

Analysis Of The Suitability Of The Materials And Their Assessment Presented In The Lesson Plan

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Abstract

Lesson plan itself is a plan that describes the procedures or preparations made by the teacher before teaching to achieve a basic competency. The elements contained in the lesson plan are basic competencies and abilities that must be mastered, learning materials, methods used during teaching-learning process, and assessment or evaluation. Assessment of learning outcomes is done to evaluate the achievement of student competencies in the subject. In English there are four skills that must be assessed, they are speaking, listening, reading and writing. However, lesson plan usually only includes one skill that is assessed for one material. This study aims to analysis of the suitability of the materials and their assessment presented in the lesson plan. In this research, the author uses descriptive qualitative method. This study was conducted by using content analysis, because the data came from Lesson plan by teacher from SMK Muhammadiyah Kajen. The instrument that used in this research is a lesson plan assessment sheet.

Key words: suitability, materials, assessment, lesson plan.

Abstrak

Rencana pembelajaran itu sendiri adalah rencana yang menggambarkan prosedur atau persiapan yang dilakukan oleh guru sebelum mengajar untuk mencapai kompetensi dasar. Unsur-unsur yang terkandung dalam rencana pelajaran adalah kompetensi dasar dan kemampuan yang harus dikuasai, materi pembelajaran, metode yang digunakan selama proses belajar-mengajar, dan penilaian atau evaluasi. Penilaian hasil belajar dilakukan untuk mengevaluasi pencapaian kompetensi siswa dalam mata pelajaran. Dalam bahasa Inggris ada empat keterampilan yang harus dinilai, yaitu berbicara, mendengarkan, membaca dan menulis. Namun, rencana pelajaran biasanya hanya mencakup satu keterampilan yang dinilai untuk satu materi. Penelitian ini bertujuan untuk menganalisis kesesuaian bahan dan penilaian mereka yang disajikan dalam rencana pelajaran. Dalam penelitian ini, penulis menggunakan metode deskriptif kualitatif. Penelitian ini dilakukan dengan menggunakan analisis isi, karena data berasal dari Rencana Pelajaran oleh guru dari SMK Muhammadiyah Kajen. Instrumen yang digunakan dalam penelitian ini adalah lembar penilaian rencana pembelajaran.

Kata Kunci: Kesesuaian, materi, penilaian, rencana pelaksanaan pembelajaran.

INTRODUCTION

English is the language that is mostly used in various countries in the world. In Indonesia English is taught in school, business and etc. Although English is not used in daily conversation, the level of English proficiency in a person in this

country is also considered as one of the skills needed in the work. This English proficiency can be obtained through education.

English is regulated by the national curriculum as one of the subjects taught in schools. According to Wortham (2006) that "Curriculum is a planned set of course

that is presented to teachers to arrange teaching and learning in certain level of ages". So, every teaching-learning process must follow the curriculum as the guideline. According to the *Law of the National Education System number 20 of 2003*, curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning activities to achieve national education goals. The curriculum can also be interpreted as an effort by the school to guide students to obtain the result of learning that have been determined.

Teachers as educators must be able to understand and be up to date about the latest curriculum before conducting teaching-learning activities. In Indonesia the curriculum has changed several times, and recently the curriculum is called as the 2013 Curriculum. The 2013 Curriculum is often called character-based education issued by the Minister of Education to replace the previous curriculum or School Based Curriculum 2006.

The 2013 Curriculum prioritizes the understanding, skill and character education. Students are required to understand the material, to be active in the discussions and presentations, and to have good manners. It is expected that students are not only great at downloading information from the internet but also delivering it scientifically in discussions and presentations.

If we talk about curriculum there are three others things that cannot be separated. They are lesson plan, teaching-learning activities, and assessment or evaluation. Almost the same as the curriculum, the lesson plan is something that should be controlled by the teacher. According to Kelly (2014) Lesson plan itself is a plan that describes the procedures or preparations made by the teacher before teaching to achieve a basic competency.

The elements contained in the lesson plan are basic competencies and abilities that must be mastered, learning materials, methods used during teaching-learning process, and assessment or evaluation.

Assessment of learning outcomes is used to evaluate the achievement of student competencies in the subject. In English there are four skills that must be assessed, they are speaking, listening, reading and writing. However, lesson plan usually only includes one skill that is assessed for one material.

The writer had the experience of designing the lesson plan and the assessment, when she carried out the teaching practice (*Magang III*) programs in one of the best vocational schools in Pekalongan. At that time the writer felt confused about how to design the assessment in the lesson plan, and about the method of assessment that was suitable for the students. Based on that experience the writer was interested in finding out the assessment that was suitable or the students. The writer conducted the research entitled "*The Analysis of The Suitability of The Materials and Their Assessment Presented in The Lesson Plan (A Teaching – Documents Analysis of Teacher Lesson Plan of SMK Muhammadiyah Kajen)*".

METHODOLOGY

In this study, the writer applies a qualitative descriptive method in terms of content analysis as the research design. According to Moleong (2005) "qualitative research is research that aims to understand the phenomenon of what happens to the research subject, such as behavior, perception, motivation, descriptively in the form of words and language naturally and in a special context". This research was conducted using content analysis because the data came from lesson plan. Using checklist tools to analysis the lesson plan.

FINDING AND DISCUSSION

The first part is the appropriate of the materials with basic competence and indicators in the lesson plan Lesson Plan is developed from syllabus to direct learning activities of students in an effort to achieve Basic Competencies (*Kompetensi Dasar*). Lesson Plan is arranged based on the Basic Competencies or sub-theme that is held meetings or more. The lesson plan's component consists of; school identity, subject identity, class or semester, subject matter, time allocation, learning objective, basic competencies and indicators, learning material, learning method, learning media, learning sources, steps of learning, and assessment of learning outcomes.

The writer used checklist tools analysis which is based on the *Regulation of the Minister of Education and Culture Number 22 (2016) of 2013 Curriculum* on analyzing the correlation between syllabus and also lesson plan.

The teacher already has conformity in the material being taught with the assessment in the lesson plan, indicated by an assessment using a written test so that students understand the use of correct

phrases. So, with an assessment using a matching question, students are not only asked to memorize the phrases used, but also can pair them correctly.

In the assessment, the teacher does not only use a written test in the form of a matching question, but also develops writing and speaking skills. Students are asked to make conversations that are in accordance with the state of the surrounding environment which is in accordance with the material being taught.

CONCLUSION

Over all the material and assessment were good, the indicators in the lesson plan were suitable with the basic competencies of syllabus, or it can be more developed to improve the students' knowledge. In developing the material, the teacher should give more examples of sentence structure to offer something. In addition, in making assessments, teachers can develop various types of assessment methods to measure the achievement of student competencies on an ongoing basis in the learning process, and monitor the progress and improvement of student learning outcomes.

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