

**AN ANALYSIS OF INDICATOR IN LESSON PLAN  
DESIGNED BY SENIOR HIGH SCHOOL ENGLISH  
TEACHER**



PUBLICATION ARTICLE

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by

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**APPROVAL**

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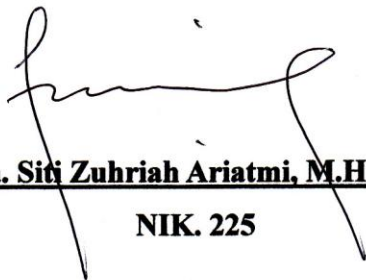
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**ABSTRACT**

*This research is conducted to describe the quality of lesson plan designed by the teachers in senior high school in Surakarta, especially in formulating indicator based on the PERMEN 41 (Regulation of National Education Minister number 41). The research uses descriptive evaluative method. The data of the research are design of indicator in lesson plans designed by English teachers of second grade on second semester in academic year 2011/2012 taken from SMA N 2 Surakarta, SMA N 5 Surakarta, SMA N 6 Surakarta, SMA N 7 Surakarta, and SMA N 8 Surakarta. The technique for analyzing data is descriptive evaluative and the steps are as follows: selection of the instrument, agregation and analysis of the data, and interpretation of the result. The outcome of the research shows the percentage of design of indicator in narrative, hortatory exposition, and spoof is 20,8%, based on theory of Suharsimi it is categorized as poor.*

## **A. INTRODUCTION**

Teaching learning process is a process of interaction between the learners, teacher, and source of study in an education domain. It means that teaching is a process of education between learners and teacher that make the learners understand the knowledge of the education sources. It needs to be planned, implemented, and evaluated so it can be carried out effectively and efficiently.

In Indonesia, the teaching learning process is regulated by the education regulation or *PERMENDIKNAS no 41* (Regulation of National Education Minister number 41) in 2007. The regulation state that in standard process of education there are four steps in teaching, namely planning of the teaching learning activity, the implementation of teaching learning activity, and assesment of the teaching and monitoring. Those are used to make the teaching process effective and efficient.

One of the parts in standard process is planning teaching learning activity. Planning teaching learning process includes syllabus and lesson plan. Lesson plan is a design of teaching-learning activity that will be applied by teacher to cover a period of classroom time. The teacher must design a lesson plan of the subject that describes the teacher preparation to teach the lesson in the class. All of the steps and materials of the teaching learning process must be written down in the lesson plan. It is used for the better process in the class. In the English lesson plan, the teacher makes the planning of the teaching English lesson, which is about what the teachers do in class to manage the class, so that teaching learning process reaches the objectives stated.

Based on observation in SMA of Surakarta, some teachers not yet finish in formulating a lesson plan before teaching in the class. Some of them designing lesson plan, but there is lesson plan that the form is not in line with the new regulation of making lesson plan.

The research is conducted to describe the quality of formulating indicators, designing the teaching learning activity, and desining evaluation in lesson plan designed by the teacher in senior high school in Surakarta based on the *PERMEN 41* (Regulation of National Education Minister number 41). But in this research,

there is only the indicator of lesson plan that discussed. The limitation is used to make the research esier, clearer, and more focus. Indicators are formulated by the teacher based on the teacher creativity.

## **B. RESEARCH METHOD**

Based on the data, the research is categorized as descriptive evaluative research. There are five steps in conducting the research, namely (1) determining the type of research, (2) determining the object of the research, (3) determining data and data sources, (4) determining technique of collecting data, and (5) determining technique of analysis data.

The object of the research is lesson plans designed by English teachers of second grade senior high school in Surakarta on the second semester in academic year 2011/2012. It is analyzed based on the education regulation number 41.

The data of the research are design of indicator, design of teaching-learning process, and design of evaluation in the lesson plans. The data source is lesson plan designed by English teacher of secon grade in senior high school in Surakarta, on the second semester in academic year 2011/2012. The data is document.

The research uses documentation and field note in collecting the data. There are three ways in collecting the data, namely seek the lesson plans, collect and classify the data based on the type, and take note from other materials or resources related to the data and theory.

There are three steps in analyzing the data of descriptive evaluative research. First is selection of the instrument. It used to make the analysis easier, clearer, and more focus. There are three research instruments, namely research instrument of indicator, research instrument of teaching-learning process, and research instrument of evaluation. Second is agregation and analysis of the data. In the step, the data is started to collect and analyze by using research instrument. Third is interpretation of the result. The result is dividing into three points, namely the quality of the design of indicator, the quality of the design of teaching-learning process, and the quality of the design of evaluation. In formulating the quality, the

research uses percentage and uses schema of quality classification from Suharsimi (1993:201).

### **C. RESEARCH FINDING AND DISCUSSION**

In the research finding, the research describes the data based on the genre of text. The research focuses on the quality of the design of indicator. There are 42 lesson plans are analyzed based on the aspect of genre based and criteria of PERMEN 41.

#### **1. Indicator**

The indicators are analyzed based on the aspects of genre based and the criteria of PERMEN 41 (Regulation of National Education Minister number 41). The aspects of genre are social function, language feature, and generic structure. The aspects of criteria of PERMEN 41 (Regulation of National Education Minister number 41) of genre are operational verb, number of indicator in a lesson plan, suitable, goal, and specific. The data are divided into three genres, namely narrative, hortatory exposition, and spoof. This is the elaboration of the example of the data:

SN5/HE/Spo./01;02 and 03

- a) *Merespon wacana monolog hortatory exposition.*
- b) *Melakukan monolog berbentuk hortatory exposition.*

#### **(1) Aspect of Genre**

There are three aspects of genre, namely social function, language feature, and generic structure.

The first is social function. The writer did not find any indicators that consist of social function of speaking skill in hortatory exposition text.

The second is language feature. The writer did not find any indicators that consist of language feature of speaking skill of hortatory exposition text.

The third is generic structure. The writer finds three indicators that consist of generic structure of speaking skill of hortatory exposition text. The indicators are in SN5/HE/Spo./01a;02a and 03a, "*Merespon wacana*

*monolog: hortatory exposition*”. The indicators is not specific, because it just response a monolog text. The teachers did not explain what kinds of response that should do by the students.

## **(2) Criteria of PERMEN 21 (Regulation of National Education Minister number 21)**

There are five criteria of PERMEN 21 (Regulation of National Education Minister number 21), namely operational verb, number of indicator, suitability, goal, and specific.

First is operational verb. From the data, there are two operational verbs, *merespon* or response in SN5/HE/Spo./01a;02a;03a and *melakukan* or doing in SN5/HE/Spo./01b;02b;03b.

Second is number of indicators in a lesson plan. According to the regulation in PERMEN 21, the number of indicators in each basic competence should be at least three indicators. From the data, there are two number of indicators in each lesson plans.

Third is suitability. It means that the indicators should be suitable with the material. All of the indicators in the data are suitable with speaking skill of hortatory exposition text.

Fourth is goal. Goal means that the indicators should have the purpose of learning material, although that is general purpose. The findings of the goal in each lesson plan are complete.

Fifth is specific, that means a lesson plan must cover the detail target of competency, e.g. social function, language feature, and generic structure. The writer did not find the specific indicator in those lesson plans.

From the findings, there are strength and weaknesses in the indicators in lesson plans of speaking skill of hortatory exposition text.

The strength is in the criteria of PERMEN 21. All of the indicators in lesson plan of speaking skill of hortatory exposition are suitable. Besides, the goal is complete well.

The weaknesses are in both aspect of genre and criteria of PERMEN 21. First, according to aspect of genre, the indicators did not include aspects of social function and language feature. Second, according to criteria of PERMEN 21, the number of indicator is poor. The regulation stated that the number of indicators in each basic competence should be at least three indicators, but in the data there are only two number of indicator.

From the analysis above, the writer has suggestions to develop the indicators in lesson plans of speaking skill in hortatory exposition text. The teacher should include the aspect of social fuction and language feature of speaking skill in hortatory exposition text. They also increase the number of indicator. The last, they should give some specific or detail indicators in the lesson plans.

After making the elaboration of the data, the research formulates the percentage of each datum. It is used to know the quality of the design of indicator. The research uses schema of quality classification from Suharsimi (1993:201).

**Table. 1.1. Percentage Indicators in narrative**

Genre/ Aspect	SKILL	TOT LP.	ASPECTS INDICATOR							
			Aspect of genre			Criteria of PERMEN 41				
			Social Function	Generic structure	Language Feature	<i>OP. VERB</i>	<i>Numb. of indi.</i>	Suita ble	Goal	Speci fic
Narrati ve	Listening	0	-	-	-	-	-	-	-	-
			0%	0%	0%	0%	0%	0%	0%	0%
	Speaking	10	10	10	-	2	2	16	16	-
	Percentage strd. Indi. (30 =100%)		33,3%	33,3%	0%	6,7%	6,7%	76,2 %	76,2 %	0%
	Reading	12	8	4	7	3	1	19	22	7
	Percentage strd. Indi. (36 =100%)		22,2%	11,1%	19,4%	8,3%	2,7%	52,8 %	61,1 %	19,4 %
	Writing	7	3	4	3	3	2	15	15	15
Percentage strd. Indi. (21 =100%)		14,3%	19,1%	14,3%	14,3%	9,5 %	71,4 %	71,4 %	71,4 %	



The research uses schema of quality classification in Suharsimi (1993:201) to know the quality of the design of indicator. Based on the result of the percentage, the quality classification of 22,1% is poor.

**Table. 1.2. Indicator in hortatory exposition**

Genre/ Aspect	SKILL	TOT LP.	ASPECTS INDICATOR							
			Language skills			Indicator criteria				
			Social Function	Generic Structure	Generic structure	OP. VERB	Indi. In one LP	Suitable	Goal	Specific
Hortatory exposition	Listening	0	-	-	-	-	-	-	-	-
	Percentage strd. Indi.		-	-	-	-	-	-	-	-
	Speaking	3	-	-	3	2	2	6	6	-
	Percentage strd. Indi. (9 =100%)		0%	0%	33,3%	22,2%	22,2%	66,7 %	66,7 %	0%
	Reading	2	-	1	4	1	3	5	5	-
	Percentage strd. Indi. (6 =100%)		0%	16,7%	66,7%	16,7%	50%	83,3 %	83,3 %	0%
	Writing	2	-	-	4	1	3	6	6	0
	Percentage strd. Indi. (6=100%)		0%	0%	66,7%	16,7%	50%	100 %	100 %	0%

The research uses schema of quality classification in Suharsimi (1993:201) to know the quality of the design of indicator. Based on the result of the percentage, the quality classification of 26,9% is poor.

**Table. 1.3. Indicators in spoof**

Genre/ Aspect	SKILL	TOT LP.	ASPECTS INDICATOR							
			Aspect of Genre			Criteria PERMEN 41				
			Social Function	Generic Structure	Language Feature	OP. VERB	Indi. in One LP	Suitable	Goal	Specific
Spoof	Listening	0	-	-	-	-	-	-	-	-
	Percentage strd. Indi.		0%	0%	0%	0%	0 %	0%	0%	0%
	Speaking	6	0	0	6	2	2	12	12	-
	Percentage strd. Indi. (18 =100%)		0%	0%	33,3%	11,1%	11,1%	66,7 %	66,7 %	0%
	Reading	6	0	4	4	1	1	8	8	0
	Percentage strd. Indi. (18 =100%)		8,3%	22,2%	22,2%	5,6%	5,6%	44,4 %	44,4 %	0%
	Writing	4	0	0	4	2	3	8	8	0
	Percentage strd. Indi. (12 =100%)		0%	0%	33,3%	16,7%	25%	6,6 %	6,6 %	0%

The research uses schema of quality classification in Suharsimi (1993:201) to know the quality of the design of indicator. Based on the result of the percentage, the quality classification of 13,4% is poor.

#### **D. CONCLUSION**

Based on the analysis and discussion, the research wants to draw conclusion:

1. The total percentage of the design of indicator in narrative, hortatory exposition, and spoof is 20,8%. The percentage is categorized as poor based on the theory of Suharsimi. It shows that the quality of the designs of indicators in lesson plans made by English teachers of second grade in Senior High School in Surakarta on the term II in academic year 2011/2012 is poor.

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