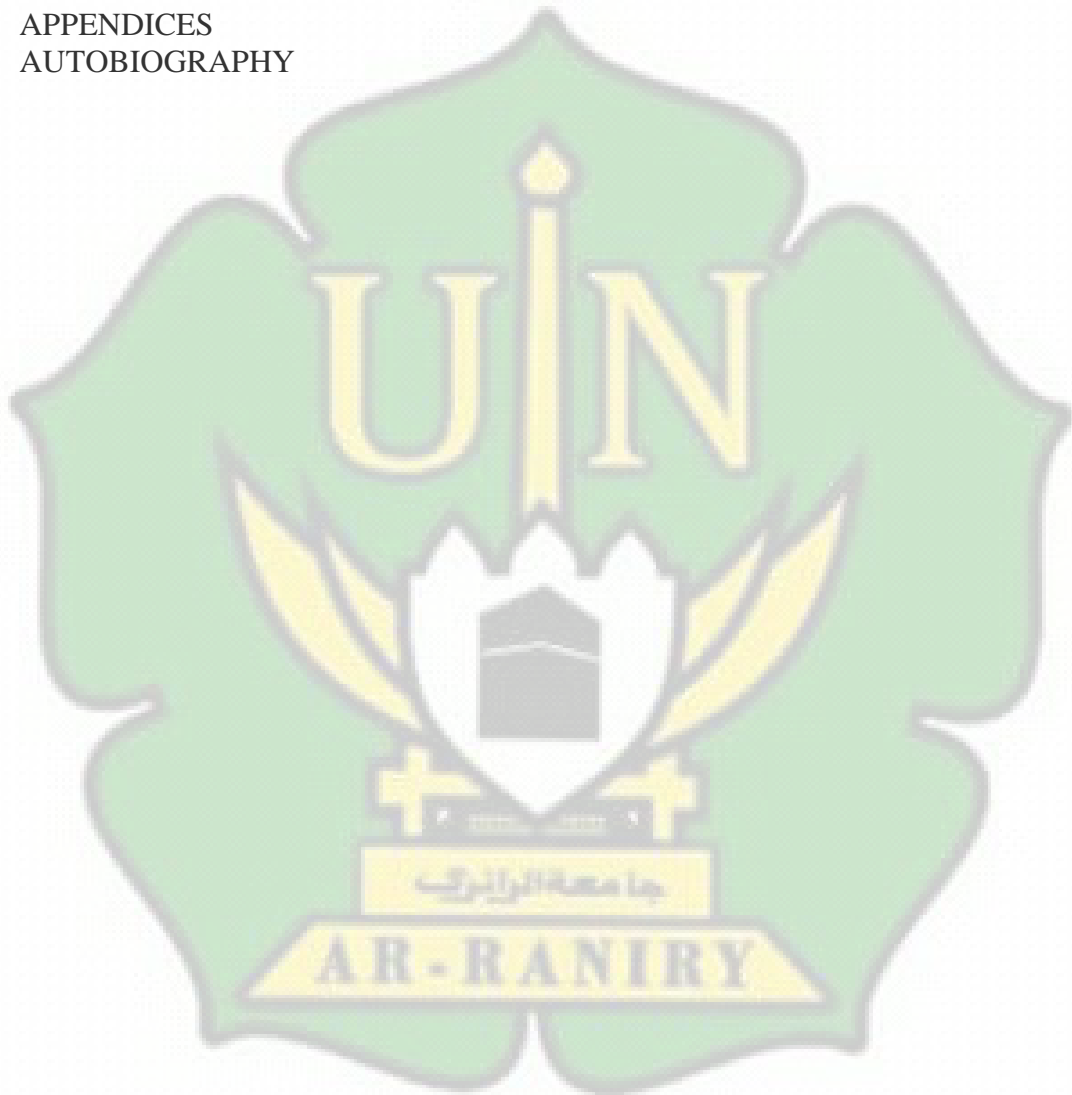
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Keywords : Suitability; Lesson Plan; Online Learning

The aim of this study was to know the suitability of the English teacher lesson plan and its implementation in online learning at SMPIT Insan Madani. This research used the qualitative descriptive method. The researcher used document analysis, interviews, and questionnaires to obtain the required data. The document analyzed in this research was two lesson plans of an English teacher. For the interview, the researcher interviewed an English teacher who taught second-grade students in order to know what the online learning process had done. The questionnaires were shared with two classes, 15 students in the Girl class and 13 students in the Boy class, in order to know what the online learning process had done. The research result showed that the learning process mentioned in the two lesson plan was not implemented in online classes overall. First, the timing was implemented. The teacher implemented the timing not based on what she wrote in the lesson plan. It had a percentage of 0% with the category *not suitable at all*. Second, the media and tools were used. The teacher implemented learning media and tools as she stated in the lesson plan with a percentage of 100% (suitable). Third, the opening activity was implemented. The teacher mentioned four activities in the lesson plan, but she did not implement one activity (apperception activity) with a percentage of 75% (almost suitable). The fourth, the main activity, was implemented. The teacher mentioned five activities in the lesson plan, but she did not implement one activity (collaboration activity) with a percentage of 80% (almost suitable). The fifth, the closing activity, was implemented. The teacher mentioned two activities in the lesson plan, but she did not implement one activity (the teacher did not make a conclusion) with a percentage of 50% (not suitable). In conclusion, the implementation of the teacher lesson plan in online learning at SMPIT Insan Madani had an average percentage of 67.5%, with the category almost suitable.

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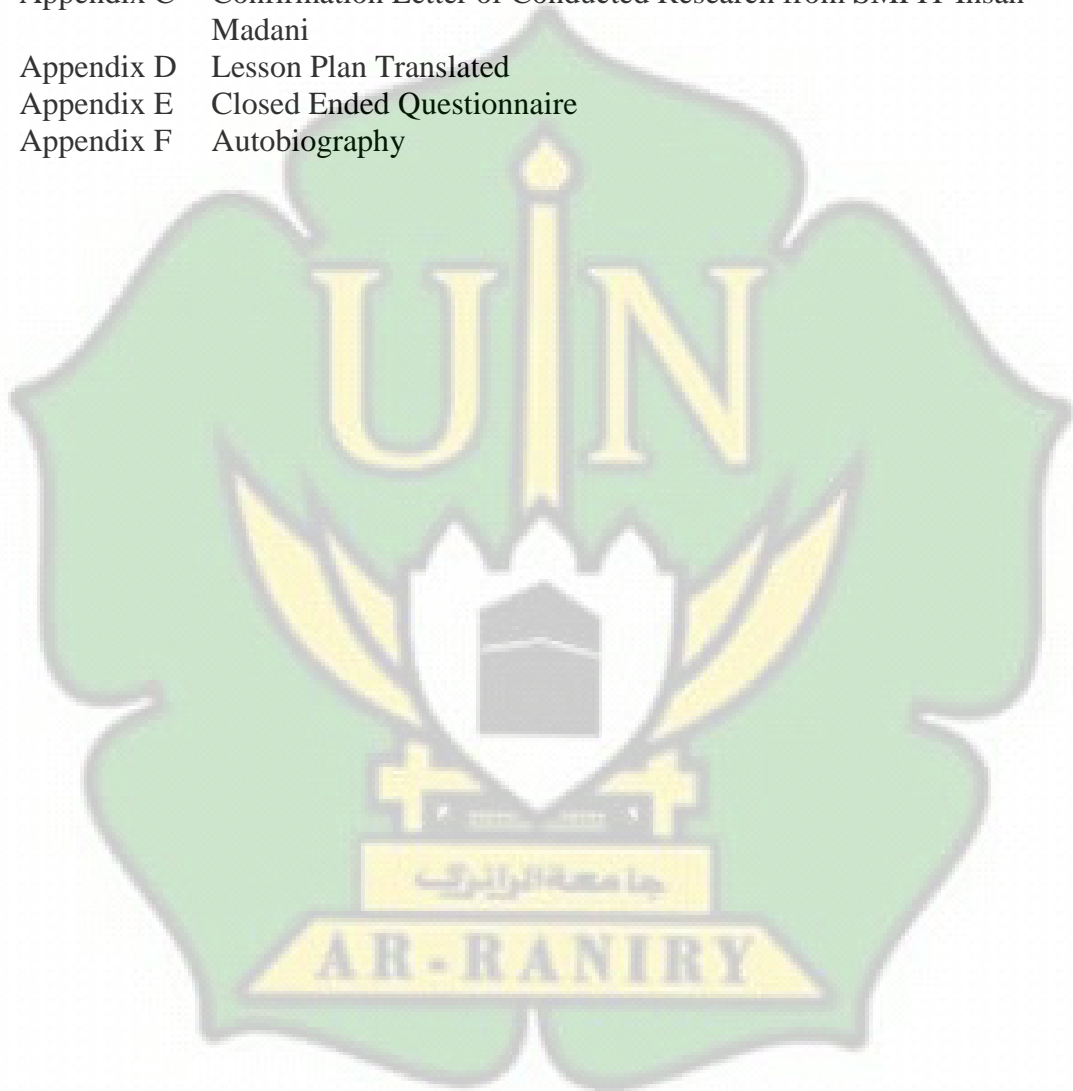
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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the important aspects in life. Education is intended to improve the quality of life. It also makes someone think more mature, distinguishes between good and bad, knows what they did not know before, and think first before doing something. Beside that, education also educates us to get more knowledge from various scientific fields. According to Al-Abrasyi (1969, as cited in Ramayulis, 2015), education is a process to prepare humans for a perfect and happy life, to love the homeland. And also to prepare humans to have a strong physique, a good moral, an orderly mind, soft feelings, proficient at work, a sweet speech both orally or written. Ode et.al, (n.d.) mentioned that gaining full human potency, developing a fair community, and advancing national development also need education as a foundation.

In carrying out and achieving educational goals, there are subjects and objects. Those who become subjects in education achievement are students (people who want to get an education, also as object) and teachers (who become educators), while school and its facilities and infrastructure are supporting objects. Besides that, other objects such as material, method, and the Curriculum as guidelines for school education.

A curriculum is a systematic guide for schools for directed learning, which is planned from students' experiences and learning outcomes for the growth and

development of students' further (Tanner, 1980, as cited in Mulenga, 2018). All schools in a country will use the curriculum. As a teacher, that role as an educator must understand any curriculum implemented in school, so that she/he can implement it for her/his students. The implementation of the curriculum is usually created in a Lesson Plan. A lesson plan is a teacher's plan for the teaching and learning process. As Farida (2017) stated, a lesson plan is a plan for teaching lessons developed by a teacher based on the curriculum to fulfill certain curriculum goals. It is usually on the teacher's mind, written in an orderly format on one or more papers. Teachers must create the lesson plan as creatively as possible, making students interested in the learning process. The lesson plan is made by thinking about student condition, class condition, student need, time, and the goal that they want to get. The lesson plan consists of components, including profile, objectives, materials, procedure, and assessment.

Good lesson plan does not guarantee intended outcomes if it is not implemented in the classroom. It means teachers that must be creative in creating a lesson plan and must be creative in implementing it in the classroom or making students interested in learning. To address this issue, a teacher must have four competencies involve pedagogy competence, personality competence, social competence, and professional competence (UU RI Number 14 the year 2005). According to the Regulation of the of National Education, Number 16 the Year 2007 regarding Academic Qualification Standard and Teacher Competence (as cited in Sutriyono, 2020, November 21, para.6), pedagogy competent is the ability to manage student learning which includes understanding to students, designing,

implementing learning, learning evaluating outcomes. Students develop to actualize the potential students. So the teachers have to be able to take full control of their classroom through learning designs that have been created in their lesson plan before.

During the covid-19 pandemic, the learning process is different from the learning process in normal conditions. The learning process is done online. However, some school in the village has students who have no mobile phone, so they cannot do the learning process online. They only learn individually in their home with the material given by their teacher and also question sheets based on the material. Sometimes they do not receive an explanation of the material that is given. A few months later, the school has opened, and they have started to study face to face. But the students are divided into two groups, and they go to school alternately. When group one does the learning process face-to-face, group two does the learning process online, and vice versa. And that only applies to middle schools. That problem requires teachers to design and plan their classrooms as creatively as possible. So that the student interest in learning and learning objective still gained although covid-19 pandemic struck.

English subject is one of the mandatory subjects that students at SMPIT Insan Madani must take. The target of learning English for SMP or MTs students is to reach the functional level, namely communicating orally and in writing in daily life. To teach English, the teacher must have the way as creative as possible, making their students not bored in learning and learning goals are gained. In addition, learning English requires creativity in its process. Although learning

English is often considered that students can learn alone without a teacher guide or learn at will. However, it is only suitable for diligent students or for a student who likes English. How about the lazy students or the students who do not like English? Here is where the teacher plays a very important role. The teacher can create and design their classroom in such a way and implement it as well as possible.

If in normal school condition some teachers implement less RPP (Lesson Plan) in the learning process or ignore the lesson plan, how about the implementation of lesson plan in an online learning. This is why I would like to research the suitability between the English Lesson Plan and its implementation in online learning at SMPIT Insan Madani.

B. Research Question

Following the background of the study above, the problem of the study is formulated as follows: How is the suitability of the English teacher's lesson plan at SMPIT Insan Madani with its implementation in online learning?

C. Research Aim

Based on the research questions above research objective of this study is to describe the suitability of the English teacher's lesson plan at SMPIT Insan Madani with its implementation in online learning?

D. Significance of the Study

The significances of the study are as follows:

1. Theoretical Significance

- a. To give information about the suitability of the English teacher lesson plan with its implementation in online learning at SMPIT Insan Madani.
- b. It can be an additional reference for another researcher who intends to research this title area.

c. Practical Significance

- a. For teachers, the result of this study is valuable input as they can revise and improve the quality of a lesson plan and its implementation.
- b. For other college students in the last semester, this result research provides basic information and references about a lesson plan and its implementation.

E. Terminologies

To avoid misunderstanding meaning, the following are the operational definitions of this study:

1. Suitability

The word suitability means everything related to being in accordance, in harmony with, and following good conditions due to the fulfilment of certain conditions (Setiawan, 2020). This word can be used to assess someone's suitability for their job or other things. To find out the suitability, must be something or certain conditions that have been analyzed or seen. Other words to say suitability are appropriateness, fitness, and suitability. In this research, the word suitability is used to compare the English teacher lesson plan at Insan Madani and the implementation of online learning, it is suitable or not. The

researcher does not rely much on the previous study but analyzes by self and writes the found facts.

2. Lesson Plan

Every teacher in the formal school has learned how to make a Lesson Plan, why the lesson plan is important, and how does lesson plan is used in the learning process. Windyaningrum and Arini (2016) mentioned a lesson plan is a written plan by the teacher as a guide for learning in the classroom. In overall lesson plan contain what students should learn, how students will achieve learning objectives, and how to evaluate how well these goals are achieved (it can be done by giving tests, worksheets, homework, etc.). The lesson plan in this research will be analyzed by the researcher to find out whether everything written in the lesson plan by the teacher is implemented in the learning process or not.

3. Online Learning

During the pandemic Covid-19 outbreak, the learning process is carried out online with a utilized internet connection. According to Efriana (2021), online learning is the learning process carried out and the material delivered through electronic technology and internet-based technology, where teachers and students carry out the learning process together at the same time in different places. Online learning in this research is focused on the learning process that uses some apps such as Zoom, Google Meet, and Google Classroom. The online learning process in this research is used to compare with lesson plans written by the teacher, whether the learning process that carried out by students and teacher available in

the lesson plan that created before. This online learning will be taken by the teacher from student experience because there is no online class for now.



CHAPTER II

LITERATURE REVIEW

A. Definition of Suitability

According to the Online Lexico Oxford Dictionary, suitability is the quality of being right or appropriate for a particular person, purpose, or situation. In Indonesian, according to Online KBBI, Suitability comes from the word 'suitable' or 'appropriate'. It means the quality of being suitable or being appropriate. The word suitability is also known as conformity.

According to Hambali (1991, as cited in Saputro, 2018), suitability is a good and balanced condition because of the fulfillment of certain requirements, and this shows that what is carried out following the RPP is fulfilled, thus creating good or balanced conditions and finally, the learning objectives can be achieved. As such suitability is a balanced condition or the quality becomes appropriate or suitable for a situation or something else due to the fulfillment of certain requirements. So the suitability here meant that the quality becomes appropriate between the English lesson plan and its implementation.

B. The 2013 Curriculum of Junior High School

UU Number 20 of 2003 concerning the National Education System states that the curriculum is a planning set and settings about the objectives, content, and materials of learning and how to use them as a guide for learning activities to achieve certain educational goals. Ekawati (2016) argued that the curriculum is

defined as the pupils' planned interaction with instructional content, material, resources, and processes to evaluate educational objectives. Ekawati mentioned that a curriculum is the entire experience of learning given by the school contain the course content (the syllabus), strategies, and other aspects, such as norms and values associated with the way the school is organized.

Three points must be noticed in implementing the 2013 curriculum for all subjects is as follow (Hakim, 2017):

1. The material is arranged in a balanced manner among the competence of attitudes, knowledge, and skills.
2. The learning approach is based on observations, questions, and the results through the utilization of various learning resources (students find out).
3. Authentic assessment of aspects of competence in attitudes, knowledge, and skills based on a portfolio. (pp. 285-286)

The 2013 curriculum aims to prepare Indonesian people to get the ability to live as individuals and citizens who are loyal, productive, creative, innovative, and effective, and who can contribute to the lives of social, national, state, and world civilizations.

Regulation of the Minister of Education and Culture Number 58 of 2014 concerning Curriculum 2013 for Junior High Schools / Madrasah Tsanawiyah article 5 paragraph 6 states that English is a general subject for Group A. English has 4 JP in a week, with 40 minutes in 1JP. Mustafa (2016, April 23) stated that to achieve the goals and targets that have been determined before, teaching English should enable students to communicate politely for various purposes using oral and written communication (for example, social relationships). The 2013 curriculum has a goal to shape the character of polite students in communicating

in English, with the teacher acting as a model who provides examples of how to communicate in English and provides consistent support continuously. The teacher who teaches English to be more obvious: present themselves as great and right English users with the goal that understudies can emulate them then implicate students in good and polite English communication activities. As Hakim (2017) mentioned, there are some learning strategies of English subject based on 2013 curriculum:

1. The material taught is emphasized language competence as a communication tool to convey ideas and knowledge.
2. Students are accustomed to reading and understanding the meaning of the text, also summarizing and presenting it in their language.
3. Students are accustomed to compiling appropriate texts so that they are systematic, logical, and effective through exercises in making text.
4. Students are introduced to appropriate text rules so that they are not confused in the process of compiling the text (according to the situation and condition: what, who, where).
5. Students are accustomed to being able to express themselves and their knowledge in convincing language spontaneously. (p. 287)

C. Lesson Plan

1. Definition of Lesson Plan

Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standard Process for Primary and Secondary Education (as cited in Purwatini et al., 2017) states that the Lesson Plan or in Indonesia called RPP means a plan for face-to-face learning that developed from the syllabus for directed learning so that Basic Competence is achieved. And it is usually made for one or more meetings. The lesson plans developed in detail refer to the syllabus, textbooks, and teacher manuals. A lesson plan is also defined as a process of

thinking, then writing it down as a teaching plan that he will teach to a certain group of students in a certain place and at a certain time (Savage, 2015).

Richards and Renandya (2002, as cited in Hidayat et al., 2020), stated that a Lesson plan is a step in preparing a learning process so that learning objectives can be achieved. Lesson plans are systematic records of the teacher's thoughts about what will be covered during a lesson.

Additionally, Richards and Bohlke (2011, as cited in Farida, 2017) stated that "planning a lesson before teaching is considered essential to teach an effective lesson".

Following the definition above, I conclude Lesson Plan is a process thinking to creative learning by taking into account student needs, student desires, student background, time, number of students, and learning goals than writing on paper.

2. *Objective and Function of Lesson Plan*

By preparing a lesson plan, it would be easier for the teachers to achieve the goals of a course. A teacher can manage the time, effort, and resources to conduct effective teaching and learning activities. Planning and preparing for teaching is crucial in the implementation of teaching and learning in the classroom. A good learning process depends on good planning and preparation (Farida, 2017).

The lesson plan's objectives are to (1) simplify, accelerate, and increase the outcomes of the teaching-learning process; (2) arrangement of a professional, systematic, and useful learning plan creates the educator capable of looking, observing, analyzing, and expecting the gaining program of learning as a logical and deliberate framework (Kunandar, 2011).

A lesson plan has a function as a guide for teachers to do teaching and learning in the classroom to be more focused and run effectively and efficiently (Kunandar, 2011). Another function of a lesson plan can be one of the teaching administrations.

As mentioned above, learning planning is very important to achieve learning improvements. And also Uno (2006) stated that there are several assumptions in efforts to improve learning.

1. Learning planning with a learning design is needed to improve learning quality.
2. A systems approach needs to be used to design a lesson
3. It is necessary to plan a learning design that refers to how a student learns;
4. Planning the learning design according to the student's personality
5. The learning that is carried out must lead to the achievement of learning objectives.
6. And the ease of students in learning is the ultimate goal of planning learning design. (p. 3).

3. Elements Needed in Creating the Lesson Plan

According to Kunandar (2011), the elements that need to be considered in the preparation of the lesson plan are:

1. Learning materials refer to the basic competencies and skills that students must have and are based on learning experiences that have been developed in the syllabus;
2. Using some approaches compatible with the material that provides life skills based on everyday problems and environments;
3. Using appropriate methods and media, which can bring students closer to everyday experiences.
4. Assessment with comprehensive and sustainable testing and based on a testing system in line with the syllabus development. In addition, teaching materials also need to be considered. (p.265).

4. Components of Lesson Plan

According to Permendikbud No. 14 of 2019 concerning Lesson Plan Simplification, the previous lesson plan that consisted of 13 components, for now, is simplified into 3 main components. Those are learning objectives, steps of learning activity, and assessment. So, in one sheet RPP must use the three compulsory components and other components also can be written (Bahtiar, 2022). Meanwhile, according to Permendikbud No. 81A Year 2013 concerning Curriculum Implementation (as cited in Sulaeman et al., 2013), the following are 13 components before simplification:

- a. School identity is educational unit name
- b. Subject identity (subject matter)
- c. Class/semester
- d. Main material

The main material is the main material in learning or learning themes. It is usually taken from the syllabus.

- e. Time Allocation

The time allocation is determined by considering the number of lessons available in the syllabus and KD that must be achieved, adjusted to the needs for achieving basic competency and learning load, and set based on calculation of the effective week.

f. Core Competence

Core Competencies are the level of ability that must be possessed by student at each class to achieve Graduate Competency Standards, which is the basis for developing basic competencies.

g. Basic Competence and Indicator

Basic competence is a number of competencies that students must master in certain subjects to compile indicators in a lesson. In contrast, indicators are markers of achievement of basic competencies marked by measurable changes in behavior, including attitudes, knowledge, and skills. Indicators are developed compatible with the characteristics of students, academic units, and regional potential. Indicators are arranged with use active verbs that can be measured and observed and are used as a basis for developing assessment tools

h. Learning Objective

Sulaeman et al. (2013) stated the following:

Learning objectives describe the process and learning outcomes expected to be achieved by students compatible with basic competencies. Learning objectives are formulated based on *KD*, using active verbs that can be observed and measured, including attitudes, knowledge, and skills. In determining learning objectives, it is necessary to pay attention to Core Competencies 1 and 2. (p. 9)

In line with Brown (2001, as cited in Sesorina, 2014), objectives contain what the teacher wants the students to accomplish at the end of the lesson.

Learning objective also must contain elements A B C D. As Purwatini, Dalyono, & Dyah (2017) stated, learning objective is formulated by A B C D, where A is *audience*, B is *behavior*, C is *condition*, and D is *degree*. C

usually writes to begin the sentence of learning objective, then it is followed by *Audience*, *Behavior*, and *Degree*.

i. Learning Material

Learning material is written in the points form appropriate with the formulation of competency achievement indicators, which contains facts, concepts, principles, and relevant procedures.

j. Learning Method

The learning method is teacher idea in building a learning atmosphere and learning process so that basic competencies or predetermined indicators can be achieved by learners. The learning method that is chosen must be adjusted to the students' situation and condition and also adjusted to the characteristics to be achieved in every subject of each indicator and competency.

k. Media, Learning Tools, and Resources

1. Learning media is a tool for the learning process to transfer subject matter. In simple, learning media can also be called props. For example, pictures relating to material, film, and others.
2. Learning tools are equipment used for the teaching and learning process—for example, blackboard, ruler, and others.
3. Learning Resources are references for learning activities. Learning resources can be in print and electronic media, resource persons, and the physical, natural, social, and cultural environment. Learning

resources is determined based on basic competencies and subject matter, learning activities, and indicators of competency achievement.

l. Steps of Learning Activities

1. Opening activity. In the learning process, opening activity is the first activity that done in order to evoke students' motivation and to focus students' attention with the result that students actively participate in the learning process.
2. Core activity. In core activity, teachers can create a kind of model or learning method in order to make students curious and more fun in learning to make it easy in achieving the basic competency.
3. Closing activity. In the learning process, closing activity is the final activity that done in order to close or end the learning process. The opening activity is done in the form of conclusions or resumes, assessments and reflections, and also feedback.

m. Assessment

Assessment is a series of activities to obtain, analyze, and interpret data about process and learning outcomes. According to Cameron (2001, as cited in Sesionrina, 2014), there are principles of assessment. The first is assessment must be able to measure what is made in the learning objective. The second is assessment must be congruent with student learning activities in their classroom experience.

D. Lesson Plan Online Learning Implementation

1. Online Learning

a. Definition

Online learning is learning that takes place over the Internet. It is often referred to as “e-learning”, among other terms. However, online learning is just one type of “distance learning”. According to Dhull and Arora (2017), online learning includes various technologies such as the World Wide Web, email, chat, audio, and video conferencing that computer networks help carry out education. It can help students in learning at their own pace and own convenience. However, resources and planning carefully are needed in carrying out online education. In this case, the teacher rules as a facilitator. Students can learn through available e-learning tools. Students are again excited and interested in learning through E-Learning with the delivery of innovative and interactive content.

b. Model of Online Learning

According to the U.S. Department of Education (as cited in Bakia at al., 2012), online learning is distinguished between fully online and blended learning. Fully online learning is a form of distance education where all instruction and assessment is carried out using internet-based online delivery. In this summary, both teacher-led instruction and resources designed to teach in the absence of a teacher meet the definition of fully online learning if they include an instructional environment accessed exclusively via the Internet.

Blended learning (also called hybrid learning) allows students to receive a significant portion of instruction through face-to-face and online means.

Researchers see mixed learning halfway across the spectrum between face-to-face and fully online instruction.

In fully online learning, there are two forms, synchronous and asynchronous forms. Synchronous, mean the learning process is carried out on the same schedule, thus allowing direct interaction between lecturers and students and between students and students at the time of learning. Meanwhile, asynchronous means the learning process that allows students to study at different times within a set time range so that interaction and communication take place indirectly (Puskom, 2011 & Seluakumaran et al., 2011, as cited in Giatman et al. 2020).

c. The Reason of Online Learning Applied

Online learning is done because of certain reasons. One of the reasons is that the lecturer or teacher has been outside the region, city, or country for a long time. For the teaching and learning process to continue, this is where online learning is carried out. But it is not overall online learning. The flipped classroom is one of the models of blended learning. According to Bergmann and Sams (2012), the FC learning model is what was traditionally done in class, now done at home, and what was traditionally done as homework is now done in class. In sum, Zainuddin, et al. (2019) mentioned that the flip classroom can be defined as utilizing videos lesson to replace the conventional classroom. Another reason is that teachers deliberately do online learning to want their students to participate in technological developments and other reasons. It is only done in a certain school or university in several countries, such as schools and universities in the USA. The United States had an online school system long before the Covid-19

pandemic (Firdaus, 2020). In our university, online learning is only used to learn media or tools in IT courses. CALL (Computer Assisted Language Learning) lectures require us to do both online and face-to-face learning. Face-to-face learning is done in the classroom, and online classroom is done in the Canvas platform. But for schools in Indonesia, I think there is no online classroom before Covid-19. We do it now throughout the Covid-19 outbreak.

d. Online Learning throughout Pandemic Outbreak

The government was implemented online learning by utilizing the internet and various apps, platforms, and learning videos to support learning and especially to continues the learning process during COVID-19. Online learning is highly recommended during this pandemic. In Covid-19, online learning is called PJJ (*pembelajaran jarak jauh*) or, in English, said as Distance Learning. So, almost all schools throughout Indonesia carry out the teaching-learning process online. For junior high school, they use Blended Learning (a combination between face-to-face learning and online learning). One class is divided into two study groups. If the first group studied online, the second group studied face to face by paying attention to health protocols and vice versa. However, there are schools between online and offline learning, or in Indonesia, Daring and Luring. At SMPIT Insan Madani, they use blended learning and also full online learning. They utilize Whatsapp and Zoom app as a media in doing learning process. Teachers also give the material in writing form through Google Classroom or Whatapp group.

Teachers must prepare for learning that changes frequently. The government is also preparing regulations that teachers must follow in implementing the new learning process to make it easier for them. Based on Circular Letter Number 15, 2020 Concerning Guidelines for Guidelines for Learning from Home in the Time of Emergency the Spread of Corona Virus Diseases (Covid-19) by the Ministry of Education and Culture, the following is a guide for implementing learning from home that the teacher must do.

1. Prepare the Lesson Plan for Distance Learning
 - a. Ensuring the learning competencies to be achieved.
 - b. Preparing the learning material.
 - c. Determining the methods and interactions used in the learning delivery through Daring, Luring, or a combination of them.
 - d. Determining the kind of learning media, such as text formats, audio or video simulations, multimedia, teaching aids, and so on, following learning methods.
 - e. Increasing the teacher capacity in participating in Daring. In this case, the training to support skills in organizing PJJ (distance learning) in COVID-19 emergencies have been provided by the government and non-governmental organizations.
2. The implementation of online, offline PJJ, or a combination of both that the teacher prepares must be suitable with conditions and availability of learning facilities.

Facilities of Online PJJ Circular Letter Number 15 of 2020

Timing of Online Learning throughout the day adjusts to the time availability, conditions, and agreements between students and parents. The process of online learning consists of:

1. The teachers and students do direct interaction, such as virtual face-to-face via video conference, teleconference, and group discussion on social media, or messaging applications.
2. Learning Management System (LMS) is learning with utilizing an application integrated by the online management system. The learning activities in LMS involve registration and account management, mastery of materials, task completion, monitoring of learning outcomes, involvement in discussion forums, consultations, and examinations/assessments. There are some examples of LMS such as virtual Home Learning Classes, Google Classroom, Teacher's Room, Zenius, Edmodo, Moodle, Seamolec LMS learning, etc.

The following are the steps for implementing online PJJ by educators:

Before Learning	When Learning	After Learning	
	Virtual Face-to-Face	LMS	
1. Prepare the phone numbers of the parents/guardians of students or students and create a WhatsApp group (or other communication application) as an interaction and communication media.	1. Check the attendance of students and make sure students are ready to follow the lesson.	1. Communication with parents of students or students regarding learning assignments.	1. Each student fills out an activity sheet as a daily learning monitoring material.
2. Discuss with students' parents or students:	2. Invite students to pray before and after learning.	2. Communicating with parents or students to ensure students are ready to learn and access the LMS.	2. Remind parents/guardians of students or students to collect photos of activity sheets and assignment.
a. Availability of gadgets/laptops/compu			3. Provide

ters and internet access;	3. Submission of materials following the method used.	3. Monitor student activities in the LMS.	feedback on the work/student assignments/learning experience reflection sheets.
b. Online learning media app will be used;		4. Opening consulting services for students who have difficulty.	
c. How to use the online app;	4. Always provide opportunities for students to ask questions, express opinions, and do reflection.		
d. Online learning material and schedule.			
3. Create lesson plans that are compatible with the conditions and access to online learning.			
4. Ensure that parents/guardians of students or students support the online learning process.			

Facilitate offline distance learning Circular Letter Number 15 of 2020

The offline learning process can be carried out using books, modules, and teaching materials from the surrounding environment, using television media, and using the radio.

- a. Step facilitation PJJ offline using book media, modules, and teaching materials from the surrounding environment, learning time, and collection of learning outcomes are agreed with students and parents/guardians and compatible with the conditions.

Before Learning	When learning	After Learning
1. Prepare the Lesson Plan	1. Offline learning assisted by parents/guardians of students following the schedule and assignments that have been given.	1. Each student fills out an activity sheet as a daily learning monitoring material.
2. Prepare teaching materials, schedules, and assignments and then send them to students/parents/guardian.		2. Parents/guardians of students sign each completed learning session on the daily monitoring sheet.
3. Ensure all students have obtained schedule sheets and assignments.	2. Teachers can make visits to the students'	3. Assignments are given according to schedule.
4. Learning schedules and assignments are taken by		4. Assignment content is life skills education, among others regarding the COVID-19

parents /guardians of students once a week at the end of the week and disseminated through available communication media.	homes to check and assist in learning. If this is implemented, it is mandatory to carry out procedures to prevent the spread of COVID19.	pandemic. In addition, it is necessary to ensure the existence of recreational content and invitations to do sports / physical activities to maintain students' mental and physical health during the BDR period.
5. Teachers and parents/guardians of students who meet to submit schedules and assignments must carry out COVID-19 prevention safety procedures.	3. Pray together before and after studying.	5. The results of the assignments following the daily activity monitoring sheet are collected every weekend while taking the schedule and assignments for the following week. It can also be sent via communication tools.

a. Steps to facilitate offline distance learning using television and radio.

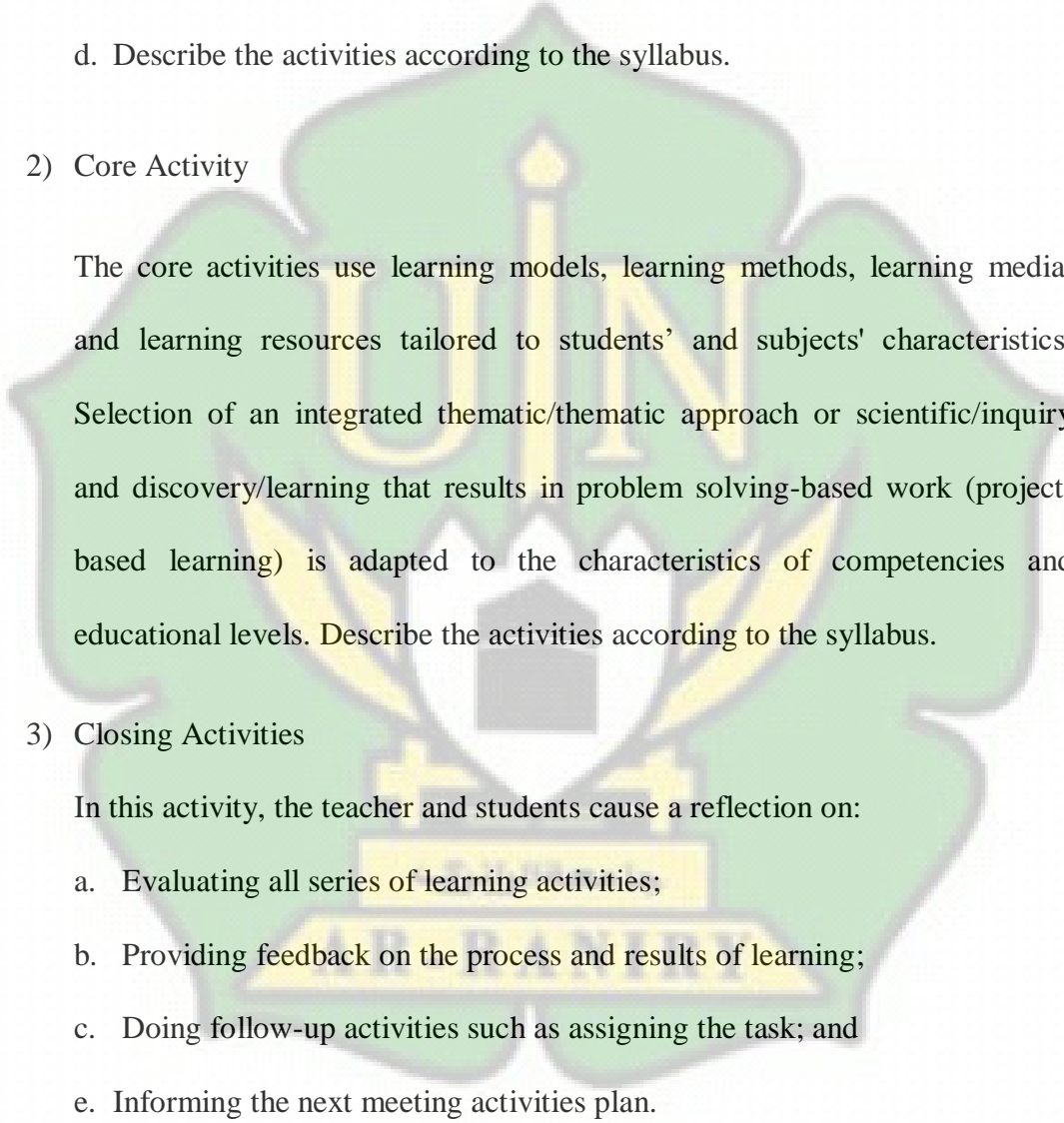
The time for learning and working assignments is adjusted to the broadcast schedule. While the time for collecting assignments at the end of the week or adjusted to the students' condition and parents/guardians' time availability.

Before Learning	When learning	After Learning
1. Get information about the learning schedule through television/radio.	1. The teacher participates in watching television/radio lessons	1. The teacher makes an answer key for the assignment
2. Socialize the learning schedule to parents/guardians and students.	2. The teacher records the questions/assignments given at the end of the lesson	2. Collect the results of the assignment compatible with the specified time.
	3. The teacher makes additional assignments based on television/radio lessons (if needed)	3. Assessment is done by considering the completeness of all activities and assignments.
	4. Pray before and after learning.	

2. Implementation of the Learning Process

The requirements for implementing the learning process based on Permendikbud Number 22 of 2016 include:

- 1) Preliminary Activities. In preliminary activities, educators are obliged to:

- 
- a. Prepare students psychologically and physically;
 - b. Asking questions that link previous knowledge with the material to be studied;
 - c. Describe the objectives of learning to be achieved; and
 - d. Describe the activities according to the syllabus.

2) Core Activity

The core activities use learning models, learning methods, learning media, and learning resources tailored to students' and subjects' characteristics. Selection of an integrated thematic/thematic approach or scientific/inquiry and discovery/learning that results in problem solving-based work (project-based learning) is adapted to the characteristics of competencies and educational levels. Describe the activities according to the syllabus.

3) Closing Activities

In this activity, the teacher and students cause a reflection on:

- a. Evaluating all series of learning activities;
- b. Providing feedback on the process and results of learning;
- c. Doing follow-up activities such as assigning the task; and
- e. Informing the next meeting activities plan.

E. The Suitability Between Lesson Plan and Its Implementation

According to Faiq (2012, as cited in Rozaq & Kocimaheni, 2019), the implementation of learning activities is the implementation of a lesson plan, so the implementation of learning must also be compatible with the lesson plan. With

consistency between planning and implementing learning, the objectives of learning activities can be achieved. When carrying out learning activities, it must be compatible with what has been made in the lesson plan, starting from the initial activities, core activities, and closing activities to create quality learning activities (Kholifah, 2013, as cited in Rozaq & Kocimaheni, 2019). Additionally, Kunandar (2011) states that the function of the lesson plan is as a reference for teachers to carry out learning activities (implementation of teaching and learning) so that they can be more focused and take place efficiently and effectively. In other words, RPP has a role as a scenario in teaching and learning activities. Therefore, the lesson plan should be flexible and allow teachers to make adjustments to the responses given by students during the actual teaching and learning process.

The three theories above basically have the same meaning. That is, the implementation of teacher learning must be compatible with and guided by the RPP that has been prepared. The lesson plans that have been made are the teacher's reference when carrying out learning activities in class. However, Kunandar (2011) emphasized that the lesson plans should be flexible. In essence, creative lesson plans will not be perfect without the appropriate application when the teaching and learning process.

The most important thing is the application of learning in the classroom must be applied based on what has been previously designed by the teacher. Lesson Plan without implementation will only be a formality of implementation without planning and also less effective.

In a pocketbook quoting the Minister's statement, the essence of a lesson plan is not just writing the lesson plan but about the teacher's reflection process on the learning that occurs. When the teacher writes a lesson plan, it is carried out in the learning process, and the teacher looks at the lesson plan again to reflect on whether the purpose of the lesson plan has been achieved in the learning process. So that is where the lesson plan (RPP) occurs, not the writing of an RPP of 10 pages or more which is just for administration only.

F. Previous Study

Some previous studies have researched the suitability between Lesson Plan and Its Implementation. It is not only for English subject but also for another subject.

Janah (2019) examined the suitability of lesson plan with learning implementation of Indonesian subject grade XII SMK. Her research aims to determine the content or component level of the RPP of two teachers teaching Indonesian subjects with the content or component of RPP in the 2013 curriculum and to know the compatibility between teachers' RPP with the learning process implemented in the classroom. She took research data from teachers that teach Indonesian Subjects of third-grade students at SMK Negeri 1 Plupuh. She got the result that the suitability of the content or components of the Learning Implementation Plan with the content or component mentioned in 2013 Curriculum is 100% or it meant highly suitable. Because teachers made the content or components are well orderly, obvious, and consecutive. She also got the result 92,5 % (suitable) for the compatibility between the teachers' Lesson

Plan and its learning Implementation in the classroom. So 90% and 95% are the average percentages of both teachers. In this problem, the incompatibility lie in the scope delivery, the assessment techniques, and the media of learning that are not applied suitably. She used a blackboard and did not use Projector and other tools as learning media in her RPP.

Rozaq and Kocimaheni (2019) explored the compatibility between the Lesson Plan and the Japanese language learning implementation of first-grade senior high school students. Their study aims to know and describe the compatibility between the learning activities in the lesson plan and its implementation on the theme "Nanji desu ka?". Their research is qualitative descriptive research with comparative analysis research. From three different classes, they got an average percentage of 77% (high classification) for the suitability level of the lesson plan with the learning implementation. In the X-IIS 4, the percentage is 72%. 78% in the X-IIS 2 and 83% in the X-IIS 3. Then in terms of activity stages, the main activity is the stage that is almost 100% close to the RPP. Opening activity is 60% (sufficient). And closing activity has the lowest percentage of 33%.

Maulani (2019) studied about analyzing a teacher's lesson plan and its implementation in the classroom. She used documents and observation as the data collection and used qualitative study. Her research aimed to analyze the compatibility between the teachers' lesson plans with the Curriculum 2013 and its implementation. But she only pays attention to several components such as indicators, objectives, material, activities in learning, and assessment. She got the

results that the lesson plans made by the teacher were not guided by the curriculum, especially in making indicators. He also got the result that the teacher taught using the traditional method instead of the method he had planned in RPP.

Anggraeni and Akbar (2018) examined the suitability of lesson plan and learning process. The aims of their research are to describe the compatibility of lesson plans in elementary school with the learning process. They used a survey method as a research method, with a sample of 12 elementary schools in Sumedang, well public or private school. They used observation, documentation, and questionnaire techniques as the Data collection techniques. Then, using simple statistical techniques, the data that they have been obtained is analyzed. From the study results, the percentage of suitability between lesson plans and the learning process was 68.0%, and it included a high level. It meant that over all of the activities recorded in the lesson plans starting from the opening activities (79.8%), main activities (63.8%), and closing activities (68.86%) are compatible with the activities doing in the learning process. So it can be pointed out that the learning process that teachers at SD Negeri Sumedang City have done has a high level of conformity with the RPP made. Although it has a high level, it is not fully compatible with the lesson plans made. So, teachers still need direction and development always to apply the learning process suitable with the lesson plans so that learning is more direct and compatible with the plans that have been prepared.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Researchers analyzed the teacher's lesson plan and how it was implemented in online learning. This study aims to analyze the teacher Lesson Plan of Online Learning and the learning process implemented based on the Lesson Plan. In conducting this research, the researcher chose a qualitative descriptive method and collected the data through document analysis, interviews, and questionnaires. According to Bogdan and Taylor (1975, as cited in Vausyah, 2018), qualitative methodology is a research procedure that produces descriptive data in written and spoken words from people and observed behavior. Palmer and Bolderston (2006) mentioned qualitative research is an approach that tries to get insight into specific meanings and behaviors experienced by the participants. They also noted that qualitative methods usually use categories or descriptions in words to analyze human experiences and realities from the participants' perspective. It is usually an interactive process in which the theory/hypotheses emerge from the data collected, making the researcher key in the data collection and analysis processes. So, descriptive qualitative research can be defined as a method that utilizes qualitative data and is explained in descriptive. In this study, the researchers analyzed English teacher lesson plans for online learning and its implantation at SMPIT Insan Madani.

B. Research Sites and Participants

This research was conducted at SMPIT Insan Madani, located at Kutabaroe, Kec. Meukek, Aceh Selatan. The researcher used purposive sampling. Purposive sampling is a technique based on a specific purpose or considerations (Kesumawati et al., 2018, as cited in Sugiyono, 2020). The researcher chose students in grade 2. According to the researcher, the student in grade 2 can be provided the answers needed by the researcher more than first-grade students, whereas, if the researcher chose the third-grade students, they was more focused on studying for the final exam. Sources of data in this research were from RPP of teachers who taught second-grade students on one of the daring materials and from online learning proses on that material. There are two classes of grade two at SMPIT Insan Madani, which consist of 17 students for each class. But the questionnaire was only shared with 15 female and 13 male students because 2 students in the Girl class and 4 in the Boy class did not attend.

C. The Technique of Data Collection

In collecting data, the techniques applied were document analysis, interview, and questionnaire.

1. Document Analysis

Some researchers usually collect several documents such as syllabus, lesson plans, student work, and other related documents to get an in-depth description and understanding of the research focus. The documents were analyzed to deepen and detail the research findings (Putra, 2012). In this study, the researcher chose a

document as an instrument. The document mentioned in this study was two lesson plans for Online Learning for English teachers at SMPIT Insan Madani who teach second-grade students. The two lesson plans were one Boy class lesson plan and one Girl lesson plan with different material.

2. Interview

The interview is one of the data collection techniques available in qualitative research. Interviewing in qualitative research is also known as in-depth interviews. In-depth interviews were conducted informally in daily conversations with all participants (Putra, 2012). In this study, the researcher chose the interview to obtain information from the experiences of teachers SMPIT Insan Madani in the online learning process that had been done previously. The researcher also conducted informal interviews in the form of daily conversations to obtain truthful information from participants.

3. Questionnaire

The researcher used a questionnaire with an open-ended question. The open-ended question was used to get a broader range of information. In open-ended questions, participants can answer as much as they want. The researcher shared the questionnaire with all of SMPIT Insan Madani's second-grade students. The researcher used a questionnaire. It was impossible to use interviews for 34 students because it would take more time.

D. Method of Data Analysis

After collecting data by document analysis, interview, and questionnaire, the researcher analyzed the data as follows; analyzed the online learning process from teacher's result interview and students' result questionnaire. Then the researcher compared it with components of the teacher's lesson plans. The components that were compared are focused on six components. They were time allocation, learning media & tools, opening activity, main, closing, and assessment.

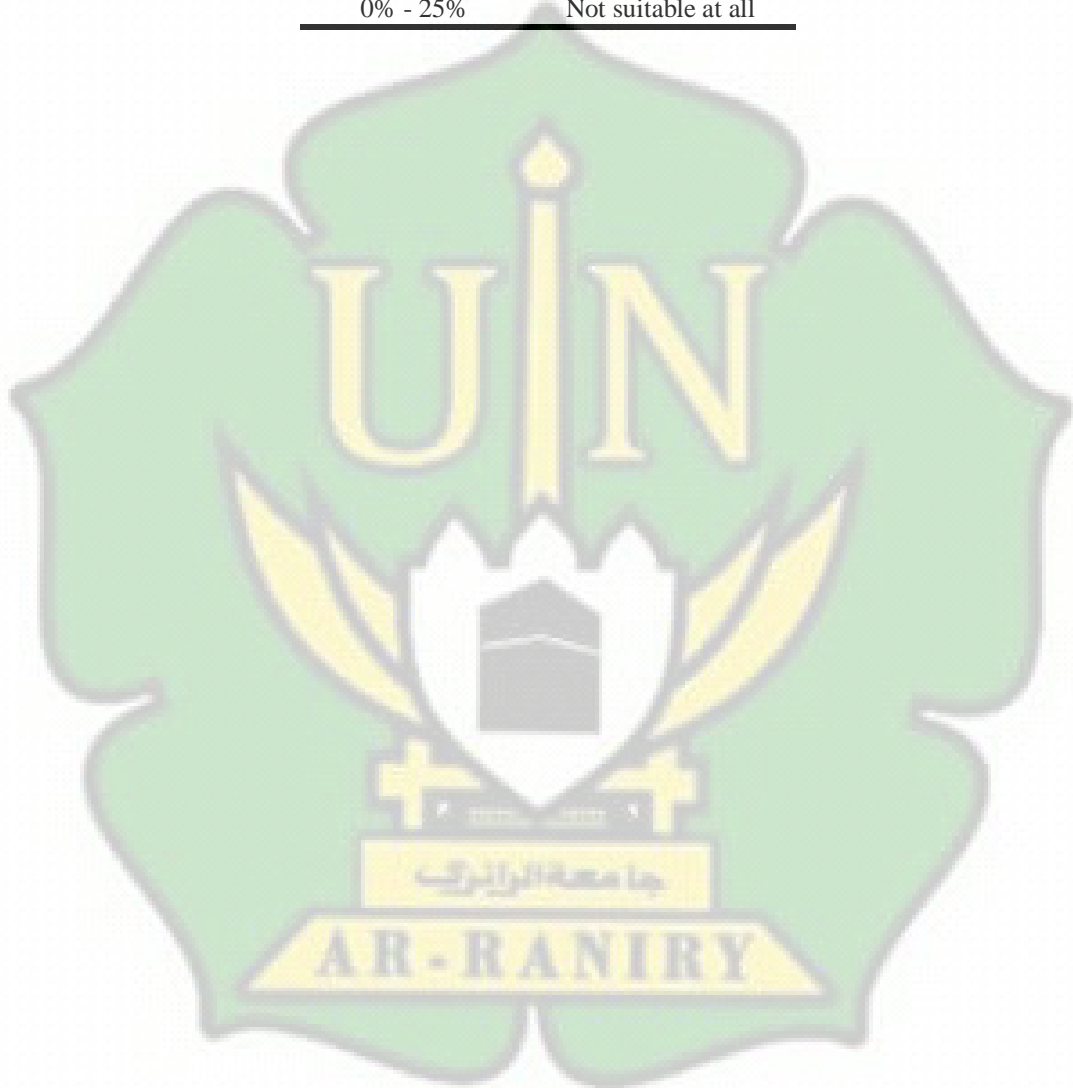
In presenting data analysis in findings, the researcher presented the lesson plans for second-grade on checking for understanding and greeting card material. Then the researcher presented the teacher's result interview and also the students' result questionnaire. At last, the researcher presented a table of comparison among teacher's result interview, students' result questionnaire, and teacher lesson plan with percentage and criteria (suitable, almost suitable, not appropriate, and not suitable at all). The following is the table for comparing teacher's result interview, students' result questionnaire, and teacher lesson plan:

Lesson Plan Component	Practice (Based on Teacher's Answer	Practice (Based on Teacher's Answer	Percentage	Criteria
The appropriate timing was used				
The appropriate media and tool was used				
Introduction activity				
Main activity				
Closing activity				
Assessment				
Sum				
Average				

Note : It used scale 100% for one lesson component (If in one component consist 5 activity mean 20% for 1 activity)

In concluded the result, the researcher used any criteria as follow:

Percentage	Criteria
76% - 100%	Suitable
51% - & 75%	Almost suitable
26% - 50%	Not suitable
0% - 25%	Not suitable at all



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The researcher interpreted the result of the document analysis, interview, and questionnaire descriptively. The researcher presented both teacher lesson plans and the teaching-learning process of teacher and students' answers.

1. Analysis Lesson Plan Of Girl Class Teacher

a) Lesson Plan

Lesson Plan of Girl Class Teacher on Checking for Understanding Material

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah	: SMP IT Insan Madani
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Materi Pokok	: <i>Teks Interaksi Interpersonal</i> ; Meminta Perhatian, Mengecek
Pemahaman, Menghargai	Kinerja, Meminta dan Mengungkapkan Pendapat
Alokasi Waktu	: 160 menit
A. Tujuan Pembelajaran	
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:	
<ul style="list-style-type: none">• Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris• Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja• Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris• Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri• Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri	
B. Media Pembelajaran, Alat/Bahan & Sumber Belajar	
❖ Media: Whatsapp Zoom, dan ppt.	
❖ Alat/Bahan: Laptop, Handphone, dll.	
❖ Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016	

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Guru Melakukan pembukaan dengan salam dan sapaan melalui Whatshap Group, serta memeriksa kehadiran peserta didik sebagai sikap disiplin	
Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Melalui Grup Whatsapp guru Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : checking for understanding	
Melalui Grup Whatsapp guru menyampaikan garis besar terhadap hal-hal yang akan dipelajari,	
Kegiatan Inti (130 Menit)	
Kegiatan Literasi	-Melalui Grup Whatsapp guru mengunggah materi pada group pembelajaran kelas dan peserta didik mengunduh dan mengkaji (melihat, mengamati, membaca dan menuliskannya kembali) materi yg telah di kirim
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami,
Collaboration	Peserta didik bersama temannya mendiskusikan, mengumpulkan dan saling bertukar informasi dengan siswa lain mengenai checking for understanding .
Communication	Siswa menanyakan apa yang tidak mereka pahami di WA meeting kemudian guru menjelaskan materi checking for understanding secara keseluruhan di zoom meeting
Creativity	Peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait checking for understanding . Guru meminta siswa untuk membuat serta membacakan dialog melalui voicenote WA. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan dan guru menegaskan kembali point penting pembelajaran.	
Guru menutup kegiatan pembelajaran dengan mengucapkan salam	

D. Penilaian Hasil Pembelajaran

Penilaian Sikap	Kreatifan siswa dalam mengikuti kegiatan pembelajaran daring dan disiplin waktu dalam mengerjakan tugas yg di berikan
Penilaian pengetahuan	Tugas tertulis dan keaktifan di kelas
Penilaian keterampilan	Penilaian produk

Mengetahui
Kepala SMPIT Insan Madani Meukek

Meukek, 18 Juli 2020

Guru Mata Pelajaran

Dra.Suhainiwar
NIP. 196308141994122001

Cut Firda Yanti, S.Pd
NIP. -

Based on the teacher lesson plan above, we saw nine lesson plan components mentioned. These are school identity, subject matter, class/semester, primary material, time allocation, learning objective, learning media, tool, & source, learning steps, and assessment.

b) Result of Teacher Interview on Checking for Understanding Material

Before asking for the teacher's lesson plan, the researcher interviewed the teacher on *checking for understanding* material to know about the learning activity carried out by students and teacher. The researcher only interviewed one teacher because there was only one English teacher at that school. The following is the transcript summary from the interviewee.

Based on the interview, the researcher divided it into six parts. The parts are (1) The timing was used, (2) The learning media and tool were used, (3) The opening activity was done, (4) The main activity was done, (5) The closing activity was done, and (6) The assessment.

1. The Timing that was used.

For the Girl class, the teacher said they study through the Whatsapp group for approximately 25 minutes, with 5 minutes for students to type questions in the Whatsapp group and log in to Zoom soon. And they study through Zoom for 55 minutes.

2. The learning Media and Tool that was used.

The teacher used learning media and tools as she had planned in the lesson plan. It used Whatsapp and Zoom as media to communicate and do virtual face-to-face learning. They used Hand Phones and Laptops to operate

Whatsapp, Zoom, and PPT as learning tools. PPT, as media, also was used to share teaching material with students.

3. *The Opening Activity that was done.*

First, the teacher said salam using group Whatsapp and greeted students through a voice note in the Whatsapp group, and students answered by voice note too. Second, the teacher checked the student attended list with the way students list their names in group Whatsapp. Then the teacher asked whether they had read the material sent before. Fourth, the teacher tells them the benefit of learning by checking for understanding material. The teacher also told them about the learning theme that day. Last, the teacher explained the activity they would do briefly.

4. *The Main Activity that was done.*

The teacher asked the students to look and read the learning material again, and then the students could type questions if something was unclear for about 10 minutes. After that teacher and students logged in to Zoom. And the teacher explained the material about checking for understanding overall. After she explained the material, she asked once more about what they did not know about that material. Then, the teacher asked the students to conclude what they had learned about checking for understanding. Next, the teacher gave an exercise to make a dialog about checking for understanding for 20 minutes individually. They also ordered to read the dialog and sent it in voice note via Whatsapp in deadline until 9.00 pm.

5. The Closing Activity that was Done

The teacher closed the class with said salam.

6. The Assessment.

There are three things that were assessed, namely attitude, knowledge, and skill. In assessed attitude, she observed their discipline in coming to the online class and their act (communication) in the online class. In assessed knowledge, she assessed their written dialog about checking for understanding they had made and their activeness in response to the learning in the class. And for assessed skill, she evaluated the voice note that they had sent.

c) Result of students' questionnaire on Checking for Understanding Material.

Two days after doing the interview with the teacher and asking for the teacher's lesson plan, the researcher shared the questionnaire with the students. The questionnaire was shared with students of grade VII Girl (grade VII when pandemic outbreak), totaling 17 students. Two of them did not come to the class. So, the questionnaire only was shared with 15 students. The researcher accepted all 15 questionnaires. Questions would be asked to students was made based on the result of the teacher interview and teacher lesson plan. The following were questions from the open-ended questionnaire:

1. Have you ever studied English subjects online during the Covid-19 pandemic?
2. When did it take place? When were you in class VII, VIII, or IX odd or even semester?

3. How long did it take place?
4. When studying an English subject, what app that you use?
5. If more than one app was used, was it used simultaneously or one app for one meeting??
6. If it was used at the same time, how minutes for each app?
7. Did you use a laptop, mobile phone, or anything else to operate the app?
8. When miss Firda taught online, what learning activity had the most impressed you or the most you remembered? For example, you had been asking to sing a song in Zoom, doing dialog, or anything else.
9. What material was it? Or what topic of the dialog?
10. Can you tell me in ordinal about the learning activity you had done online on your chosen material!
11. Can you tell me the learning activity you did online on checking for understanding material!

Based on the open-ended questions and close-ended questions (appendix) given to the students, the researcher also divided students' answers into six parts to make the researcher easy to analyze.

1. The Timing that was used.

Based on the questionnaire that was shared, the researcher found that the 15 students answered that they studied through Whatsapp for only 25 minutes and through Zoom Meeting for 55 minutes.

2. The learning Media and Tool that was used.

Based on the questionnaire, 13 students answered that they studied English online using Whatsapp and Zoom, and two answered that they studied online using Whatsapp, Zoom, and Google Classroom. The researcher concluded that they used Whatsapp and Zoom as learning media. As the learning tool, the researcher found ten students using both Laptops and HP, and five students only used HP. From the questionnaire, the researcher found that PPT is also used in the learning process.

3. *The Opening Activity that was Done.*

These were the summary of students' answers: the night before they studied Checking for Understanding material, the teacher had sent them the material learning. They start the learning proses by the teacher sending them voice notes containing salam and greeting (*assalamu'alaikum..wr..wb. Morning ladies and how are you*). Then students answered by using voice notes. Next, they typed their name into the Whatsapp group. Using voice notes too, the teacher told them about benefits after they learned checking for understanding material and also told them about what they had to do during the learning process.

4. *The Main Activity that was Done.*

The teacher asked the students to look and read again the PPT shared tonight, and the students were given time to ask questions about something they did not understand, and then the teacher explained via Zoom meeting. Then, 1 to 3 students conclude what has been explained by the teacher orally. Afterward, the teacher asked them to make one dialog about checking for understanding

and submit it in written form. They also made a voice note and sent it via Whatsapp until the deadline in the night.

5. *The Closing Activity that was Done*

The teacher closed the class with said salam.

6. *The Assessment.*

Based on the students' answers, the researcher found that the teacher constantly assesses their discipline in coming to the online class. Based on the learning steps explained by students, the researcher found that the teacher gave them a task such as written tasks and dialog through voice notes. It meant that the teacher assessed their knowledge by their writing the dialogue about checking for understanding material.

d. Comparison among Teacher Result Interview, Students Result Questionnaire, and the lesson plan on Checking for Understanding Material

The researcher compared the students' questionnaire results and the teacher's interview results with the lesson plan she made, utilizing a table with an icon checklist. The following are the teacher's and students' answer results:

The Students and Teacher Answer Result for Girl Class

Lesson Plan Component	Practice (Based on Teacher's Answer	Practice (Based on Teacher's Answer	Percentage	Criteria
The appropriate timing was used	They learned through WA for 20 minutes, logged in to Zoom Meeting for 5 minutes, and learned using Zoom Meeting for 55 minutes.	We learned through WA for 25 minutes and Zoom Meeting for 55 minutes.	0%	Not Suitable at all
The appropriate media and tool	The media used such as Whatsapp, Zoom, and PPT, and the tool	The media used included Whatsapp, Zoom, PPT, and the tool used such as	100%	Suitable

was used	used involved Laptops and Mobile Phones.	Laptops and Mobile Phones.		
Introduction activity	<ol style="list-style-type: none"> 1. The teacher said salam used group Whatsapp. 2. The teacher greeted students through a voice note in the Whatsapp group, and students answered by voice note too. 3. The teacher checked the student attended list with the way students list their names in group Whatsapp. 4. The teacher asked students if they had read the material she had sent. And then tell them the benefit of learning the checking understanding material. 5. The teacher told them about the learning theme that day and explained the activity they would do briefly. 	<ol style="list-style-type: none"> 1. The night before they studied Checking for Understanding material, the teacher had sent them the material learning. 2. They start the learning proses by sending voice notes containing salam and greeting to the student by the teacher (<i>assalamu'alaikum..wr..wb. Morning ladies and how are you</i>). Then students answered by using voice notes too. 3. They typed their name in the Whatsapp group. 4. The teacher told them about benefits after they learned the checking for understanding material and also told them about what they had to do during the learning process. 	75%	Almost Suitable
Main activity	<ol style="list-style-type: none"> 1. The teacher asked the students to look and read again the learning material had given about 5 minutes. 2. Students could type questions if there were something that was not clear. 3. Teacher and students logged in to Zoom. And the teacher explained the material about checking for understanding overall. 4. The teacher asked once more about 	<ol style="list-style-type: none"> 1. The teacher asked the students to look and read more of the PPT shared last night, and the students were given time to ask questions about something they did not understand, and then the teacher explained via Zoom meeting. 2. Then, 1 to 3 students to conclude what has been explained by the teacher orally. 3. The teacher asked them to make one dialog about checking for understanding and submit it in written form. They also made a 	80%	Almost Suitable

	<p>what they did not understand about that material.</p> <p>5. The teacher asked the students to conclude what they had learned about checking for understanding.</p> <p>6. The teacher gave an exercise to make a dialogue about checking for understanding for 20 minutes individually. Then they also ordered to read the dialog and sent it in voice note via Whatsapp in deadline until 9.00 pm.</p>	voice note and sent it via Whatsapp until the deadline in the night.		
Closing activity	The teacher closed the class with said salam.	The zoom meeting was closed with the teacher saying salam.	50%	Not Suitable
Assessment	There are three things that were assessed, namely attitude, knowledge, and skill. In assessed attitude, she observed their discipline in coming to the online class and their actions (communication) in the online class. In assessed knowledge, she assessed their written task (dialog about checking for understanding they had made) and their act (activeness in response to the learning) in the class. And in assessing skills, she evaluated the voice note they sent.	Student discipline in coming to the online class was assessed as attitude assessment. Their written task and their activeness in class as knowledge assessment. And our voice note as skill assessment.	100%	Suitable
Sum			405%	Almost
Average			67.5%	Suitable

From the table above, we can see that the teaching-learning process was carried out for 80 minutes, while in the lesson plan, the teacher wrote the time allocation of 160 minutes. It means the teacher implemented the timing with category *not suitable at all* (0%). She used learning media and tools as she made in the lesson plan with category *suitable* (100%). But in the introduction activity, the teacher left one activity while she wrote four activities in the lesson plan. The teacher did not connect the theme or the learning material to previous material and did not give questions to make students remember and connect the material on that day. It means the lesson implementation had a percentage of 75% with category *almost suitable*. In the main activity, five activities are mentioned in the lesson plan, but the teacher did not implement one activity with a percentage of 80% (almost suitable). The teacher did not give them time to discuss the learning material as she stated in the lesson plan. In the closing activity, the teacher also left one activity where in the lesson plan she wrote two activities, which was to reaffirm the crucial point in checking understanding material. It had a percentage of 50% (not suitable). The last point is assessment. The teacher did the three evaluations as she stated in the lesson plan. The teacher rated students' attitudes through their discipline in opening online class and their attitude in acting or speaking in the class. Their work writing the dialog about checking for understanding and their activeness in the class was rated as knowledge and their voice note about dialog they have made as skill value. The assessment was given by the teacher based on what she planned in the lesson plan with a percentage of 100% (suitable).

2. Analysis Lesson Plan Of Boy Class Teacher

a) Lesson Plan

Lesson Plan of Boy Class Teacher on Checking for Understanding Material

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah	: SMP IT Insan Madani
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Ganjil
Materi Pokok	: Greeting Card ; Memberi dan meminta informasi terkait dengan hari-hari spesial
Alokasi Waktu	: 160 menit
E. Tujuan Pembelajaran	
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:	
<ul style="list-style-type: none"> • Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu. • Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk event lain. • Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu. • Menyajikan penilaian dari hasil identifikasi perbedaan dan persamaan greeting card. 	
F. Media Pembelajaran, Alat/Bahan & Sumber Belajar	
❖ Media: Whatsapp Zoom.	
❖ Alat/Bahan: Laptop, Handphone, dll.	
❖ Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016	
G. Langkah-Langkah Pembelajaran	
Kegiatan Pendahuluan (15 Menit)	
Guru Melakukan pembukaan dengan salam melalui Whatshap Group, serta memeriksa kehadiran peserta didik sebagai sikap disiplin	
Melalui Zoom meeting Guru menyapa siswa dan mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Melalui Zoom meeting guru Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : greeting card	
Melalui Zoom meeting guru menyampaikan garis besar terhadap hal-hal yang akan dipelajari,	
Kegiatan Inti (130 Menit)	
Kegiatan Literasi	Melalui Zoom meeting Peserta didik diminta membaca dan mengamati kembali catatan serta contoh-contoh Greeting Card yang telah mereka pelajari di pertemuan sebelumnya.
Critical Thinking	Melalui Zoom meeting Peserta didik diminta untuk menyusun kalimat yang relevan dengan peserta didik untuk membentuk text Greeting

	Card.
Collaboration	Melalui Whattsapp Peserta didik bersama temannya mendiskusikan, dengan siswa lain mengenai Greeting Card yang telah disusun
Communication	Melalui Whattsapp Siswa menanyakan tentang kalimat yang telah mereka susun kepada guru dan guru menjelaskannya.melalui Zoom meeting jika informasinya dibutuhkan untuk semua siswa.
Creativity	Melalui Zoom meeting Peserta didik membuat 2 greeting card yang berbeda dengan kreativitas masing-masing menggunakan karton warna atau kertas warna, spidol warna, dll, tentang apa saja yang sesuai dengan pengalaman mereka. Kemudian mengirim hasil kerja mereka ke guru melalui WA dan juga voice notenya.
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan dan guru menegaskan kembali point penting pembelajaran.	
Guru menutup kegiatan pembelajaran dengan mengucapkan salam	
H. Penilaian Hasil Pembelajaran	
Penilaian Sikap	Kreatifan siswa dalam mengikuti kegiatan pembelajaran daring dan di siplin waktu dalam mengerjakan tugas yg di berikan
Penilaian pengetahuan	Tugas tertulis dan keaktifan di kelas
Penilaian keterampilan	Penilaian produk
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;"> Mengetahui Kepala SMPIT Insan Madani Meukek <u>Dra.Suhainiwar</u> NIP. 196308141994122001 </div> <div style="text-align: center;"> Meukek, 18 juli 2020 Guru Mata Pelajaran <u>Cut Firda Yanti, S.Pd</u> NIP. - </div> </div>	

The lesson above showed the component of RPP was put by the teacher the same as the first lesson plan, which consisted of nine components. These are school identity, subject matter, class/semester, main material, time allocation, learning objective, learning media, tool, & source, learning steps, and assessment.

b) Result of Teacher Interview on Greeting Card Material

The interview on the Greeting Card material was done at the same time as the interview on checking material. The researcher also divided the result of the interview into six parts.

1. The Timing that was used.

From the teacher's answer, the researcher found that, for the Boy class, they studied through Whatsapp group for approximately 5 minutes, where the teacher only used it to inform the student to list their name and to enter Zoom soon. And they study through Zoom for 75 minutes.

2. The learning Media and Tool that was used.

The teacher used learning media and tools as stated in the lesson plan. It used Whatsapp and Zoom as media to communicate and do virtual face-to-face learning. As the learning tool, they utilized Hand Phone and Laptop to operate Whatsapp and Zoom.

3. The Opening Activity that was done.

In the learning activity, the teacher said salam and asked the student to list their name in the Whatsapp group. Then the teacher also asked the students to log in to the Zoom meeting. At the beginning of the lesson in the Zoom meeting, the teacher said salam and greeted the students. And then, the teacher gave motivation to the students by explaining to them the benefit of learning Greeting Card material. The teacher also explained the learning activity they would do briefly.

4. The Main Activity that was done.

In the main activity, the teacher asked students to see and reread the greeting card sample from the previous meeting, and they were ordered to make sentences to put on the greeting card. The teacher also asked the students to discuss the sentences they had made with friends or the teacher. Then each

student made two greeting cards with their creativity utilizing cartons, colored paper, colored pen, etc. The text in the greeting card is in accordance with their life. Finally, they sent the photos of their work and also sent their voice note of reading the text.

5. The Closing Activity that was Done

The teacher closed the class with said salam.

6. The Assessment.

There are three things that were assessed, namely attitude, knowledge, and skill. In assessed attitude, she observed their discipline in coming to the online class and their act (communication) in the online class. In assessed knowledge, she assessed the task of composing text greeting cards they had made and their activeness in response to the learning in the class. And in assessed skill, she assessed the voice note of reading text greeting card that they sent.

c) Result of students' questionnaire on Greeting Card Material.

The questionnaires were shared with students of the Boy class after the researcher shared them with students of the Girl class. The questionnaire was shared with Boy students of grade VII (grade VII when pandemic outbreak), totaling 17 students. Four of them did not come to the class. So, the questionnaire only was shared with 13 students. The researcher accepted all 13 questionnaires. Questions of the questionnaire were based on the teacher interview and the teacher's lesson plan. The questions of the open-ended questionnaire were the same as the question for girl class students except for question number 11, and it was on Greeting Card material.

Based on the open-ended and close-ended questions (appendix) given to the participants, the researcher also divided their answers into six parts to make the researcher easy to analyze.

1. The Timing that was used.

Based on the questionnaire shared with 13 students in the boy class, the researcher found that all students answered that they studied through Whatsapp for only 5 minutes and the rest through Zoom Meeting.

2. The learning Media and Tool that was used.

Based on the questionnaire, 13 students answered that they studied English online using Whatsapp and Zoom. As the learning tool, the researcher found nine students using both Laptops and HP, and four students only used HP.

3. The Opening Activity that was done.

Based on the questionnaire answer, the researcher found that before they entered to Zoom meeting, they had been informed by the teacher if they must be logged in to the Zoom meeting soon and listed their names first in the Whatsapp group. Then, they start their lesson with salam and greetings by miss Firda in the Zoom meeting. At the beginning of the lesson, the teacher told them about the benefit of the learning process and told them about the activity we would do during the learning process.

4. The Main Activity that was done.

In the main activity, the teacher asked the students to look at and read some examples of the greeting cards they had previously learned. And then, the students made sentences to put on the greeting card and discussed their work

with the teacher to avoid mistakes in their writing. The last, they created two greeting cards as beautiful as possible using carton, color paper, color pen, stickers or also drawing with their creativity, etc. they also sent the photos of their greeting card last time and sent their voice note in reading the text to the teacher until 9.00 pm.

5. *The Closing Activity that was done*

The teacher closed the class with said salam.

6. *The Assessment.*

Based on the answer of the boy class students, the researcher found that the teacher always assessed their discipline in coming to the online class. Based on the learning steps explained by students, the researcher found that the teacher gave them a task such as a written task (text greeting card) and read the text in the form of a voice note.

d) *Comparison among Teacher Result Interview, Students Result Questionnaire, and the lesson plan on Greeting Card Material*

The researcher compared the students' questionnaire results and the teacher's interview results with the lesson plan. The researcher compared that in the table by using an icon checklist. Whether student's and teacher's answers results same as stated in the lesson plan. The following are the students' and teachers' answer results:

The Students and Teacher Answer Result for Boy Class

Lesson Plan Component	Practice (Based on Teacher's Answer	Practice (Based on Teacher's Answer	Percentage	Criteria
The appropriate timing was used	They learned through WA for 5 minutes, logged in to Zoom Meeting for 5 minutes, and used Zoom Meeting for 75 minutes.	We learned through WA for 5 minutes and the rest through Zoom Meeting.	0%	Not Suitable at all
The appropriate media and tool was used	The media used were Whatsapp and Zoom. The tools used were Laptop and a Mobile Phone.	The media used were Whatsapp and Zoom. The tool used was Laptop and Mobile Phone.	100%	Suitable
Introduction activity	<ol style="list-style-type: none"> 1. The teacher said salam and asked the student to list their name in the group Whatsapp. The teacher also asked the students to log in to Zoom meeting. 2. At the beginning of the lesson in the Zoom meeting, the teacher said salam and greeted the students. 3. The teacher motivated the students by explaining the benefit of learning Greeting Card material. 4. The teacher explained briefly about the learning activity they would do. 	<ol style="list-style-type: none"> 1. The teacher informed the students to list their names and log in to the Zoom meeting soon. 2. They start their lesson with salam and greetings by miss Firda in the Zoom meeting. 3. At the beginning of the lesson, the teacher told them about the benefit of the learning process and the activity we would do during the learning process. 	75%	Almost Suitable
Main activity	<ol style="list-style-type: none"> 1. The teacher asked students to see and read what they have learned in the previous meeting, and they were ordered to make sentences to put on the greeting card. 2. The students discussed the sentences they had made with their friends or with the teacher. 	<ol style="list-style-type: none"> 4. The teacher asked the students to look and reread some greeting cards examples again that they had learned before. 5. The students made sentences to put on the greeting card, and discussed their work with the teacher to avoid mistakes in their 	80%	Almost Suitable

	3. Each student made two greeting cards with their creativity utilizing cartons, colored paper, colored pens, etc. The text in the greeting card is in accordance with their life. Finally, they sent the photos of their work and also sent their voice note of reading the text.	6. Lastly, they created two greeting cards as beautiful as possible using cartons, colored paper, colored pens, stickers, drawing with their creativity, etc. They also sent photos of their greeting card last time. They sent their voice note in reading the text to the teacher until 9.00 pm.		
Closing activity	The teacher closed the class with said salam.	The zoom meeting was closed with the teacher saying salam.	50%	Not Suitable
Assessment	There are three things that were assessed: attitude, knowledge, and skill. In assessed attitude, she observed their discipline in coming to the online class and their act (communication) in the online classroom. In assessed knowledge, she assessed their written task (text greeting card they made) and their actions (activeness in response to the learning) in the class. And in assessed skill, she assessed the voice note of reading text greeting card that they sent.	Their discipline in coming to the online class. Students' written tasks and their active action in the online classroom. And their voice note.	100%	Suitable
Sum			405%	Almost
Average			67.5%	Suitable

From the table above, we can see that it was almost the same as in the girl class finding, where the teacher and students spent time on the learning process for 80 minutes, but in the teacher lesson plan, she wrote 160 minutes. It had a category *not suitable at all* with a percentage of 0%. She also implemented

learning media and tools she made in the lesson plan with a percentage of 100% (suitable). In the introduction activity, the teacher did not do one step, while in the lesson plan, she wrote for steps. The teacher did not connect the theme or the learning material to previous material and did not give questions to make students remember and connect the material on that day. It had a percentage of 75% (almost suitable). In the main activity, one step was also not done, while in the lesson plan, she mentioned five steps, which had a category *almost suitable* with a percentage of 80%. One step she did not implement was discussing with their friend but only with the teacher. And in the closing activity, the teacher also left one step where in the lesson plan she wrote two steps. It was to reaffirm the crucial point in checking understanding material. It had a percentage of 50% (not suitable). The last point analyzed was assessment. The assessment implementation had a percentage of 100% (suitable). The teacher did three evaluations, as she stated in the lesson plan. The teacher is rating the students' attitude through their discipline in opening online class and their attitude in acting or speaking in the class. Their work making text for greeting cards and their activeness in class were rated as knowledge. As skill value, the teacher rated their result of creating the greeting card and their voice note of reading the text in a greeting card they made.

B. Discussion

As stated in chapter one, this research aims to describe the suitability of the English teacher lesson plan at SMPIT Insan Madani with its implementation in online learning. Based on the finding, we found that almost the overall lesson plan

content was made by the teacher appropriate to its implementation in the online class. So was the second lesson plan. The following are some points were discussed:

1. The Appropriate Timing

In the first and second lesson plan, the teacher made the time allocation of 160 minutes in a sheet lesson plan. According to *permendikbud* Number 58 of 2014 concerning Curriculum 2013 in the literature review, English for junior high school only 80 minutes for one meeting or 40 minutes for 1JP. In the implementation in the online class obtained from student and teacher answer results, it looked that teacher spent 80 minutes teaching the *checking for understanding* material and 80 minutes teaching *greeting card* material. It meant that the teacher did not spend time in accordance with what she wrote in her lesson plan. The previous study conducted by Rozaq and Kocimaheni (2019) found that the teacher made the time allocation was not suitable for the implementation, wherein the lesson plan the teacher wrote 2 x 45 minutes while she spent 95 minutes. Based on the researcher's analysis, the teacher wrote the time allocation for a week, not for one meeting. But, she created one lesson plan for a meeting. She should have written the time allocation as Vausyah (2018) stated below:

2 x 40 minutes, if the lesson plan were separated each meeting.

6 x 40 minutes (3 meetings) if the lesson plans were combined in a meeting.

It concluded that the time allocation that the teacher wrote was less suitable. This is in line with research conducted by Vausyah (2018), which revealed that

the writing of identity in the Indonesian teacher lesson plan was less appropriate because time allocation should be written with the number of lesson hours x 40 minutes, accompanied by the number of meetings.

2. The Appropriate Learning Media and Tool

The teacher used learning media and tools, as she stated in her lesson plan. Warista (2008, as cited in Elmidasari, Afifah, & Lestari, 2015) stated that, in learning, media is very important to support students' ability to respond to learning proses. In the first lesson plan, the teacher wrote Whatapp and Zoom app as media while Laptop and HP as tools. In implementing the learning process online, they utilized Whatsapp and zoom to do the learning process. And in using Whatsapp and zoom, they need tools. So they use Laptop and Hp. So was in the second lesson plan. But in the second lesson plan, the teacher wrote PPT as media and implemented it in online learning. This finding is in line with Vausyah (2018), who stated that most of the learning media and tools in Indonesian teacher lesson plans were suitable with the learning implementation.

3. The Appropriate Opening Activity that was Implemented

The opening activity is the first series of activities to implement the teaching-learning process. According to *Permendikbud* Number 22 of 2016 in the literature review, some activities must be carried out in opening activities. One of them is to prepare *students psychologically and physically to participate in the learning process*. In implementing the lesson, she prepared students psychologically with asked about their condition. The activities were wrote by the teacher in the opening activity were (1) teacher said salam and greeted the

students and also checked student attendance (2) The teacher did not connect material learning they will do with the students' experience, did not give them questions to remember, and hook them to the learning material (3) Describe the objectives of learning or basic competencies to be achieved (4) conveying that they will do.

Overall the opening activity in the first and second lesson plan was *almost appropriate* with its implementation. It had a percentage of 75%. Only one activity (activity in step 2) was not implemented. The teacher did not connect material learning they will do with the students' experience, did not give them questions to remember, and hooked them to the learning material. Instead, in the lesson plan, it was mentioned. In line with the study conducted by Angreani and Akbar (2018), the teacher implemented the opening activity in the lesson with a high category (79,8%). Another previous study conducted by Rozaq and Kochimaheni (2019) found that one of the lesson plans implemented in the class showed that only one activity was not implemented in the opening activity.

4. *The Appropriate Main Activity that was Implemented*

The main activity is the most important because the teacher can use their creativity to create a good learning process to achieve KD. There are a series of main activities. She wrote a series of activities in the first and second lesson plan, such as *literacy, creative thinking, collaboration, communication, and creativity*. But in implementing the five activities above, the teacher left one activity. It had a percentage of 80% (almost suitable). In the first lesson plan, the teacher did not give time to students to discuss, collect, and exchange information (*collaboration*)

while it was mentioned in the lesson plan. So was, in the second lesson plan, they left *collaboration* activity. The students did not discuss their work with their friends. They only discussed it with the teacher. Its contrast Rozaq and Kochimaheni (2019) found that the teacher implemented all activities in the main activity as well as she stated in the lesson plan for three classes. And it also contrasts with the study conducted by Angreani and Akbar (2018) found that the teacher had implemented the main activity was made in the lesson with a low category (63,3%).

5. *The Appropriate Closing Activity that was Implemented*

The closing activity is the last activity in the learning implementation. In the first and second lesson plan, the teacher and students did not conclude the learning process as she stated in the lesson plan. The teacher did not implement one activity in the closing activity. It is the same as Rozaq, and Kochimaheni (2019) found the teacher had not implemented one activity in the closing activity in the three classes she taught.

According to *Permendikbud* Number 22 of 2016 in the literature review, there are some activities that must be carried out in closing activities. But the teacher only said salam in the closing activity, well in girl and boy class.

6. *Assessment*

In the first and second lesson plan, the teacher rated students in three aspects; attitude, knowledge, and skill. The teacher evaluated the students based on what she taught. But the assessment of the girl class only achieved one point of

the learning objective made by the teacher, and the assessment of the boy class only achieved 2 points of the learning objective. Cameron (2001, as cited in Sesionrina, 2014) stated that assessment must be able to measure what is made in the learning objective. The teacher did not give the evaluation based on her learning objective. Based on the researcher's analysis, the teacher had evaluated them appropriately with the learning activity. The teacher wrote the learning objective too much (more than one topic but still in one KD), while she did not discuss that topic in the learning process.

Below are the learning objectives that written by the teacher in her lesson plan on checking for understanding material:

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- *Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris*
- *Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja*
- *Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris*
- *Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa inggris dengan percaya diri*
- *Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa inggris dengan percaya diri*

After follow the learning process, the students are expected to:

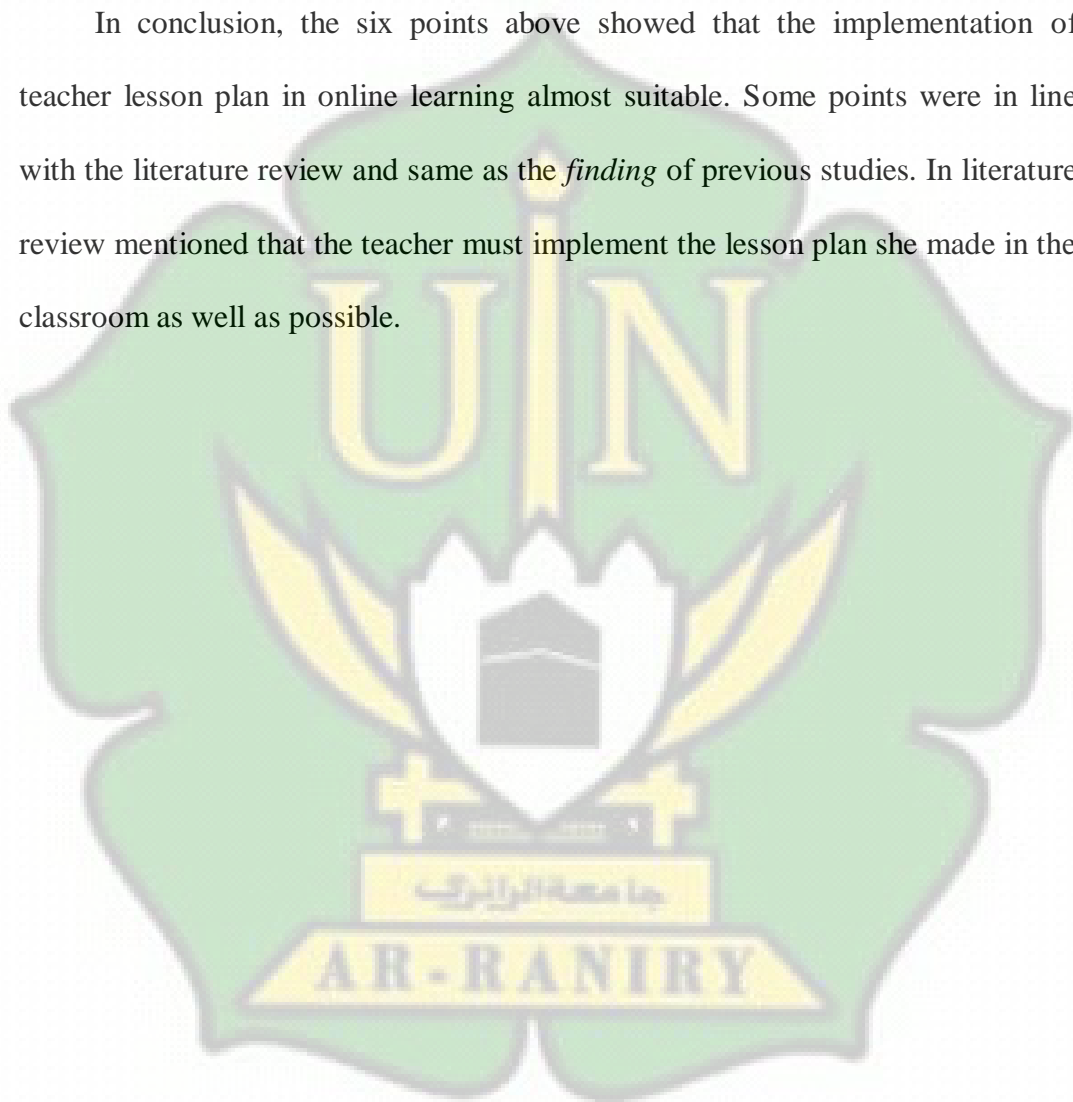
- Identify the expressions used for expression asking for attention, checking for understanding, in English,
- Identify the expressions used for showing appreciation.
- Identify the expressions used for asking and giving opinion in English.
- Perform the speech act of expression asking for attention, checking for understanding in English confidently.
- Perform the speech act of expression showing appreciation in English confidently.

Note: Translated to English

Based on the learning objective above, the teacher made the learning objective into two topics *asking for attention* and *checking for understanding*. But in the learning process, she only discussed *checking for understanding*. It was

suitable if the teacher wrote the learning objective that wants achieve in each meeting. For example, in the first meeting, she wanted to achieve two objectives, so she only wrote two learning objective.

In conclusion, the six points above showed that the implementation of teacher lesson plan in online learning almost suitable. Some points were in line with the literature review and same as the *finding* of previous studies. In literature review mentioned that the teacher must implement the lesson plan she made in the classroom as well as possible.



CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

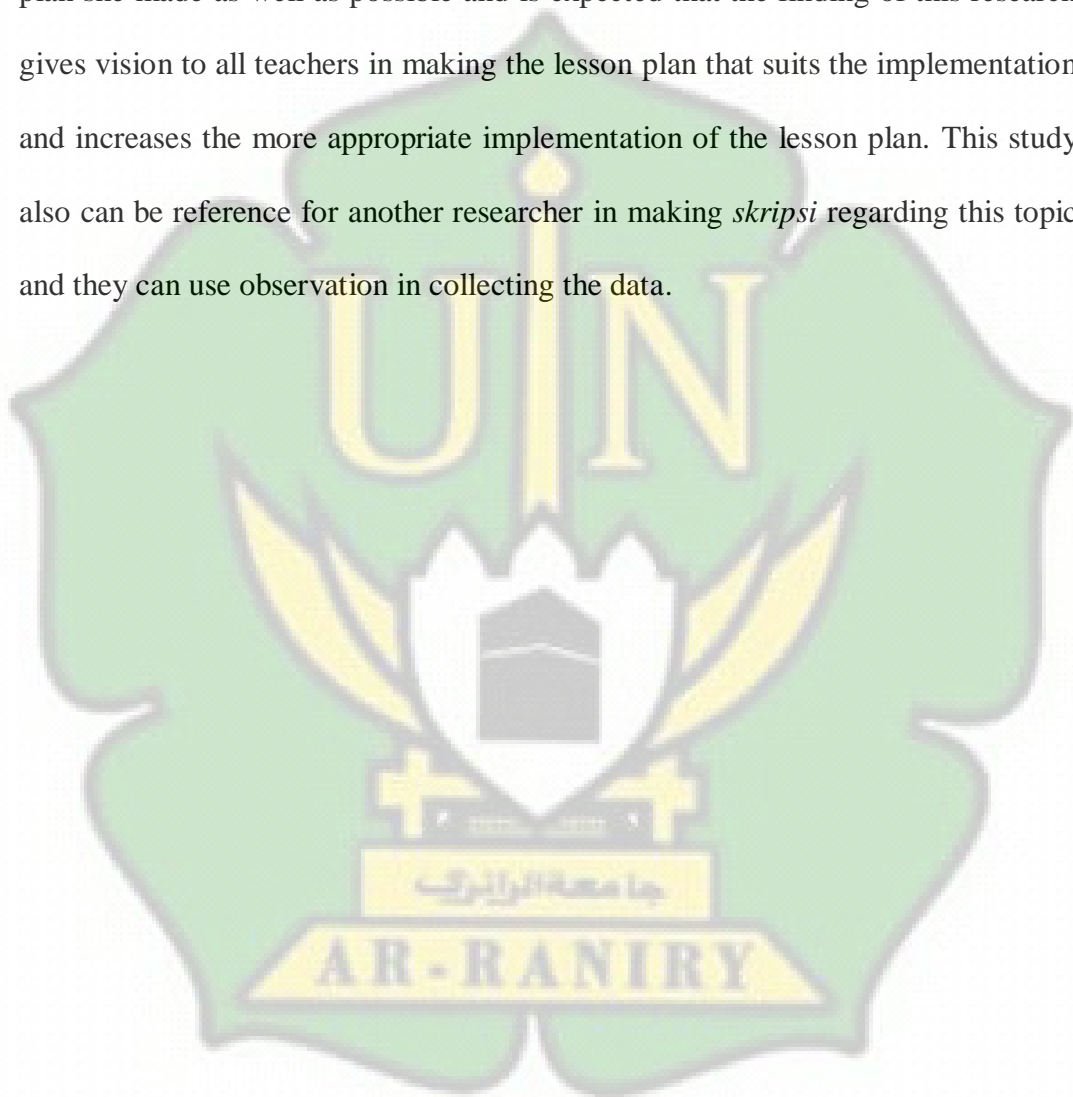
A. Conclusions

A Lesson plan has a very important role in teaching. Therefore, each teacher must be properly prepared to make the implementation suitable in the learning process in the class. According to findings, the researcher found that the lesson plan of English teacher at SMPIT Insan Madani grade VIII, both Girl (on checking for understanding material) and Boy (on greeting card material) class was *almost suitable* for the implementation in online learning. It had a percentage of 67.5%. It was only some points that were not implemented in the learning process. The first was the time allocation. In both lesson plans, the teacher wrote 160 minutes for a sheet lesson plan or one meeting, but it only spent 80 minutes in implementation. The second was in the opening activity. In the first and second lesson plans, the researcher found that the teacher wrote four activities, but the apperception activity was not implemented in the online class. The third was in the main activity. The researcher found that the teacher wrote five activities in the first and second lesson plans, but one activity (collaboration activity) was not implemented in the online class. And the last was in closing activity. In both the first and second lesson plan, the researcher found that the teacher wrote two activities, but she only implemented one activity. That was, *the students make conclusions at the end of the class*.

In sum, the implementation of the English teacher lesson plan in online learning at SMPIT Insan Madani was almost suitable.

B. Recommendations

Based on the findings and the conclusion above, the researcher would like to give recommendations for this research. The teacher must implement the lesson plan she made as well as possible and is expected that the finding of this research gives vision to all teachers in making the lesson plan that suits the implementation and increases the more appropriate implementation of the lesson plan. This study also can be reference for another researcher in making *skripsi* regarding this topic and they can use observation in collecting the data.



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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7565/UN.08/FTK/KP.07.6/04/2021

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 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 2011, tentang Perubahan AIN 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 Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 91 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Menpertukarkan : Keputusan Sidang/Seminar Proposal Skripsi Pendi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021
- Menetapkan :
PERTAMA :
 Menunjuk: Smdara:
 1. Seifrid Mufak, Ph.D
 2. Drs. Lukmanul Hakim, MA
 Untuk membimbing Skripsi :
 Nama : Yuliana
 NIM : 170203093
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Analysis of the Suitability of Lesson Plan with the Implementation of Online Learning for English Teacher at SMPIT Insan Madani
- Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA : Penbiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.425.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- 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 penulisan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 16 April 2021
 Am. Rektor
 Dekan


 Muslim Razali

- Tembusan :
1. Rektor UIN Ar-Raniry (sebagai laporan);
 2. Ketua Prodi FBT Fak. Tarbiyah dan Keguruan;
 3. Pembimbing yang bersangkutan untuk diinformasikan dan dilaksanakan;
 4. Mahasiswa yang bersangkutan;
 5. Arsip.

APPENDIX B
RECOMMENDATION LETTER OF CONDUCTING RESEARCH FROM
THE FACULTY OF EDUCATION AND TEACHER TRAINING



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdul Rauf Kopehuk Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-18590/Un.08/FTK.1/TJ.00/12/2021
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Sekolah SMPIT Insan Madani
2. Guru Bahasa Inggris Kelas 2 Putra SMPIT Insan Madani
3. Guru Bahasa Inggris Kelas 2 Putri SMPIT Insan Madani

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : YULIANDA / 170203093
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Analysis of The Suitability of The Lesson Plan with The Implementation of Online Learning for English Teacher at SMPIT Insan Madani*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 28 Desember 2021
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Bertaku sampai : 20 Januari
2022

Dr. M. Chalis, M.Ag

APPENDIX C
CONFIRMATION LETTER OF CONDUCTED RESEARCH FROM
SMPIT INSAN MADANI



SURAT KETERANGAN
Nomor : 422/010/SMP IT-IMM/1/2022

Berdasarkan Surat Wakil Dekan Bidang Akademik Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah Dan Keguruan Banda Aceh Nomor : B-18590/Ua.08/FTK.1/TL.00/12/2021, tanggal 28 Desember 2021 tentang izin Penelitian, maka kepala Sekolah Menengah Pertama (SMP) Islam Terpadu Insan Madani Meukek menerangkan :


Nama : **YULIANDA**
NIM : 170203093
Program Studi : Pendidikan Bahasa Inggris

Yang namanya tersebut di atas benar telah mengumpulkan data/ melakukan penelitian di SMP Islam Terpadu Insan Madani Meukek pada tanggal 03 Januari s.d 08 Januari 2022 untuk Penyusunan "skripsi" dengan Judul :

“ Analysis Of The Suitability Of The Lesson Plan With The Implementation Of Online Learning For English Teacher At Smp IT Insan Madani Meukek Aceh Selatan “

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Meukek, 20 Januari 2022
Kepala Sekolah,


Dra. SUHAINIWAR
NIP. 196308141994122001

APPENDIX D

LESSON PLAN TRANSLATED

LESSON PLAN

School Identity : SMP IT Insan Madani
 Subject Identity : English
 Class/semester : VIII / Ganjil
 Main material : *Teks Interaksi Interpersonal*; Asking for attention, Checking for Understanding, Showing Appreciation, Asking and Giving Opinion.
 Time Allocation : 160 minutes

A. Learning Objectives

After follow the learning process, the students are expected to:

- Identify the expressions used for expression asking for attention, checking for understanding, in English,
- Identify the expressions used for showing appreciation.
- Identify the expressions used for asking and giving opinion in English.
- Perform the speech act of expression asking for attention, checking for understanding in English confidently.
- Perform the speech act of expression showing appreciation in English confidently.

B. Learning Media, Tool/ & Reference.

- ❖ **Media:** Whatsapp Zoom, and ppt.
- ❖ **Tool:** Laptop, Handphone, etc.
- ❖ **Reference:** Support book for English Subject curriculum 2013 :When English Rings The Bell, Grade VIII, *Kemendikbud*, 2016 revision.

C. Learning Steps

Opening Activity (15 Menit)	
The teacher opens the class by says salam and greets the student through Whatshap Group, then check students presences as discipline attitude.	
The teacher relates the previous material/theme/activity and asks questions to students to remember and connect with the next material	
Through Whatsapp group the teacher conveys motivation about what students can be gained (objective and benefit) by learning checking for understanding material.	
Through Whatsapp group the teacher conveys an outline of what they will be studied.	
Core Activity (130 Menit)	
Literacy	Through Whatsapp group the teacher uploads material to the class group and students download it, then the students review (view, observe, read, and write) more.
Critical Thinking	The teacher gives opportunity to students to identify as much as possible that they do not understand.
Collaboration	The students discuss, collect, and exchange concerning checking for understanding .
Communication	The students ask what they do not understand in Whatsapp group, then the teacher explain checking for understanding material overall in zoom meeting
Creativity	The students take conclusion about what they have learned related checking for understanding . The teacher asks students to make and read dialog through voicenote in Whatsapp Then the students are given opportunity to ask more about what they do not understand.
Closing Activity (15 Menit)	

The students make a summarize/ take a conclusion about the important points during learning process that recently has done and the teacher reaffirmed important points of learning.

The teacher closes the learning by say salam.

D. Assessment

Affective	Students' communication during learning activity and students discipline in come in the online class and in doing the task.
Cognitive	Writing task and student activeness in the class
Psychomotor	Assess student product

SMPIT Insan Madani Meukek Headmaster

Meukek, July 18th 2020
Subject teacher

Dra.Suhainiwar
NIP. 196308141994122001

Cut Firda Yanti, S.Pd
NIP. -

LESSON PLAN

School Identity : SMP IT Insan Madani
Subject Identity : English
Class/semester : VIII / Ganjil
Main material : **Greeting Card**; Giving and asking information related to special days.
Time Allocation : 160 minutes

A. Learning Objectives

After follow the learning process, the students are expected to:

- Identify the differences and similarities of several greeting cards for certain special days.
- Identify the congratulation expressions with the correct speech and word stress.
- Identify the differences and similarities of several greeting cards for other events.
- Create the greeting card related to special days that relevant with the students at that time.
- Provide the assessment from the result of identify the differences and similarities of greeting cards.

B. Learning Media, Tool/ & Reference.

- ❖ **Media:** Whatsapp and Zoom.
- ❖ **Tool:** Laptop, Handphone, etc.
- ❖ **Reference:** Support book for English Subject curriculum 2013 :When English Rings The Bell, Grade VIII, Kemendikbud, 2016 revision.

C. Learning Steps

Opening Activity (15 Menit)
The teacher opens the class by says salam through Whatshap Group and check students presences as discipline attitude.
Through Zoom meeting the teacher greets students and relates the previous

material/theme/activity and asks questions to students to remember and connect with the next material	
Through Zoom meeting the teacher conveys motivation about what students can be gained (objective and benefit) by learning Greeting Card .	
Through Zoom meeting the teacher conveys an outline of what they will be studied.	
Core Activity (130 Menit)	
Literacy	Through Zoom meeting the students are asked to read and observe more the notebook and the samples of Greeting Cards that they have learned in previous meeting.
Critical Thinking	Through Zoom meeting the students are asked to arrange the sentences that relevant with them to create text into Greeting Card.
Collaboration	Through Whatsapp The students discuss the Greeting Card that have arranged.
Communication	Through Whatsapp The students ask the sentences that they have arranged to the teacher and the teacher explain through Zoom meeting .
Creativity	Through Zoom meeting the students make two different greeting cards with their own creativity using color cardboard, color paper, color maker or color pencil, etc. regarding their real life, then send it to teacher through Whatsapp. And also sent the voicenote of reading that greeting cards.
Closing Activity (15 Menit)	
The students make a summarize/ take a conclusion about the important points during learning process that recently has done and the teacher reaffirmed important points of learning.	
The teacher closes the learning by say salam.	
D. Assessment	
Affective	Students' communication during learning activity and students discipline in come in the online class and in doing the task.
Cognitive	Writing task and student activeness in the class
Psychomotor	Assess student product
<div> <div>SMPIT Insan Madani Meukek Headmaster</div> <div>Meukek, July 18th 2020 Subject teacher</div> </div>	
<div> <div><u>Dra.Suhainiwar</u> NIP. 196308141994122001</div> <div><u>Cut Firda Yanti, S.Pd</u> NIP. -</div> </div>	

APPENDIX E

CLOSE ENDED QUESTIONNAIRE

The following were questions of the close-ended questionnaire that shared to students of Girl Class:

No	Questions	Yes	No	Description
1.	Were you informed before entering the online class?			
2.	Did the teacher send teaching materials for 'checking understanding' for discussion?			
3.	Did the teacher say salam when starting an online class?			
4.	Did the teacher greet students after said salam or check student attendant immediately? What was the greeting sentence? (can be answered in the description column)			
5.	Did you pray together before starting the lesson?			
6.	Did miss Firda check your attendant in Daring class?			
7.	Did you discuss in the Whatsapp group before entering the Zoom meeting?			
8.	If there was something you did not understand, do you ask directly on WA or zoom? If on WA, you can answer yes. If on Zoom, you can answer no			
9.	If there was something you did not understand on checking understanding material, will the teacher explain in the WA group or Zoom? If in zoom meeting you can answer yes. If in WA you can answer no			
10.	After you understand all the material, did the teacher convey learning conclusions or important points from learning			

	about checking for understanding material?			
11.	Regarding the delivery of conclusions or important learning points, did you write down what your teacher says in a notebook, or did you record it? If it was written in a notebook, you could answer yes. If it was recorded, you could answer no.			
12.	After everything is clear, are you assigned to make one dialogue? Individual or group dialogue?			
13.	Is the dialogue collected during class hours or given more time? If during class, answer yes If given more time, answer no.			
14.	Was the dialogue that you have made was sent in the form of a voice note or not?			
15.	Was only the voice note collected or also dialogues that you wrote in the book? If only dialogue answer no if both answer yes			
16.	What topic of dialog were you made at that time? You can answer in the description column.			
17.	Did miss Firda give us quizzes orally in Zoom meeting after explaining checking for understanding material?			
18.	Did miss Firda give us value or keyword for anyone who had answered the quiz?			
19.	Did your teacher say salam to close the zoom meeting?			

The following were questions of the close-ended questionnaire that shared to students of Boy Class:

No	Questions	Yes	No	Description
1.	Were you informed by miss Firda before entering the Online class?			
2.	Did miss Firda say salam when entering online class?			
3.	Did miss Firda greet you after saying salam or check student attendant immediately? What was the sentence usually used by miss Firda to greet you? You can answer in the description column.			
4.	Did praying together were done before entering the lesson?			
5.	Did miss Firda check your attendant in the online class? Did it use Whatsapp or Zoom? If using WA, you can answer yes, and if using zoom, you can answer no.			
6.	Did you do a discussion in the Whatsapp group before entering the Zoom meeting? If in Whatsapp you can answer yes. If in Zoom, you can answer no.			
7.	Did you create Greeting Card in the last meeting of Greeting card material?			
8.	How many greeting cards you had made? One or two? If it was one, answer no, and if it was two, answer yes.			
9.	Before creating the greeting card, did you order to see and understand the samples of the greeting card you had learned in the previous meeting or just create it without looking at the samples?			

	If based on samples, answer yes, and if just created it, answer no.			
10.	Did you immediately make a greeting card or compose the text that will be written on the greeting card first? If you immediately make a greeting card, answer yes. If you compose text first, answer no.			
11.	Did you check the text you made to your teacher first? Or directly write on the greeting card without checking it again? If you check the teacher, answer yes. If you write directly, answer no.			
12.	Greeting Cards that you made according to your wishes (according to your experience) or determined by the teacher? If it is according to your wishes, answer yes. If specified, answer no.			
13.	Did you submit the greeting card directly to the teacher or in the photo? When was it submitted, you answer in the description column. If you submit to the teacher directly answer yes and if you submit in the photo answer no.			
14.	After explaining the checking understanding material, did the teacher give an oral quiz (free questions) in class?			
15.	Does the teacher give grades or prizes to students who answer quizzes?			
16.	Did the teacher say salam when the class ends /want to exit zoom?			