

CHAPTER I

INTRODUCTION

A. The Background of the Study

Education in Indonesia has developed time in time. The government gives more attention for education development in Indonesia. School as a formal education institution, systematically had a planned of environments which provides the students to gain every experiences, that is educational behavior, to propulsive students' growth and development. The environment is arranged into the curriculum. The Decree of Minister of National Educational No. 69 Year 2013 about based framework and curriculum structure of Sekolah Menengah Atas/ Madrasah Aliyah which explains curriculum is a set of plan and systematization about purpose, contents and materials with rules that use implementation compass of teaching-learning process to reach education aim.

Since the 2013 Curriculum has been applied throughout Indonesia, the teachers had to prepare their syllabus and their lesson plans based on the standard rules in that curriculum. They are required to develop good, systematic lesson plans that will provide a great influence on the implementation of their teaching in the classroom, especially in terms of the use of appropriate materials, strategies, and methods of teaching. Planning of teaching- learning is important to students, because teachers will then pay more attention to their diversity, their different ways of learning, their interests, and their motivations.

Teaching is a process which involves those teaching activities which a teacher performs in the classroom. It is based on planning and specifically lesson planning. Thus a lesson plan is a detailed plan prepared by the teacher in advance for the daily teaching. To help the learning process run well, we need to make some plan to achieve the result that we expect. 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 (Wahyuni and Ibrahim, 2012: 11-12 cited in Siahaan, 2015). A lesson plan is necessary element of teaching that consists of teacher's detailed description of the course of instruction. A lesson plan is developed by a teacher's to guide class learning. Brown (2001:149) describes lesson plan as "a set of activities which "represent 'steps' a long curriculum before which and after which you have a day or more in which to evaluate and prepare for the next lesson". Lesson plan is one of the references or guide that teacher prepares before start to warming up on learning in the classroom. Permendikbud (2013: p.5-6) stated that the Learning Implementation Plan (RPP) is a plan-face learning activities for one or more meetings. The lesson plan developed from the syllabus to guide the learning activities of learners in achieving the Basic Competency (KD).

According to Muslich (2008:53), 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, ability

to create an RPP is the first step which teachers must possess, as well as the mastery of all knowledge of theory, basic skill, and deep understanding of learning object and learning situations. In reality today many teachers do not make the lesson plan or adopted the lesson plan from internet and they cannot achieve the perfect learning goal.

According to Mulyasa (2012:1 cited in Siahaan, 2015) 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. Teacher's can organize facilities, equipment, teaching aids, time and content in order to achieve the learning objectives as effectively is possible and linking objectives and procedures to the overall objectives of the subjects taught. Basthomi (2005) cited in Wulyani (2007), Furthermore English teachers are asked to be adventurous and creative. English Teacher of Senior High School must have ability to make the study more interactive and interesting. So the students will join the study well.

Recently the teachers are also challenged by the government to use the 2013 curriculum. Kemdikbud (2013), states that the teaching and learning process uses the scientific approach at whilst teaching part. In scientific approach, it consist of learning phases constructed from observing, questioning, collecting information/ experimenting, associating, and communicating (kementerian pendidikan dan kebudayaan, 2013d). In this case, the steps of scientific approach belong to whilst part. They are, (1) Observing, the teacher ask the students to observe pictures, video or power point (2) Questioning. (3)

Experimenting. To get the real or authentic learning, learners have to do experiments. (4) Associating and (5) Communicating is also called collaborative learning. Kemendikbud No. 81a year 2013, communicating is activities to convey the result and conclusion of observation which based on analysis in the form of written, spoken or others.

Writing skill is one of the four language skills that should be developed in learning English at Senior High School. Among the four language skills, writing is viewed as a difficult skill by almost all students. Expressing their ideas, opinions, feeling, and emotion in written form are not easy. They must transfer their ideas properly and naturally in a good and interesting writing. Thus, to do those they need to have a good writing skill. Writing skill is often needed to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills (Harmer: 2004).

One of the scopes of English subject at senior high school is the ability to understand and make some text genres such as: procedure, descriptive, recount, narrative, and report. Procedure text is one of the Basic Competency (KD) that must be mastered by the grade eleventh students at the senior high school (SMA). Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps (Dirgeyasa: 2016). It explains how to make or doing something in a sequence of steps. Procedure text is one of the texts in genre based approach.

Basic competence and Indicators of Competence Achievement from the Teacher's Lesson Plan

Table 1.1. The Preliminary Data

Kompetensi Dasar	Indikator
<p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Menirukan beberapa contoh teks prosedur berbentuk manual dan tips. • Memahami contoh tabel analisis dari teks dan melengkapi tabel analisis yang disediakan guru. • Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari teks prosedur dan tips • Menganalisis dan membandingkan beberapa teks prosedur lain dengan memperhatikan struktur teks, dan unsur kebahasaan. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membuat, mempresentasikan/ menerbitkan sebuah teks prosedur yang ada di sekitar kehidupan peserta didik

After the researcher did observation at SMA Nurul Islam Indonesia Medan for eleventh grade students, the researcher found the several problems in developing lesson plan by the teacher. The teacher said he did not design his own RPP but instead took it from the internet and only changed the learning

material and assessment. The indicators of competence achievement by the teacher's lesson plan are not related to basic competencies which makes the RPP inappropriate. The indicators of competence achievement should be derived from their basic competencies, if the basic competence related to cognitive aspect, it means that the indicators of competence achievement that are derived must also be related to the cognitive abilities, such as the basic competence of 3.6 is cognitive aspect so the indicators of competence achievement should be related to cognitive abilities although the teacher's lesson plan is not related. And in scientific approach must also be based on HOTS.

Ahmad and Nur (2015) investigated develop English lesson plans based on the 2013 curriculum. It was conducted at the first year students of SMAN 18 Makassar. This research applied model R&D which adapted from Borg & Gall model. The result of the research showed that the product was valid to implement in the classroom. It can be seen that the product valid from score that expert and teacher gave. Based on the data, the researcher concluded that developing English lesson plans based on 2013 curriculum that the researcher conducted was very good.

Oktafianti (2019) investigated whether of lesson plans made by the English teacher at MTS Al Qur'an Harsallakum Bengkulu referring to curriculum 2013 or not, the way and the obstacles faced by English teacher in designing lesson plan. The researcher used the descriptive qualitative approach. The result of analysis of all lesson plan had some weaknesses which are not referring to curriculum 2013. In some component such as main competence,

basic competency, objectives of study, material of study, tools and source of learning, and assessment. The teacher designed the 2013 curriculum lesson plan individually. Furthermore, the obstacles faced by the teacher are inadequate facilities and still confused about the 2013 curriculum learning system.

Millati (2014) investigated how the teachers, as a central role in teaching and learning process in school, conduct the lesson plan based on new policy and also problems faced related to it. The method used in this research is a descriptive qualitative method. The study found out that the teachers developed lesson plan adopted from internet and then revised it based on their necessities. Most of teachers actually had known the essential of 2013 curriculum and its lesson plan development theoretically, but they had lack of understanding how to develop scientific approach in learning activity, formulating indicator, and technique of assessment in lesson plan based on 2013 curriculum.

Nugraheni (2014) investigated the lesson plan designed by junior high school English teachers in Boyolali, especially in formulating indicators, teaching procedure, source and media, and evaluation based on PERMENDIKNAS 41 (Regulation of National Education Minister number 41). This research paper belongs to a descriptive evaluative research. Based on the PERMEN 41, the percentage of indicators, teaching procedure, and evaluation are good on the theory suharsimi, while the source and media is bad on the theory suharsimi. It shows the quality of the design of evaluation in lesson plan made by Junior High School English teachers in Boyolali of the seventh, eighth and ninth grade on the term 1 and 2 in academic year 2013/2014 is good. Based

on the cases, the researcher was interested in conducting a research on developing a lesson plan of writing procedure text for the eleventh grade students of SMA Nurul Islam Indonesia Medan.

B. The Problem of the Study

Based on identifications the problem is” How is a lesson plan developed in English writing procedure text based on scientific approach for grade eleven students at SMA Nurul Islam Indonesia Medan?

C. The Objective of the Study

The objective of this study was to develop lesson plan in English writing procedure text based on scientific approach for grade eleven students at SMA Nurul Islam Indonesia Medan

D. The Scope of the Study

Based on the syllabus of 2013 curriculum of SMA Nurul Islam Indonesia Medan, there are some texts which have to be mastered by the grade eleventh students. They are narrative text, procedure text, and etc. Accordance to the explanation above, researcher just focused on procedure text (Teks prosedur berbentuk manual dan kiat- kiat (tips). Hence, the researcher was developed lesson plan in English writing procedure text for grade eleven students at SMA Nurul Islam Indonesia Medan.

E. The Significant of the Study

It is extended that the finding of this study will later be useful for proper parties, such as following.

1. Theoretically

This study was expected to enhance the lesson plan creations and also to provide more information on an alternative why of English writing developing lesson plan

2. Practically

For teacher, the researcher will give teacher a good / creative lesson plan that can be used as an appropriate lesson plan in teaching writing procedure text.