

**DEVELOPING ENGLISH LESSON PLAN OF WRITING  
RECOUNT TEXT BASED ON SCIENTIFIC APPROACH  
FOR VOCATIONAL HIGH SCHOOL COMPUTER  
NETWORK ENGINEERING PROGRAM**

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# DEVELOPING ENGLISH LESSON PLAN OF WRITING RECOUNT TEXT BASED ON SCIENTIFIC APPROACH FOR VOCATIONAL HIGH SCHOOL COMPUTER NETWORK ENGINEERING PROGRAM

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## ABSTRACT

**Siahaan, Maysusi. Registration Number: 2151121035. Developing English Lesson Plan of Writing Recount Text Based on Scientific Approach for Vocational High School Computer Network Engineering Program. A Thesis. English Educational Program, State University of Medan. 2019.**

This study aimed to develop English Lesson Plan of Writing Recount Text Based on Scientific Approach for grade tenth students of Computer Network Engineering Program at SMK Negeri 2 Binjai. This study was conducted by research and development (R&D) design through six phases, gathering information and data, analyzing data, developing a lesson plan, validating by experts, revising the lesson plan, and final product (The Lesson Plan). The subject of this research was an English teacher of Computer Network Engineering Program at SMK Negeri 2 Binjai. The instruments of collecting data were observation, documents, and interview. The data were collected by interviewing the English teacher and analyzing the lesson plan. The evaluators of the developed English lesson plan of writing recount text were two experts namely an English lecturer and English teacher. Two sets of lesson plan were developed based on scientific approach in 2013 curriculum. It consisted of two different learning models for each lesson plan; first *Discovery Learning and Project Based Learning*. The English lesson plan of writing recount text had been validated by experts. The score of validation was 92.5. It meant that the lesson plans were appropriate and categorized in "Very Good". Overall, the English lessons plan that developed by the researcher were eligible to use in teaching writing recount text especially in computer network engineering program.

**Key Words:** *Lesson Plan, Recount Text, Scientific Approach, Research and Development (R&D).*

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## INTRODUCTION

### *Background of the Study*

A lesson plan is a necessary element of teaching that consists of teacher's detailed description of the course of instruction. A lesson plan is developed by a teacher to guide class learning. Brown (2001:149) describes lesson plan as "a set of activities which "represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson" .

According to Muslich (2008:45), Lesson Plan (RPP) is the designing the subject learning per unit that teachers will apply in classroom learning. Based on RPP the teacher is expected to apply learning in a manner programmed. Lesson plan must have a high applied power. Without careful planning, learning targets will be difficult to achieve the maximum. Therefore, the ability to create a lesson plan is the first step which teachers must possess, as well as the mastery of all knowledge of the theory, basic skills, and deep understanding of learning objects and learning situations. In reality today many teachers do not make the lesson plan, and it is feared they cannot achieve the perfect learning goal.

According to Mulyasa (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.

Writing skill is one of the four language skills that should be developed in learning English at Senior High School/Vocational 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).

Referring to the Content Standard (*Standar Isi*) stated in the Ministerial Decree Number 22/2006, vocational education is aimed to increase the intelligence, knowledge, personality, character, and skill of the students to live independently and continue to the higher education based on the students' program (Mulyasa, 2010:62). Vocational high school students are expected be educated and skillful in their major for the specific occupation. The students are prepared to face any challenge in the work field.

In recount text, students will be taught how to retell events for the purpose of informing or entertaining. In this case, teachers should help the students to retell the experience that contains series of events in effective way. Teacher should make creative writing activities in learning process especially in writing recount text.

According to the curriculum 2013 in vocational high school, there are many kinds of genres in English which is really need to be learnt by the students. One of the genres is Recount Text.

Recount text is a kind of text which is aimed to retell events for the purpose of informing or entertaining. This text covers two basic competences, they are:

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.

4.7 Teks *recount* dalam bentuk biografi.

Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi

4.5.1 terkait tokoh terkenal.

4.5.2 Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Learning process or we called Teaching and Learning Activities (KBM) are concrete steps of student learning activities in order to acquire, actualize, or enhance that competence desired. KBM is an active process for students and teachers to develop students potential so they will “know” against knowledge and ultimately “able” to do something.

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 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 results that we expect. Planning plays an important role in every activity, including in learning process. This activity is the first step that teachers should take in carry out learning activities. 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).

Recently the teachers are also challenged by the government to use the 2013 curriculum. According to Majid & Rochman (2014:1), “the 2013 curriculum is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills”. Boosting the learning process is carried out through a scientific approach. Scientific learning is learning used scientific methods, especially learning which encouraged the students to Observing, Questioning, Exploring, Associating, and Networking/ Communicating.

Kemdikbud (2013), states that the teaching and learning process uses the scientific approach at whilst teaching part. There are three parts of teaching process pre teaching (follow up), main teaching (whilst), and post teaching. In scientific approach, it consists of learning phases constructed from observing, questioning, collecting information/experimenting, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013d). In this case, the steps of scientific approach belong to whilst part. They are, (1) Observing. The teachers 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. Kemdikbud 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.

After the writer did observation at Vocational High School at SMK Negeri 2 BINJAI for tenth grade students in Computer Network Engineering Program, the writer found problem in developing lesson plan by the teacher. The teacher says that there is no particular lesson plans for each major especially for Computer Network Engineering program in that vocational high school. All major has the same lesson plan in teaching English, and unfortunately some of teacher just search the lesson plan from the internet and download it, and use it in teaching learning process.

Based on, the writer's observation in SMK N 2 Binjai. The ability of English teacher is good, but the lesson plan for teaching English should be developed especially for writing skill. Because teacher's lesson plan is not implemented five stages of scientific approach, such as observing, questioning, exploring, associating and communicating and just implementing one learning model of scientific approach. There is also no specific time to learn writing, while writing the important skill that foreign language learners should be understood then able to communicate with others. The teacher said that there was no particular lesson plan for each major especially for computer network engineering

program in that vocational school and all major had the same lesson plan in teaching English.

The preliminary data that is gotten from the lesson plan is the learning activities of the lesson plan:

SINTAK	KEGIATAN PEMBELAJARAN
<p>1. <b>Stimulation</b> (stimulasi/pemberian rangsangan)</p> <p>2. <b>Problem statement</b> (pertanyaan/identifikasi masalah)</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Mengamati beberapa gambar</li> <li>• Mendengarkan dan membaca sebuah biografi tokoh yang terkenal</li> <li>• Memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> </ul> <p><u>Critical thinking</u></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dalam bentuk biografi.</li> </ul>
<p>3. <b>Data collection</b> (Pengumpulan data)</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Membaca teks recount biografi tokoh terkenal beserta fungsi sosial, struktur teks, dan unsur kebahasaan dari sumber lain.</li> <li>• Guru memberikan penguatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks recount biografi.</li> </ul>
<p>4. <b>Data processing</b> (pengolahan data)</p>	<p><u>Critical thinking</u></p> <ul style="list-style-type: none"> <li>• Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount tentang biografi tokoh terkenal dari sumber lain.</li> </ul>

	<u>Communication</u> <ul style="list-style-type: none"> <li>• Mempersentasikan hasil analisis secara lisan didepan kelompok lain.</li> </ul>
5. <i>verification</i> (pembuktian)	<u>Communication</u> <ul style="list-style-type: none"> <li>• mempersentasikan hasil analisis secara lisan didepan kelas.</li> </ul>
6. <i>Generalization</i> (menarik kesimpulan/ generalisasi)	<u>Creativity</u> <ul style="list-style-type: none"> <li>• Siswa dengan bimbingan guru menyimpulkan materi hari ini.</li> </ul>

There have been several studies related to this study. The first study was a research dealing with the implementation of scientific approach in teaching English at the tenth grade of senior high school 7 Padang. It was conducted by Atmarizon and Zaim in 2016. Researcher tries to see the implementation of Scientific Approach in teaching and learning process, assessment and problems faced by the English teachers in teaching and learning process using scientific approach in 2013 Curriculum.

The second research was conducted by Zaim in 2017. This research entitled “Implementing Scientific Approach to Teach English at Senior High School in Indonesia”. This study aimed at investigating the implementation of scientific approach to teach English at Senior High School in Indonesia and problems of teaching and learning in implementing scientific approach. The findings 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 teachers have applied them optimally.

Regarding reasons noted above, it is interesting and important to conduct a study entitled “Developing English Lesson Plan of Writing Recount Text Based on Scientific Approach for Vocational High School Computer Network Engineering Program”.

## REVIEW OF LITERATURE

### 1. Writing

#### a. Definition of Writing

The definitions of writing are variously stated by some experts. According to Rivers (1981:294) cited in Fakhreni (2018:6), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with unlimited number of revisions before its release. In addition Harmer (2004: 31) defines that writing is often not time-boned in the way conversation is. In writing, students have more time to think what they are going to convey, how they arrange their ideas into good sentences, and what the appropriate languages that they use to make their sentences meaningful and understandable to others.

Heaton (1990: 135) also states that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. It can be said that writing is not easy to learn. There are many aspects that should be considered in writing, such as language use, mechanical skills, treatment of content, stylistic and judgmental skills.

#### a. Process of Writing

Harmer (2004:4-6) states the process of writing into the four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

##### 1. Planning

Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the

shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequence the facts, ideas, or arguments which they have decided to include.

## 2. Drafting

Refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reactions to a piece of writing will help the author to make appropriate revisions.

## 4. Final Versions

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

## **2. Recount Text**

### **a. The definition of Recount text**

According to Knapp and Watkins (2005:223) Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Recount is a type of writing text that is written to retell events (activities or experience) in the past. Its purpose is either to inform or to

entertain the audience. In other words the function of recount text is to retell what happened or to state again the events. Recount begins by telling the reader who was involved, what happened, where this event took place and when it happened. In addition, according to Gerot and Wignell (1995: 154) states that recount text is to retell events for the purpose of informing or entertaining.

**b. Social Function of Recount Text**

Dirgeyasa (2016: 3) mentions that the social function of recount text is primarily to inform and describe past experiences by retelling events in the order in which they happened.

**c. The Generic Structure of Recount Text**

Textual Elements	Functions
Orientation	<ul style="list-style-type: none"> <li>• It consists of theme or topic to be informed.</li> <li>• To show the reader about the topic/theme being informed.</li> <li>• To attract reader’s attention and interest.</li> <li>• It enables to attract and provoke the reader so that he/she is willing to continue reading the whole text.</li> </ul>
Record of events or sequence of events	<ul style="list-style-type: none"> <li>• To provide details about the event informed/described chronologically (the type of plot may vary)</li> <li>• It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronological order the sequence markers such as first, second, third, etc. are important:</li> </ul>
Re-orientation	<ul style="list-style-type: none"> <li>• It functions to show personal attitude about the activities or event informed or told of record of events.</li> <li>• It is matter of conclusion with personal attitude.</li> </ul>

**d. The Language Features of Recount Text**

Regarding the recount text, Dirgeyasa (2016: 5) summarize the language features of recount text are:

1. It focuses on specific participants.
2. It is written in the past tense
3. It varies the sentences length: simple, compound, or complex ones.

4. The short sentences increase tensions; longer sentences provide contrast and detail.
5. The frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday.
6. The recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).
7. The details are often chosen to add interest or humor to the recount.
8. It uses personal pronouns (I, we) (Personal Recount).

### **3. Syllabus**

Mulyasa (2010:190) mentions that syllabus is a lesson plan to a group of subjects with a particular theme, which includes competence standard, basic competence, learning materials, indicators, assessment, allocation of time, and learning resources developed by each educational unit.

### **4. Scientific Approach**

As stated in the National Educational Rule (Permendikbud) No.65/2013 about the Standard of Process in learning and teaching, that “the implementation of 2013 Curriculum in the teaching and learning should to emphasize on the pedagogical dimension in the teaching and learning process that is use a suitable method of teaching which is based on Scientific Approach.

Based on Permendikbud Number 65 of 2013 about the standard process of education, the preferred model of learning in the implementation of 2013 curriculum is the scientific approach. Scientific approach is the characteristic and become its own power from the existence of 2013 curriculum. So, approach is a basic concept which gives a power and has a background about how a teaching and learning method implemented based on the theory.

Scientific approach is a concept of teaching and learning which has a background about the method of teaching and learning which has a scientific

characteristic. According to Hudson and Rudolph as cited in Atsnan and Gazali (2013: 2) that scientific method was introduced to the educational America in the end of the 19th Century as the emphasize of the laboratory method which was refers to the scientific facts. Scientific method has a characteristic that is “doing science”. This method facilitates the teacher to improve the process of teaching and learning.

Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explain as follows.

a. Observing

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result.

b. Questioning

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.

c. Experimenting

In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1) Grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the learning process to ensure that all learners are actively involved in the discussion, and (5) directing the group that need help.

d. Associating

Associating is the ability to analyze and associate the information occurred within the group. Associating is the process of analyzing the information to find the relationship between one to other informations and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found.

e. Communicating

Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

## 5. Lesson Plan

Brown (2001:149) describes lesson plan as “a set of activities which “represent ‘steps’ along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson”.

Mulyasa (2011) says that a lesson plan is a plan which describes procedures and management of study in order to reach one or more basic competencies regulated in the Standard of Content and extended in the syllabus. Moreover, Hosnan (2014) has defined a lesson plan as a plan for teaching-learning developed by the teacher based on the syllabus for one meeting or more in order to achieve basic competencies (Kompetensi Dasar/KD).

## RESEARCH METHODOLOGY

This study used Research and Development (R&D) as the research method. It is one of the research methods which were aimed to develop and validate educational products such as teaching method, teaching learning media, and teaching learning book (Borg and Gall, 2003). R&D had stages of educational research as following (1) gathering information and data, (2) analyzing data, (3) developing the lesson plan, (4) validating by experts, (5) revising the lesson plan, and (6) final product.

The subject of this study is the English teacher of SMK N 2 BINJAI. This subject was chosen because it was found that the writing lesson plan was not really interesting for students, the learning activities were not related to scientific approach and the learning model that used by teacher only one that supported in scientific approach.

So, the teacher need a developed lesson plan in teaching and learning process that interest, motivate students to learn and suitable with the scientific approach in 2013 curriculum. So it made this study is going to develop the appropriate lesson plan based on scientific approach.

The data of this study were collected by using three instruments: which were observation, documents and interview.

The data were collected in the form of qualitative which was from the interview and quantitative form which was from the questionnaires. In interview step, a phone was used to record the interview session and it was done by interviewing the English teacher.

The data was analyzed in form of qualitative and quantitative. The qualitative data was collected from the result of interview section with the teacher in a record. Then, the quantitative data was collected from the tabulation of the checklist from expert validation.

## RESEARCH FINDINGS AND DISCUSSIONS

### *Research findings*

This chapter presents of research findings of each phase in developing English lesson plan in writing recount text based on Scientific Approach for the grade tenth students of SMKN 2 Binjai. This research was done in six phases covering gathering information and data, analyzing data, developing a lesson plan, validating by experts, revising the lesson plan, and final product (The lesson plan).

#### **1. Gathering Data and Information**

In this step, the researcher got the data from observation, documentation and interview of the English teacher in SMKN 2 Binjai as the consideration to develop English lesson plan of writing recount text based on Scientific Approach. Based on the observation, the researcher found the data about the lesson plan and the curriculum that used by the teacher in teaching and learning process in the school. And also the teacher said that there was no particular lesson plan for each major especially for computer network engineering program in that vocational high school and all major had the same lesson plan in teaching English. In addition, from the observation this study got the problem about the teaching learning process or activities in the lesson plan used by teacher is not related to Scientific Approach and just apply one learning model of Scientific Approach in 2013 curriculum. So, the result is the students feel bored and lack of active in the teaching learning process. In documentation, this study checked the documents such as lesson plan, syllabus, textbook and other related to document. The last, the researcher interviewed the English teacher to get the reliable information about how to develop English lesson plan of writing recount text based on Scientific Approach.

#### **2. Analyzing Data**

The second stage of developing lesson plan was data analysis. Analyzing data based on the results of existing lesson plan and teacher interview transcript.

The existing lesson plan had the learning activities are not accordance with the scientific approach in the 2013 curriculum. And also it was not matched to the computer network engineering program because it was provided the general materials not the specific that suitable for tenth grade in computer network engineering program. The analysis of the existing lesson plan and the teacher interview transcript became the guidance for the researcher in developing good English lesson plan for vocational high school especially in computer network engineering program.

**a. Existing Lesson Plan**

After analyzing the existing lesson plan, this study got the problem about the existing lesson plan used by the English teacher was not provided the specific materials for computer network engineering program. It was designed for all major that learn about the same subject. Besides, the learning activities not related to Scientific Approach and just applied one model of Scientific Approach in 2013 curriculum. The teacher just apply *Discovery Learning* as learning model in teaching so students felt bored in learning English and monotonous in learning. Implementing Scientific Approach in 2013 curriculum could make students more creative, effective and innovative in teaching and learning process, because in scientific approach there are five stages, there are; observing, questioning, experimenting/exploring, associating and communicating. And also it covers three learning models in teaching (*Discovery Learning, Problem Based Learning and Project Based Learning*). So, the researcher concluded that the lesson plan was not relevant with the student of computer network engineering program because the lesson plan was not related to their study program. The existing lesson plan can be seen in *Appendix C*.

**b. Teacher Interview Analysis**

The interview was given to the English teacher of grade tenth in SMKN 2 Binjai. The interview gave some information about the problem of the lesson plan in teaching writing recount text. The teacher's response to the question was presented in (*Appendix A*). The researcher found that the English learning was less

desirable because the teaching material in the lesson plan was not in accordance with the students' major. The English teacher had compiled the lesson plan through students X of computer network engineering program. To compile the lesson plan the teacher did not directly create it. It begins by analyzing the syllabus and considering the students' background to formulate the learning objectives. The teacher said that there is no particular lesson plan for computer network engineering program cause the material is still general. And learning English is still general because the English lesson in vocational school is still general, all majors or programs has same English lesson. The teacher compiled the lesson plan as common as the general material and never developed the material in the lesson plan into the specific material that suitable to the computer network engineering program. In addition, teacher used Digital or Non-digital media in teaching learning process. Teacher also said that in evaluating the students, teacher gave the task from the book to the students, after that students did the task and teacher evaluates the students' work by using the number 6,7,8...10, if many students get 6,7 the teacher gave remedial to the students.

In conclusion, the learning material is not linear to the computer network engineering program and the teacher thinks good if there is lesson plan development deeply to help the teacher to reach the learning objective effectively which is related to the computer network engineering program. So that a lesson plan that contains learning materials in accordance with the discipline of computer network needed to develop based on scientific approach in order to students would be interested in learning English. Then, English lesson plan was developed by the researcher to make the teaching and learning process more effective and not to make students feel bored in learning English.

#### **4. Developing a lesson plan**

The third stage of developing lesson plan was developing the lesson plan based on Scientific Approach (Observing, Questioning, Exploring/Experimenting, Associating and Communicating) and lesson plans implementing Discovery

Learning and Project Based Learning, as the models of teaching recount text writing. That's two learning models supported Scientific Approach. First, Discovery Learning model covers the activities such as, stimulation, problem statement, data collection, data processing, verification, and generalization. Second model is Project Based Learning covers determine basic question, planning project, arrange schedule, monitoring, evaluation. In addition, product was developed by referring to the result of existing lesson plan and teacher interview transcript analysis and implementing the stage of developing lesson plan based on the curriculum of 2013. Besides, for the media, using power point and also Pop up Card to get the interesting learning for students. Then, to evaluate the students, the authentic assessment will be used to assess the result of the task that has been given by the teacher during learning process. The product was English lesson plan especially for Computer Network Engineering Program in vocational high school that learning about writing recount text of biography one.

### **5. Validating by Experts**

Experts validated the media that was already being developed. Questionnaire sheet was used by the experts to measure whether the lesson plan had been already appropriate or not.

There are two experts who evaluate the English writing lesson plan of recount text, they were Indra Hartoyo, S.Pd., M.Hum., one of the lecturer in English and Literature Department as the first validator, and the English teacher in SMK Negeri 2 Binjai named Paiman, S.Pd., as the second validator.

**Table 4.1 English lecturer's Validation Score**

<b>No</b>	<b>The Aspect</b>	<b>Score</b>
<b>I</b>	<b>COMMON</b>	<b>4</b>
<b>II</b>	<b>COMPONENT</b>	<b>39</b>

<b>III</b>	<b>LANGUAGES</b>	<b>7</b>
<b>TOTAL SCORE</b>		<b>50</b>
<b>Score = <math>\frac{50}{56} \times 100\% = 89</math></b>		

**Table 4.2 English Teacher's Validation Score**

<b>No</b>	<b>The Aspect</b>	<b>Score</b>
<b>I</b>	<b>COMMON</b>	<b>4</b>
<b>II</b>	<b>COMPONENT</b>	<b>44</b>
<b>III</b>	<b>LANGUAGES</b>	<b>6</b>
<b>TOTAL SCORE</b>		<b>96</b>
<b>Score = <math>\frac{96}{100} \times 100\% = 96</math></b>		

**Table 4.3 The Result of Validation**

<b>No</b>	<b>EXPERTS</b>	<b>SCORE</b>	<b>CRITERIA</b>
<b>1</b>	<b>LECTURER</b>	<b>89</b>	<b>Very Good</b>
<b>2</b>	<b>TEACHER</b>	<b>96</b>	
<b>Overall assessment</b>		<b>92.5</b>	

Based on the table above, the score of validation was 92.5, it means that the lesson plan was appropriate and categorized in "Very Good" based on Alifah (2013) range score of validation.

### **5. Revising the Product**

In this phase, the product which had been developed by the researcher was revised to improve and make better product. The revisions were made based on experts' suggestion. Some suggestions of the experts were:

- a). Indra Hartoyo, S.Pd., M.Hum, suggested as follows;

The lesson plan should be developed into two learning models and it should be suitable with the learning steps, and the allocation time is 2x2JP.

b). Paiman, S.Pd, suggested;

The lesson plan was excellent, but making the learning material more detail.

## **6. Final Product**

In this phase, the researcher repaired and revised the product based on experts' suggestions. Final product or developed English lesson plan of writing recount text was valid to use as a lesson plan for students of computer network engineering program grade tenth at SMK Negeri 2 Binjai with the experts judgment result was categorized "Very Good".

### *Discussion*

This study aimed to develop English writing lesson plan of recount text for the grade tenth students of Computer Network Engineering Program at SMK Negeri 2 Binjai. The developments of the lesson plan were based on Borg and Gall phases. This research was conducted at SMK Negeri 2 Binjai. There was one English teacher who participated in this research. In order to make the lesson plan more appropriate to the students of Computer Network Engineering Program, the researcher gathered the data by doing observation and interview to the English teacher.

Based on the research findings, the result of the teacher's interview is to develop the English lesson plan of recount text about the biography of the expert from Computer Network Engineering Program as the suitable material with students' major, PPT or Pop Up Card as the learning media, Scientific Approach is implemented in the lesson plan and the two learning models *Discovery Learning and Project Based Learning* that supported in scientific approach as the learning models in teaching and learning process, authentic assessment as the instrument to evaluate the students' attitude (*affective*), knowledge and skills.

After developing the lesson plan, the product was evaluated by the experts' judgment. The expert gave some corrections and suggestions in developing lesson

plan. Based on the result, the score was 92.5 with categorized “Very Good”. The final product was developed by using experts’ judgment suggestions.

Overall, the final product of a new developed lesson plan for grade tenth students of Computer Network Engineering Program was finished and eligible to use in teaching writing recount text.

## CONCLUSIONS AND SUGGESTIONS

### *Conclusions*

English writing lesson plan was developed through six phases. The first stage was gathered the data by observation before starting the research. There was some data gathered, such as the syllabus, existing lesson plan, teacher’s interview. The second, process of need analysis aims to get data and information from the teacher by giving interview. From the information and data gathered, there was problem found. The problem was the learning activity was not related to Scientific Approach, and teacher just applied one model is *Discovery Learning* in teaching and learning process. So, students felt bored in learning and material also less for the students of computer network engineering program. The third, the process of developing was done. The research developed the lesson plan based on Scientific Approach (Observing, Questioning, Exploring/Experimenting, and Associating) by implementing two learning models first was *Discovery Learning and Project Based Learning* and provided the material of recount text about biography from the expert of computer network engineering program that related with students’ major. And then after developing English writing lesson plan, the next was process of validating the product by the experts. The fifth was process of revising the product (lesson plan) based on the suggestion from the experts. And the last, the English lesson plan of recount text for computer network engineering program are ready to be used. Furthermore, the English writing lesson plans which are related to their major will improve their knowledge about the recount text and tips to write the biography.

### *Suggestions*

1. For the teacher, In teaching and learning process, the teacher should make an appropriate lesson plan for helping the students achieve the goals based on curriculum that have been used in their school. There are many things can help the teacher to guide the students interesting in learning. One of that is the material, should be related to students' need and major. So, they can get the knowledge that related to their major. The teacher also should be able to develop the materials more specific not only use the hand-book, the teacher can use media to make the students interesting in learning. Besides, teacher also should be able to implement Scientific Approach in the learning and teaching process. In addition, teacher should be able to use the learning models especially in Scientific Approach covers three learning models in teaching learning process. They are; *Discovery Learning, Project Based Learning and Problem Based Learning*. So, teacher can use each of the learning models to motivate students learning English, so the learning activity is not monotonous. Especially for teachers in vocational school, they are able to develop and associate it based on the department where they teach. It will give the students more knowledge about the students' major themselves.
2. For the students, by implementing the lesson plan by teacher, it could help the students to improve their ability in writing and their interest in computer network engineering program.
3. Other researcher, who has the same interest in this field, could make another appropriate and alternative way of teaching writing recount text by developing lesson plan for Computer Network Engineering Program.

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