

**THE IMPLEMENTATION OF LESSON PLAN OF
SCHOOL-BASED CURRICULUM AS A PREPARATION IN TEACHING
ENGLISH AT MTSN IN PADANG**

THESIS



By

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ABSTRAK

Nursyalini Eka Putri. 2012. Penerapan RPP Berdasarkan KTSP di MTSN di Padang. Tesis. Program Pasca Sarjana. Universitas Negeri Padang.

Masalah Penelitian ini adalah beberapa guru di Padang masih bingung bagaimana merancang RPP berdasarkan silabus KTSP yang sesuai dengan situasi sekolah, dan bagaimana memilih materi pembelajaran yang sesuai dengan potensi lokal, dan juga menggunakan metode, media, dan aktivitas di dalam kelas sesuai dengan KTSP. Tesis ini bertujuan untuk menjelaskan bagaimana kualitas dari RPP yang dibuat oleh guru-guru bahasa Inggris di MTsN Model, MTsN Lubuk Buaya, dan MTsN Kuranji Padang berdasarkan KTSP, dan bagaimana guru-guru menerapkan RPP itu dalam proses pengajaran.

Penelitian ini dilakukan di MTsN Model, MTsN Lubuk Buaya, dan MTsN Kuranji Padang dengan menggunakan pendekatan kualitatif. Guru-guru yang diteliti adalah guru-guru bahasa Inggris Kelas VII. Dalam melakukan pengumpulan data, peneliti menggunakan lembar observasi yaitu: Lembaran Observasi RPP dan Lembaran Observasi Penerapan RPP serta wawancara sebagai instrument. Data dalam penelitian ini diteliti dengan menggunakan teknik Gay and Airisian (2000: 239-241) yang terdiri dari lima langkah yaitu: Data Managing, Reading and Memoing, Describing, Classifying, and Interpreting.

Temuan dari penelitian ini menunjukkan bahwa kualitas RPP dari tiga MTsN adalah sebagai berikut: Kualitas RPP MTsN Kuranji adalah cukup baik, Kualitas RPP MTsN Lubuk Buaya adalah baik, dan Kualitas RPP MTsN Model adalah sangat baik. Temuan dari penelitian ini juga menunjukkan penerapan RPP dalam proses pengajaran menunjukkan bahwa: MTsN Kuranji belum bisa mengimplementasikan RPP yang ideal dalam proses pembelajaran, MTsN Lubuk Buaya telah mulai mengimplementasikan RPP yang ideal dalam proses pembelajaran, dan MTsN Model telah mengimplementasikan RPP yang ideal dalam proses pembelajaran.

ABSTRACT

Nursyalini Eka Putri. 2012. The implementation of Lesson Plan of School-Based Curriculum at MTsN in Padang. Thesis. Graduate Program. State University of Padang.

The problems of this research were some teachers in Padang were still confused on how to design Lesson Plan based on KTSP syllabus which were suitable with the situation of the school, and how to choose materials which were suitable with the local potency, and the used of methods, media, and activities in the classroom as KTSP required. The purposes of this research were to find out the quality of Lesson Plan made by English teachers' of MTsN Model, MTsN Lubuk Buaya, and MTsN Kuranji Padang, and to find out the implementation the Lesson Plan in teaching and Learning Process.

The research was conducted at MTsN Model, MTsN Lubuk Buaya, dan MTsN Kuranji Padang. The teachers who have been researched were grade VII English teachers. In conducting the research, the researcher used observation checklists, they were: Teachers' Lesson Plan Evaluation Sheet and Teachers' Implementation Evaluation Sheet and interview as the instrument. The data in this research were analyzed by using Gay and Airisian technique (2000: 239-241) which consist of five steps they were: Data Managing, Reading and Memoing, Describing, Classifying, and Interpreting.

The finding of this research showed the Lesson Plan quality of the three schools as follows: The quality of Lesson Plan at MTsN Kuranji was fair , The Quality of Lesson Plan at MTsN Lubuk Buaya was good, and The quality of Lesson Plan MTsN Model was very good. And the findings of this research showed the implementation of Lesson Plan of three schools as well as follows: MTsN Kuranji could not implement the learning based on an ideal Lesson Plan yet in teaching and learning process, MTsN Lubuk Buaya have started implementing the learning based on an ideal Lesson Plan in teaching and learning process, and MTsN Model were able to implement the learning based on an ideal Lesson Plan in teaching and learning process.

SURAT PERNYATAAN

Dengan ini menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **“The Implementation of Lesson Plan of School-Based Curriculum as a Preparation in Teaching English at MTsN in PADANG”** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di universitas negeri Padang maupun diperguruan tinggi lainnya.
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4. Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, 3 September 2012

Saya yang menyatakan,

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TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT.....	ii
PERSETUJUAN AKHIR TESIS	iii
PERSETUJUAN KOMISI	iv
SURAT PERNYATAAN.....	v
ACKNOWLEDGMENTS.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLE	ix
LIST OF APENDICES	x

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	5
D. Research Question	5
E. Purpose of the Research.....	5
F. Significance of the Research	6
H. Definition of the Key Terms.....	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Theories	
1. School Based Curriculum (KTSP)	7
2. Lesson Plan for Teaching English.....	18
3. Evaluating Lesson Plan	32
4. Implementing Lesson Plan in Curriculum	37
B. Review of Related Findings.....	40
C. Conceptual Framework	42

CHAPTER III METHOD OF THE RESEARCH

A. Type of the Research	43
B. Subject of the Research	44
C. Instrumentation	45
D. Technique of Data Collection.....	48
E. Technique of Data Analysis.....	50

CHAPTER IV DATA ANALYSIS, FINDINGS, AND DISCUSSION

A. Data Analysis.....	54
B. Findings	137
1. The Quality of Lesson Plan	137
2. The Implementation of Lesson Plan	138
C. Discussion.....	141
D. Limitation of the Research	148

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion.....	145
B. Implication.....	150
C. Suggestion.....	151

BIBLIOGRAPHY	152
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LIST OF TABLES

Table	Page
Table 1	55
Table 2	62
Table 3	69
Table 4	75
Table 5	82
Table 6	92
Table 7	97
Table 8	100
Table 9	134

LIST OF APPENDICES

Appendix	Page
RPP MTsN Kuranji 1	155
RPP MTsN Kuranji 2	159
RPP MTsN Kuranji 3	164
RPP MTsN Model 1	167
RPP MTsN Model 2	172
RPP MTsN Model 3	176
RPP MTsN Lubuk Buaya 1	180
RPP MTsN Lubuk Buaya 2	184
RPP MTsN Lubuk Buaya 3	187
Interview Guide	191
The Interview Trancription With Teacher A	192
The Interview Trancription With Teacher B	195
The Interview Trancription With Teacher C	198
Thchers` Lesson Plan Evaluation Sheet	201
Thchers` LesImplementation Evaluation Sheet	203

CHAPTER I

INTRODUCTION

A. Background of the Problem

Education policy for English language teaching in Indonesia has undergone several changes. The changes were made in order to solve the problem of low quality and improve the educational system in Indonesia. The government has to do some effort. One of them was by improving school curriculum, that was 1994 curriculum to 2004 curriculum. The 2004 curriculum has run for two years and improved to School-Based Curriculum (SBC).

Principally, School-Based Curriculum (SBC) was the development of Competence Based Curriculum (CBC) which was also called the 2004 curriculum. The National Education Standardization Institution (BSNP) viewed that Competence Based Curriculum still overload. In this case, School Based Curriculum was expected as the solution of this problem because School Based Curriculum was an operational curriculum that was formulated and implemented by every unit educational institutional.

The implementation of School Based Curriculum (SBC) in Indonesian educational system did not only change the curriculum itself, but it also changed paradigm in teaching- learning process. Therefore, many schools throughout Indonesia have implemented this curriculum since 2006. Implementation of this curriculum has diversification principle appropriate

with educational unit, local potency, and students, but it must refer to national educational standard.

At the classroom level, application of the new curriculum was mostly concerned with the teachers. Good quality teachers depended on how well they could teach in the classroom. The teachers could teach in the classroom well because they had good preparation before teaching, that was Lesson Plan. A teacher should have competence and higher responsibility to do the programs that have been planned. She / he who had good perception about School Based Curriculum (SBC), would understand well and implemented it in learning process as well based on the goals and the targets of School Based Curriculum itself.

Making preparation before teaching was something important to be done by the teachers. It helped the teachers in giving direction during teaching and learning process and it was the important step to achieve the final objective. If the teachers could teach in the classroom well based on good preparation (**Lesson Plan**), it could affect the good achievement of the students. Based on the good achievement of the students, they could pass National Examination with good marks.

The change has been running for some years but there seems to be some problems in the field. The researcher had found that English teaching activities at schools today have not been appropriate enough in many aspects and the result of the instruction also has not been satisfaction. It implied that teachers find problems in designing Lesson Plan based on KTSP and

implemented the Lesson Plan in their classroom during teaching and learning process. And the researcher found that some teachers in Padang were still confused on how to design lesson plan based on KTSP syllabus which were suitable with situation of the school and how to choose the material which were suitable with the local potency and also the used of method, media, and activities in classroom as required by the KTSP.

Teaching learning process of English at MTs in Padang in general sustains conventional ways, such as spoon feeding, explaining, copying, giving exercises, and asking questions, and almost all of those activities have been done in the classroom. They were monotonous and not interesting. Consequently, these methods influenced the students' motivation and desired to learn English seriously and the quality of education was much influenced by those aspects. Therefore, students' achievement of English subject was still low, and the students mark in National Examination was still low too.

This phenomena also occurred in teaching English at some MTsN in Padang, especially for teaching English at MTsN Model, MTsN Lubuk Buaya and MTsN Kuranji in Padang when the English teacher implement School Based Curriculum (SBC). The English teachers, mainly new English teachers understanding about School Based Curriculum in designing suitable Lesson Plan as a preparation in teaching English, was still limited, so they found some problems and difficulties in designing the Lesson Plan based on the construct standardization instruction of School-Based Curriculum (SBC) that is appropriate with the students' characteristics, the school and local situation.

Because of their confusing, some English teachers decided to adopt the Lesson Plan that was constructed by the government, they just formulated it a little. As a result, they got difficulties in developing their ideas in adjusting Lesson Plan with local potency, or they copied the Lesson Plan from their friend. Yet they said that they were implementing the School Based Curriculum (SBC).

The researcher thought that there were some causes of the problems above. They are: (1) The socialization of KTSP that was conducted by Diknas for the teachers were not running well, so that the teachers' perception about SBC were varied. (2) The teachers did not design the Lesson Plan well. (3) The teachers rarely followed the training. (4) The lack of principles understanding about School Based Curriculum could not control teachers ability in implementing School Based Curriculum itself.

Motivated by this phenomena the researcher conducted a research about the Implementation Lesson Plan of School-Based Curriculum (SBC) as a Teacher Preparation in teaching English mainly classroom activities in implementing School-Based Curriculum (SBC); identifying the way how teachers implemented Lesson Plan of School Based Curriculum (SBC) through teaching and learning process.

B. Identification of the Problems

From the components of School-Based Curriculum, it could be identified some problems. They were; (1) Teaching methods were not appropriate with KTSP, (2) Learning materials were not appropriate with

KTSP, and (3) Teachers did not designed Lesson Plan well based on KTSP yet.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limited the problems faced by the English teachers in preparing Lesson Plan based on School-Based Curriculum construction standardization and implementing it during teaching and learning process, especially for English teachers at MTsN Model, MTsN Kuranji and MTsN Lubuk Buaya Padang.

D. Research Questions

The problems of this study could be elaborated as follows:

1. How was the quality of Lesson Plan made by English teachers of MTsN Model, MTsN Lubuk Buaya, and MTsN Kuranji Padang based on KTSP requirement?
2. How did the teachers implement the lesson plan in teaching and learning process?

E. Purpose of the Research

Based on the research question above, the main purpose of the research was to investigate the implementation Lesson Plan of School-Based Curriculum in teaching learning process at MTsN Model, MTsN Kuranji and MTsN Lubuk Buaya Padang.

The purposes were elaborated into the following details:

1. To explain the quality of Lesson Plan as teachers' preparation in teaching English.

2. To explain the implementation of teachers' Lesson Plan in the teaching learning process.

F. Significance of the Research

The significances of the research includes; (1) theoretically, the result of this research was expected to add some source of insights about School-Based Curriculum implementation, (2) practically, to reveal the profile of School-Based Curriculum implementation of English teachers at MTsN Model Padang, MTsN Kuranji and MTsN Lubuk Buaya Padang, so that it could be beneficial information for the teachers and the headmaster to improve School-Based Curriculum implementation for the future.

G. Definition of the Key Terms

To avoid ambiguity or misinterpretation in understanding the research, the researcher would clarify the key terms used in this research as follows:

1. Implementation is a process to apply the ideas, concepts, and potencial curriculum in learning activities so that the students are able to master some competences (Mulyasa:2009).
2. School Based Curriculum (KTSP) is the operational curriculum which is developed and implemented by local government and educational unit/the school itself appropriate with the local potency and student needs but must refer to National Educational Standard.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on findings of The Implementation of Lesson Plan as a Preparation in Teaching English at MTsN in Padang, it can be concluded that, the quality of Lesson Plan and The Implementation of Lesson Plan as follows:

1. The quality of Lesson Plan

The quality of Lesson Plan of the three schools: MTsN Kuranji, MTsN Lubuk Buaya, and MTsN Model Padang based on the findings of the research, it can be concluded that:

- (1) The quality of Lesson Plan at MTsN Kuranji was fair.
- (2) The quality of Lesson Plan at MTsN Lubuk Buaya was good.
- (3) The quality Lesson Plan at MTsN Model was very good.

2. The implementation Lesson Plan in teaching and learning process

The implementation of Lesson Plan in teaching and learning process of the three schools: MTsN Kuranji, MTsN Lubuk Buaya, and MTsN Model Padang based on the findings of the research, it can be concluded that:

- (1) Teacher at MTsN Kuranji was not be able to implement the Lesson Plan in teaching and learning process well yet.
- (2) Teacher at MTsN Lubuk Buaya tried to implement the Lesson Plan in teaching and learning process well.
- (3) Teacher at MTsN Model have implemented the Lesson Plan in teaching and learning process.

B. Implication

In accordance with the findings of the research, there are some implications that can be generated in order to improve the learning activity and achievement of English subject, as follows

1. School and education department should emphasis on the classroom application of the curriculum rather the documents in assessing the teachers performance
2. School and education department should have all the teachers follows the trainings which related to English teaching based on current curriculum
3. The English teachers of MTsN Kuranji, MTsN Lubuk Buaya, and MTsN Model Padang should learn more about how English teaching based on KTSP should applied in the classroom.
4. The English teachers of MTsN Kuranji, MTsN Lubuk Buaya, and MTsN Model should develop their ability in managing the classroom in order to

create classroom atmosphere which decrease stress, and avoid students from afraid to show up and trial

5. The parents of the students should be more actively watching their children learning at home in order to assure them doing their home work.

C. Suggestion

Based on the research findings, the researcher would like to express the following suggestions:

1. The English teachers are suggested to be more creative to prepare Lesson Plan in teaching English. Its function was to encourage students to be more interested to the lesson itself.
2. The English teachers are suggested to create communicative atmosphere during teaching and learning process with the learning is students centered.
3. The English teachers are suggested to do a whole aspect in making a Lesson Plan in order to measure whether the preparation of teaching that teachers do actually have to meet the expected goals.
4. All of the activities in teaching English done by the teachers will be better supported by various facilities. In fact, the quantity of facility is still limited such as projector, LCD, laptop and internet. Thus, the school is suggested to provide the complex facilities such as to add the facility like English language laboratory.

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