

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter delineates the conclusion of the study. It is started with the restatement of research aims and questions. It further illustrates a brief summary of the findings of the study. This chapter is ended with the limitation of the study as well as the recommendation for further study.

5.1 Research Aims and Questions

As stated in the chapter one, this study aims to ensure whether the teachers' lesson plan have met the demand of the 2013 Curriculum or not and whether the lesson plan have well-implemented in the classroom practice or not where the main focus is on reading and writing instruction. The effectiveness of the lesson plan can also become one of measurements to determine the successful implementation of the 2013 Curriculum in Indonesia. In addition, this study used the revised curriculum which is specified in the regulation of the Ministry of Education and Culture number 22/2016 as the framework to analyze the teachers' lesson plan. As reference to the aforementioned purposes, this study addresses two research questions, as follows:

1. Do the teachers develop their lesson plans on reading and writing in accordance with the 2013 English Curriculum?
2. How do the teachers implement the lesson plans on reading and writing in classroom practice?

5.2 Conclusion of the Study

Based on the analysis of the lesson plan documentation, observations and interviews, this study to a certain extent was successful in several following aspects.

Regarding the first research question which focuses on whether or not the teachers develop the lesson plan in teaching reading and writing in accordance with the 2013 Curriculum, the data obtained from the document analysis and triangulated with the interview data, showed that the teacher employed Systematic Planning Model as suggested by Reiser and Dick (1996). Three teachers, T1, T2

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and T3 constructed the lesson plans by firstly identifying core competence, before continuing to other components. This chain of stages is in line as what suggested in standard of process and standard of assessment written in Regulation of Ministry of Education and Culture No. 22/2016 and 23/2016.

However, there are some differences occurred among the teachers regarding to developing the lesson plans. In terms of principles of a lesson plan, T2 had completed 4 out of 6 principles of a lesson plan, while T1 and T3 only completed 3 of those. It implied that the lesson plan constructed by T2 was almost close to what suggested by the 2013 Curriculum. Dealing with these problems, the teacher should enlarge their knowledge in terms of completing their lesson plan with complete principles suggested by the 2013 Curriculum.

Moreover, the following criterion in developing lesson plan is the components of a lesson plan. According to the finding gained, the main problem that teachers encountered was that they could not provide a balance within learning domains in formulating learning indicators, learning objectives and learning assessments. T1 had emphasized in cognitive and affective domains, while T2 and T3 only focused on the cognitive domain. This finding is contrasted with what suggested by the 2013 Curriculum which directs the learning process to the three learning domains intactly to build the students' personal quality.

In addition, the second research question emphasizes on the implementation of teachers' lesson plan. Based on the observational data, it was revealed that T1, T2 and T3 carried out three stages of teaching and learning activities which were pre-activity, main activity and post-activity. In pre activity, T1, T2 and T3 mostly implemented all the activity written in the lesson plan as suggested in the 2013 Curriculum. In core activity, the analysis is done by considering five stages of scientific approach, *observing*, *questioning*, *experimenting*, *associating* and *communicating*. From five stages above, T1, T2 and T3 got difficulties in applying questioning and associating stages in the class. Such problems were in line with previous research of Zaim (2017). In post activity, T2 did not give a clear closure activity by skipping some activities like reviewing lesson, giving feedback or making plans for the next meeting. Furthermore, the observational data also showed that T1, T2, and T3 had conducted reading and writing class by

engaging students in active learning. T1, T2, and T3 also integrated reading and writing by asking students to do free writing.

These findings indicated that all three teachers had implemented the activities based on their lesson plan. Even though, in some cases, some modification occurred in order to adjust the students' condition. Some weaknesses also unavoidably occurred during the implementation.

To sum up, based on the finding delivered above, the teachers as individual should have a commitment and awareness to provide an effective teaching and learning process. Besides it is also suggested that the principal and supervisor periodically supervise the teachers and provide direct guidance to improve teachers' professional and pedagogical competence.

5.3 Limitation of the Study

A part of being successful in achieving the aims to answer the research questions, this thesis has some limitations. First, the study utilized one unit of lesson in the teaching process. Therefore, there was a possibility of lacking its in-depth understanding of the study. Second, since this study was conducted in a short period of time, it did not provide a full picture of the phenomena in one semester or one school year.

5.4 Recommendations

In line with the topic under discussion which is about teachers' lesson plan development and its implementation on reading and writing in accordance with the 2013 English Curriculum, this study provides some recommendations.

Based on the findings of the study, it is recommended that the teachers should be creative. They need to find the way how to maximize the time, so the materials can be delivered efficiently. Regarding to the weaknesses in developing and implementing the lesson plans, the teachers should enlarge their knowledge through lesson study activities, seminar or workshop as well as get exposure in related journals to find other inputs.

Based on the limitation of the study, it is recommended that further research can be conducted with more units of lessons in a longer period of time.