AN ANALYSIS OF LESSON PLAN DESIGNED BY JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN BOYOLALI

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ABSTRACT

This research paper is conducted to describe the lesson plan designed by junior high school English teachers in Boyolali, especially in formulating indicators, teaching procedure, source and media, and evaluation based on PERMENDIKNAS 41 (Regulation of National Education Minister number 41). This research paper belongs to a descriptive evaluative research. The data are collected by seeking, collecting and giving code. The data are taken from SMP N 1 Boyolali, SMP N 4 Boyolali and SMP N 3 Mojosongo. They are divided into four, namely indicator, teaching procedure, source and media, and evaluation. The technique for analyzing the data is descriptive which comprises three procedures namely: selection of the instrument, aggregation and analysis of the data and interpretation the result. Based on the PERMEN 41, the percentage of indicators in lesson plan made by Junior High School English teachers in Boyolali is 67.17 %. The percentage is categorized as good based on the theory of Suharsimi. The total percentage of teaching procedure in lesson plan made by Junior High School English teachers in Boyolali is 61.84 %. The percentage is categorized as good based on the theory of Suharsimi. The total percentage of source and media in lesson plan made by Junior High School English teachers in Boyolali is 29.76 %. The percentage is categorized as bad based on the theory of Suharsimi. The total percentage of evaluation in lesson plan made by Junior High School English teachers in Boyolali is 73.16 %. The percentage is categorized as good based on the theory of Suharsimi.

Key words: lesson plan, PERMEN 41, Indicator, source and media, teaching procedure, evaluation
A. Introduction

Teaching learning constitutes 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 teacher and learners that make the learners understand the knowledge of the education sources. Learning is how to adapt and develop materials, to plan and evaluate courses, and to adapt teaching to students’ needs. It needs to be planned, implemented, and evaluated so it can be carried out effectively and efficiently.

To reach the goal, the first step done by the teachers in the teaching process is making planning that contains what the teachers do in class to manage the class. The teaching planning is called lesson plan. Mulyasa (2007:212) stated that lesson plan constitutes a planning which illustrates the procedure and management of learning process to achieve one or more basic competence that set in standard competence and describe in syllabus. Brown (2001:149) stated that lesson plans is a set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes.

In Indonesia, all lesson plans must be standardized based on the regulation of the government. It relates to the process and quality of lesson plans itself. The standard of lesson plans here refers to PERMENDIKNAS (Peraturan Mentri Pendidikan Nasional) number 41 in 2007. The decision of education ministry of Indonesia as a regulation could be seen from the quoted statement as follow:


The standard process includes planning of the teaching learning process, the implementation of the teaching learning process, assessment of the teaching learning process, and supervision of the teaching learning process. Those are used to make the teaching process effective and efficient.

Based on the result of observation in SMP of Boyolali, the writer finds that not all teachers can make a lesson plan that the form is suitable with the regulation of making lesson plan. Some of them make lesson plan, but there is lesson plan that the form is not in line with the Regulation of National Education Minister (PERMEN) number 41 in 2007. This
phenomenon makes the writer interested in analyzing the lesson plan of English lesson. The writer chooses the lesson plan of English developed by the teachers of Junior High School in Boyolali. The writer is interested in analyzing lesson plan of English lesson in Junior High School because the English lesson material in the Junior High School is considered difficult. It is compatible with the regulations or not, and how far the teachers expand the lesson plan to teach the complexes materials in Junior High School. In this research, the writer applies the education regulation in Indonesia especially the standard process of education in Indonesia because this standard arranges the form of the lesson plan. Thus, the writer entitles her research “An Analysis of Lesson Plan Designed by Junior High School English Teachers in Boyolali”.

Based on the background, the problems are stated in the following subsidiary questions:
1. How do the teachers formulate the indicators?
2. How do the teachers design the teaching procedure?
3. How do the teachers determine the source and media?
4. How do the teachers design the evaluation?

The objectives of this study are:
1. to describe the indicators formulated by the teachers.
2. to describe the teaching procedure designed by the teachers.
3. to describe the source and media determined by the teachers.
4. to describe the evaluation designed by the teachers.

To answer the research questions, the researcher uses PERMENDIKNAS (Regulation of National Education Minister) number 41 in 2007. The government defines the lesson plan in PERMEN number 41, 2007. Lesson plan is a planning of procedure and organization in learning to achieve one basic competency that set in content standard and describe in syllabus. There are some components or parts of the lesson plans in PERMEN number 41 in 2007:
a. **Identity of Subject**

Identity is detail of subject lesson plan. Identity of subject has some part as content school, class, semester, ability program, subject, theme, and total of meeting.

b. **Standard Competency**

Standard competency is qualification of the learner’s minimum ability that contains the ability, attitude, and skill. This is just got by the class and semester every subject.

c. **Basic Competency**

Basic competency is an ability that has to achieve by the learners in every subject. This is the first step to arrange the indicators.

d. **Indicator**

Indicator is the attitude that can take and observe to know the final basic competency. This is the modal to take the score.

In PERMEN number 41, 2007, the education cabinet minister amending indicator as follow:

Indikator kompetensi adalah perilaku yang dapat diukur dan/atau diobservasi untuk menunjukkan ketercapaian kompetensi dasar tertentu yang menjadi acuan penilaian mata pelajaran. Indikator pencapaian kompetensi dirumuskan dengan menggunakan kata kerja operasional yang dapat diamati dan diukur, yang mencakup pengetahuan, sikap, dan keterampilan.

Indicator is important components of the lesson plan, because it is a process and goal in learning activity. Indicators contain the learning material. Indicators developed from the basic competence. It is developed for minimum three indicators from one basic competence or standard competence. Indicators made by operational verb that capable of control and fathomable, which contains of knowledge, attitude and skill. Develop indicators and make exercise are done by the teachers. The teachers must have ability and creativity to make good lesson plan which contains of the important point like indicator, teaching-learning process, and evaluation or exercise.

e. **Goal**

It is contains the process and the result of study that the teachers want. This must be the same with basic competency.
f. Material

Material is a subject matter of learning that must give the learners by the teachers. Material has a fact, concept, principle, and procedure. The teachers write it as indicators’ concept in competency.

g. Time

Time is the amount of time teachers plan to use or allocate for instructional activities. Time is made by learner’s need to achieve the basic competency.

h. Method

Method is a model of learning process or strategies to explain material to the learners. The teachers make the method to get the good atmosphere in learning process. Choosing of learning method have to made based on situation, student’s condition, and character from every indicator and competency that will get in every subject.

i. Teaching-learning Process

PERMEN number 41 in 2007 (14-18) the government gives three parts in teaching learning process. They are beginning, while teaching, and closing. The differences are in while teaching. While teaching is divide into three parts. There are Exploration, Elaboration, and Confirmation.

1) Pre-teaching

Pre teaching is the first activity in learning process. This has purpose to motivate and make the spirit of study. There are some activities that the teachers usually do in introduction.

a) Preparing the students’ physic and mental to follow the learning process.

b) Giving question to build the background knowledge.

c) Explaining the purpose of the teaching.

d) Conveying the materials and explaining the part of the activity based on syllabus.

2) While teaching

While teaching is the learning activities to achieve the indicators. Indicators are a goal of learning process. These activities are with interactive, communicative, fun and active. This activity is divided into three parts, namely exploration, elaboration and confirmation.
**Exploration**
Exploration has activities that the learners usually do. There are:

a) The learners have to find the information about the topic in this material that will be learn from various sources.
b) The teachers use media to support the learning activity.
c) The teachers facilitate the learners in interaction between the learners and the teachers.
d) The teachers make the students active in learning process.
e) The teachers facilitate the students to do experiment in the laboratory, studio and field.

**Elaboration**
Elaboration has activities that the teachers usually do. There are:

a) The teachers order the learners read and write in a work or exercise.
b) The teachers facilitate the learners by giving work, discussion, exercise and show the new idea from the learners.
c) The teachers give a time to identify, analyze, finishing problem, and try something.
d) The teachers facilitate the learners in learning cooperative and collaborative.
e) The teachers facilitate the learners to be competition in fear play to increase learning performance.
f) The teachers facilitate the learners to make the result of exploration in reading or writing in individually or fraternity.
g) The teachers facilitate the learners to act, individually or group.
h) The teachers facilitate the learners to do exhibition, tournament, festival and product which are resulted.
i) The teachers facilitate the learners to do activities that give a proud and self-confidence.

**Confirmation**
Confirmation has activities that the teachers usually do. There are:

a) The teachers give good response and power in speaking, gesture, or prize in students’ success.
b) The teachers give confirmation in the result of exploration and elaboration.

c) The teachers facilitate the learners to reflect to get the experience in learning process.

3) Post teaching

Closing is an activity to give conclusion, evaluation, and reflection. There are some activities that the teachers usually do in closing.

a) The teachers and learners make a summary in learning process.

b) The teachers give reflection in activity.

c) The teachers give response in process the result of study.

d) The teachers make planning activity in remedial test, selection, canceling or giving a work in learning.

e) The teachers give next material in the next session.

j. Evaluation

Procedure, instrument of scoring, and result of learning have to suitable with the indicators and have to base on standard score.

k. Source

The source of material has to base on standard competency and basic competency, material, learning activity, and indicators.

B. Research Method

The object of the study is lesson plan on the term I and II in academic year 2013/2014 made by Junior High School English Teachers in Boyolali. It is analyzed by using standard process in education regulation. Related to the problem of this research, the writer conducts descriptive evaluative research. Data of the research are the indicators organization, media and source, teaching procedures and evaluation in the lesson plans made by Junior High School English Teachers in Boyolali, on the term I and II in academic year 2013/2014. The data source use document. The writer selects the informants who are know well and can be trusted to be data source that know the problem.

The writer uses documentation to collect the data. Documentation is a method used for collecting the data using evidence list. First is the writer seeks the lesson plans of English
teachers of Junior High School in SMP N 1 Boyolali, SMP N 4 Boyolali and SMP N 3 Mojosongo. Then, the writer collects and classifies the data based on their type.

The technique for analyzing data is descriptive evaluative. The writer analyzes the suitability of design of indicator, media and source, teaching learning process and evaluation designed by Junior high school English teachers based on PERMEN 41 (Regulation of National Education Minister number 41) in 2007. The writer analyzes the data arranged into some particular steps: selection of the instrument, aggregation and analysis of the data and Interpretation of the result.

C. Research Finding and Discussion

The writer intends to answer four research problems, namely: description of the indicators, teaching procedure, source and media, and evaluation designed by Junior high school English teacher. This research focuses on the lesson plan of speech competencies in the seventh, eighth and ninth grade of Junior high school on the term 1 and 2. The speech competencies discussed in the seventh, eighth and ninth grade of Junior high school on the term 1 and 2 are transactional and interpersonal text and short functional text. The writer focuses on analysis of short functional text.

1. Indicator

The indicators are analyzed based on PERMEN 41 (Regulation of National Education Minister number 41). The criteria of PERMEN 41 of indicators are operational verb, numbers of indicators, goal, specific, and suitability. The data are divided into four skills namely, listening, speaking, reading and writing skills.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Skill</th>
<th>Total LP</th>
<th>OP. VERB</th>
<th>Number of indicator in a lesson plan</th>
<th>Goal</th>
<th>Specific</th>
<th>Suitable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Functional Text</td>
<td>Listening</td>
<td>21</td>
<td>31</td>
<td>68</td>
<td>68</td>
<td>15</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(63 = 100 %)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>49,20 %</td>
<td>100 %</td>
<td>100 %</td>
<td>23,80 %</td>
<td>100 %</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>20</td>
<td>41</td>
<td>54</td>
<td>54</td>
<td>0</td>
<td>54</td>
</tr>
</tbody>
</table>
The example of analysis of indicator:
S1/VIII/1/SFT/Sp/03

1) *Melafalkan ungkapan-ungkapan dalam teks dengan benar*
2) *Menggunakan phrase dalam teks dengan benar*
3) *Melakukan monolog pendek dengan pronunciation yng benar*

The first is operational verb. From the data there are three operational verbs; *melafalkan* or pronounce, *menggunakan* or use and *melakukan* or doing.

The second is number of indicator. According to PERMEN 41, the number of indicators in one basic competence should be at least three indicators. From the data, there are three numbers of indicators.

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

The fourth is specific. Specific means that each indicator/lesson plan must cover the detail target e.g. social function, language features, and generic structure. From the data, the writer did not find the specific indicator.

The fifth is suitability. All of indicators from the data are suitable with the speaking skill of short functional text.

From the result of analysis of indicators in four skills (listening, speaking, reading and writing), the teachers should develop the operational verb of the indicators and write the specific indicator.

2. **Teaching Procedure**

The data are divided into four skills, namely listening, speaking, reading and writing skills.
<table>
<thead>
<tr>
<th>Activities</th>
<th>SKILL</th>
<th>Suitability with indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Preparing</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>2. Giving Question</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>3. Explain the purpose</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><strong>Exploration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Finding information about topic</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>5. Use media</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Interaction</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>7. Active</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Write &amp; read</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>9. Discussion</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>10. Analyzing &amp; problem solving</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>11. Cooperative &amp; collaborative</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>12. Competence</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13. Make result</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>14. Show the result</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td><strong>Confirmation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Giving feedback</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>16. Confirmation the result</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>17. Reflecting the</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Closing</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60,95 %</td>
</tr>
</tbody>
</table>

The example of analysis of teaching procedure:

a. Pre-Teaching
S1/VIII/1/SFT/Ls/03:04

1) Greeting
2) *Melakukan tanya jawab tentang materi sebelumnya*
3) *Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa*

The teachers open the class by greeting to the students. It means to initiate the communication between the teachers and students. It is also build the characters such as polite behavior. The teachers continue the meeting by asking question to the students about the previous materials. It makes the students to remind about the previous material and can relate with the material they will learn. The last activity is explaining the purpose of the material. By explaining the purpose, the students can understand the material they will learn and more focus with the material.

b. While Teaching
1) Exploration
S1/VII/1/SFT/Ls/01:02
   (a) Asks the students to listen to and look at the teacher’s demonstration in using some texts (S1/VII/1/SFT/Ls/01), in using some expressions (S1/VII/1/SFT/Ls/02)
   (b) Dealing with difficult words used in the text.
From the data, the teacher enters exploration phase by ask the students to listen and look the teacher demonstration related to the material. By giving some examples, the students will understand about the material easily. Then, the the students seek the difficult word in the text. It means to help the students to understand the meaning of the text.

2) Elaboration
S3/IX/1/SFT/Ls/20
(a) Mendengarkan percakapan yang berkaitan dengan teks fungsional pendek
(b) Mengidentifikasi makna (tujuan komunikatif) teks yang digunakan dalam percakaaan
(c) Mengidentifikasi struktur teks yang digunakan dalam percakaaan
(d) Mengidentifikasi ciri-ciri kebahasaan teks yang digunakan dalam percakaaan
(e) Menjawab pertanyaan tentang isi percakapan
(f) Mempresentasikan hasil diskusi

The teacher enters the elaboration phase by asks the students to listen spoken text related to the material. Then, the teacher asks the students to identify some information and also answer the question from the text. By the activity, the teacher wants to know how far the student’s understand the text related to the material. The last, the students present the result of their work. It is mean to make the active learning and develop the student’s self confidence.

3) Confirmation
S1/VII/1/SFT/Ls/01
(a) Asking the students’ problems
(b) Discussing the students’ answers

The teacher enters confirmation phase by asking the student’s problem. It is meant the teacher will give explanation again about the material. So, the students will understand the materials clearly. Then, the teacher discuss the student’s answer or result. It means to give confirmation to the student’s answer. Through confirmation, the students will get the valid or right answer of the task.
c. Post Teaching
S1/VII/1/SFT/Ls/01;02

1) Assigning the students to find out other announcement in the newspaper or magazine.

The teacher closes the post teaching by assigning the students to find out example of short functional text. It means to build responsibility of the students.

From the result of analysis of teaching procedure, the teachers should develop the activities such as use a media, giving some activities to build the active learning, and giving exercises in confirmation phase.

3. Source and Media

The analysis of source and media of the English teacher’s lesson plan is done based on the PERMEN 41 in 2007. The data are divided into four skills, namely listening, speaking, reading and writing skills.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Skill</th>
<th>Total LP</th>
<th>Suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Functional</td>
<td>Listening</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Text</td>
<td></td>
<td></td>
<td>(21 = 100 %)</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(20 = 100 %)</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(23 = 100 %)</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(22 = 100 %)</td>
</tr>
</tbody>
</table>

The example of analysis of source and media:
S1/VIII/1/SFT/Ls/03
First is specific. From the data, the sources of the data are specific. Specific means that the sources must cover the detail information of the source itself. The teacher have to writes the detail sources, if the sources are from the book the teacher must writes the author of the book, the title of the book and page number of the material and publisher. Besides, if the sources are from internet the teacher must write the web address and the time when the sources accessed.

The second is suitability. The books as the learning sources are suitable with English materials of Junior High School for eighth grade.

From the result of analysis of source and media, the teachers should write the specific source and media. The teachers should write the detail information of the sources and media such as the title of the book, the author of the book, and page number of the material if the sources are from the book.

4. **Evaluation**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Skill</th>
<th>Total LP</th>
<th>Suitability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Functional Text</td>
<td>Listening</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(21 = 100 %)</td>
<td>66,66 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(20 = 100 %)</td>
<td>75 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>(23 = 100 %)</td>
<td>78,26 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(22 = 100 %)</td>
<td>72,72 %</td>
<td></td>
</tr>
</tbody>
</table>

The example of analysis of evaluation:

Technique : Oral test

Type : Oral questions

Instruement:
From the data S1/VIII/1/SFT/Ls/03;04, S1/VIII/2/SFT/Ls/05, S4/VIII/1/SFT/Ls/12 and S3/VII/1/SFT/Ls/16 the teacher design the evaluation is not good. The teacher only shows the technique and form. The teacher did not compare the evaluation and the indicators. It is meant to show how suitable the evaluation and the indicators. The evaluations are complete with the questions instrument.

From the result in analyzing the evaluation, the teachers should design the evaluation that suitable with the indicators and material. The teachers should compare the indicator and evaluation. The teachers can add the questions instrument to complete the evaluations.

D. Conclusion

1. Indicator

The total percentage of indicators in lesson plan made by Junior High School English teachers in Boyolali is 67.17%. The percentage is categorized as good based on the theory of Suharsimi (1993:201). It shows the quality of the design of indicators in lesson plan made by Junior High School English teachers in Boyolali of the seventh, eighth and ninth grade on the term 1 and 2 in academic year 2013/2014 is Good.

2. Teaching Procedure

The total percentage of teaching procedures in lesson plan made by Junior High School English teachers in Boyolali is 61.84%. The percentage is categorized as good based on the theory of Suharsimi (1993:201). It shows the quality of the design of teaching procedure in lesson plan made by Junior High School English teachers in Boyolali of the seventh, eighth and ninth grade on the term 1 and 2 in academic year 2013/2014 is Good.

3. Source and Media

The total percentage of source and media in lesson plan made by Junior High School English teachers in Boyolali is 29.76%. The percentage is categorized as bad based on the theory of Suharsimi (1993:201). It shows the quality of the design of source and media in lesson plan made by Junior High School English teachers in Boyolali of the seventh, eighth and ninth grade on the term 1 and 2 in academic year 2013/2014 is Bad.
4. Evaluation

The total percentage of evaluations in lesson plan made by Junior High School English teachers in Boyolali is 73.16%. The percentage is categorized as good based on the theory of Suharsimi (1993:201). It shows the quality of the design of evaluation in lesson plan made by Junior High School English teachers in Boyolali of the seventh, eighth and ninth grade on the term 1 and 2 in academic year 2013/2014 is Good.
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VIRTUAL REFERENCE
