CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter gives the theoretical description of the research. The theoretical framework is aimed to give direction to what extent the research that be conducted. This chapter covers language lesson plan, designing lesson plan, curriculum definition and curriculum transformation.

1.1 Theoretical description

This subchapter gives definition and argumentation from credible source to support the researcher.

2.1.1 Lesson plan

Lesson plan program is an importance procedure in teaching. The content gives the direction for teacher to conduct learning and teaching process effectively. The absence of the lesson plan will cause the boredom and messy activity in teaching and learning process. It can also increasing the student motivation to learn. On the other side, if teacher prepares the teaching and learning process which is completed by lesson plan, the teacher will teach confidently. It occurs because of the component needed have already planned as well. The students will learn easily because of the knowledge transferred structurally.

Finally, the opportunity to achieve the learning objectives seems easy to get. In this subchapter, the researcher describe the definition, principles, the element and the systematic of lesson plan.

2.1.1.1 Definition of lesson plan

Lesson plan is a structure that explain the beginning until the end of the lesson and the process to get there. Callum (2000) states that lesson plan is the detail description of teaching learning process conducted by teacher. It contains of very detail activity from pre-teaching, main and the closing phase as a partial of lesson plan documents. The detail of the activity is included the teacher and student act. Lesson plan is completed with the teacher and student act such as the teacher command and also the student response. It also shows the time allocation to give a control in timing limitation. The teacher has to synchronize between detail activities with the time given.

According to Government regulation number 19 years 2005 in Departemen Pendidikan Nasional (2008) Lesson plan is a set of plans that describe the process and procedures organizing learning activities to achieve a basic competence (Kompetensi
Dasar) specified in the standard content and outlined in the syllabus. From the statement, the researcher comprehend the lesson plan as a groups of activity to reach the basic competence requirement. The researcher takes an important point from the statement. A set of teaching only covers one basic competence. Teacher cannot implement two or more basic competence in a lesson plan but it will be allowed to put one or more indicators for each of them. It also possible to make one lesson plan in one or more meetings. The case happens when teachers found the large scoop of basic competence so that it cannot be done in one meeting.

In a brief, lesson plan is a toolkit of teacher to conduct the teaching-learning process as a directive that refer to a basic competence in one set of it in order to achieve the learning objective of students.

2.1.1.2 Principles in developing lesson plan

There are eleven importance point according to Permendikbud number 103(2014):

(1) Lesson plan is breaking down from the curriculum idea based on the syllabus that is developed by government team in a form of planning of the teaching-learning process to be implemented in learning process; (2) Teacher develops the lesson plan by considering the student ability, interest, study motivation, talent, potential social skill, emotional, learning style, special needs, level of thinking, cultural background, norm, value and the life environment; (3) Supporting the learners’ liveliness; (4) In accordance with the purpose of curriculum in 2013 to produce independent and never give up learners as human beings, the learning process in the lesson plan focuses on learners developed motivation, interest, curiosity, creativity, initiative, inspiration, independence, enthusiasm for learning, skills learning and study habits; (5) Developing reading and writing habits; (6) The learning process in the RPP is designed to develop reading interest, comprehension diverse readings, and expression in various forms writing; (7) Give feedback and follow-up; (8) lesson plan take up the planning of positive given feedback, reinforcement, enrichment, and remedial. Remedial holds after the test evaluation. The result will be analyzed to find the student weaknesses. The content of the learning has to regard in the weaknesses of the learners; (9) Linkages and integration; (10) The developing of lesson plan gives attention to the core and basic competence, learning materials, learning activity, evaluation, and the reference in a package. Lesson plan arranged in accommodate with thematic learning, integration among subject for the behavior, skills and cultural diversity. Information and communication technology implemented: (11) Lesson plan compiled by considering the
implementation of information and communication technology which are integrated, systematic, and effective in accordance with the circumstances.

2.1.1.3 Element and systematic of lesson plan

Based on *Permendikbud* number 103 (2014) lesson plan at least consist in following points below: (1) lesson plan at least consist of school identity, subject, theme, grade, semester and time allocation; (2) Core competence, basic competence and indicator of competence achievement; (3) Learning materials; (4) Activity included pre-teaching, main activity and closing activity; (5) Evaluation, remedial and enrichment; (6) Media, tool, material and reference.

The frame of lesson plan provides by the researcher to give a further explanation to the reader. Lesson plan contain of Identity in the beginning. It covers (1) School; (2) Subject; (3) Graders and semester; (4) Core material; (5) Time allocations.

Second and third part are the explanation of the core, basic competence taken from curriculum. Basic competence for point three and four followed by indicators that relevant with the basic competence. For the note, first and second basic competencies are not necessary to develop the indicators because those will be achieved by indirect learning process.

Point three is followed by (1) Learning aims; (2) Learning materials; (3) Method or the detail of learning process; (4) Media, tools, and sources; (5) Phase of learning process. It covers the Pre, while and post teaching completed with time limitation for each activity; (6) Assessment pervades type and technique, form of and instrument and score directive. The exact example of lesson plan is attached in the end of the thesis.

2.1.2 Designing lesson plan

This subchapter provide the explanation in designing lesson plan. There are seven phase in designing lesson plan based on 2013 curriculum (*Permendikbud* 81a:2013).

2.1.2.1 Analyzing syllabus

Each of core competence contains of five basic competence. All of them are representative of core competence aspects. They are attitude to God, self and environment, knowledge and skills. To achieve these basic competency, learning teaching process held based on process standard. Process standard are observing, questioning, experimenting, associating and communicating. Lesson plan have to explore these phases. The teacher
makes the student active by implementing these standard process. Analyzing syllabus also consist of formulating indicators and assessment.

2.1.2.2 Identifying learning material

According to Per mendikbud number 81a (2013) aspects that have to be considered in identifying learning material are (1) Students’ potential; (2) Relevancy to local characteristic; (3) Physical, intellectual, emotional, social, and student’s spiritual; (4) Usefulness for student: (5) Knowledge structure; (6) Actual, deep, wide learning material; (7) Relevancy between students’ needs and environment; (8) Time allocation; (9) Designing learning aims. Designing learning aims have to consider the indicators. At least, it contains of two aspect audience (students) and behavior (skills); (10) Developing learning activity. The steps of learning activities for each meeting are done by teacher to make students active. Some aspects that have to be considered in identifying learning material are: (a) Learning activities are arranged to make easy teacher so that they teach professionally; (b) Learning activities consist of activities done by teacher as in syllabus; (11) Assessment. The points below explained the aspects considered in formulating assessment: (a) Assessment purposed to measure the competence achievement especially for KI-3 and KI-4; (b) Criteria of assessment are based on what students achieve in learning process; (c) Using sustainable assessment: (d) Result of assessments used to decide the next step; (e) Assessment has to be suitable with learning experience that done in learning process.

2.1.3 Curriculum

Curriculum is planning which is contain of guidance in teaching learning process. It also defines curriculum as a set of planning, objectives, content, material and the rule in conducting learning teaching process to achieve certain education aims (Sukmadinata, 2008). Curriculum has four components specifically objective, content method or strategy and evaluation. All of the component is integrated things that bring the malfunction if one of them is not run well nor unconnected with others components.

2.1.3.1 The 2013 Curriculum

The basic of the 2013 curriculum is competency and character. This curriculum releases because of the curriculum 2006 criticism. The theme of curriculum 2013 is generating Indonesian which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme,
the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

Every curriculum has their own characteristics. According to *permendikbud* number 59 years (2014), 2013 curriculum characteristic are: (1) Aimed to provide a compilation between spiritual and social attitude, knowledge, and skill. All of the aspect applied in a situation in the school or the environment; (2) Provide the school as part of community in order to apply what students learnt in the school to community and utilize the community as a learning resources; (3) Give chance to develop students’ attitude, knowledge and skills; (4) Developing the basic competence taken from core competence in order to implementation to the teaching-learning process; (5) Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies; (6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

### 2.2 Previous Studies

As a supporting arguments of the research, the researcher takes some previous study. First, the same topic conducted by anonymous entitled “The Problems of the Implementation of KTSP in teaching English at SMK (a Multisite Case Study of Business Management of SMK Negeri 3 Jakarta)”. This research proved that there are problems in Implementation of KTSP especially for preparation before teaching. The teachers did not have enough preparation such as designing lesson plan. In addition, the teachers not really mastery the term of KTSP. The research focused on the whole process of teaching conducted by teacher based on the KTSP.

Second, research has finished by Asih Sri Munziyati in 2011 entitled “The English Curriculum in Islamic School (A Multisite Case Study of English Curriculum Development at Madrasah Aliyah Mathali’ul Falah Kajen Margoyoso Pati “.The research result is to find out the objectives data about English materials, implementation, and evaluation. The curriculum stated above belongs to KTSP. The research showed that the implementation of KTSP in Madrasah Aliyah Mathali’ul Falah Kajen Margoyoso Pati is far from appropriate implementation.

Third research conducted by Irma Nur Khasanah in 2015 entitled “The Implementation of 2013 Curriculum by the English Teacher and Its Barriers (A Multisite Case Study at the 10th Grade of SMA N 1 Rembang in 2014/2015 Academic Year)”. The
objectives of this research is to describe the implementation of 2013 Curriculum and its barrier. Especially of learning, planning, process, and learning evaluation dimensions. This research found that the problem appears in the designing instrument assessment.

The tree previous studies were analyzing curriculum in general. Whereas, the researcher focused on describing and finding the perception toward the transformation from School-based to the 2013 Curriculum and barriers appear in designing the lesson plan based on 2013 Curriculum.

2.3 Conceptual framework

The theoretical description contains of the arguments from the expert and credible source that be explained in specific by the researcher as a measurement and the evidence to take conclusion wheatear the lesson plan made by teacher in accordance to 2013 Curriculum or not. The writer provides the frame and the certainty of the lesson plan as a part of lesson plan document. The theory of lesson plan rule can be used as a measurement whether the lesson plans found are fulfill the requirements or not. The characteristic of the 2013 curriculum states in the theoretical description in order to evaluate the lesson plans. The lesson plan should meet a demand with the 2013 curriculum characteristics.