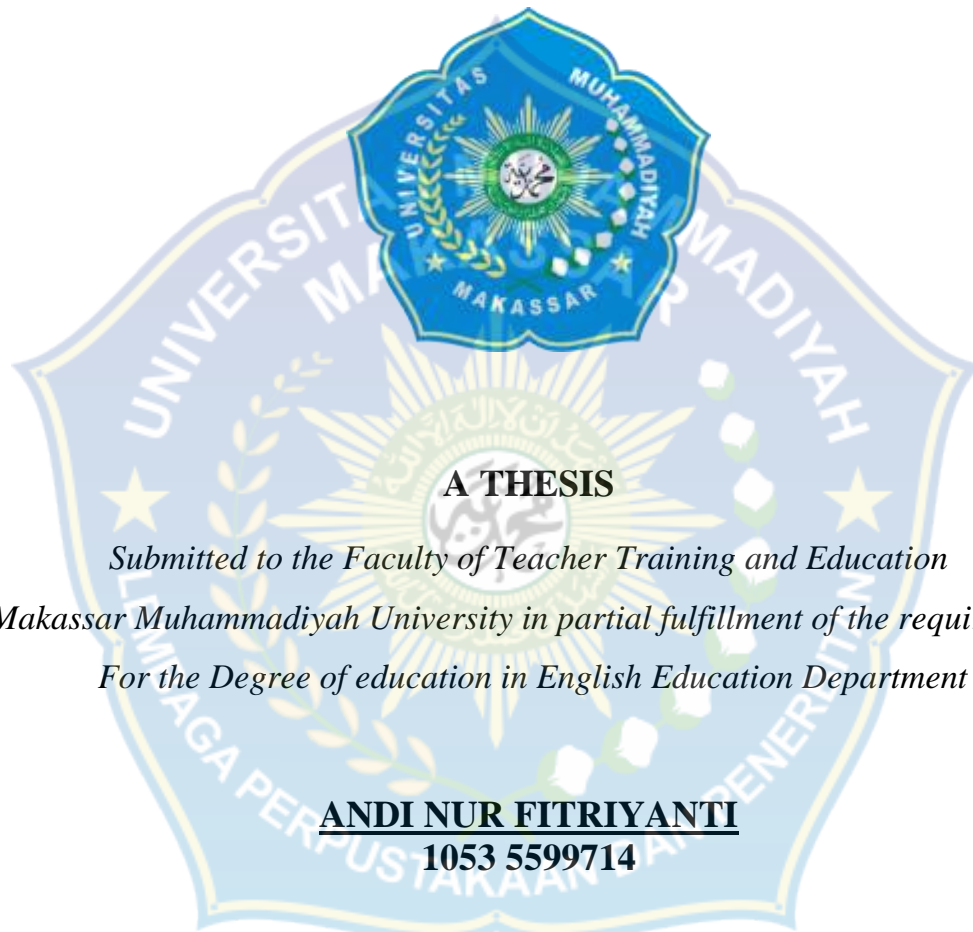


**THE PROBLEMS FACED BY ENGLISH TEACHERS IN
MAKING LESSON PLAN**

(A Descriptive Research of SMAN 10 Makassar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the Degree of education in English Education Department*

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MAKASSAR MUHAMMADIYAH UNIVERSITY**

2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTO

In Any Situation There Must Be A Way

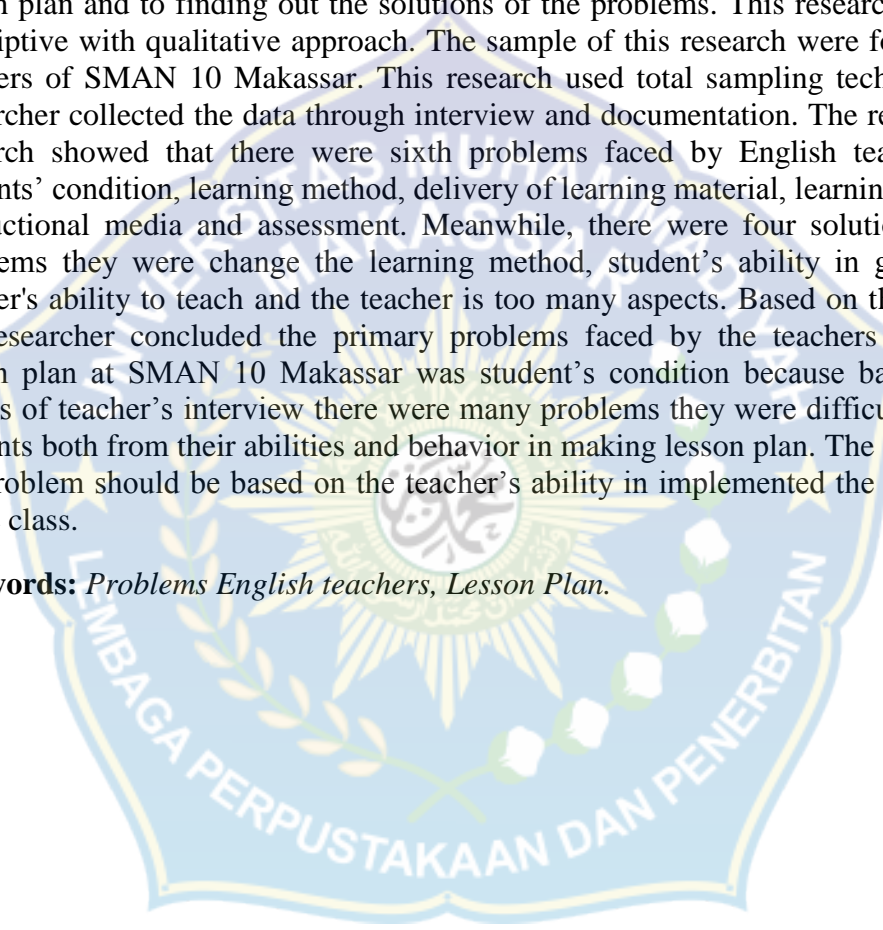


ABSTRACT

Andi Nur Fitriyanti, 2019. The Problems Faced by English Teachers in Making Lesson Plan at SMAN 10 Makassar. A thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, guided by Nunung Anugrawati and Andi Asri Jumiatiy.

This research aimed to finding out the problems faced by English teachers in making lesson plan and to finding out the solutions of the problems. This research applied a descriptive with qualitative approach. The sample of this research were four English teachers of SMAN 10 Makassar. This research used total sampling technique. The researcher collected the data through interview and documentation. The result of this research showed that there were sixth problems faced by English teachers they students' condition, learning method, delivery of learning material, learning activities, Instructional media and assessment. Meanwhile, there were four solutions for the problems they were change the learning method, student's ability in general, the teacher's ability to teach and the teacher is too many aspects. Based on the findings, the researcher concluded the primary problems faced by the teachers in making lesson plan at SMAN 10 Makassar was student's condition because based on the results of teacher's interview there were many problems they were difficult to adjust students both from their abilities and behavior in making lesson plan. The solution for the problem should be based on the teacher's ability in implemented the lesson plan in the class.

Keywords: *Problems English teachers, Lesson Plan.*



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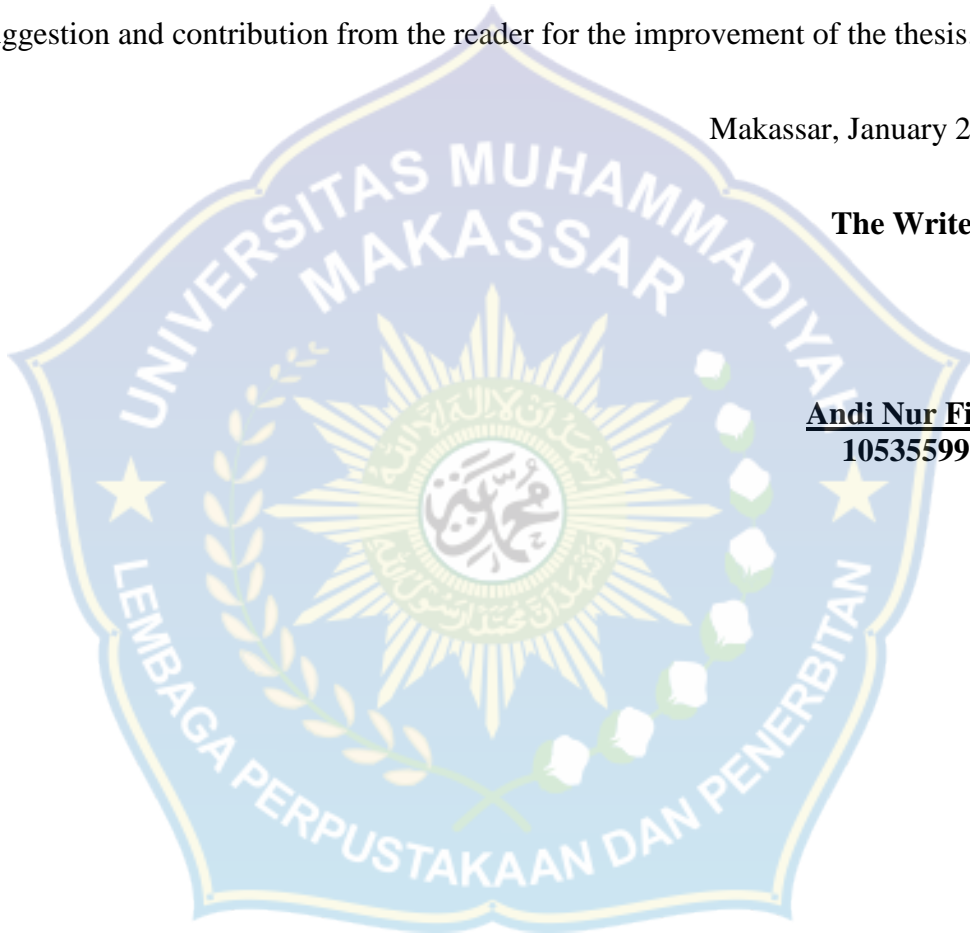
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Finally this graduating paper is expected to be able to provide useful knowledge and information to the reader. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Makassar, January 29th 2019

The Writer

Andi Nur Fitriyanti
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CHAPTER I

INTRODUCTION

A. Background

English language is an international language that is considered by United Nation as one of the International language together with French, Spanish, Russian and Chinese. The use of English has become an essential need not only for everyday life, but also for official communication. English is seen as a strong communicative language, an excellent communication skill in English is also a crucial factor when it comes to the criteria for a job application (Abdullah, 2010: 1-2).

Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays an important role like a channel of communication (Kannan, 2009). Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for L2 learners because they cannot use English in real life situations, because they should learn sentences in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (Long, 1969; Chen, 2007; Nunn, 2011).

In the educational field of Indonesia, English is used as the medium language or instruction in some schools and universities in order to teach academic subjects and even become the main language which is used during the academic process especially

in English department whose stands under the faculty of language learning education or linguistic in some universities. Teaching and learning English in Indonesia in many Asian countries is taught and learned in schools and universities as a foreign language (EFL) rather than as a second language (L2).

Learning process in school learning process in school using tools such as curriculum, syllabus and lesson plan. manage the learning curriculum, syllabus and lesson plan. When teachers obligated to teach new materials and have to manage a lesson plan, there is a feeling of uncertainty in agreeing with what they should do. Before entering into the classroom a teacher must have a preparation for the learning process in the classroom is directed, therefore it the teacher need a lesson plan. Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed (Nesari: 2014). Based on theories can be concluded that the lesson plan is a very important role in learning process because as a pointer of success a lesson.

Lesson plan is very important in learning process because as a pointer of success a lesson. The teacher must to preparing the lesson plan by paying attention and all components in lesson plan. The lesson plan has several components in it, such as indicators, learning method, learning approaches, learning objectives, learning activities and evaluation, teaching materials and time allocation. Previous research has revealed that there are several teacher problems in making lesson plan, namely learning methods and learning objectives.

Nevertheless, aside from the importance of lesson plan in the classroom, it is necessary to investigate the problems faced by English teachers making lesson plan so that the future possible solutions could be discussed in order to meet the standards in teaching English as the second language. Few previous studies have addressed teachers' method and approach in writing the lesson plan . However still very few research conducted to investigate teachers' problem in making the lesson plan. Furthermore, this research will be the focus in investigating the problems faced by English teachers in making a lesson plan. SMAN 10 Makassar is one of the advanced school among the other senior high school in Makassar, as the frequent change of curriculum in Indonesia leads confusion to the teachers on mastering one curriculum due to curriculum alteration, full day school system is already applied. This field facts bring a presumption, are the teachers get overwhelmed by this condition so that the process of making lesson plan would be affected? furthermore this research never held in this school before to which become the reason on why the researcher chooses SMAN 10 Makassar.

Based on the problem, the researcher decided to do descriptive research with the title "The Problem Faced by English Teacher in Making Lesson Plan at SMAN 10 Makassar".

B. Problem Statement

Based on the background, the problem statement of this research were formulated as:

1. What are the problems faced by English teachers in making lesson plan in SMAN 10 Makassar?
2. What are the solutions to the problems faced by English teachers in making lesson plan in SMAN 10 Makassar?

C. Objectives of the Research

Based of the problem statement, the objectives of this research were formulated as:

1. To find out the problems faced by English teachers in making lesson plan at SMAN 10 Makassar
2. To find out solutions of the problems faced by English teachers in making lesson plan at SMAN 10 Makassar.

D. The Significance of the Research

The result of this research would be expected to be useful information for many people such as :

1. For the Teachers or Educators

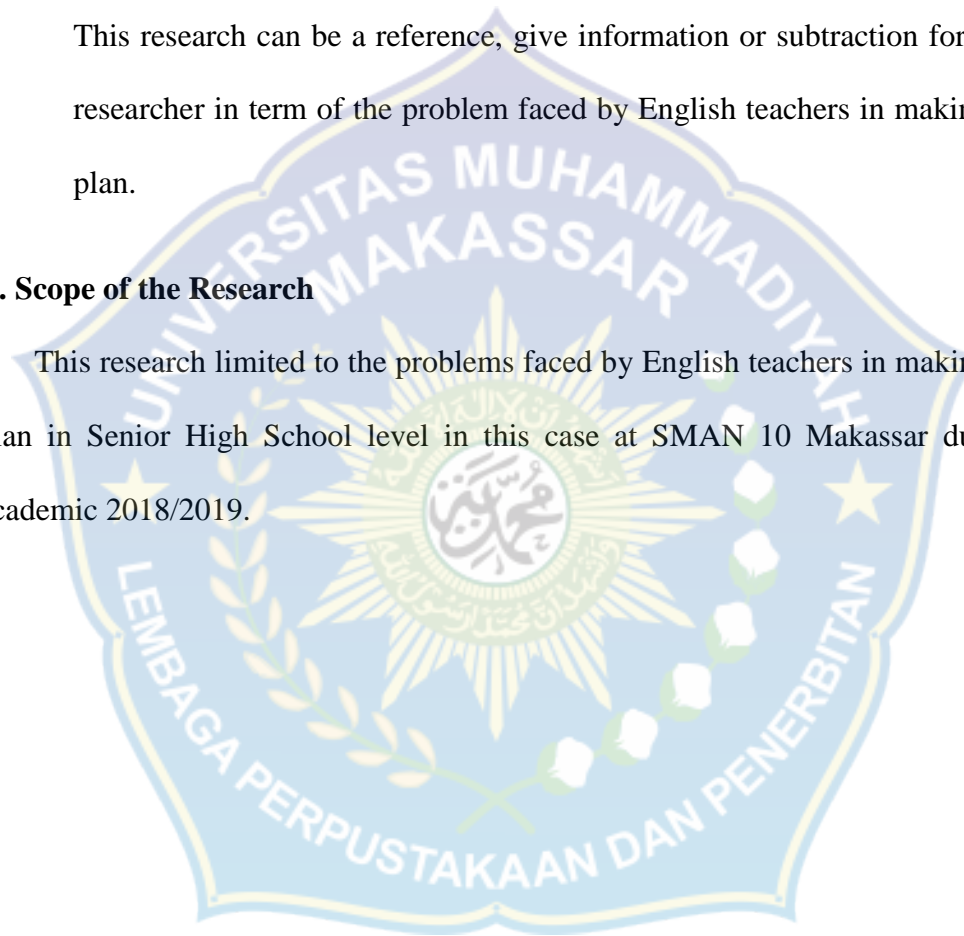
This research can help the future English teachers or Educators in making lesson plan in accordance with the character of students.

2. For The researchers

This research can be a reference, give information or subtraction for the next researcher in term of the problem faced by English teachers in making lesson plan.

E. Scope of the Research

This research limited to the problems faced by English teachers in making lesson plan in Senior High School level in this case at SMAN 10 Makassar during the academic 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the previous of related research findings, teaching English, curriculum in Indonesia, definition of syllabus, definition lesson plan, types of lesson plan and conceptual framework.

A. Previous of Related Research Findings

Several studies already conducted about language learning strategies. In this part of discussion, the researcher will briefly explain several of studies which is related to the previous study.

1. Venika (2007), the result of her study finds that there are two kinds of problem faced by the teacher during the teaching and learning process which are; students problem and matrial problem. The students problem are students;’ lack of vocabulary, students difficulty in memorizing English words, students’ difficulty in spelling English words and students difficulty to share their problems in understandingthe material. The other problem related to material problem is the unavailability of curriculum school that leads the difficulties for the teacher to finds suitable material for the students.
2. Wati (2010), the result of her study shows that practice teachers faced problems in writing lesson plan. The problems concerned with objective, indicator, material, method, teaching, activities, and media/source. It caused by less of knowledge in develop lesson plan and how to create the variation of teaching

preparation. The other problems that often faced were in connecting the objectives and the teaching learning activities because it was hard to arrange various teaching learning activities to reach the objectives.

3. Jasmi (2013), in her study finds that teacher adapted lesson plan from internet and modified it based on students' need teacher also adapted the material from textbook and downloaded some other materials from internet such as video. Furthermore, the teacher got some difficulties in determining assessment since she had to assess many aspects of it, particularly in assessing students attitude. After all, the researcher finds that the main problem is that the teacher did not get any training or seminar in terms of implementing 2013 Curriculum.
4. Badriah (2013), in her study investigates that the teacher developed two kinds of lesson plan which are sketchy-lesson plan and scripted lesson plan. Moreover the research reveals that the teacher did not use any lesson plan as navigator during the teaching-learning process and tends to rely on the use of textbook and deviate from the requirement of lesson plan administration. Lastly, the researcher finds that the teacher faced fundamental problem in making lesson plan including the difficulties to state objectives, select suitable content, develop activities and assignments that are relevant to knowledge skill, attitude and appropriate evaluation.

Based on several related research findings above, the researcher concludes that from the aspect of similarity, it can be seen that all of the research above are focusing on problem related to lesson plan both making and implementing process. However

none of the previous similar research above are conducted in Sulawesi that leads the researcher in a decision to conduct this research in SMAN 10 Makassar. Furthermore, this research will become the newest research that investigates this problem so far.

B. Some Pertinent Ideas

1. The Concept of Teaching English

Teaching English as a foreign language is a general issue and researchers have investigated problems in all aspects of teaching process. Some researchers have disputed that one of the vital reasons to do second language acquisition research is to facilitate second language teaching (Larsen - Freeman, Long, & Pica, as cited in Nassaji, 2012, p.338).

[Valenzuela](#), J (2015) Teaching English as a Foreign Language. This term is predominantly used when English is being taught in a country where it isn't the native language (for example teaching English to Indonesian people in Indonesia).

According to Cambridge Dictionary TEFL (Teaching English as a Foreign Language) is teaching English to people who are not native speakers of English, especially in a non-English speaking Country. In line with Cambridge Dictionary, Collins Dictionary describe TEFL as the teaching of English to people whose first language is not English, especially people from a country where English is not spoken.

The Instruction of English as a foreign language may occur in any country, whether English speaking or not. Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc. In most countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject.

2. The Curriculum in Indonesia

Sailor and Alexander (1974: 74), find out that curriculum is defined reflects volume judgments regarding the nature of education. The definition used also influences how curriculum will be planned and utilized. There are two types of curriculum used in Indonesia namely School Based Curriculum and 2013 curriculum.

School based Curriculum, is an operational curriculum compiled by and implemented in each education unit. School Based Curriculum consists of educational goals, structure and content of the education unit level curriculum, education calendar and syllabus (BSNP, 2006: 5).

Kusumawati (2014) explain that 2013 Curriculum is basically the revision of School Based Curriculum, specifically on its four National Education Standards :

graduate competence standard, content standards, process standards and assessment standard. School Based Curriculum and 2013 curriculum have the similarities and differences as follows (Cristiani, 2017):

a. Learning Approach

The emphasis on the scientific approach is claimed to be a characteristic of Curriculum 2013, even though the change is actually only in terms of technical terms and steps. This is because the Competency Based Curriculum and School Based Curriculum from the beginning emphasized the inquiry approach, which is not significantly different from the scientific approach. Through the inquiry process students perform a learning process based on observation, experience, discussion, which leads to conclusions, the stages are exactly the same as the approach termed the scientific approach.

b. Change in Paradigm

2013 curriculum emphasizes the change of learning paradigm from teacher centered to student-centered. This claim in various training forums is a form of information manipulation, as if there were none in the Competency Based Curriculum and School Based Curriculum. Whereas the emphasis on the need for a paradigm shift from the beginning is the most emphasized aspect in the Competency Based Curriculum and School Based Curriculum. Such a paradigm change has always been the first material in the Competency Based Curriculum and School Based Curriculum training.

c. Learning Methods

The 2013 curriculum learning method is exemplified as different from the Competency Based Curriculum and School Based Curriculum, where the learning process is not carried out by teacher-based, but through the approach called scientific. Whereas in practice, all learning methods that have been demanded to be used in the the Competency Based Curriculum and School Based Curriculum are still used in 2013 curriculum. 2013 curriculum learning method is not different from the previous curriculum.

d. Thematic Learning

The most obvious difference from 2013 curriculum from the Competency Based Curriculum and School Based Curriculum is the use of thematic approaches. If there are parts that are considered different, maybe here is the difference between 2013 curriculum from the Competency Based Curriculum and School Based Curriculum. At the elementary school level, thematic learning 2013 curriculum applies at all grade levels, while previously only applied in the lower grades (grades 1-3). It's just that, based on books published by the government, the structure of the subject matter (sub-theme) starting from class four and above is not more than clipping applicable subject matter in the the Competency Based Curriculum and School Based Curriculum, just to disguise subjects into predetermined themes . In other words, the substance of learning in 2013 curriculum is actually not different from before, because the difference is only in the placement.

e. Assessment

Assessment in the scientific approach that previously used authentic assessments was changed to assessments based on several competencies, namely K1, K2, K3 and K4. The substance of the assessment is not in principle different, aka the same as the competency based curriculum and school based curriculum. Assessment using the assessment rubric has been emphasized in the competency based curriculum and school based curriculum, although due to various complexities encountered in practice, it was finally simplified with various variants. The assessment in 2013 curriculum is precisely not consistent, because each competency (K1-K4) is not necessarily relevant to all the themes studied.

f. Competency Development

The fundamental differences of 2013 curriculum from the Competency Based Curriculum and School Based Curriculum are also claimed based on competency development that was previously based on subjects to be based on the Core Curriculum. In fact, 2013 curriculum textbooks are not. Learning Basic Competencies is still based on subjects. This can be observed from the sub-themes developed in 2013 curriculum books exactly the same as subjects. What actually happened was even the imposition of subject matter (sub-theme) with a predetermined theme, even though the sub-theme was not clearly relevant to the theme. In grade 1, the competencies developed in themes and sub-themes may still be relevant in many ways, but not always for class four.

For example, the Natural Appearance material linked to the Number Line (Mathematics) which is based on a book published by the government clearly has no clear relevance. Even if relevant, not necessarily every teacher is able to link the two.

3. Syllabus

The syllabus is a learning plan for a group of subjects with a specific theme, which includes competency standards, basic competencies, learning material, indicators, assessment, time allocation, and learning resources developed by each education unit (Mulyasa, 2007: 190).

The syllabus is a set of plans and the implementation of learning and assessment that are arranged systematically containing interrelated components to achieve mastery of basic competencies (Yulaelawati, 2004: 123).

The syllabus is an elaboration of competency standards and basic competencies into the subject matter/learning, learning activities, and indicators of achievement of competencies for assessment "(BSNP: 2006).

Based on the explanation above, it can be seen that syllabus is a plan and implementation of learning that is arranged systematically and describes several components such competency standards, basic competencies, learning material, indicators, assessment, and time allocation.

4. Lesson Plan

Harmer (2007:308) stated that lesson planning is the art of combining various different elements into a coherent unity so the lesson has a character that students can identify, work within, and react to.

Farrell (2002:31) says that “Lesson plans are systematic records of a teacher’s thoughts about what will be covered during a lesson”. Further he adds “lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught.

Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed (Nesari, 2014:46).

Based on the explanation above, it can be seen that lesson plan is a map that directs or instructs the teacher during the learning process in the classroom and has been written systematically from the beginning of learning in class until the class end.

a. The types of Lesson Plan

There are several types of lesson plan by Pinera (2013: 36) as follows:

1) Detailed Lesson Plan

It provides mastery of what to teach, and gives the teacher the confidence when teaching. In this plan, both teacher’s and students’ activities are presented.

2) Semi-detailed Lesson Plan

A semi-detailed lesson plan is less intricate than the detailed lesson plan. It is having a general game plan of what you wanted to cover for that subject on that particular day.

There are five parts of detailed and semi-detailed lesson plants:

a) Objectives

The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. The objective drives the whole lesson, it is the reason the lesson exists. Care is taken day's lesson. As it will determine the activities the students engage in.

b) Subject Matter

Subject matter or specific topic includes sources of information, e.g., textbooks and library references.

The subject matter includes the following:

1. Topic – particular lesson
2. Reference/s – usually from the book and internet websites.
3. Materials- refer to objects or tools that serve as instructional aids for particular subject.

c) Procedure

The procedure is the body of lesson plan, the ways in share information with students and the methods you'll use to help them

take control of the material. In detailed lesson plan, the expected routines, lesson proper, activities are presented. Questions and answers are written. and in semi-detailed lesson plans has only contains procedures or steps to be used in the lesson proper.

d) Evaluation

It can take the form of formative test consisting of a 10-item multiple choice questions after the day's lesson to determine the mastery of learning, e.g., 95% of the class got 100% correct answers.

e) Assignment

If includes questions, exercises, and/or a set of practice specified by the teacher. In order to succeed in discussing the assignment for the following day, a teacher five focused/specific questions for the students to answer.

3) Understanding by Design (UbD)

It is a framework for improving student achievement through standards-driven curriculum development, instructional design, assessment and professional development.

Parts of Understanding by Design (UbD):

There are three stages of understanding by design or UbD:

a) Stage 1 - Desired Results

There are five parts in stage 1:

(1) Establish Goals

- (2) Understandings
- (3) Essential Questions
- (4) Students will know
- (5) Students will able to

Table 2.1 Stage 1 of Understanding by of Design (UbD)

Parts of Desired Results	
<p>Established Goals:</p> <p>Stage competency/ Competencies and Curriculum Codes</p> <p>What relevant goals (e.g., content standards, course of program objectives, learning outcomes) will this design address?</p>	
<p>Understandings:</p> <p>Students will understand that....</p> <p>What understandings are desired about the big ideas of this unit?</p>	<p>Essential Questions:</p> <p>What question(s) will guide inquiry and point toward the big ideas and transfer goals of the unit?</p>
<p>Students will know...</p> <p>What will students know to do by the end to the unit? (List the few most important discrete knowledge and skill</p>	<p>Students will be able to...</p> <p>What will students be able to do by the end of the unit? (list the few most important discrete knowledge and skill</p>

goals that are separate from the transfer goals.)	goals that are separate from the transfer goals.)
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b) Stage 2 - Assessment Evidence

(1) Performance tasks

(2) Other Evidence

Table 2.2 Stage 2 of Understanding by of Design (UbD)

Parts of Assessment Evidence
<p>Performance Tasks: Summary in GRAPS from</p> <p>Here is where you will develop a scenario for the activity/project.</p> <p>This section is for you to develop a guide for the students on what to do.</p> <p>Goal(s): (scenario for Assignment/Project)</p> <p>Role: (student's role)</p> <p>Audience: (Who will see this information? It can be the teacher only.)</p> <p>Situation: (How – Individually, partners, groups – the goal will be accomplished.)</p>

<p>Performance:</p> <p>(What will the student do?)</p> <p>Standards:</p> <p>(The criteria for success and how it will be assessed.)</p>
<p>Other Evidence</p> <p>Summarized (tests, essays, work sample(s), etc.</p> <p>What other evidence (quizzes, observations, homework, etc.) will be conducted to determine whether or not Desired Results identified in Stage One have been achieved?</p>

c) Stage 3 - Learning Plan

★ This part includes the Learning activities.

Table 2.3 Stage 3 of Understanding by Design (UbD)

Parts of Learning Plan
<p>Learning Activities</p> <p>Consider the WHERETO elements</p> <p>These questions are/can be directed as...</p> <p>What the teacher and/or the student to do in regards to the WHERETO.</p> <p>W</p> <p>Where are we going? What expected?</p> <p>H</p>

<p>How will we hook (Introduce this to) the students?</p> <p>E</p> <p>How will we equip students for expected performances?</p> <p>R</p> <p>How will you tethink or revise? What are likely or predictable student misunderstandings and/or performance weaknessin this unit? What to do the research and teacher experience say we can expect the greatest difficulties to be? What suggestions can you offer about how to troubleshoot these issues?</p> <p>E</p> <p>How will students self-evaluate and reflect on their learning?</p> <p>T</p> <p>How will we tailor learning to varied needs, intrests and learning styles?</p> <p>O</p> <p>How will we organize the sequence of learning?</p>
--

Based on the three lesson plans above there are similarities and differences exists. The detail explanation is in the following tables:

Table 2.4 Similarities and Differences of three lesson plans

Detailed	Semi-detailed	UbD
Objectives		Desired Goals
Not included the understandings and essential questions able to show the students their understand the lessons		Understandings and essential questions for the students
Procedures are detailed from daily routines to		

lesson proper. Conversations, questions, questions and answers between the teacher and students.	Procedures omits the student activity in the lesson plan	Procedures are included in learning plan.
Evaluation		Evaluation is in the learning plan that includes the particular activities
Subject Matter		Materials and other references are included in the resources
Assignment		Assignment usually found in the assessment evidence

b. Components of Lesson Plan

Components of lesson plan according to Minister of National Education Regulation No. 41 of 2007 regarding Process Standards are as follows.

1) School identity

School identities include; education unit, class, semester, Program / program of expertise, subjects, number of meetings.

2) Core Competency

The core competency is the translation or SKL operationalization in the form of a must-have quality people who have completed education at a particular

educational unit or level of education, an overview of the key competencies that are grouped into aspect of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) learners to be learned for a school level, class and subject. Core competencies should describe the quality of the balance between the achievement of hard skills and soft skills.

Core competencies serve as elements organizers (organizing elements) basic competence. As an organizer element, core competence is a binder for vertical organization and horizontal organization of basic competency. Basic competence vertical organization is the relationship between the content of the basic competencies or education class to class/ level on it so it meets the principles of learning that occurs a continuous accumulation between content learned. Horizontal organization is the relationship between the content of the subjects basic competence. Basic competence with the content of different subjects in the weekly meeting and the same class so that a process of mutually reinforcing.

Core competencies are designed in four inter-related groups, namely with regard to religious, attitudes (core competency 1), social attitudes (competency 2) , knowledge (core competencies), and application of knowledge (competency 4)

3) Basic competence

Basic competence is a number of abilities that must be mastered by participants' students in certain subjects as a reference for the preparation of indicators competence in a lesson.

4) Indicator of achievement of competence

Indicators of competence are behaviors that can be measured and / or observed to show the achievement of certain basic competencies that are the reference subject assessment. Indicators of achievement of competencies are formulated with using operational verbs that can be observed and measured, which includes knowledge, attitudes and skills.

5) Learning objectives

Learning objectives describe learning processes and outcomes expected to be achieved by students in accordance with basic competencies.

6) Teaching materials

Teaching materials contain relevant facts, concepts, principles and procedures, and written in the form of items in accordance with the formulation of achievement indicators competence.

7) Time allocation

Time allocation is determined according to the requirements for achieving basic competencies and learning load.

8) Learning methods

The learning method is used by the teacher to realize the atmosphere learning and learning processes so that students achieve basic competencies

learning atmosphere and learning process so that students achieve competence basic or set of indicators. Method selection learning is adapted to the situation and condition of students, as well as characteristics of each indicator and competencies to be achieved at each subjects.

9) Learning activities

a) Introduction

Introduction is the initial activity in a learning meeting which is shown to generate motivation and focus attention learners to actively participate in the learning process. In preliminary activities, teacher: preparing students psychologically and physically to follow the learning process, ask questions that are linking previous knowledge with the material to be studied, explain the learning objectives or basic competencies to be achieved, and deliver the material and explain the activities according to the syllabus.

b) Core

The core activity is a learning process to achieve basic competence. Activity learning is interactive, inspiring, fun, challenging, motivate students to actively participate, and provide space enough for initiative, creativity, and independence according to talents, interests, and physical and psychological development of students. This core activity is carried out systemically through the process of exploration, elaboration and confirmation. In exploration activities, the teacher: involves students looking for information broad and deep about the topic / theme of the material to be

studied with learn from various sources; use a variety of learning approaches, learning media, and other learning resources; facilitate interaction among students and between students and teachers, environment, and sources other learning; involve students actively in each activity learning and facilitating students to experiment at laboratory, studio and field.

In elaboration activities, the teacher: familiarizes students with reading and writing a variety through meaningful specific tasks; facilitate students through assignments, discussions, and others to come up new ideas both verbally and in writing; give an opportunity to think, analyze, solve problems, and act fearlessly; facilitate students in cooperative and collaborative learning; facilitating students to compete healthily to improve performance learning, facilitating students to make exploration reports carried out both oral and written, individually or in groups; facilitate students to present individual or group work; facilitate students to do exhibitions, tournaments, festivals and products resulting from; and facilitate students to carry out activities foster the pride and confidence of students. In the confirmation activity, the teacher provides positive feedback and reinforcement in the form of oral, written, cues, and gifts to the success of students, providing confirmation of the results of exploration and elaboration of students through various sources; facilitate students reflect to get the learning experience that has been done; and facilitate students to gain meaningful experience in achieving basic competencies.

c) Closing

Closing is an activity carried out to end the activity learning that can be done in the form of a summary or conclusion, assessment and reflection, feedback, and follow-up. In closing activities, teacher: together with students and / or themselves make summary / conclusions of the lesson; conduct assessments and / or reflections on activities that have been carried out consistently and programmed; and provide feedback on learning processes and results; plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and / or assigning tasks both individual and groups according to the learning outcomes of students; and submit plans learning at the next meeting.

10) Assessment of learning outcomes

Procedures and assessment instruments for process and learning outcomes are adjusted accordingly indicators of achievement of competencies and referring to Assessment Standards.

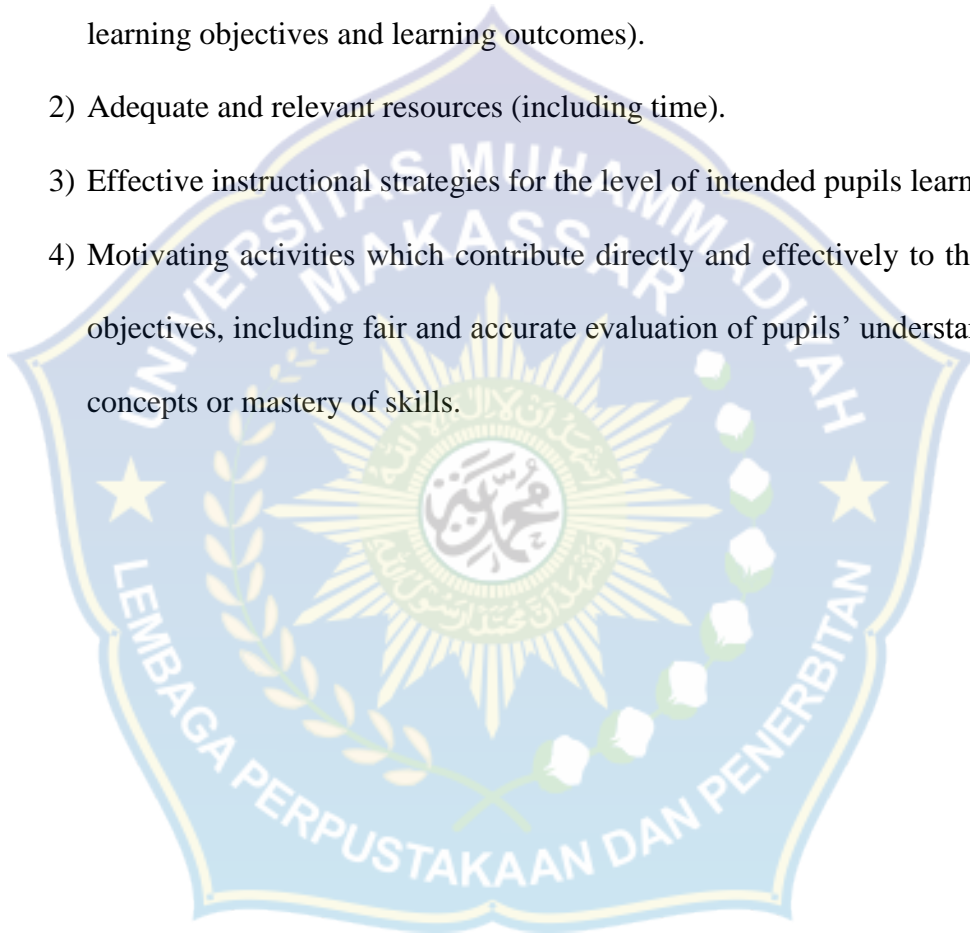
11) Learning resources

Determining learning resources is based on competency standards and basic competencies, as well as teaching materials, learning activities, and indicators achievement of competence.

c. Criteria of Good Lesson Plan

According to Kizlik (2004:146) in developing a good lesson plan, four criteria need to be considered.

- 1) The expected learning outcomes should specify what the pupils will actually do (or be expected to do) that are observable to the teacher. (Appropriate learning objectives and learning outcomes).
- 2) Adequate and relevant resources (including time).
- 3) Effective instructional strategies for the level of intended pupils learning.
- 4) Motivating activities which contribute directly and effectively to the lesson objectives, including fair and accurate evaluation of pupils' understanding of concepts or mastery of skills.



C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

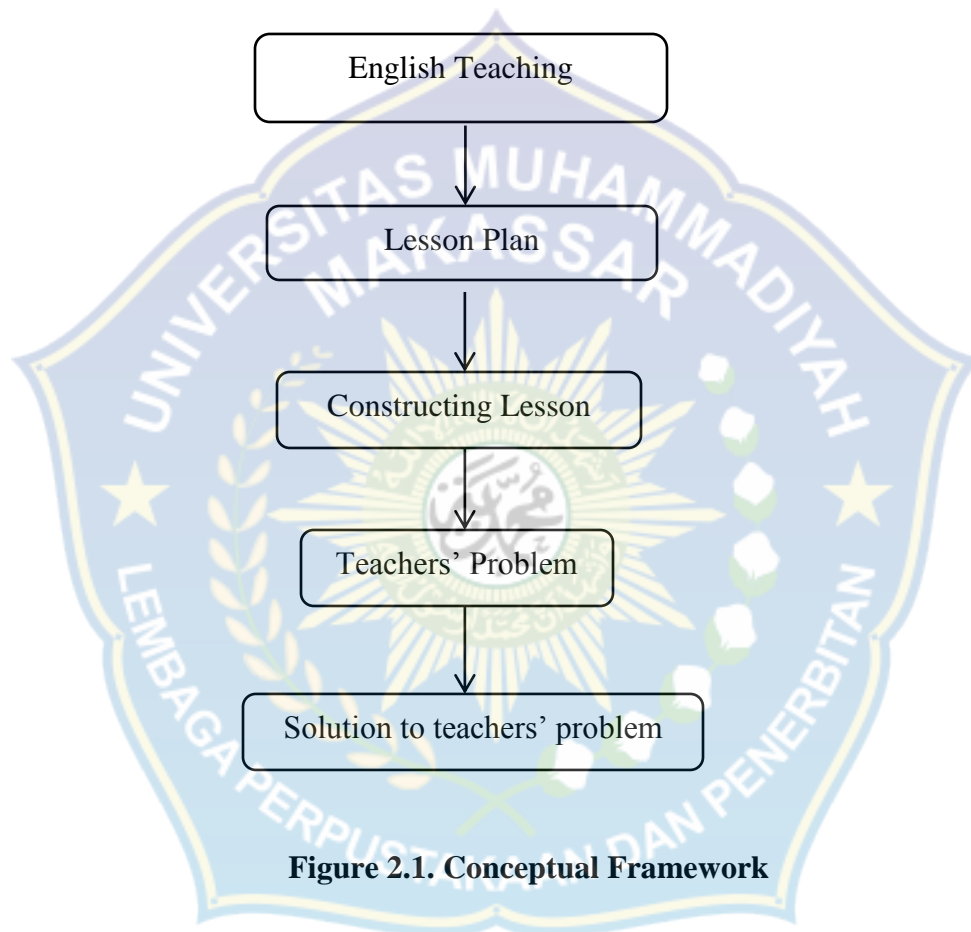


Figure 2.1. Conceptual Framework

The process of this research is illustrated as in the existing diagram above. The research will start by defining of the research from all of the teachers in SMAN 10 Makassar. After that, the researcher was continue by observing how the English teachers in teaching by referring to the lesson plan made by the teachers. Each teacher was follow a face to face interview with the researcher to get data analysis by

collecting all of the answers related to the teacher's problem in making lesson plan. Furthermore, the teachers gives solution to teachers' problem. A transcript from the whole interview was be add.



CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research subject, instrument of research, procedure of data collection, and technique of data analysis.

A. Research Design

Qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual (i.e., non-numerical) data to gain insights into a particular phenomenon of interest (Gay, 2012).

This research used descriptive qualitative design. It described the problem faced by English teacher in writing lesson plan at SMAN 10 Makassar and the solution to those problem.

B. Research Subject

This research conducted at SMAN 10 Makassar. The researcher used total sampling technique. Four English teachers were the sample of this research. The researcher had visited the location of the research site, there were four English teachers at SMAN 10 Makassar it consisted of two female teachers and two male teachers. The teachers teaching in X, XI and XII grades. They were around 30 to 50 years old and their education levels were bachelor and magister.

C. Instrument of Research

In this research, the researcher used two kinds of instruments to collect the data, which were:

a. Interview

The researcher held a face to face individual interview with each teacher in SMAN 10 Makassar. The interview conducted by the researcher in this study was a semi-structured interview in which the researcher provides several questions according to Wati (2010) and could be developed based on the answers of the teacher interviewed.

The Questions

1. *Menurut anda Rencana Pelaksanaan Pembelajaran (RPP) yang bagus itu seperti apa?*
2. *Apa Kesulitan anda dalam menyesuaikan Rencana Pelaksanaan Pembelajaran (RPP) dengan kondisi siswa? Dan bagaimana upaya anda untuk menanggulangnya?*
3. *Apa kendala yang anda dapatkan ketika menentukan metode atau pendekatan pembelajaran? Dan bagaimana upaya anda untuk menanggulangnya?*
4. *Apa kendala anda dalam menyampaikan materi pembelajaran ? Dan bagaimana upaya anda untuk menanggulangnya?*
5. *Apa kendala yang anda dapatkan saat pelaksanaan skenario pembelajaran? Dan bagaimana upaya anda untuk menanggulangnya?*

6. *Apa kendala yang anda dapatkan saat menggunakan media pembelajaran di dalam kelas? Dan bagaimana upaya anda untuk menanggulangnya?*
7. *Apa kendala yang anda dapatkan dalam memberikan penilaian terhadap siswa? Dan bagaimana upaya anda untuk menanggulangnya?*

b. Documentation

The researcher used the teacher's lesson plan interviewed as a comparison tool with the result of the interview and as documentation.

D. Procedure of Data Collecting

1. First, the researcher asked permission from the head master of SMAN 10 of Makassar.
2. Second, the researcher started getting acquainted with all English teachers at SMAN 10 of Makassar.
3. Third, the researcher conducted an interview with each of the sample and record the entire conversation used voice record.
4. Fourth, the researcher made a transcript of the voice record.
5. The last step was data analysis to find out the problem of English teachers in writing lesson plan.

E. Technique of Data Analysis

The researcher used in analyzing qualitative research data some steps as follows:

Step 1: Transcribing the results of interview recorded

The first step, the researcher did interview and also made a transcript the result of interview.

Step 2: Reading/ Memory

The next step, the researcher read and memory transcript the result of interview record.

Step 3: Classifying

The next step, the researcher classified types of teacher's answers into sentences to analyze or categorize research questions. Then after analysis the research, the researcher find out the problems from the source.

Step 4: Interpretation

Final step, the researcher made a conclusions of the result of interview about what problems and solutions could be given to deal with the problems faced by the resource in making lesson plan.

(Gay, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings present the data from interviews and the data from documentation. In addition, in the discussion part, the researcher described the findings in detail about problem faced by English teachers in making lesson plan.

A. Findings

1. Teachers' Problems Faced in Making Lesson Plan

The researcher has finished the research procedure such as, interview and documentation. The researcher interviewed four teachers of SMAN 10 Makassar. Those teachers were teaching in X, XI and XII. The interview was carried out to find out the problems faced by English teachers in making lesson plan and documentation was used to strengthen the result of the interview. The problem faced by English teacher in making lesson plan were:

a. The Students Conditions

Based on the interview results the first problems faced by English teachers in making lesson plan is students condition.

Extract 1

A1: kesulitannya yaitu karena setiap karakter dari siswa itu berbeda-beda dan dalam satu kelas itu jumlah siswa itu dari 30-35 orang siswa dan tidak

mungkinan untuk kita (guru) untuk menganalisa semua karakter siswa satu per satu sebelum membuat rencana pelaksanaan pembelajaran (RPP). (Some of the difficulties are because each students has a different characters and in one class the number of students is around 30 to 35 students and it is not possible for us (the teacher) to analyze all the characters of students one by one before making lesson plan.)

A2: kendalanya itu adalah dalam satu kelas itu ada 35-36 siswa tentu semua mempunyai karakter yang berbeda-beda, sehingga kita hanya mengambil hanya beberapa sample acuan secara umum.

(The problem is that in one class there are 35-36 students and of course they all have different characters, so we only take a few as samples in general.)

A3: salah satu kendalanya yaitu dari Modul atau buku pegangan siswa karena dari kondisi sekolah disini itu tidak mengharuskan siswa untuk memiliki bahan-bahan yang diinginkan oleh guru. Contohnya modul karena dari sekolah itu terbatas ketersediaannya , materi yang ada di buku itu terbatas tidak bervariasi masih memerlukan contoh yang lain seperti dari google dan tidak semua siswa juga menggunakan android untuk mencari referensi lain.

(One of the obstacles is from the student's handbook or module because of the condition of the school here, it does not require students to have the

material desired by the teacher. For example, the module is limited, the material contained in the book is limited, does not vary, still requires other examples such as from Google and not all students also use Android to look for other references)

A4: *Terkadang kita menghadapi siswa itu membingungkan karena ada beberapa siswa yang melakukan bimbingan di rumah jadi setiap kemampuan siswa itu beda-beda, sehingga ada siswa yang lebih unggul dalam pembelajaran. Maka dari itu sulit untuk membuat RPP tersebut sesuai dengan kondisi siswa.*

(Sometimes we face the students, it is confusing because there are some students who do guidance at home so student's abilities are different, so there are students who are superior in learning. Therefore, from that it is difficult to make the lesson plan in accordance with the conditions of the students.)

The afro-mentioned results of the interview revealed the opinion of some teachers regarding the condition of their students. Of the four teachers, all experienced problems in adjusting the conditions of students and implementing plan of learning. Starting from students who have different characters that make the teacher difficult, there are students who have done guidance in their homes, limited learning facilities since not all books or equipment are provided by the school, and there are students who are lack of knowledge. Those are the problems

of the condition of students to be conditioned by designing learning implementation plans

b. Learning Method

Based on the interview results the second problems faced by English teachers in making lesson plan is learning method.

Extract 2

A1: *sebenarnya tidak ada kendala yang berarti dalam menentukan metode pembelajaran dalam pembuatan RPP, tetapi masalah yang biasa terjadi yaitu ketika metode yang kita gunakan itu tidak sesuai untuk kita terapkan di dalam kelas. Artinya harapan kita sebagai guru tidak sesuai dengan realita yang terjadi.*

(Actually there are no significant obstacles in determining the learning method in making lesson plans, but a common problem is when the method we use is not suitable for us to apply in the classroom. It means that our expectations as teachers do not match the reality that occurs.)

A2: *dalam menentukan metode pembelajaran harus melihat kondisi-kondisi siswa saat belajar, contohnya mungkin di rpp kita itu sedang merancang metode diskusi tiba-tiba kondisi siswa sedang tidak memungkinkan bisa saja pelajaran sebelumnya adalah olahraga atau ada pelajaran yang lain telah melakukan praktikum.*

(In determining the learning method must look at the conditions of students while studying, for example maybe in our lesson plan it is designing a method of sudden discussion of the condition of students being unable to allow previous lessons to be sports or there are other lessons that have done practicum.)

A3: *sejauh ini kendalanya yaitu ketika siswa mendapatkan materi speaking atau your memorize jadi ada siswa saat kita memberikan tugas speaking tetapi siswa tidak mampu melaksanakannya sehingga kita menggunakan metode berkelompok sama halnya juga dengan menghafal.*

(So far the problem is when students get speaking or your memorize material so there are students when we give speaking assignments but students are not be able to implement it so we use group methods as well as memorizing.)

Based on the results of interviews with A4, he faced no problem in determining the learning method because there were many variations in teaching so a teacher just had to choose what method was suitable for the material to be taught.

A4: *Metode pembelajaran untuk pelajaran bahasa Inggris itu lengkap, kita hanya tinggal memilih metode apa yang ingin kita gunakan.*

(The learning method for English lessons is complete, we only have to choose what method we want to use.)

Based on the results of the interview above, it gives an overview of some teachers about the learning method. In using the method there are three teachers who experience difficulties, among them, there are teachers who experience problems where the methods used in the classroom were not running smoothly, and they were not suitable for the situation in the classroom. And there is one teacher who has no difficulty in using the learning method because according to him the learning method has many variations, making it easier for the teacher to directly choose what method the teacher wants to use.

c. Delivery of Learning Material

Based on the interview results the third problems faced by English teachers in making lesson plan is delivery of learning material.

Extract 3

A1: *kendala dalam menyampaikan materi pembelajaran yaitu ketika siswa kurang fokus di dalam kelas terlebih lagi saat jam pengajaran itu siang hari siswa banyak yang tidak bisa fokus dalam belajar ada yang mengantuk, main hp dan lain sebagainya.*

(Constraints in delivering learning material is when students are lack of focus in the classroom especially during teaching hours during the day many students cannot focus on learning because they are sleepy, playing phones, etc)

A2: kendalanya itu adalah pertama terkadang guru ingin menyampaikan materi pembelajaran sebanyak mungkin tapi kondisi siswa saat itu tidak memadai. Kedua ada keterbatasan sumber belajar siswa dari segi buku karena mereka mengandalkan internet, cuman persoalannya internet itu mudah didapatkan dan mudah juga hilang karena tidak ada kesan saat kita mencari hanya sekedar menjawab pertanyaan saat itu jadi tidak dapat di review kembali pada saat di rumah.

(The first obstacle is sometimes that the teacher wants to deliver as much learning material as possible but the condition of the students at that time is not adequate. Secondly, there are limitations to the learning resources of students in terms of books because they rely on the internet, however the problem is that the internet is too easy to access that it gives no impression when they look for and information. As a result, that information is easily forgotten and cannot be reviewed at home.)

A3: Kendalanya itu apabila mata pelajaran bahasa Inggris berada di jam-jam siang apalagi sekarang sekolah itu menerapkan full day school sebenarnya bukan kendala yang terlalu berarti. Seperti yang kita ketahui batas manusia untuk menerima materi atau fokus itu hanya 15 menit pertama.

(The obstacle is when English subjects are scheduled in the afternoon hours especially now that the school is implementing full day school. It is not really the issue but as we know that the limitation for any individuals to receive learning material or focus is only in the first 15 minutes.)

According to A4, there were no problems that he faced in delivering learning material in the classroom because he had skills in delivering lessons and in delivering lessons he always used laptops and LCD.

A4: *saya mempunyai keterampilan mengajar jadi tidak ada kesulitan dalam menyampaikan materi pembelajaran. Saya menggunakan laptop dan LCD jadi itu mempermudah saya.*

(I have teaching skills so there are no difficulties in delivering learning material. I use a laptop and LCD that makes it easier for me.)

Based on the results of the interview above, it gives an overview of some teachers about delivering learning material. In delivering learning material there are three teachers who experience difficulties including students who do not focus in class when receiving lessons especially when students learn during the day students will find it difficult to accept lessons, the limitation of student learning resources that makes students rely on internet references and things it will only make students lazy in learning. While one teacher has no difficulty in delivering learning material because he has skills in teaching and the teacher uses learning media in supporting the teaching and learning process in the classroom.

d. Learning Activities

Based on the interview results the fourth problems faced by English teacher in making lesson plan is learning activities.

Extract 4

A3: *Langkah-langkah yang ada di RPP itu saya acak menyesuaikan dengan kondisi kelas. Seperti yang pertama mengabsen biasanya dilakukan di awal kelas tetapi a da beberapa siswa yang datang terlambat makanya terkadang saya mengabsen siswa itu di akhir pembelajaran.*

(I randomly run the steps in the lesson plan according to class conditions. For example, the attendance checking is usually done at the beginning of the class, but because of some students who arrived late, I sometimes do that at the end of the lesson.)

A4: *Biasanya kalau usia sudah mulai menua terkadang kita melupakan beberapa langkah dalam kegiatan pembelajaran.*

(Sometimes I easily forget some steps in learning activities due to my old age.)

Based on the results of interviews with A1 and A2 teachers, according to them there are no problems in conducting learning activities, because when they forget about an activity in the RPP the activity will still be carried out by adjusting with the conditions of the ongoing activities. So there are no missed learning activities. So carrying out the lesson is not too depended on the lesson plan that had been designed before.

A1: *sejauh ini saya tidak menemukan kendala dalam pelaksanaan kegiatan pembelajaran, karena dalam pelaksanaan pembelajaran ketika ada*

kegiatan yang terlewatkan. Maka kegiatan tersebut akan saya kondisikan untuk dilakukan kembali.

(So far I have not found any obstacles in the implementation of the learning activities. because in the implementation of learning when an activity is missed, I will have this activity be done later.)

A2: *pada dasarnya tidak ada kendala, ketika guru tetap mengikuti langkah-langkah pembelajaran. Kecuali guru tidak mengikuti langkah-langkah pembelajaran biasanya ada guru yang sudah habis materi pembelajaran tetapi masih banyak sisa waktu mengajar, karena guru tidak mengikuti langkah-langkah pembelajaran. Padahal langkah-langkah pembelajaran itu menuntun guru untuk memberikan materi pembelajaran jadi guru dibatasi oleh ruang dan waktu.*

(Basically there are no obstacles, when the teacher continues to follow the learning steps. Unless the teacher does not follow the learning steps there is usually a teacher who has finished learning material but there are still many remaining time to teach, because the teacher does not follow the steps of learning. Even though the learning steps guide the teacher to provide learning material so the teacher is limited by space and time.)

Based on the results of the interview above, it gives an overview of some teachers about learning activities. In conducting learning activities there are two teachers who experience difficulties, namely students who arrive late so that the teacher does not rely on learning activities in the classroom and sometimes the

teacher himself does the implementation of learning activities due to age factors that make the teacher sometimes forget. Then, the other two teachers did not experience difficulties in carrying out learning activities because according to the two teachers when they forgot one step from the learning activities so that it would be conditioned to be done again.

e. Instructional Media

Based on the interview results the fifth problems faced by English teachers in making lesson plan is instructional media.

Extract 5

A1: *dalam menggunakan media pembelajaran di kelas itu sangat membantu guru dan siswa dalam proses pembelajaran tetapi ada juga kendala dalam menggunakan media pembelajaran seperti terbatasnya ketersediaan media di sekolah.*

(In using learning media in the classroom it is very helpful for teachers and students in the learning process but there are also obstacles in using learning media such as the limited availability of media in schools.)

A2: *sebenarnya media pembelajaran itu memudahkan siswa untuk mengerti dengan materi yang disampaikan hanya yang jadi masalah itu ketika guru salah dalam menggunakan media pembelajaran. Misalkan materi tersebut tidak menuntut kita untuk penggunaan LCD lalu guru menggunakan LCD, jadi akan ada nanti materi yang tidak kesampaian diakhir semester karena guru salah merancang.*

(Actually the learning media makes it easy for students to understand the material presented only which becomes a problem when the teacher is wrong in using learning media. It is a must that the material does not require us to use the LCD, then the teacher uses the LCD, so there will be material that will not be delivered at the end of the semester because the teacher misplaced it.)

A3: *kendalanya yaitu kurangnya prasarana di sekolah, di sekolah ini tidak ada lab bahasa padahal sebenarnya lab bahasa itu dapat menunjang keberhasilan dalam pembelajaran.*

(The problem is the lack of infrastructure in schools, there is no laboratory Bahasa in this school even though in fact the language lab can support success in learning.)

A4: *iya terkadang, kalau sedang rajin itu menggunakan media pembelajaran tetapi kalau sedang malas tidak menggunakan media pembelajaran.*

(Yes sometimes, if you are diligent, use learning media but if you are lazy do not use learning media.)

Based on the results of the interview above, it gives an overview of some teachers about the use of instructional media. Of the four teachers all experienced difficulties in using learning media in the classroom, the difficulty was the limitations of school infrastructure both from the language laboratory and handbook or modules that made it difficult for teachers to make the teaching varied and made students interested in learning and the willingness of the teacher

to use learning media, so teachers use learning media when they are diligent in preparing learning media.

f. Assessment

Based on the interview results the sixth problems faced by English teachers in making lesson plan is assessment.

Extract 6

A1: *kendalanya yaitu karena terlalu banyak aspek penilaian yang digunakan, belum lagi dengan banyaknya tugas siswa yang harus di periksa walaupun sekolah terbantu dengan adanya aplikasi yang membantu dalam mengolah data, tapi kami sebagai guru dalam memberikan penilaian kepada siswa.*

(The constraints are because too many aspects of assessment are used, not to mention the number of assignments students have to check even though the school is helped by the application that helps in processing data, but we as teachers give assessment to students.)

A3: *kendalanya yaitu hampir semua pekerjaan siswa itu sama, jadi kami sebagai guru tetap melihat dari keaktifan siswa dalam kelas tetapi guru juga harus melihat usaha siswa dalam menyelesaikan tugas tersebut.*

(The problem is that almost all students' work is the same, so we as teachers still see the activeness of students in the class but the teacher must also see the students' efforts in completing the task.)

A4: *kendalanya itu karena terlalu banyak macam penilaian, ada penilaian diri, keterampilan, berkelompok dan macam-macam.*

(The problem is because there are too many types of assessment, there are self-assessments, skills, groups and kinds of things.)

Based on the results of interviews with A2 teachers, according to him in giving the assessment there is no problem now because the school provides an application for the teacher to input the teacher after making the assessment and the application will give the final assessment, so the teacher is not overwhelmed in giving an assessment.

A2: *Dalam K13 itu hampir setiap pertemuan kita memberikan penilaian, namanya penilaian proses bukan penilaian akhir. Jadi setiap pertemuan guru melakukan penilaian dari kesemua aspek. Jadi setiap pertemuan itu guru melakukan penilaian kognitif apakah itu dari pertanyaan secara lisan maupun tertulis untuk mengukur kemampuan siswa. sekarang guru itu mempunyai program untuk mengelola nilai siswa, sekolah menyiapkan satu aplikasi untuk setiap pertemuan kita melakukan penilaian . setelah melakukan penilaian selesai lalu kita input ke dalam aplikasi tersebut. Aplikasi tersebut yang berkerja untuk mengelola hasil akhir dari penilaian setiap siswa.*

(In K13, almost every meeting we give an assessment, the name of the process evaluation is not a final assessment. So each meeting evaluates all aspects. So in each meeting the teacher carries out cognitive assessment

whether it is from questions orally and in writing to measure students' abilities. Nowadays, the teacher has a program to manage student grades, the school prepares an application for each meeting we make an assessment. After completing the assessment, we input it into the application. The application works to manage the final results of each student's assessment.)

Based on the results of the interview above, it gives an overview of some teachers about the assessment. Of the four teachers there are three teachers who have difficulty in giving an assessment because there are many variations in the assessment in curriculum 13 both from group assessment, individual assessment and skills and other values. This makes the teacher overwhelmed in giving an assessment. While one teacher has no difficulty in giving an assessment because the school has been supported by a data management application that can facilitate the teacher.

B. Discussion

1. The Problem Faced by English Teachers in Making Lesson Plan

Based on the findings, the most crucial problem faced by the teacher is student's problems at SMAN 10 Makassar. It can be seen from the six questions the most frequent answer is student's conditions. According to the teachers, students did not focus, student's ability and students characteristic. Students did not focus in learning because they were lazy to learn, feeling sleepy in the

classroom during the day, starving, talking with their friend and busy with their gadget. The problem in student's ability were some students did not have gadgets to use in learning and some students did not understand with the material being taught , some of student were lack of vocabulary, students had difficulty in memorizing English words, students found difficulties in spelling English words and share their problems in understanding the material. Student's characteristics that became the problems, there were the active students and passive students. Supported by theory Venika (2007), the result of her study found that there were two kinds of problem faced by the teacher during the teaching and learning process which were; student's problem and matrial problem.

The second problem that arises as problem faced by the teacher is at SMAN 10 Makassar is learning method. According to the teacher, sometimes the learning process is not running smoothly in the class. One of the reasons learning is not running smoothly in the classroom because the methods used in the class are not in accordance with the material presented and the use of inappropriate learning methods in the classroom can make students not focus on learning and make students not interested in learning. So from that a teacher must pay attention to the learning method before making a lesson plan, because it is one of the important aspects in the lesson plan.

The third problem that arises as problem faced by the English teacher is delivery of learning material. According to the teacher, learning material is one of the important things in making a lesson plan. In the delivery of learning material the teacher must choose well the material to be given and adjusted to the lesson hours, because if the lesson is available during the day the teacher will have difficulty making students focus on the material presented. So the teacher must pay attention to this in making lesson plan.

The fourth problem faced by the teacher is learning activities. According to the teacher, in making plans for implementing learning activities are important things to note. Learning activities that take place in the classroom must be written or explained in the lesson plan. However, there are some teachers who do not write or list clearly the learning activities in the lesson plan. Things that make teachers sometimes do not take part in learning activities because the class has begun to make noise so the teacher must create an atmosphere so that students refocus in the classroom, teachers sometimes do attendance at the end of learning even though absenteeism is done at the beginning of learning because sometimes see class conditions where all students are not present. So a teacher must pay attention to this in making lesson plan.

The fifth problem faced by the teacher is instructional media. According to the teacher the use of instructional media in the classroom supports the success of students in understanding the material conveyed in the classroom. In addition,

using learning media is very helpful for teachers in delivering material so that students easily understand the material provided. However, in the use of learning media in the classroom there are several obstacles such as inadequate school facilities such as the absence of laboratory bahasa, teachers must also consider the material presented need to use learning media or not because the teacher does not use learning media for all material, so there will be material that is not finished at the end of the semester. The teacher must pay attention to these matters in making lesson plan.

The last problems faced by English teacher in making lesson plan is assessment. According to the teacher in giving grades to students, it is rather difficult because there are too many assessment aspects that are in the revised 13 curriculum. The assessments in the 13 revision curriculum are observation, self-assessment, and evaluation between friends, written tests, oral tests, assignments, performance, projects and portfolios. There are nine judgments in this revised 13 curriculum that make it difficult for teachers to provide assessments from all aspects and examine all the results of student work. Supported by theory Jasmi (2013) Furthermore, the teacher got some difficulties in determining assessment since she had to assess many aspects of it, particularly in assessing student's attiyude.

2. The Solutions of The Problems Faced by English Teacher In Making Lesson Plan

Based on the results of teacher's interview there were several solutions for the problems faced by English teachers in making lesson plan, they are

a. Change the learning method

A1 : *dengan cara ketika tidak sesuai atau tidak berhasil dalam menggunakan suatu metode atau pendekatan maka metode tersebut tidak akan saya gunakan lagi. Jadi kita harus tetap menyelesaikan pembelajaran ketika menggunakan suatu metode di dalam kelas baik itu sesuai ataupun tidak.*

(In a way when it is inappropriate or unsuccessful in using a method or approach, I will not use the method again. So we must continue to complete learning when using a method in the class whether it is appropriate or not.)

A4 : *terkadang saya juga mengalami hal yang sama, dan ketika mendapatkan kendala tersebut langsung mengubah metode pembelajaran*

(Sometimes I also experience the same thing, and when I get the problem, I immediately change the learning method.)

Based on the results of the teacher interview above, it provides an overview of the teacher providing a solution to the problems faced by the teacher in determining the teaching method, namely by changing the method when the method used does not run smoothly in the classroom.

b. Take students' ability in general

A2: *kendalanya itu adalah dalam satu kelas itu ada 35-36 siswa tentu semua mempunyai karakter yang berbeda-beda, sehingga kita hanya mengambil hanya beberapa sample acuan secara umum.*

(The problem is that in one class there are 35-36 students and of course they all have different characters. so we only take a few reference as samples in general.)

A4 : *Terkadang kita menghadapi siswa itu membingungkan karena ada beberapa siswa yang melakukan bimbingan di rumah jadi setiap kemampuan siswa itu beda-beda, sehingga ada siswa yang lebih unggul dalam pembelajaran. Maka dari itu sulit untuk membuat RPP tersebut sesuai dengan kondisi siswa. Kami sebagai guru membuat RPP itu secara umum, 50% itu disesuaikan dengan kondisi siswa yang di bawah rata-rata pengetahuannya dan 50% disesuaikan dengan siswa yang pengetahuannya di atas rata-rata*

(Sometimes we face students because it's confusing because there are some students who do guidance at home so that each student's abilities are different. so that there are students who are superior in learning. So from that it is difficult to make the lesson plan in accordance with the conditions of the students. We as teachers make the lesson plan in general, 50% is adjusted to the condition of

students who are below the average knowledge and 50% are adjusted to students whose knowledge is above average.).

Based on the results of the teacher interview above, it provides an overview of the teacher providing a solution to the problems faced by the teacher in adjusting the conditions of the students with the implementation plan of learning, namely by taking reference in general because all students have different abilities and characters.

c. Developing the teacher's ability to teach

A1 : *iya itu tergantung pada kemauan guru, tetapi seharusnya sebagai sorang guru kita harus tetap mengolah kemampuan kita dalam mengajar agar tidak tertinggal.*

(Yes it depends on the willingness of the teacher, but it should be as a teacher we must continue to process our abilities in teaching so as not to be left behind.)

Based on the results of the teacher interview above, it gives an overview of how the teacher provides a solution to the problem faced in giving a variety of teaching and making students interested in following the teaching process. So to become a teacher must continue to cultivate the ability to improve abilities.

Based on the problems faced by English teachers in making lesson plan there are several solutions, the first is to change the learning method, in teaching,

teachers to apply a learning method in the classroom and when the methods applied are considered inappropriate for a material, the teacher should change the method used, so that the goals to be achieved by the teacher in learning can be achieved.

The second solution is student's ability in general, so in making a plan for implementing learning the teacher must consider the abilities of his students. The ability of each student is different there are students who do guidance at home and there are students who do not know English lessons and it is difficult to learn, so a teacher in making a plan for implementing learning must consider the ability of students by taking standards in general.

The last solution is to the teacher's ability to teach, a teacher must master the material that will be delivered to students, the level of understanding of each student is different, there is an easy to capture learning and there is something difficult to accept learning. So that a teacher must be good at conveying material that is difficult to be easily understood by students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second deal with suggestion.

A. Conclusion

1. Based on the research findings in the previous section, there are sixth problems faced by English teachers in making lesson plan, they are students' condition, learning method, delivery of learning material, learning activities, instructional media and assessment.
2. Based on the problems there are some solutions, they are change the learning method, students' ability in general and the teacher's ability to teach.

B. Suggestion

At the end of this chapter, the writer would like to propose some suggestions that hopefully would be useful for the English teachers and the next similar research.

1. The Educators

Educators, specially the English teachers can help teachers to overcome the problems faced in making lesson plan with several solutions given.

2. The Next Research

For the further similar research is necessary a different aspect from the problem faced by English teachers and another solution in making lesson plan.

In addition, it is expected that the result of this study can be used as a reference to conduct further research related to problems faced by English teachers in making lesson plan.



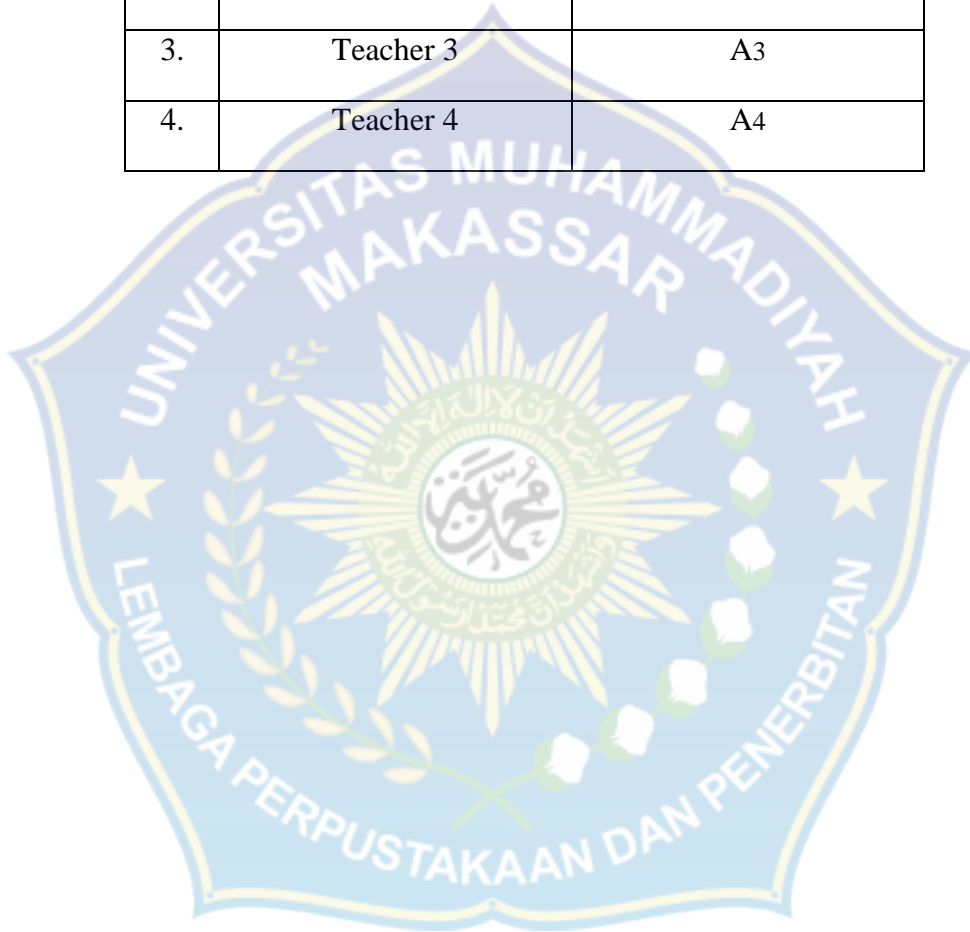
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APPENDIX A: The List of the Sample

No	English teachers	Code
1.	Teacher 1	A1
2.	Teacher 2	A2
3.	Teacher 3	A3
4.	Teacher 4	A4



APPENDIX B: Interview Questions

INSTRUMENT

8. Menurut anda Rencana Pelaksanaan Pembelajaran (RPP) yang bagus itu seperti apa?
9. Apa Kesulitan anda dalam menyesuaikan Rencana Pelaksanaan Pembelajaran (RPP) dengan kondisi siswa? Dan bagaimana upaya anda untuk menanggulangnya?
10. Apa kendala yang anda dapatkan ketika menentukan metode atau pendekatan pembelajaran? Dan bagaimana upaya anda untuk menanggulangnya?
11. Apa kendala anda dalam menyampaikan materi pembelajaran ? Dan bagaimana upaya anda untuk menanggulangnya?
12. Apa kendala yang anda dapatkan saat pelaksanaan skenario pembelajaran? Dan bagaimana upaya anda untuk menanggulangnya?
13. Apa kendala yang anda dapatkan saat menggunakan media pembelajaran di dalam kelas? Dan bagaimana upaya anda untuk menanggulangnya?
14. Apa kendala yang anda dapatkan dalam memberikan penilaian terhadap siswa? Dan bagaimana upaya anda untuk menanggulangnya?

APPENDIX C: Transcription

Interview I (A1)

B : The researcher (as interview)

A1 : The teacher (as interviewees)

B : menurut anda RPP yang baik itu seperti apa?

A1 : RPP bisa dikatakan baik ketika RPP tersebut dapat terlaksana dengan baik di dalam kelas dengan tidak melewatkan komponen yang tercantum dalam RPP

B : apa kesulitan anda dalam menyesuaikan Rencana Pelaksanaan Pembelajaran (RPP) dengan kondisi siswa?

A1 : kesulitannya yaitu karena setiap karakter dari siswa itu berbeda-beda dan dalam satu kelas itu jumlah siswa itu dari 30-35 orang siswa dan tidak memungkinkan untuk kita (guru) untuk menganalisa semua karakter siswa satu per satu sebelum membuat rencana pelaksanaan pembelajaran (RPP).

B : lalu bagaimana cara anda dalam mengatasi hal tersebut?

A1 : cara mengatasinya yaitu kita ambil di tengah-tengahnya, setengah dari siswa yang di tingkat low dan setengahnya lagi dari tingkat high. Itu yang menjadi patokan guru dalam membuat RPP.

B : Apa kendala yang anda dapatkan ketika menentukan metode atau pendekatan pembelajaran?

A1 : sebenarnya tidak ada kendala yang berarti dalam menentukan metode pembelajaran dalam pembuatan RPP, tetapi masalah yang biasa terjadi yaitu ketika metode yang kita gunakan itu tidak sesuai untuk kita terapkan di dalam kelas. Artinya harapan kita sebagai guru tidak sesuai dengan realita yang terjadi.

B : jadi bagaimana cara anda dalam mengatasi masalah tersebut?

A1 : dengan cara ketika tidak sesuai atau tidak berhasil dalam menggunakan suatu metode atau pendekatan maka metode tersebut tidak akan saya gunakan lagi. Jadi kita harus tetap menyelesaikan pembelajaran ketika menggunakan suatu metode di dalam kelas baik itu sesuai ataupun tidak.

B : Apa kendala anda dalam menyampaikan materi pembelajaran ?

A1 : kendala dalam menyampaikan materi pembelajaran yaitu ketika siswa kurang fokus di dalam kelas terlebih lagi saat jam pengajaran itu siang hari siswa banyak yang tidak bisa fokus dalam belajar ada yang mengantuk, main hp dan lain sebagainya.

B : lalu bagaimana cara anda mengatasi hal tersebut?

A1 : biasanya saya membuat kuis di pertengahan kelas untuk membuat siswa kembali fokus atau saya langsung menunjuk siswa yang mengantuk atau main hp untuk mengulang apa yang saya jelaskan di papan tulis.

B : Apa kendala yang anda dapatkan saat pelaksanaan skenario pembelajaran?

A1 : sejauh ini saya tidak menemukan kendala dalam pelaksanaan skenario pembelajaran, karena dalam pelaksanaan pembelajaran ketika ada kegiatan yang terlewatkan atau terlangkahi kegiatan tersebut akan saya kondisikan untuk dilakukan kembali.

B : Apa kendala yang anda dapatkan saat menggunakan media pembelajaran di dalam kelas?

A1 : dalam menggunakan media pembelajaran di kelas itu sangat membantu guru dan siswa dalam proses pembelajaran tetapi ada juga kendala dalam menggunakan media pembelajaran seperti terbatasnya ketersediaan media di sekolah.

B : terkadang ada guru yang tidak menggunakan media pembelajaran, bagaimana menurut anda?

A1 : iya itu tergantung pada kemauan guru, tetapi seharusnya sebagai seorang guru kita harus tetap mengolah kemampuan kita dalam mengajar agar tidak tertinggal.

B : Apa kendala yang anda dapatkan dalam memberikan penilaian terhadap siswa?

A1 : kendalanya yaitu karena terlalu banyak aspek penilaian yang digunakan, belum lagi dengan banyaknya tugas siswa yang harus di periksa walaupun sekolah terbantu dengan adanya aplikasi yang membantu dalam mengolah data, tapi kami sebagai guru dalam memberikan penilaian kepada siswa. Sedangkan untuk menilai kepribadian dan kesehariannya itu kita hanya memberikan penilaian untuk siswa yang aktif saja jadi itu tidak terlalu membebani.

B : lalu bagaimana cara anda dalam mengatasi hal tersebut?

A1 : terkadang kita melihat pekerjaan siswa banyak yang hampir sama jadi kita langsung memberikan nilai yang sama.



Interview II (A2)

A2 : The teacher (as interviewes)

B : The researcher (as interview)

B : Rpp yang bagus itu menurut anda itu bagaimana?

A2 : rpp yang dirancang sesuai dengan kondisi siswa yang kita ajar dan memenuhi kriteria-kriteria dan struktur-struktur dari rpp itu sendiri

B : sebelum melakukan pembelajaran apakah kita melakukan observasi sebelumnya, supaya kita tentukan dengan kondisi siswa?

A2 : iya, karena kita punya pengalaman sebelumnya, tentang siswa kita seperti ini. Dalam merancang kita harus memperhitungkan lingkungan siswa, alat-alat apa yang digunakan tidak harus berpatokan dengan yang ada di buku. Kita harus menggunakan bahan-bahan yang berkaitan dengan kearifan lokal.

B : apa kesulitan yang bapak dapatkan dalam menyesuaikan rencana pelaksanaan pembelajaran dengan kondisi siswa?

A2 : kendalanya itu adalah dalam satu kelas itu ada 35-36 siswa tentu semua mempunyai karakter yang berbeda-beda, sehingga kita hanya mengambil hanya beberapa sample acuan secara umum. Jadi itu yang kita jadikan acuan untuk menrancang RPP karena kalo kita memperhitungkan semuanya itu tidak akan jadi-jadi, maka dari itu kenapa kita hanya mengambil secara umum.

B : jadi cara menanggulangnya itu kita mengambil secara umum saja?

A2 : iya kita ambil secara umumnya saja, karena kita tidak mempunyai waktu untuk bertanya ke siswa satu persatu dikarenakan jumlah jam pelajaran itu sangat dibatasi untuk setiap kali pertemuan.

B : sekarang durasi untuk satu mata pelajaran itu berapa pak?

A2 : masih 2x45 menit

B : masih sama seperti yang kemarin pak

A2 : iya, hanya saja sekarang mata pelajarannya itu terlalu padat sampai 17 mata pelajaran

B : kendala apa yang bapak dapatkan ketika menentukan metode pelajaran atau pendekatan pembelajaran?

A2 : dalam menentukan metode pembelajaran harus melihat kondisi-kondisi siswa saat belajar, contohnya mungkin di rpp kita itu sedang merancang metode diskusi tiba-tiba kondisi siswa sedang tidak memungkinkan bisa saja pelajaran sebelumnya adalah olahraga atau ada pelajaran yang lain telah melakukan praktikum. Jadi metodenya juga disesuaikan dengan materi, konten materi kalo memang mengharuskan untuk berdiskusi yang kita harus berdiskusi. Kalau menuntut kita melakukan percobaan kita harus melakukan percobaan tetapi kalau hanya menggunakan ceramah bervariasi kita hanya melakukan ceramah bervariasi saja jadi muatannya bergantung pada konten materi. Sama misalkan mata pelajaran bahasa inggris itu mata pelajaran ke 9 dan 10 mungkin bagus untuk materi speaking atau writing saja tentang pengalamannya. Jadi lebih baiknya untuk mata pelajaran jam terakhir itu materi yang ringan-ringan saja.

B : jadi diberikan materi yang mudah untuk dimengerti pak, yah?

A2 : iya, jadi siswa tetap bisa menggunakan hasil pemikirannya sendiri

B : Apa yang kendala yang didapatkan dalam menyampaikan materi pembelajaran pak?

A2 : kendalanya itu adalah pertama terkadang guru ingin menyampaikan materi pembelajaran sebanyak mungkin tapi kondisi siswa saat itu tidak memadai. Kedua ada keterbatasan sumber belajar siswa dari segi buku karena mereka mengandalkan internet, cuman persoalannya internet itu mudah didapatkan dan mudah juga hilang karena tidak ada kesan saat kita mencari hanya sekedar menjawab pertanyaan saat itu jadi tidak dapat di review kembali pada saat di rumah. Terkadang guru juga ingin mengajarkan sesuatu yang lebih kepada siswa tetapi dibatasi oleh waktu.

B : jadi apa solusi yang bapak sarankan untuk masalah ini pak?

A2 : jadi kita memberikan tugas mandiri kepada siswa atau tugas kelompok dengan mencari dari sumber belajar yang lain dan dipresentasikan jika materi tersebut belum tuntas pada waktu-waktu tertentu.

B : Kendala apa yang bapak dapatkan saat menyampaikan skenario pembelajaran ? karena seperti yang kita ketahui biasanya guru melupakan beberapa step dalam penyampaian skenario pembelajaran di kelas.

A2 : pada dasarnya tidak ada kendala, ketika guru tetap mengikuti langkah-langkah pembelajaran. Kecuali guru tidak mengikuti langkah-langkah pembelajaran biasanya ada guru yang sudah habis materi pembelajaran tetapi masih banyak sisa waktu mengajar, karena guru tidak mengikuti langkah-langkah pembelajaran. Padahal langkah-langkah pembelajaran itu menuntun guru untuk memberikan materi pembelajaran jadi guru dibatasi oleh ruang dan waktu.

B : Kendala apa yang anda dapatkan dalam memberikan penilaian kepada siswa?

A2 : Dalam K13 itu hampir setiap pertemuan kita memberikan penilaian, namanya penilaian proses bukan penilaian akhir. Jadi setiap pertemuan guru melakukan penilaian dari kesemua aspek. Jadi setiap pertemuan itu guru melakukan penilaian kognitif apakah itu dari pertanyaan secara lisan maupun tertulis untuk mengukur kemampuan siswa.

B : lalu bagaimana cara bapak mengolah nilainya?

A2 : sekarang guru itu mempunyai program untuk mengelola nilai siswa, sekolah menyiapkan satu aplikasi untuk setiap pertemuan kita melakukan penilaian . setelah melakukan penilaian selesai lalu kita input ke dalam aplikasi tersebut. Aplikasi tersebut yang berkerja untuk mengelola hasil akhir dari penilaian setiap siswa.

B : setiap bapak mengajar menggunakan media pembelajaran?

A2 : iya pakai

B : kendala apa yang anda dapatkan dalam menggunakan media pembelajaran di kelas?

A2 : sebenarnya media pembelajaran itu memudahkan siswa untuk mengerti dengan materi yang disampaikan hanya yang jadi masalah itu ketika guru salah dalam menggunakan media pembelajaran. Misalkan materi tersebut tidak menuntut kita untuk penggunaan LCD lalu guru menggunakan LCD, jadi akan ada nanti materi yang tidak kesampaian diakhir semester karena guru salah merancang. Maka dari itu kenapa guru dituntut sebelum masuk tahun ajaran baru untuk merancang bagaimana alokasi waktu,perangkat pembelajaran dan media-media yang digunakan itu melalui suatu musyawarah MGMP.

B : MGMP itu apa pak?

A2 : Musyawarah Guru Mata Pelajaran itu dilakukan di scope kabupaten kota atau bisa di sekolah itu sendiri.



Interview III (A3)

A3 : The teacher (as interviewees)

B : The researcher (as interview)

B : Menurut anda RPP yang bagus itu seperti apa?

A3 : Dalam mengajar itu RPP adalah alat yang sangat penting, karena RPP itu sebagai pedoman guru dalam mengajar. Jadi tujuan rpp itu bagaimana siswa dapat memahami konsep bahan ajar yang guru sampaikan.

B : Jadi RPP bisa dikatakan bagus ketika RPP tersebut tersusun dengan baik?

A3 : iya, jadi RPP tersebut telah direvisi dan telah dirancang dengan baik dalam RPP.

B : Kendala apa yang anda dapatkan dalam menyesuaikan RPP dengan kondisi siswa ?

A3 : salah satu kendalanya yaitu dari Modul atau buku pegangan siswa karena dari kondisi sekolah disini itu tidak mengharuskan siswa untuk memiliki bahan-bahan yang diinginkan oleh guru. Contohnya modul karena dari sekolah itu terbatas ketersediaannya , materi yang ada di buku itu terbatas tidak bervariasi masih memerlukan contoh yang lain seperti dari google dan tidak semua siswa juga menggunakan android untuk mencari referensi lain.

B : Kendala apa yang anda dapatkan dalam menentukan metode pembelajaran atau pendekatan pembelajaran?

A3 : sejauh ini kendalanya yaitu ketika siswa mendapatkan materi speaking atau your memorize jadi ada siswa saat kita memberikan tugas speaking tetapi siswa tidak mampu melaksanakannya sehingga kita menggunakan metode berkelompok sama halnya juga dengan menghafal.

B : kendalanya yaitu sulit untuk menerapkan metode apa yang cocok untuk skill speaking mam, jadi selama ini bagaimana cara anda menyelesaikan kendala tersebut?

A3 : kalo misalkan materinya agak berat saya berikan conversation jadi langsung diberikan bahan.

B : jadi menggunakan metode role play yah mam?

A3 : iya seperti itu.

B : kendala apa yang mam dapatkan dalam menyampaikan materi pembelajaran?

A3 : kendalanya itu apabila mata pelajaran bahasa Inggris berada di jam-jam siang apalagi sekarang sekolah itu menerapkan full day school sebenarnya bukan kendala yang terlalu berarti. Seperti yang kita ketahui batas manusia untuk menerima materi atau fokus itu hanya 15 menit pertama.

B : ketika di kelas terjadi situasi seperti itu mam, siswa kurang fokus atau mengantuk. Langkah apa yang mam lakukan untuk menyiasati situasi tersebut?

A3 : cara yang saya lakukan untuk menarik perhatian siswa itu dengan cara memberikan reward kepada siswa yang menjadi 10 tercepat dalam menyelesaikan tugas

B : oh iya mam, jadi siswa langsung antusias dalam belajar mam yah?

A3 : iya Alhamdulillah siswa langsung antusias untuk kerja tugas.

B : reward apa yang mam berikan kepada siswa?

A3 : rewardnya itu berupa nilai plus (+) kepada siswa

B : Dalam menyampaikan skenario pembelajaran di kelas , kendala apa saja yang mam dapatkan? Karena terkadang ada beberapa guru yang melewati beberapa poin dalam skenario pembelajaran yang telah dibuat.

A3 : Langkah-langkah yang ada di RPP itu saya acak menyesuaikan dengan kondisi kelas. Seperti yang pertama mengabsen biasanya dilakukan di awal kelas tetapi ada beberapa siswa yang datang terlambat makanya terkadang saya mengabsen siswa itu di akhir pembelajaran. Kedua pemberian nilai, setiap pertemuan kita melakukan penilaian jadi nilai harian, nilai sikap yang nantinya dijadikan nilai akhir jadi saya tidak bisa berpatokan dengan langkah-langkah yang ada di rpp untuk mencapai semua target penilaian.

B : Dalam pemberian nilai kepada siswa kendala apa saja yang mam dapatkan?

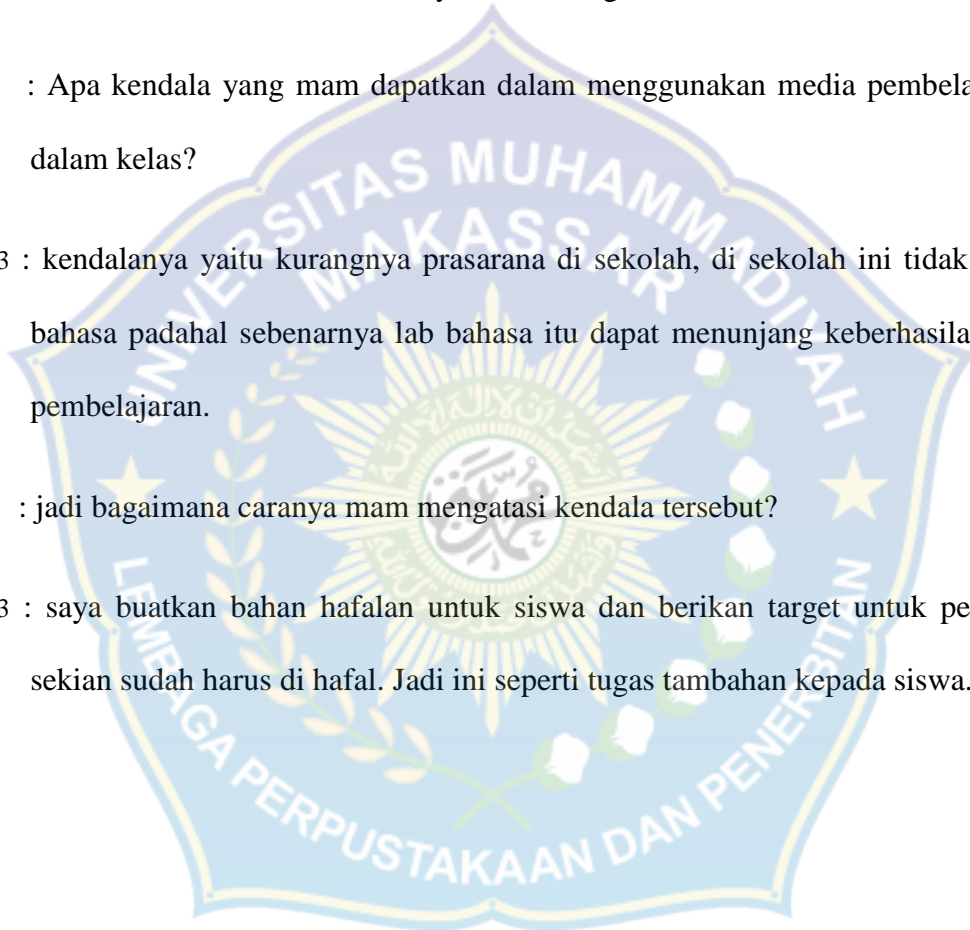
A3 : kendalanya yaitu hampir semua pekerjaan siswa itu sama, jadi kami sebagai guru tetap melihat dari keaktifan siswa dalam kelas tetapi guru juga harus melihat usaha siswa dalam menyelesaikan tugas tersebut.

B : Apa kendala yang mam dapatkan dalam menggunakan media pembelajaran di dalam kelas?

A3 : kendalanya yaitu kurangnya prasarana di sekolah, di sekolah ini tidak ada lab bahasa padahal sebenarnya lab bahasa itu dapat menunjang keberhasilan dalam pembelajaran.

B : jadi bagaimana caranya mam mengatasi kendala tersebut?

A3 : saya buat bahan hafalan untuk siswa dan berikan target untuk pertanggal sekian sudah harus di hafal. Jadi ini seperti tugas tambahan kepada siswa.



Interview IV (A4)

B : The teacher (as interviewees)

A4 : The researcher (as interview)

B : Menurut anda permasalahan apa yang dihadapi guru bahasa Inggris dalam membuat Rencana Pelaksanaan Pembelajaran (RPP)?

A4 : Sebenarnya tidak ada masalah, hanya saja karena Kurikulum selalu berubah setiap tahunnya .

B : Oh iya pak, jadi karena kuriulum selalu berubah itu menjadi salah satu permasalahan dalam membuat Rencana Pelaksanaan Pembelajaran (RPP).

A4 : Iya.

B : Menurut bapak Rencana Pelaksanaan Pembelajaran (RPP) yang bagus itu seperti apa?

A4 : Sekarang Rencana Pelaksanaan Pembelajaran sudah lengkap dan hampir sempurna, yaitu RPP K13 revisi. Tetapi cukup sulit, karena banyak keterampilan yang harus diajarkan sedangkan waktu mengajar itu terbatas.

B : Apa Kesulitan anda dalam menyesuaikan Rencana Pelaksanaan Pembelajaran (RPP) dengan kondisi siswa?

A4 : Terkadang kita menghadapi siswa itu membingungkan karena ada beberapa siswa yang melakukan bimbingan di rumah jadi setiap kemampuan siswa itu beda-beda, sehingga ada siswa yang lebih unggul dalam pembelajaran. Maka dari itu sulit untuk membuat RPP tersebut sesuai dengan kondisi siswa. Kami sebagai guru membuat RPP itu secara umum, 50% itu disesuaikan dengan kondisi siswa yang di bawah rata-rata pengetahuannya dan 50% disesuaikan dengan siswa yang pengetahuannya di atas rata-rata.

B : Apa kendala yang anda dapatkan ketika menentukan metode atau pendekatan pembelajaran?

A4 : Metode pembelajaran untuk pelajaran bahasa Inggris itu lengkap, kita hanya tinggal memilih metode apa yang ingin kita gunakan.

B : salah satu contoh metode pembelajaran itu cooperative learning untuk beberapa materi pembelajaran dan tidak berjalan dengan lancar, bagaimana menurut anda?

A4 : terkadang saya juga mengalami hal yang sama, dan ketika mendapatkan kendala tersebut langsung mengubah metode pembelajaran.

B : Rencana Pelaksanaan Pembelajaran yang anda buat itu satu pertemuan untuk satu rpp atau satu materi pembelajaran satu rpp?

A4 : tergantung materi pembelajarannya kalau terlalu berat materinya saya buat terpisah tapi kalau mudah saya langsung buat satu rpp untuk satu materi pembelajaran.

B : Apa kendala anda dalam menyampaikan materi pembelajaran ?

A4 : saya mempunyai keterampilan mengajar jadi tidak ada kesulitan dalam menyampaikan materi pembelajaran. Saya menggunakan laptop dan LCD jadi itu mempermudah saya.

B : Apa kendala yang anda dapatkan saat pelaksanaan skenario pembelajaran?

A4 : Biasanya kalau usia sudah mulai menuai terkadang kita melupakan beberapa skenario/ step dalam pembelajaran.

B : Jadi bagaimana cara anda mengatasi permasalahan tersebut?

A4 : jadi terkadang ketika satu step/skenario terlangkahi itu kami lakukan di akhir agar tidak pembelajaran tidak mempengaruhi proses pembelajaran.

B : Seperti yang kita ketahui sekarang sekolah menggunakan K13 revisi, apa kendala yang anda dapatkan dalam memberikan penilaian terhadap siswa?

A4 : kendalanya itu karena terlalu banyak macam penilaian, ada penilaian diri, keterampilan, berkelompok dan macam-macam.

B : dalam mengatasi hal tersebut apa yang anda lakukan?

A4: harus tetap dibuat walaupun harus mengeluarkan waktu lebih untuk menyelesaikannya.

B : Apa kendala yang anda dapatkan saat menggunakan media pembelajaran di dalam kelas?

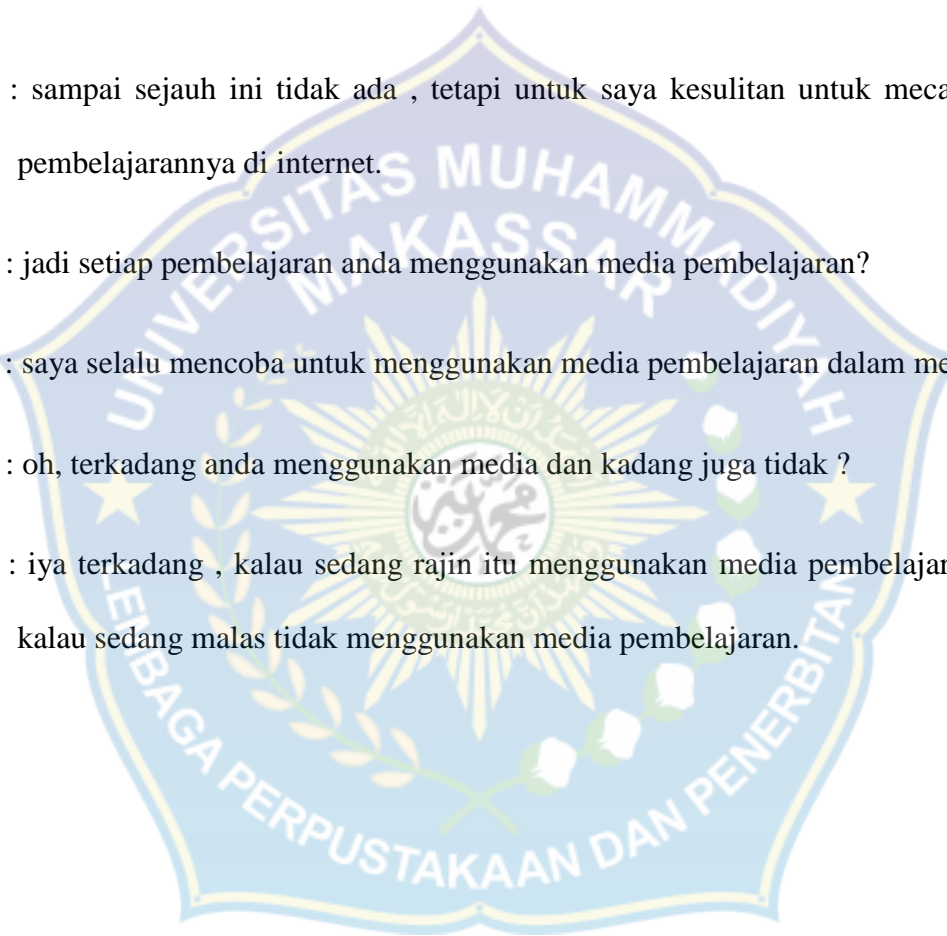
A4 : sampai sejauh ini tidak ada , tetapi untuk saya kesulitan untuk mencari media pembelajarannya di internet.

B : jadi setiap pembelajaran anda menggunakan media pembelajaran?

A4 : saya selalu mencoba untuk menggunakan media pembelajaran dalam mengajar

B : oh, terkadang anda menggunakan media dan kadang juga tidak ?

A4 : iya terkadang , kalau sedang rajin itu menggunakan media pembelajaran tetapi kalau sedang malas tidak menggunakan media pembelajaran.



APPENDIX D: Teacher's Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 10 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas : X/ (Wajib)/ Ganjil
Materi Pokok : Teks lisan dan tulis tindakan memberikan ucapan selamat dan memuji bersayap (extended),
Alokasi Waktu : 1 x pertemuan (2 x 45 menit)

A. KOMPETENSI INTI (KI)

KI.3 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.\

KI.4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.2. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan

selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya

- 4.2. menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.2.1. Menentukan fungsi sosial, dalam teks memberikan ucapan selamat dan memuji bersayap (extended) sesuai dengan konteks penggunaannya.
- 3.2.1. Menentukan struktur teks yang ada dalam teks memberikan ucapan selamat dan memuji bersayap (extended) sesuai dengan konteks penggunaannya.
- 3.2.1. Menentukan unsur kebahasaan yang ada dalam teks memberikan ucapan selamat dan memuji bersayap (extended) sesuai dengan konteks penggunaannya.
- 4.2.1. Siswa terampil menggunakan ungkapan menyatakan memberikan ucapan selamat dan memuji bersayap (extended) baik lisan maupun tulisan.”

D. TUJUAN PEMBELAJARAN

Siswa mampu menggunakan ungkapan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

E. MATERI PEMBELAJARAN

Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat dan memuji bersayap

1. Fungsi Sosial :

Menjaga hubungan interpersonal dengan guru, teman dan orang lain

2. Struktur Teks :

Ungkapan baku dari sumber-sumber otentik.

Conratulating

Example :

- congratulatin on your ...
- I must congratulate you
- I would like to be the first to congratulate you on ...

Compliment

Example :

- You look great
- How beautiful you are,
- You look terrific

3. Unsur Kebahasaan

- A. Kata dan tata bahasa baku
- B. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

F. METODE PEMBELAJARAN

- 1. Pendekatan : communicative Approach
- 2. Model : cooperative learning
- 3. Teknik : Role Playing

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

- 1. Media : Buku Teks Wajib, Ucapan dan Tindakan guru, Teks dari sumber otentik, sumber internet

2. Alat : Laptop, loudspeaker, papan tulis dan spidol

H. SUMBER BELAJAR :

- Kementerian Pendidikan dan kebudayaan 2017 Mata Pelajaran Bahasa Inggris Jakarta Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan 2017. Buku siswa Mata pelajaran Bahasa Inggris . Jakarta Kementerian Pendidikan dan Kebudayaan

I. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Awal : (10 menit)

No	Jenis Kegiatan	Alokasi Waktu
1.	<ul style="list-style-type: none">• Guru membuka pelajaran dengan mengucapkan salam• Mempersilahkan salah seorang siswa memimpin doa• Memeriksa kehadiran peserta didik.• Mengajukan pertanyaan-pertanyaan tentang materi yang sudah pernah didapatkan terkait dengan materi yang akan dipelajari;• Menjelaskan tujuan pembelajaran yang akan dicapai.• Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas• Memotivasi peserta didik dengan cara menginformasikan kepada peserta didik pentingnya materi yang akan dipelajari dalam kegiatan sehari-hari	10 menit

Kegiatan Inti : (70 menit)

No	Jenis Kegiatan	Alokasi Waktu
	<p><i>Fase 1 : Stimulation</i></p> <ul style="list-style-type: none">• Guru memberikan beberapa contoh kalimat ungkapan “ memberikan ucapan selamat dan memuji bersayap (extended)• setiap siswa yang menyebutkan contoh kalimat ungkapan memberikan ucapan selamat dan memuji.• setelah siswa menyebutkan contoh kalimat ungkapan memberikan ucapan selamat dan memuji, guru akan menuliskan kata-kata tersebut pada papan tulis. <p><i>Fase 2 : Problem Statement</i></p> <ul style="list-style-type: none">• Guru mengarahkan siswa agar dapat membuat pertanyaan• Siswa mengajukan pertanyaan terkait hal-hal yang tidak diketahuinya dalam mengamati . <p><i>Fase 3 : Data Collecting and Data Processing</i></p> <ul style="list-style-type: none">• Peserta didik dibagi kedalam beberapa kelompok kecil.• Peserta didik diminta untuk membuat 5 kalimat tentang ucapan selamat dan memuji bersayap.	<p>15 menit</p> <p>8 menit</p>

	<ul style="list-style-type: none"> • peserta didik diberikan sebuah naskah percakapan menemukan kalimat yang merupakan ucapan selamat dan memuji bersayap dan artinya. <i>Activity 1 (mengumpulkan informasi)</i> • Setelah selesai mengerjakan tugas kelompok, setiap kelompok pergi mengamati hasil kerja kelompok lain, apabila mereka mendapati kesalahan mereka dapat mengoreksi tugas kelompok lain. <i>Activity 2. (menalar)</i> <p><i>Fase 4 : Verification</i></p> <ul style="list-style-type: none"> • Setelah mengamati hasil kelompok lain, peserta didik mempresentasikan hasil penemuan mereka tentang kata ucapan selamat dan memuji bersayap yang telah temukan secara berkelompok. <i>(mengkomunikasikan)</i> • Guru mengonfirmasi hasil penemuan siswa. <p><i>Fase 5 : Generalization</i></p> <ul style="list-style-type: none"> • Guru menyimpulkan pemahaman siswa dari kegiatan sebelumnya terkait fungsi sosial dari kata sifat. <i>(mengkomunikasikan)</i> 	<p>20 menit</p> <p>17 menit</p> <p>10 menit</p>
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Kegiatan Akhir : 10 menit

No	Jenis Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> • Peserta didik diminta memberikan kesan terhadap pelaksanaan pembelajaran • Meminta Peserta didik untuk membuat kesimpulan dan guru memberikan penegasan atas kesimpulan pembelajaran tersebut • Memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah • Menginformasikan kepada peserta didik materi yang akan dibahas pada hari berikutnya • Meminta salah seorang peserta didik untuk memimpin doa • Guru mengucapkan salam 	10 menit

J. PENILAIAN, PEMBELAJARAN, REMEDIAL

1. Jenis/Teknik Penilaian

- Tes tulis (making a dialogue, making sentences)
- Performance test

Pengetahuan

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan tes tulis

Keterampilan

Keterampilan siswa dapat dinilai dengan menggunakan tes praktik dialogue secara berpasangan.

2. Bentuk Instrumen

Task 1.

Create the sentence to express congratulating by using” be going to” or would like.....

1. She has got married
2. He got a new prize for winning the game
3. He is elected as the leader of the company
4. She won the cooking contest
5. She passed the final examination

Task 2 : Make a dialogue then practise the dialogue in front of the class !

Role Play (memerankan dialogue dengan menggunakan ungkapan “ajakan” serta responnya dan tes tulis dialogue menggunakan Bahasa siswa sendiri)

Task 3 : write an expression of giving congratulating and compliment based on the situation given !

6. Pedoman Penskoran

Rubrik Keterampilan Berbahasa

No	Indikator	Skor
1	Jawaban benar	2
2	Jawaban salah	1
3	Tidak ada jawaban	0

No	Aspek	SKOR	INDIKATOR
1.	Kelancaran (fluency)	3	Lancar
		2	Kurang Lancar
		1	Tidak Lancar
2.	Pengucapan (Pronunciation)	3	Baik
		2	Kurang baik
		1	Tidak baik
3.	Intonasi (Intonation)	3	Sesuai
		2	Kurang sesuai
		1	Tidak sesuai
4.	Pilihan Kata (Diction)	3	Tepat
		2	Kurang Tepat
		1	Tidak tepat

Format Nilai Keterampilan Berbahasa

No	Nama	Skor untuk				Jumlah Skor	Nilai (Juml skor:12)x4
		Fluency	Pronun.	Into.	Diction		
1.							
2.							
3.							
4.							
5.							

APPENDIX E: Documentation



(Interview with English teacher (A1))



(Interview with English teacher (A2))



(Interview with English teacher (A3))



(Interview with English teacher (A4))

CURRICULUM VITAE



The writer, **Andi Nur Fitriyanti** was born on February 9th, 1997 in Ujung Pandang, South Sulawesi. She is the third daughter from three siblings from the marriage of Drs.H. Mansyur S and Hj. Andi Nani. She began her study at SD Inpres Perumnas Antang II in 2002 and graduated in 2008.

Then she continued her education at SMPN 19 Makassar in 2008 and graduated in 2011. Afterwards, she continued her study at SMAN 10 Makassar in 2011 and graduated in 2014. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah Makassar University. At the end of her study, she could finish her thesis by the title *The Problem Faced by English Teachers in Making Lesson Plan (at SMAN 10 Makassar)*.

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