
ANALYSIS OF ENGLISH LESSON PLANS BASED ON 2013 CURRICULUM IN INDONESIA

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Abstract

One of the most interesting educational topics to discuss nowadays is lesson plans which has appeared as an alternative way to practical teaching and learning issues. Teachers still have problems and find it difficult to implement the lesson plan. This research is aimed to discover the implementation of lesson plans made by the teacher and the problems in implementing the lesson plans based on the 2013 curriculum. This research used a descriptive qualitative method. The data and source of data of this research were two English teachers from SMK Negeri 2 Banjarmasin. The instruments used were interview and document analysis which is lesson plan analysis. The lesson plan analysis found that the problem of the teachers in designing lesson plans was with the learning materials. The teachers find it difficult to choose the suitable learning material for the students. The other problems of the teachers in implementing lesson plans based on the interview were time management, students' characteristics and lack of infrastructure in the school. The researcher suggested that the teachers should pass the on-the-job trainings such as MGMP in order to learn more about how to implement and design a good lesson plan. Then, the teachers can modify the lesson plans according to the situation of the school and the students. The teachers should set the objective of the learning, manage the time allocation, and also understand more about the characteristics of the students to give the learning materials according to students' need and interests.

Keywords: Lesson plan, 2013 curriculum, implementation

INTRODUCTION

As a guideline for the teachers to reach the objective of the teaching and learning process, lesson plan become an important influence on successful teaching and learning process. As stated by Badriah (2013), lesson planning skills are considered a key part of successful teaching. In the lesson planning process, it provides arrangements for selecting goals; developing activities and tasks related to knowledge, skills and attitudes (Cooper 1990 in Badriah, 2013). As Husain (1990) and Jalongo (2007) believed, a well-prepared lesson plans can train students to the highest level and promote student achievement in the time available. In addition, it assisted teachers to realize the important elements of a good teaching and learning process, such as determining the place, time and learning method they share with the students

To get started with lesson planning, teachers use templates or formats to help them create lesson plans. The form generally includes: title, core competence, basic competence, teaching objectives, indicators, materials, time allotment, teaching methods, learning activities, assessment and resources data (Ministerial Regulation No. 41 of 2007). In summary, the preparation of lesson plans should have clear goals; some activities are interesting and exciting for students.

The lesson plans compiled by English teacher should be consistent with lesson plan component based on Ministry of Education and Culture number 22 year 2016 related to high school process standards and procedures of the Ministry of Education and Culture No. 103 of 2014 relating to learning in primary and secondary education in 2013 curriculum is a skill and character-based curriculum. The 2013 curriculum arised and appeared to be a response to many criticisms of the previous curriculum which is the school based curriculum. It fits the needs of development and the world of work. The 2013 curriculum is one of the government's efforts to address the various problems of current education. The theme of the 2013 program is to create Indonesians: productive, creative, innovative, emotional; by reinforcing integrated attitudes, skills, and knowledge. Based on the theme, the implementation of the

2013 curriculum is expected to create a productive, creative and innovative person. (Salinan Lampiran Menteri Pendidikan dan Kebudayaan No 59 Tahun 2014, Kurikulum 2013)

As a form of professional teacher development, the implementation of lesson plans has potential in the continuing the professional development model of Indonesian teachers through the formulation of lesson plans, exchanges and thoughtful teacher cooperation. School-wide themes and curriculum are effective and improve teachers' knowledge and skills inexpensively without leaving schools and other institutions. Supporting the implementation of school curriculum requires strong support from institutional decision makers

As mentioned above, the researcher makes a conclusion that lesson plan is a set of specific teaching and learning activities of learners in a classroom. Classes can last from one to three hours and provide the students with instruction or steps on skills needed to be achieved in relation to the objectives of lesson plan. The lesson plan details the plan of the unit and the direction of the class. A very good lesson plan is an important tool that focuses both for the teacher and the students in achieving the lesson goals, and if carefully developed and followed, it will effectively help learners achieve their goals.

Khasanah (2015) conducted a research related with the implementation of 2013 curriculum and its difficulties. This research focused on the obstacles related with the aspects of teaching planning, learning process and assessment. The conclusions of this research are that teachers are capable of all three dimensions. Obstacles to course planning affect two other aspects. The barrier is to find the right method and the right validation assessment.

Asep (2014) conducted a study related with the 2013 curriculum program in teaching and learning English. This research assesses the problems that arise in the implementation of the 2013 curriculum. The results of this research are the preparation of teachers for the teaching and learning process and the preparation of learners for the teaching and learning process and students readiness in the learning subject in the new method that forced up the students still become the issues in implementing the current curriculum.

Apsari (2018) conducted a research cognated with the problems of teacher in Implementing 2013 curriculum. The result of this research showed that dealing with the the implementation of Curriculum the teachers had the problems cognated to three aspects namely: problems in teaching and learning process, problems related to designing the lesson study, and problems related to material of teaching and learning.

Based on the findings above, the researcher is interested in carrying out this research because it is important for the teachers to have a good lesson plan and understand the 2013 curriculum. The researcher chose the English teachers from SMK Negeri 2 because the researcher have taught at the same school and knew the environment and the teaching styles of the teachers. Moreover, it is easier for the researcher to conduct this research related with lesson plan.

This research aims to discover the analysis and the implementation of English lesson plans based on 2013 curriculum at the tenth grade of SMK Negeri 2 Banjarmasin.

RESEARCH METHODOLOGY

This research applied qualitative descriptive methods to understand situations or events from the participant's perspective (Fraenkel, et.al, 2012). Design in qualitative research is often used synonymously with analysis in structural models. The research method is a qualitative study. Dawson (2007 in Asiyah 2004) stated that qualitative research examines attitudes, behaviors and experiences through methods such as interviews and focus groups. The researcher tried to deepen the opinions of participants. The qualitative method is the most suitable method for this study and will explain the analysis and implementation of the English teacher's lesson plan in line with the 2013 curriculum

Source of data and Instruments

The source of data of this research are the two English teachers who taught tenth grade students at SMK Negeri 2 Banjarmasin. The instruments used in this research were document analysis and

interview guidelines. The document analysis used to analyzed the lesson plans designed by the teacher to know the relevancy of the lesson plans components with the standard lesson plan based on 2013 curriculum. The interview guidelines used to obtain the information on the problems faced by the teacher in making and implementing lesson plans based on 2013 Curriculum. The researcher used expert validity in validating the instruments of this research.

Data collection and data analysis

To retrieve the data, the researcher collected the four lesson plans from the teachers and analyzed them using the rubric standart for lesson plans based on 2013 curriculum guidebook. The rubric used to analyze the data was based on the regulation of Minister of Education and Culture No. 22 of 2016 concerning the standards of the primary and secondary education process. The interview was conducted to know the problems of teachers in implementing the lesson plan, the interview guidelines consist of ten questions which were open ended to get in-depth information related with this research.

RESULT AND DISCUSSIONS

Research Findings

1. The Implementation of lesson plans based on 2013 curriculum

Based on the interview the teacher said that 2013 curriculum is more helpful and it doesn't affect the teaching and learning process that much because the point remains the same. As stated below:

“Untuk disekolah ini menurut saya k13 itu lebih membantu dalam pembelajaran dibanding kurikulum yang sebelumnya” (04/21/2021)

The teacher said that 2013 curriculum is more or less with the previous curriculum named KTSP. It demands the students to be more active in the class because that is the point of the curriculum which is student centered.

“Menurut ibu K13 kurang lebih sama saja dengan pembelajaran dengan KTSP dulu sih ya paling siswa diminta lebih aktif lagi dikelas dan bagaimana caranya agar mereka lebih kreatif dalam pembelajaran. Sebenarnya menurut saya k13 itu cuma namanya saja yang berganti dari KTSP, k13 itu lebih ke student centered tapi sedangkan KTSP teacher centered. Untuk tujuan pembelajarannya juga lebih spesifik menurut saya” (04/19/2021)

The researcher collected the lesson plans of teacher to analyzed to compared the components of the lesson plans with the observation. The lesson plans analyzed were written below:

Identity of lesson

There are several elements of identity of lesson plan referring to curriculum 2013, the identity of lesson plan consists of the institutional unit, classes/semesters, topic or subjects and time allocation. The lesson plan designed by the teacher have the same element referring to 2013 curriculum.

Core Competence, Basic Competence and indicator

Based on the lesson plan analyzed, there were no core competence, basic competence and indicator written in the lesson plan. This could happen because of the simplified of lesson plan based on minister of education and culture number 14 of 2019. It stated that lesson plan should consist of learning objectives, learning activities and assessment and others are just complement.

Learning Objective

Table 1

Lesson plan 1 & 2	Lesson plan 3&4
Dengan menggunakan pendekatan saintifik dan model pembelajaran discovery learning diharapkan siswa dapat menganalisis fungsi sosial, struktur dan unsur kebahasaan memo, menu schedule, sign dan	Dengan menggunakan pendekatan saintifik dan model pembelajaran discovery learning diharapkan siswa dapat menjelaskan perbedaan perbandingan menggunakan comperative dan superlative,

membuat memo, menu, schedule, sign”	menganalisis cara membuat kalimat pernyataan tentang perbandingan, membuat kalimat pernyataan dengan menggunakan comparative dan superlative
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Based on the table above, the learning objectives have the same formulation consists of A,B and C only. There is no degree in the learning objectives. It can be seen that the learning objective of lesson plan 1 and 2 have the same objectives although they were for two different meetings. The same case goes with lesson plan 3 and 4. It can be assumed that based on the data findings, the objectives developed by the teacher supported basic competence determined in 2103 curriculum, but also it can be assumed that the teacher still have problems in formulated learning objectives.

Learning Material

Learning materials containing relevant facts, theories, principles and methods which have been written down to scores based on the skill acquisition index. This means that the documentation relates to what students will learn in the learning environment and needs to build on established performance indicators. Based on the analyzed lesson plan, there are no pre-written learning materials, so the researcher cannot determine whether the learning materials are suitable for the topic or not.

Learning Method

Based on the Ministry of Education and Culture of 2016 related with 2013 curriculum, teachers can use one or two learning methods to make the class more active and effective for learning and help the teachers reach the indicators. From the lesson plan analyzed, the teachers used discovery learning as the method for the teaching

Media and Learning Sources

Media and materials used to assist the student understand the subject more easily. This will keep the students interested and memorized the material by participating more in classroom activities. Media was made based on basic competence, indicator, materials and learning activity. In this point view, tools and media used were computer, textbook, projector, internet, and so forth in order to conduct the effective way in teaching and learning activity.

Based on lesson plan formulated by the teacher, there were no media and materials written in the lesson plan. The researcher knew that the teacher used video which were shared through e-learning.

Teaching Activity

Table 2 Learning activity of lesson plan 1

Steps of discovery learning	While activity
Stimulation	Memberi motivasi dan dorongan kepada peserta didik untuk fokus pada pokok bahasan materi: teks-teks berupa memo secara lisan dan tulisan sederhana.
Identification of problem	Peserta didik diberikan kesempatan oleh guru untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi

Data collection	Peserta didik diarahkan untuk mengamati dengan seksama materi yang diberikan dalam bentuk gambar dan video atau slide persentasi yang disediakan dan mencoba menginterpretasikannya Mengajukan beberapa pertanyaan yang berhubungan dengan materi
Verification	Peserta didik mengerjakan beberapa soal mengenai materi
Conclusion	Menyampaikan hasil diskusi tentang materi yang diberikan berupa kesimpulan berdasarkan analisis secara lisan, tertulis atau media lainnya Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi yang diberikan

Table 3 Learning activity of lesson plan 2

Steps of discovery learning	While activity
Stimulation	Memberi motivasi dan dorongan kepada peserta didik untuk fokus pada pokok bahasan materi: teks-teks berupa menu secara lisan dan tulisan sederhana.
Identification of problem	Peserta didik diberikan kesempatan oleh guru untuk meingidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi
Data collection	Peserta didik diarahkan untuk mengamati dengan seksama materi baik secara lisan dan tulisan secara sederhana dalam bentuk gambar dan video atau slide presentasi yang disediakan dan mencoba menginterpretasikannya Mengajukan beberapa pertanyaan berkaitan dengan materi yang dipelajari
Verification	Peserta didik mengerjakan beberapa soal mengenai materi yang dipelajari baik secara lisan dan tulis secara sederhana
Conclusion	Mengemukakan pendapat atas presentasi yang dilakukan tentang materi yang dipelajari baik secara lisan dan tulis sederhana dan ditanggapi oleh kelompok yang mempresentasikan Bertanya atas presentasi tentang materi yang diajarkan baik secara lisan dan tulis sederhana dan peserta didik lain diberi kesempatan untuk menjawabnya

Based on the steps of discovery learning in the lesson plan at the frist and second meeting have the same exact activites from stimulation until verification stage. The teacher can arrange the steps well based on discovery learning such as as in the stimulation steps the the students are given motivation related to the topic so it would encourage the students. At the identification of problem stage, the students were given oppotunity to identify the material but, there were no learning sources written in the lesson plan. Then, in the verification stage, the students were given task to check their understanding about the material. Lastly, in the conclusion stage, the activity in the lesson plan 1 did not include any concluding material, the students only given opportunity to ask and answer the questions related to the material. As opposed to lesson plan 2, the students were asked to conclude the learning ans shared them in group discussion.

Overall, the activities of the lesson plan are based on the 2013 curriculum, but since lesson plans 1 and 2 showed almost the same activities, teachers need to record the activities at each stage in various ways. there is.

Table 4 Learning activity of lesson plan 3

Steps of discovery learning	While activity
Stimulation	Memberi motivasi dan dorongan kepada peserta didik untuk fokus pada pokok bahasan materi: teks lisan dan tulis pernyataan dan pertanyaan tentang perbandingan.
Identification of problem	Peserta didik diberikan kesempatan oleh guru untuk meingidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi
Data collection	Memperhatikan dengan teliti tentang materi dalam bentuk gambar atau video atau slide presentasi yang disediakan dan mencoba menginterpretasikannya Mencari dan membaca berbagai sumber dari berbagai referensi untuk menambah pengetahuan dan pemahaman tentang materi yang dipelajari
Verification	Berdiskusi tentang pembelajaran dari materi yang diberikan Peserta didik mengerjakan beberapa soal mengenai materi yang diberikan
Conclusion	Peserta didik bertanya atas presentasi tentang materi yang diberikan

Table 5 Learning activity of lesson plan 4

Steps of discovery learning	While activity
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Stimulation	Memberi motivasi dan dorongan kepada peserta didik untuk fokus pada pokok bahasan materi: teks lisan dan tulis pernyataan dan pertanyaan tentang perbandingan
Identification of problem	Peserta didik diberikan kesempatan oleh guru untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi
Data collection	Membaca dan mencari berbagai sumber dari berbagai referensi untuk menambah pengetahuan dan pemahaman tentang materi yang diajarkan Mengajukan pertanyaan berkaitan dengan materi yang dipelajari
Verification	Berdiskusi tentang pembelajaran dari materi yang diajarkan Peserta didik mengerjakan beberapa soal mengenai materi yang diajarkan
Conclusion	Menyampaikan hasil diskusi tentang materi yang dipelajari berupa kesimpulan berdasarkan hasil analisis secara lisan atau tertulis atau media lainnya untuk mengembangkan sikap jujur, teliti, bertoleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan Mempresentasikan hasil diskusi kelompok seperti biasa tentang materi yang diajarkan

Based on lesson plan 3 and 4 analyzed, the activities were referring to 2013 curriculum. It has the same activity explanation from stimulation stage until verification stage. The difference is only in the conclusion stage. Lesson plan 3 have concluding activity which were done by group discussion, it differs from the lesson plan 4 which did not mention the concluding activity in the lesson plan, the students were only given opportunity to ask about the material.

Finally, post activities are carried out by giving feedback on the topics or materials of each meetings, concluding on the learning objectives of each meetings. Based on the analyzed lesson plan, the teacher asked the students to state a conclusion, do a reflection and a follow-up activity. There is no explanation for how the teacher does all the activities after the activity

Assessment

Table 6

No	Aspek yang dinilai	Bentuk penilaian	Instrumen penilaian	Waktu penilaian
1	Sikap	Observasi dan jurnal	Pengamatan sikap (jurnal)	Selama KBM
2	Pengetahuan	Tes tertulis	Soal tes	Selama KBM
3	Keterampilan	- Untuk kerja - Laporan tertulis	- Pengamatan untuk kerja - Penilaian laporan tertulis	- Pada saat presentasi - Pengumpulan tugas

Based on the lesson plan formulated by teacher, there were three aspects on how to assess the students which are attitude 'sikap', knowledge 'pengetahuan' and performance 'keterampilan'. There were form of assessment, instrument of assessment and time of assessment. There was no rubric standard for the assessment written in the lesson plan as referring to 2013 curriculum.

2. Problems in choosing the material for the students related with designing of the lesson plan.

In designing the lesson plan, the teachers do it in team, there were MGMP for the English teacher which held a meeting and then divided them into which classes they should make the lesson plan. Then it was gathered and used by all of the English teacher in that school. In designing the lesson plans the teachers need to modify based on the characteristics of the students and the needs of the school.

"Penyusunan RPP di sekolah ini, kita, guru Bahasa Inggris sama sama dalam tim membuatnya, jadi ada pembagian guru ini untuk kelas ini. Ada MGMP khusus untuk guru Bahasa Inggris di sekolah ini." (04/19/2021)

Teacher 2 also said the similiar,

"Untuk penyusunan RPP kita ada tim, ada MGMP khusus guru di sekolah ini, jadi nanti ada rapat terus masing-masing guru dibagi dapat kelas berapm saja, setelah itu dikumpulkan dan dipakai semua guru Bahasa Inggris" (04/21/2021)

The problems faced by teacher in making the lesson plan was the material. T1 said that it was difficult to choose the material following with the basic competence because of the lack of knowledge of the students.

"Kadang pemilihan materi yang cukup sulit karena untuk kelas 10 itu kan muridnya baru jadi penyesuaian materinya agak susah. Ada beberapa siswa yang pengetahuan dasar Bahasa Inggrisnya masih kurang" (04/19/2021)

Beside T2 said that she has no actual problem in making the lesson plan because they are made by the team. This statements can be proven based on the interview with the teacher as follows:

"Kalau saya tidak terlalu ada kendala dalam menyusun RPP karena kita ada tim itu tadi kan jadi bisa sharing" (04/21/2021)

Based on lesson plans analyzed, there were no learning materials written and attached, thus the researcher could not find whether learning material were appropriate with the topic or not. T1 and T2 gave the material through WhatsApp and e-learning, the students were asked to read and learn about the material.

3. Problems in implementing lesson plan related with the teaching and learning process

1) Time Management

The implementation of lesson plan did not run as what stated in the lesson plan because of the time allocation. T1 said that they made the lesson plan as perfect as they could but when it comes to the implementation there were always been struggles happened in the class. As the teacher said:

"Kalau ada presentasi mungkin 75% implementasi RPP di sekolah ini sudah terpenuhi. RPP kita kan dibuat sedemikian rupa sebagus mungkin ya tapi terkadang saat implementasinya ada saja hal tidak terduga terjadi di kelas" (04/19/2021)

Despite, for the learning material the T2 said that it is still based on what written in the lesson plan. Based on T1 and T2 said, the lesson plan and its implementation were synchronized because they said 70% and 75% the implementation of lesson plan was accomplished. T2 said for the time allocation that it was rarely appropriate with what is written in the lesson plan.

"Jarang sesuai dengan waktu yang ada di RPP, tapi untuk materi yang diajarkan bisa saja sesuai dengan RPP yang sudah dibuat cuma kadang-kadang karena ada magang atau kegiatan lain bisa tidak terlaksana semua" (04/21/2021)

The time allocation in lesson plan rarely convenient with the teaching and learning process, sometimes the teachers don't have enough time to finish the learning based on the lesson plan. It was appropriate based on the observation of T1, the time allocation written in the lesson plan was different with what the teacher did in the teaching and learning process through WhatsApp. In the lesson plan it was written 3x45 minutes meanwhile from the observation it was only 90 minutes.

2) The characteristics of the students

The teachers find it difficult to teach some students because the level of their background knowledge might vary and there are also ABK (Anak Berkebutuhan Khusus) students which needs to treat them specially compared with other students

"Kadang manajemen waktu, kadang datang dari siswa itu sendiri seperti karakteristiknya. Terus disini tidak ada lab untuk menunjang pembelajaran listening skill. Sarana dan prasarana seperti itu" (04/19/2021)

Meanwhile Teacher 2 said,

"Manajemen waktu, tempat, karakter siswa ya tapi karakter guru juga kadang. Siswa ABK ya kadang agak jadi kendala di kelas juga" (04/21/2021)

3) Lack of school facilities

The next problem is the lack of infrastructure to support the teaching and learning process. The teacher said that the school does not have any laboratories to assist the students understand the material deeper especially in listening skill

Research Discussions

The type of lesson plan designed by the English teacher refers to the 2013 curriculum. The components are compiled based on the components of the lesson plan determined in the Ministry of Education No. 22 of 2016 on the process standards education of primary and secondary schools. In some components the lesson plans designed by the teachers based on the 2013 curriculum has its own shortcomings.

Based on the analysis of the lesson plan components designed by the English teachers of SMK Negeri 2 Banjarmasin, in general the lesson plans were not referring to 2013 curriculum guide book of

the Minister of Education and Culture No 22 of 2016 but it appropriates with the simplified of the components of the lesson plan as stated in Minister of Education and Culture No 14 of 2019. As written from the finding, there are four components which were not referring to 2013 curriculum:

1. Core Competence, Basic Competence and Indicator

There are no core competence, basic competence and indicator written in the lesson plan designed by the teacher.

2. Learning Objective

As proposed by Mager, Findlay and Nathan (Richards 2001), learning objectives should be included in the aspect of 'ABCD'. 'A' represents audience which is the students, 'B' represents behavior, 'C' represents condition and 'D' represents degree. The objectives of the lesson plan made by the teacher consist, B and C only. It showed that the teachers have problems in formulating learning objectives.

3. Learning Material

The teacher did not insert and attach the learning material in the lesson plan. according to 2013 curriculum, learning material is one of the components in designing the lesson plan.

4. Media and Learning Source

The teacher did not mention any media that would be used in the lesson plan either with the learning sources. The lesson plan needs learning media and learning sources as one of the indicator to achieve the goals.

5. Assessment

The aspects of the assessment were all complete but there were no rubric standard for the assessment written in the lesson plan.

The problem that the teachers faced when designing the lesson plans was learning materials. T1 finds it difficult to choose the right material with the students because of the different backgrounds knowledge of their students. Annisa (2015) found it difficult for teachers to select the learning materials, develop learning activities and evaluate students. Since each student has a different level of basic learning of English, the material should be tailored to the needs of the students.

The first problems faced by the teacher in implementing lesson plan was time management. Both of the teachers said it was difficult to adjust the time allocation written in the lesson plan along with what happen during the teaching and learning process. T2 said that the implementation of lesson plan rarely in line with the time allocation written in the lesson plan, so the teacher needs to cut the time or the teaching learning process would be continued in the next meeting. Nurkhasanah (2015) pointed out that teachers should reduce the time allocation for certain materials that students usually think they have accepted. Since the school's effective time is limited and it is considered as urgent, so the time allocation in the lesson plan did not match the syllabus. The observation of T1 also shows that the time management did not go as well as what the teacher planned in lesson plan because they were in distance learning. As stated in findings of Oktavianti (2018) teachers sometimes find it difficult to manage the time in implementing the lesson plan especially in scientific approach.

Second problem faced by the teacher in implementing lesson plan was the characteristics of the students. As T1 stated in interview, it is difficult to manage the various character of each students moreover they are in tenth grade which means the teacher never get the opportunity to meet all of them in teaching and learning process in the class because of the distance learning. The teacher find it more difficult to figure out the characters of the students. As mentioned in Nurkhasanah (2015), due to the diversity of classes, it is difficult for teachers to provide a ratio proportional to the needs of students.

Third problem was the infrastructure. The school does not have the facilities to support the teaching and learning process especially laboratory which can help the students in learning listening skill. T2 said that place to study still be the problems in implementing lesson plan. Sometimes, the students did not have class so they were studying in auditorium which the situations were not conducive to study. As Richards (2001: 207) explained in Apsari (2018), teaching facilities affect the quality of teaching

and learning processes. This is the last set of factors that affect the quality of teaching in programs related to the institutional context to the one where the teacher works. Since teachers are expected to teach well, they need continuous support from others. Therefore, in order to make the teaching process successful, the school must provide adequate teaching facilities, such as multimedia laboratories or computer laboratories, language laboratories, self-service centers and student reading rooms.

CONCLUSION AND SUGGESTION

Conclusion

The implementation of the lesson plan has not yet implemented all the components in the lesson plan. The teaching and learning activities written in the lesson plan refer to the 2013 curriculum, although it has some shortcomings. The lesson plans were appropriate with the simplified components of lesson plan of Minister of Education and Culture. There are some mistakes found in lesson plan designed by the English teacher at SMK Negeri 2 Banjarmasin. The English teacher did not mention the core competence, basic competence, indicator, learning material, media and learning sources. The learning objectives and assessment were not formulated clearly. The problems in designing the lesson plan were choosing the learning material. The teachers find it difficult to adjust the learning material for the students since they had different level of background knowledge.

The problems of English teacher in implementing lesson plan based on 2013 curriculum at SMK Negeri 2 Banjarmasin were time management, the characteristics of the students and limited school infrastructure. First, time management rarely appropriate with the time allocation written in the lesson plan because there are some unexpected things happened during the process which make the time allocation reduce. Second, the characteristics of the students, the teacher has difficulty in providing the proportional portion for the needs of the students because of the varied classes. Lastly, the limited school infrastructure, the school did not have a language laboratory which was difficult to support listening activities and sometimes the students need to study in their auditorium.

Suggestions

- a. For teachers as the primary implementers, it is recommended to design and use appropriate and applicable lesson plans according to the 2013 curriculum, such as participating in MGMP to improve their teaching performance. Teachers must design learning objectives and manage the allocation of time, they must understand the characteristics of the students and provide learning materials according to their needs and interests.
- b. For the government must provide alternative solutions to overcome the problems faced by teachers. Guidance is needed in implementing lesson plans related to the 2013 curriculum and developing lesson plan clubs.
- c. For other researchers, it is recommended to study the strategies in the implementation of the lesson plan. The researchers hope that this study can be used as a reference for future research in the same field

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