

CHAPTER I

INTRODUCTION

A. Background of the Study

Curriculum in Indonesia has developed time by time. The government give more attention for education development in Indonesia. *PERMENDIKBUD No. 22/2016* stated that curriculum is a set of plans and rules about the teaching and learning guidelines; the goal, content and learning material that used to reach the education goals. The curriculum covers the course, all activities and learning experiences. Curriculum is held in and outside the class depended on the objective of the learning. To decide the media and strategy used in the process of learning, it is based on the students' factors as the main priority to be considered.

Since the 2013 curriculum has been applied in Indonesia, the teacher had to prepare syllabus and lesson plan based on standard rules in that curriculum. The syllabus and lesson plan required to provide a great influence on the implementation in teaching learning process, especially in the terms of the use of appropriate materials, strategies, and methods teaching. K-13 was launched in July 2013. The learning process in K-13 based on *PERMENDIKBUD No. 67/2013* was changed into students-centered and the teachers have roles to monitor and assess the students learning process. Teachers are required to be more creative in developing the curriculum components especially in teaching practice. Teachers must make their own indicators and the rubric assessment as well as possible.

The implementation of 2013 curriculum also required using Scientific Approach (SA) (observing, questioning, experimenting, associating and communicating) as the teaching approach implemented in the classroom and in the lesson plan.

Lesson plan is necessary element of teaching, it consists of teacher's detailed description of the course of instruction. A lesson plan is developed by teacher to guide teaching and learning activities. Brown (2001:149) states that lesson plan as a set of activities which represents steps a long curriculum before which and after which a day or more. Permendikbud (2013: p.5-6) state that the lesson 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).

Recently, education in Indonesia has been updated with new policy called Merdeka Belajar. It proposed by the Ministry of Education and Culture. There are new main policies rose that regulate about USBN, UN, RPP and PPDB. In the case of RPP, the new policy directed teachers to have only a piece of paper of lesson plan by cut off some components on the old lesson plan model. It is stated that lesson plan consists of some components that make teachers difficult in designing the lesson plan. It is such a waste of time for teachers to develop each component to make a good lesson plan. To ease teachers' administration and making the lesson plan, the Ministry suggested a new policy that allows teachers to make and develop their own models of lesson plan.

Merdeka Belajar policy stated that teachers now can focus only to 3 main components on designing lesson plan; learning objectives, teaching and learning activities and assessment. The lesson plan can be simplified into a page of lessonplan. Other components can still be mentioned in the lesson plan, it is up to the teachers what they want to include on their lesson plan. And the new policy about lesson plan also believed that it can be done efficiently and effectively so that teacher can focus more in preparing and evaluating the real teaching and learning activities.

Writing skill is one of four basic competence that should be mastered by students. In writing, the students should expressing ideas, opinion, and knowledage in the form of sentences. Writing consider as difficult skill cause the students must writing and transfer knowledge properly and naturally in a good writing.

One of the scopes of English subject of junior high school is the ability to understand and make some text such as: descriptive text, procedure text, narrative text, etc. Based on the syllabus, descriptive text is a text that must mastered by seventh grade student. Descriptive text is a text designed for describe people, animal, or things.

The researcher did the pre-observation at MTsN 2 Medan. Especially the lesson plan for seventh grade students on descriptive text topic. The researcher ask the teacher for example of syllabus and lesson plan. Researcher choose MTsN 2 Medan because MTsN 2 Medan has been applied 2013 curricullum anda there is no another researcher before with the same topic at MTsN 2 Meda

Figure 1.1 Preliminary Data

RENCANA PELAKSANAAN PEMBELAJARAN						
DARING						
Nama Madrasah : MTs Negeri 3 Medan						
Mata Pelajaran : Bahasa Inggris						
Semester : 2						
Waktu : 20JP @ 40 menit						
Tujuan Pembelajaran						
Melalui kegiatan pembelajaran jarak jauh dengan metode diskusi, tanya jawab, analisis, penugasan, dan presentasi dengan pendekatan saintifik, peserta didik dapat (KD 3.7), terampil (KD 4.7) sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya melalui belajar Bahasa Inggris mengembangkan sikap/ karakter jujur, peduli, dan bertanggung jawab serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi, berkreasi (4C) dan berliterasi						
KD	INDIKATOR	MATERI ESSENSI	MODEL/METODE	MEDIA DAN SUMBER BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
3.7 Membandingkan fungsi social, struktur teks dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.		Lingkup Materi: Teks Deskriptif Materi: Teks Deskriptif sederhana Materi Esensi Mendeskripsikan Teks tertulis yang berhubungan dengan orang, hewan dan benda	Model: Scientific Learning Metode: Discovery Learning	Media: • WA • Elearning Alat/ Bahan: • Laptop, HP, Lembar Kerja, dan Lembar Penilaian Sumber Bahan: • English in Context, SMP/ MTs, Grade VII, Bumi Aksara • UKBM	1. Kegiatan Pendahuluan • Melalui media group Elearning, guru menyapa peserta didik, mengajak berdo'a dan memerintahkan siswa untuk mengisi daftar hadir melalui Elearning. • Guru mengingatkan peserta didik untuk mengikuti protocol kesehatan Covid-19 yaitu: sering mencuci tangan dengan air mengalir, jaga jarak dan memakai masker jika keluar rumah. • Menyampaikan materi yang akan dipelajari dan tujuannya.	Non Tes: Sikap melalui jurnal pengamatan Tes: Tulis, Lisan, Penugasan Unjuk Kerja, Produk, Proyek, Portofolio
4.7 Text Deskriptif						
4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur						

<p>teks dan unsure kebahasaan teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang dan benda.</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang dan benda dengan memperhatikan fungsi social struktur teks dan unsure kebahasaan secara benar dan sesuai konteks.</p>						<p>2. Kegiatan Inti</p> <ul style="list-style-type: none"> • Peserta didik mengamati orang, binatang, benda, yang terdapat di rumah, sekolah dan lingkungan sekitar siswa, article dan Singular dan plural yang ada di UKBM di Elearning. • Peserta didik dipersilahkan untuk mengajukan pertanyaan hal yang belum dipahami terkait dengan materi yang dipelajari melalui WA dan Elearning. • Peserta didik menjawab pertanyaan yang diberikan guru. <p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan peserta didik menyimpulkan materi • Guru memeriksa tugas peserta didik. • Guru mengingatkan supaya aktif dalam kegiatan online dan tetap semangat.
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Medan, Agustus 2020
Guru Mata Pelajaran

Deddy Doli Siregar
NIP: -

Based on teacher's lesson plan above, the researcher identified the problems that the lesson plan still using old version. It is still not updated into Merdeka Belajar version which consists of three main components only, they are learning objectives, learning activities and assesment. Furthermore the teacher said he did not design his own lesson plan but instead took from another resources.

There are studies that related with this case. Siti Khodijah Harahap (2021) investigated how to develop lesson plan in writing procedure text based on scientific approach for eleven grade students at SMA Nurul Islam Indonesia. The study conducted by using Research and Development (R&D) design. The final product of the study was valid based on validator score 94.5. Based on the data the researcher concluded that developing English lesson plan was very good.

Zaim (2017) investigated the implementation of scientific approach teach English at senior high school in Indonesia and problems of teaching and learning in implementing scientific approach. The finding showed that among the five steps of scientific approach, the teachers were not able to implement the observing and questioning steps optimally yet. Meanwhile in experimenting and associating the teachers have applied them well, and in communicating the teacher have applied scientific approach optimally.

Regarding reason mentioned above, it is interesting and important to conduct a research entitled “Developing Merdeka Belajar Lesson plan in Writing Descriptive Text Based on Scientific Approach For Seventh Grade Students at MTsN 2 Medan.

B. The Problems of the Study

Based on the background of the study, the problems of this study was “How is Merdeka Belajar lesson plan developed in writing descriptive text based on scientific approach for seventh grade students at MTsN 2 Medan?”

C. The Objectives of the Study

According to problem statements above, the objective of this study was to develop Merdeka Belajar lesson plan developed in writing descriptive text based on scientific approach for seventh grade students at MTsN 2 Medan.

D. The Scope of the Study

Based on syllabus of MtsN 2 Medan, there are some texts which have to be mastered by seventh grade students. They are short text and descriptive text.

Hence, the researcher would develop Merdeka Belajar lesson plan in writing descriptive text for grade seventh students at MTsN 2 Medan And will focus at KD 3.7 and 4.7 which discuss about writing descriptive text for people, animal, and things.

E. The Significances of the Study

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

1. Theoretically, this research expected can enhance *Merdeka Belajar* lesson plan creations and to provide more information about development of lesson plan in English language teaching and learning.
2. Practically, this research expected can be useful for these following matters.
 - a. Teacher

The result of this study will give the teacher an appropriate *Merdeka Belajar* lesson plan that can be used by English teacher in teaching writing descriptive text.

- b. Student

This study expected can contribute to make appropriate learning activities to encourage the achievement of the students.

- c. Researcher

This study expected can be reference for others researcher especially in the field of lesson plan study.