

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. The conclusions are derived from the research findings, while suggestions provide some ideas addressed to English teachers' feedback.

5.1 Conclusion

This study aimed to analyze the lesson plan of the 2013 curriculum in teaching English and the difficulties faced by the teacher in developing the lesson plan. The analysis of lesson plan based on the 2013 curriculum was based on the document analysis by analyzing the lesson plan of the 2013 curriculum and the difficulties faced by the teacher in developing lesson plan.

The conclusions of the study can be drawn as follows. The lesson plans analyzed relevant to the 2013 curriculum, this include:

- 1) The formulation of core competence on the lesson plans was relevant to the 2013 Curriculum and syllabus which has been designed by The Ministry of National Education No. 65/2013 regarding the process standard. The teacher put the lesson plan to design the direct learning activities of the students to achieve the basic competence (*KD*). Then, the basic competences on the lesson plans were in line with the syllabus which has been designed by The Ministry of Education and Culture. The basic competences were designed to achieve the indicators and the objectives of the learning activities in the lesson plans.
- 2) The results of document analysis showed that the indicators on the lesson plans indicated were appropriate with the Basic Competence that should be achieved by the students in the learning activities. The objectives used operational verbs which could be measured and observed, including behavior, knowledge and skills. But on the LP 1 the teacher did not stated the indicator based on language skill.

3) The objectives on the lesson plans were relevant to the Basic Competence formulated. The objectives used operational verbs which could be measured and observed, including behavior, knowledge and skills.

4) The learning materials on the LP 1 is congratulating someone and response. The objectives indicate that the students were able to identify and produce the expressions of congratulations and responses. This is in line with the materials which only focus on identifying and producing the expressions of congratulations and responses. In addition, the materials developed the language elements such as: vocabulary, grammar, and pronunciation. The learning material in the LP 2 is about describing place. The teacher used media to make students easier to visualize the place given by the teacher in the description of place. In the LP 2, the teacher explained the schematic structure of text. The teacher also explained the language features such as noun, adjective, spelling and pronunciation.

5) The methods of teaching planned by the teachers were *scientific approach*, *communicative*, *discussion* and *role-play*. Method of teaching on the lesson plans mostly is scientific approach and discussion, because the learning material on the lesson plans is congratulating someone and response, and descriptive text.

6) The teaching activity on the lesson plans divided into pre-activity, whilst-activity and post-activity. On the lesson plan the teacher applied students learning centered. On the lesson plans, the teachers have a good pre-activity, in which the teacher gave elicitation and motivation. It was good for the students, to build knowledge before whilst-activity was begun, then the teacher took as a controller.

The activities on the lesson plans show that the instruction involves the students in the activities which are the main characteristics of a student-centered instruction. It can be seen from the beginning that the teacher tried to invite the students' participation by giving them questions related to the material. Feedback was also listed in the lesson plans, it is good for the students to get the feedback, such as providing supplement material and remedial. In addition, in the end of the class the teacher in the lesson plans also planned the conclusion of the lesson,

followed up towards the students. Furthermore, the task or homework as the follow-up action was planned to deliver to students. From the lesson plans, it can be concluded that the activity in the classroom the teacher as an organizer of the students' activity, from the pre- activity, whilst-activity and post-activity.

7) The document analysis result showed that the lesson plans contained assessment. On the lesson plans, the teacher wrote three categories of assessment that, assessment of students' skill, knowledge and attitude. The LP 1 did not state the assessment of students' skill of speaking. So, in this case the assessment in LP 1 was not appropriate with the classroom activities. Different from LP 1, in the LP 2 had an assessment of skill. From the assessment analysis, it can be seen that the assessment of LP 2 was more complete than LP 1. In the LP 2, there was a knowledge assessment. The aspects of knowledge assessment were the originality, the appropriateness of text with the title, the sequence of text, the diction, grammar, vocabulary and punctuation.

Based on the data from interview, the difficulties faced by the teachers in developing lesson plan of the 2013 curriculum were to make lesson plan related to students' activeness, to differentiate the students' needs and interest in learning materials, to adjust between learning materials and the right method, to arrange learning activities. As the solutions to overcome the difficulties, the teachers should more be close to the students then, it is related to the students' need and student interest, attended the workshop, joined the seminar of the 2013 curriculum, discussed with the teacher who had the same field, attended *In House Training* in school, attended *MGMP*, and learned from journal, books and internet.

5.2 Suggestions

There are several suggestions given for the future researches or studies related to the topic:

1. For English teacher

It is suggested that the teacher should revise the shortages and improve their knowledge and skills, especially related to developing a systematic and good lesson plan based on the 2013 curriculum, standard process, and standard content. So, they are able to conduct effective, suitable and interesting teaching-learning process for the students in the classroom. The teacher also should pay attention on several things which were still in the problems related to the lesson plans development; determine the indicator and objective of the study, teaching activity and assessment. It is also suggested that the teacher should utilize time effectively so the teacher can prepare and develop the lesson plan appropriately to the students' needs and interest.

2. For Ministry of National Education and Culture

It is suggested that the government should facilitate the teachers to comprehend the content of the 2013 Curriculum and the government can conduct workshop related to the 2013 Curriculum in rural location.

3. For Future Researcher

It is suggested that future researches with more specific analysis on the lesson plan involving several or many participants as well as accompanied by its implementation in the classroom are needed in order to be able to make generalization. These specific researches are hoped to identify many other strengths of this work and to investigate other weaknesses which will probably be found in the future. Then, future researchers are expected to analyze the implementation of the 2013 Curriculum in young learner level.