

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of the thesis in which the conclusions of the study are drawn and some recommendations are proposed. Conclusions are built up on the basis of research data analysis and its findings. Then, the recommendations are addressed to those who involves in Lesson Plan Development of 2013 Curriculum such as English teachers, institution, policy makers, and other researchers who have similar interest on lesson plan development.

#### 5.1 Conclusions

This study presented EFL teachers' understanding of lesson plan, their understanding in developing lesson plan and the problems they faced in developing lesson plan. Finally, the researcher has reached the conclusions stated as follow.

Based on the result of questionnaire, three of the teachers completed the 4 & 5 scales, which mean they very understand and comprehend. One of them completed the 3 and 4 scale, which means he partly understand and comprehend. It is because several factors such as the lack understanding of how to implement scientific approach in learning activity and the different of learning assessment system.

While the data gathered from document analysis, it is found that all teachers have complete the structure of lesson plan mentioned in the Regulation of Ministry of Education and Culture number 103/ 2014 about the guide of learning implementation. The researcher analyze three lesson plans as the representative of lesson plan in the beginning semester, mid-semester, and the final semester. The lesson plans are analyzed based on the elements of lesson plan. All of the teachers stated school identity, learning subject, and class/semester; time allocation; core competence (KI), basic competence (KD), indicators of competences achievement

(IPK); learning materials; learning activities; assessments; and learning sources and media. Related to learning materials, two of the teachers did not mention clearly about the materials in detail. Related to learning indicator and learning purposes, only one teacher who stated learning objectives. Two teachers only mention the learning indicator, but it is stated in a specific operational sentence which belongs to learning purposes. Both two terms supposed to be mentioned differently. As Reiser & Dick (1996) says that learning objectives are explicit descriptions of what students will be able to do as a result of the instruction they receive. Learning objectives are statements of observable and measurable behaviors (Gagne, 1997). It describes competences that the students are expected to demonstrate in accordance with the basic competence or known as performance objectives (Rothwell & Kazanas, 2009; Brady & Kennedy, 2012). Further, the learning objectives must be written in observable terms, student – oriented (Cooper, 1990; Piskurich, 2006), cover three domains of objectives, namely: cognitive, affective, and psychomotor (Posner, 1992), and stated in action verbs (Cooper, 1990).

From the result of interview, it reveals that all the teachers have problems when they have to integrate scientific approach in learning activity. Besides, the teachers also faced a problem when they have to adjust the learning method with the assessment technique. As Ministry of Education and Culture Regulation no. 104/ 2014 states some assessments that are used to assess students' achievement, such as authentic assessment and writing or oral test, practice, project-based, portfolio, or self -assessment. Authentic assessment is a form of assessment that demands the students to perform attitude, use the knowledge, and apply the skills in a real context. Meanwhile, self-assessment is a kind of reflective assessment to see students' attitude, knowledge, and skills inside their selves. Besides, there is homework, which is used to assess students' task done in group or by themselves. On the other hand, project can be done to assess students' project starting from the planning, conducting, data analyzing, and reporting. But those techniques of assessment are complicated for them.

## 5.2 Recommendations

Based on the conclusion presented above, there are some recommendations to be proposed regarding the EFL teachers' understanding in developing lesson plan of 2013 curriculum. The recommendations are addressed particularly to English teachers, institution, policy makers, and other researchers.

### 1. English teachers

2013 curriculum requires the teachers to be knowledgeable, creative, and innovative, especially in developing lesson plan along with its elements. Thus, the teachers had better keep improving their competences in order to be able to implement their role as lesson plan implementer. Despite of their common competences which have been already competent as teachers, they still need to keep their ability and be able to compete with the technology and human resources that are developed from time to time.

### 2. School Principals

Based on the result, there should be a mediator that can help teachers to provide and facilitate them with spaces and opportunities to develop their competences in developing lesson plan in order to be in accordance with both theoretical basis and government's regulation. School principals can facilitate teachers with a seminar or workshop the teachers can follow and provide them with new information related to 2013 curriculum and lesson plan development.

### 3. Other Researchers

This study is conducted by using three instruments such as interview, questionnaire, and document analysis and is only focused on case study in a pilot school. Beside those three instruments, it is better for other researchers who have similar interest to conduct research by using another instrument, video tape, to observe whether the teachers are truly implement their lesson plan in class or not. More, concerns on the site and the participants, other researchers are recommended to conduct research not only in a pilot school in one district, but

also all pilot schools in each district of a province. It will be more acknowledgeable, because the findings will show all of teachers' understanding in a province, and it will be suggestions for the government and policy makers.