

CHAPTER I

INTRODUCTION

A. The Background of the Study

Teaching and Learning Activities (TLA) are concrete steps of student learning activities in order to acquire, actualize, or enhance that competence desired. It is an active process for students and teachers to develop student potential so they will know against knowledge and ultimately be able to do something. The basic principle of TLA is to empower all potentials of the student so they will be able to improve understanding of facts, concept and principle in the study of the knowledge they studied that will be visible within their ability to think logically, critically, and creatively. The other basic principles of TLA are student-centered, develop student creativity, create fun and challenge conditions, develop diverse ability that valuable, provide a learning experience diverse and learning through doing.

Learning activities will not go well without lesson plan (*Rencana Pelaksanaan Pembelajaran*). *Rencana Pelaksanaan Pembelajaran (RPP)* is an important part in the implementation of education in schools. Planning plays a role important in every activity, including in learning. In relation to learning, the meant by lesson plan is the process of developing learning decisions. It is implemented in the process of learning activities to achieve the learning competencies that have been set. This activity is the first step that teachers should take in carry out learning activities. Wahyuni and Ibrahim (2012: 11-12) state that teachers should have good ability as planner / learning designer. Teacher as a

learning designer is in charge of making the design of the learning program that it is responsible for defined competencies.

Teachers are required to develop their abilities for lesson plan that can be seen in Government Rules number 19 of 2005 and Regulation of the Minister of National Education (*Permendiknas*) number 41 of 2007 about Standard Process. Government Rules number 19 of 2005 relating to the standard process suggests that teachers are expected to develop lesson plan, which is then reinforced through *Permendiknas* number 41 of 2007 about Standard Process, which govern the planning of the learning process requires for educators in educational units to develop lesson plan (*RPP*), especially at the level of basic education and secondary formal channels, both of which apply the package system as well credit semester system.

Every teacher is required to be able to design or plan the learning before the learning process occurs. By a good plan, the learning will run systematically and programmed. Actually, the preparation of *RPP* aims to design the experience of students learning to achieve learning goals. According to Mulyana (2012: 1) the important reason to make *RPP* is to help the teacher to think about the learning materials before it taught so that learning difficulties can be predicted and the solution can be sought. Teachers can organize facilities, equipment, teaching aids, time and content in order to achieve the learning objectives as effectively as possible and linking objectives and procedures to the overall objectives of the subjects taught.

Using *RPP* according to education experts is quite effective in improve the quality of the students. According to Muslich (2008: 45), Lesson Plan (*RPP*) is the designing of the subject learning in unit that teachers will apply in classroom learning. Based on *RPP* the teacher is expected to apply learning in a manner programmed. A *RPP* must have a high applied power. The careful planning will make learning targets can achieve the maximum target. Therefore, the ability to create an *RPP* is the first step which teachers must possess, as well as the estuary of all knowledge of theory, basic skills, and deep understanding of learning objects and learning situations. In reality today many teachers do not make *RPP*, and it is feared they cannot achieve the perfect learning goal.

Here is the example of Core and Basic Competency used in 2013 Curriculum:

Core Competency	Kompetensi Inti
3. Understanding, applying, analyzing, and evaluating factual, conceptual, operational, and metacognitive knowledge according to the field and scope of English studies / work at a technical, specific, detailed, and complex level, concerning science, technology, art, culture , and humanities in the context of self-development potential as part of family, school, workplace, national, regional, and international citizens.	3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
4. Fulfilling the specific tasks using the commonly tools, information, and work procedures as well as solving problems in accordance with the working field of the English language. Performing the performance under guidance with	4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan

<p>quality and quantity measured in accordance with work competency standards.</p> <p>Demonstrate the skills of reasoning, cultivating, and presenting effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutively in abstract realm related to the development of what they learn in school and capable of performing specific tasks under direct supervision.</p> <p>Demonstrate the skills of perception, readiness, imitation, familiarity, proficient movement, making natural movements in the concrete realm associated with the development of what they learn in the school, and able to perform specific tasks under direct supervision.</p>	<p><i>mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.</i></p> <p><i>Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</i></p> <p><i>Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung</i></p>
Basic Competency	Kompetensi Dasar
<p>3.4 Analyzing social functions, text structures, and linguistic elements of some oral and written descriptive texts by giving and asking short and simple information about people, objects and places in the context of their use.</p>	<p><i>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</i></p>
<p>4.4 Arranging descriptive oral and written text, short and simple, in relation to people, things and places, taking into account the social function, text structure, and linguistic elements, correctly and contextually.</p>	<p><i>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</i></p>

Table 1.1. Core Competency and Basic Competency of 2013 Curriculum

After the researcher conducting observation at Vocational High School (Sekolah Menengah Kejuruan) at SMK Negeri 10 MEDAN grade tenth in Culinary Art Program on Monday, April 30th 2017. The researcher found several problems in developing lesson plan by the teacher. The teacher said that there was

no particular lesson plan for each major especially for culinary art program in that vocational school and all major had the same lesson plan in teaching English.

In teacher's lesson plan, the teaching material about descriptive text was not provided oral performance in speaking skill. It was dominated to listening, reading and writing skill. Based on Curriculum 2013 the four skills should be included in a lesson plan when learned about text genres.

Based on the cases, the researcher was interested in conducting a research on developing a lesson plan of speaking descriptive text at the tenth grade students of SMKN 10 Medan especially for Culinary Art Program. This research entitled *“Developing English Lesson Plan in Descriptive Text of Speaking Skill for Vocational School Culinary Art Program”*.

B. The Problem of the Study

Based on the background of the study above, the problem of the study was: “how is a lesson plan developed in English speaking descriptive text for the grade 10th students of SMKN 10 MEDAN in Culinary Art Program?”

C. The Objective of the Study

The objective of this study was to develop lesson plan in English speaking descriptive text for the grade 10th students of SMKN 10 MEDAN in Culinary Art Program.

D. The Scope of the Study

Based on the syllabus of Revised 2013 Curriculum of SMKN 10 MEDAN, there are some texts which have to be mastered by the grade 10th students. They are narrative, recount and descriptive text. Accordance to the explanation above, researcher just focused on descriptive text. Hence, the researcher was developed lesson plan in English speaking descriptive text for the grade 10th students of SMKN 10 MEDAN in Culinary Art Program.

E. The Significance of the Study

The significances of this study were:

1. Theoretically: this study was expected to enhance the lesson plan creations and also to provide more information on an alternative way of English speaking descriptive by developing lesson plan.
2. Practically: for teacher, the research will give teacher a good lesson plan that can be used as an appropriate lesson plan in teaching speaking descriptive text.