

CHAPTER IV

REPORT OF RESEARCH RESULT

This subchapter presents the data that have been collected in the research. The presentation covers primary data about the implementation of 2013 curriculum in developing English lesson plan at State Junior High School 1 Martapura academic year 2014/2015. The data consist of lesson plan by English teacher, observation sheet of lesson plan by English teacher, and interview sheet by English teacher. This research began on April, 29th 2015, on May, 13th, 20th, and 27th 2015 was implemented for observation, documentary, and interview.

A. Findings

In this section, the writer explains about the implementation of 2013 curriculum in developing English lesson plan at State Junior High School 1 Martapura academic year 2014/2015. The writer uses three instruments to collect the data, i.e. observation, documentary and interview for gathering all information.

The first step, the writer came to school and met the English teacher. Then, the writer asks lesson plan that used by English teacher as documentary.

After that, the writer observes the class of English teacher using observation sheet. It has purpose to compare the lesson plan with the application.

The last process is interview. The writer asks some questions to get information about the implementation of 2013 curriculum in developing English lesson plan at State Junior High School 1 Martapura.

1) Findings of Observation

To know about the implementation of 2013 curriculum in developing English lesson plan at State Junior High School 1 Martapura academic year 2014/2015, the writer conducts class observation of English teacher using observation sheet. To assess the observation, the writer uses rubric assessment of lesson plan research.

Grade	Score
Very good (A)	$90 < A \leq 100$
good (B)	$80 < B \leq 90$
Enough (C)	$70 < C \leq 80$
Less (K)	≤ 70

Based on the result of the observation of State Junieur High School 1 Martapura, it can be seen in these tables below:

Table 4.1 Description of Lesson Plan Research on April, 29th 2015

No	Components of Lesson Plan	Score of Research Result			Note
		1	2	3	
A.	Subject Identity	N	NC	C	
1.	Education unity, class, semester, Program/ competence program, subject or theme of subject, and meeting.			√	The subject identity in lesson planning is complete.
B.	Indicator Formula	NA	AA	A	
1.	Appropriate with SKL, KI and KD.			√	Based on lesson planning, the indicator formula is appropriate with SKL, KI and KD.
2.	Appropriate with using operational verb with competence.			√	The indicator formula is appropriate with using operational verb with competence. Such as: <i>menunjukkan, mengidentifikasi, menyatakan</i> , etc.
3.	Appropriate with attitude aspect,			√	The indicator formula can show

	knowledge, and skill.				attitude aspect, knowledge, and skill that will be achieved.
C.	Formula of Lesson Goal	NA	AA	A	
1.	Appropriate with process and study result that wanted.			√	The formula of lesson goal in lesson planning is appropriate with process and study result in the classroom.
2.	Appropriate with based competence.			√	The formula of lesson goal is appropriate with syllabus, lesson plan, and the implementation in the classroom.
D.	Selection of Material	NA	AA	A	
1.	Appropriate with lesson goal.			√	She's So Nice is the theme of the material in this meeting. It is appropriate with lesson goal.
2.	Appropriate with students characteristic.			√	The content of material is easy to understand. So, it is appropriate with students characteristic.

3.	Appropriate with time allocation.			√	The English teacher can explain all materials that are in lesson planning.
E.	Selection of Source Study	NA	AA	A	
1.	Appropriate with KI and KD.			√	The source study that used by the english teacher is appropriate with KI and KD.
2.	Appropriate with lesson material and scientific approach.			√	The text book that used by the English teacher is appropriate with lesson material and scientific approach.
3.	Appropriate with students characteristic.			√	The source study can be learned by students easily.
F.	Selection of Media	NA	AA	A	
1.	Appropriate with lesson goal.			√	The English teacher uses picture as media. It is appropriate with lesson goal.
2.	Appropriate with lesson material and scientific approach.			√	Based on the lesson material, the picture that used by the English teacher is very appropriate to describe something.

					English teacher also can invite students to observe, ask, experiment, associate, and communicate the learning through the picture.
3.	Appropriate with students characteristic.			√	For the Junior High School, the picture is one of the funny media in learning.
G.	Lesson Model	NA	AA	A	
1.	Appropriate with lesson goal.			√	The lesson model that used by the English teacher is discovery learning. It is appropriate with lesson goal.
2.	Appropriate with scientific approach.			√	The discovery learning that used by the English teacher is one of the learning models that are appropriate with scientific approach.
H.	Lesson Scenario	NA	AA	A	
1.	Present pre activity (opening), while activity (main activity), and closing activity clearly.			√	The English teacher starts the lesson with opening. After that, main activity, and the last closing

					activity.
2.	Appropriate with scientific approach		√		In networking, some students are not too active.
3.	The presentation is appropriate with systematic material.			√	The presentation of lesson scenario is appropriate with systematic material.
4.	Appropriate with time allocation with material.		√		In group working, students need many times to fix their tasks. It also for the English teacher, to check students' task in front of the class.
I.	Assessment	NA	AA	A	
1.	Appropriate with technique and form of authentic assessment.			√	The assessment that used by the English teacher is appropriate with technique and form of authentic assessment.
2.	Appropriate with indicator and competence achievement.			√	The assessment is appropriate with indicator and competence achievement.
3.	Appropriate key answer and question item.			√	The assessment form is appropriate with key answer and question item.

4.	Appropriate score guidance score with question.			√	The English teacher uses rubric in assessing it is appropriate with guidance score with question.
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In the research result is written N = Nothing, NA = Not Complete, C = Complete, NA = Not Appropriate, AA = A part of Appropriate, and A = Appropriate.

The observation result can be seen using formula:

It means, score =

Based on the observation sheet, the score is 97.33. According to rubric of lesson plan research assessment $97.33 = 90 < A \leq 100$ is very good score.

The writer comes to class and observes the class using the observation sheet of lesson plan research. Firstly, the English teacher gives opening like greeting, asks question to memorize the lesson before, asks question about something related lesson today, and explains about what are the goals of the lesson; competence will be achieved, and give outline about the lesson today. At the time, the material about **She's so nice**. The English teacher uses netbook and LCD as media. The English teacher asks

students to observe the picture on the screen or in their book activity 6 page on 141. Then, students make question and read it. If the students can make question, they get a star. Star consists of four colours. The blue color, it means get 4 score, the green colour, it means 3 score, the yellow colour, it means 2 score, the red colour, it means 1 score. While students can answer question of their friends, they get a flag. Flag also for colours and have score like star.

Based on instruction of the English teacher, students make question and their friend answer it. The question and answer about describing the picture “**people.**” Students also observe and read the dialogue. Then, they make question and answer.

After that, in experimenting activity, teacher asks students to describe one of their friends in grouping. The describing make in dialogue. To associate it, the students read of result of discussion about describing their friends in front of the class one by one. To check their tasks, teacher can check their pronunciation and structure. But, teacher not too much correction because time allocation is not too enough to check students mistake in pronunciation.

When the students do the task in grouping and try to convey their result in front of the class, the English teacher gets authentic assessment. It

covers about attitude, skill, and knowledge. After that, in networking activity teacher asks students to communicate their lesson. The way is teacher gives students homework. It's about describing one of their families in one paper. It covers about father, mother, older brother, older sister, younger brother, and younger sister. Then, in students' task, teacher asks students to put a photo about their families that they describe.

In closing activity, the English teacher and students makes conclusion about the lesson and get feedback. Before close the meeting, teacher give information about the next lesson in next meeting.

Comment of lesson plan generally:

Lesson plan is very appropriate with implementation of 2013 curriculum. In the classroom, the writer looks that students is very active in learning. Teaching learning proses is very fun. But, many activities with many students make time allocation is not enough to teacher clarify mistakes if students have many mistakes. For example: all groups read of the discuss result. When students read, they have many mistakes in pronounce, such as "know" read kenow, "dialogue" read "dialog", "has" read "has", and etc. Teacher just say, "Ok good, although many pronounces still mistakes and must be revised." The writer thinks, the English teacher can't revise them because time allocation is not enough

and still many activities that must implemented by the English teacher according to lesson plan.

Table 4.2 Description of Lesson Plan Research on May, 13th 2015

No	Components of Lesson Plan	Score of Research Result			Note
		1	2	3	
A.	Subject Identity	N	NC	C	
1.	Education unity, class, semester, Program/ competence program, subject or theme of subject, and meeting.			√	There is the complete subject identity in lesson planning.
B.	Indicator Formula	NA	AA	A	
1.	Appropriate with SKL, KI, and KD.			√	The indicator formula has SKL, KI, and KD in lesson planning that are appropriate with syllabus.
2.	Appropriate with using operational verb with competence.			√	The indicator formula has operational verb, such as: <i>menunjukkan,</i> <i>mengidentifikasi,</i>

					<i>mendeskripsikan</i> , etc. It is appropriate with competence.
3.	Appropriate with attitude aspect, knowledge, and skill.			√	The content of indicator formula has attitude aspect, knowledge, and skill.
C.	Formula of Lesson Goal	NA	AA	A	
1.	Appropriate with process and study result that wanted.			√	The lesson goal that made by the English teacher is appropriate with process and study result in teaching learning.
2.	Appropriate with based competence.			√	The English teacher makes a formula of lesson goal is appropriate with based competence.
D.	Selection of Material	NA	AA	A	
1.	Appropriate with lesson goal.			√	In this meeting, the theme is My Grandfather is a Doctor . The content of material is appropriate with lesson goal.
2.	Appropriate with students characteristic.		√		The material is good. But, in task, the writer thinks

					students feel difficulties, such as making sentences. For junior high school, it needs guidance from English teacher.
3.	Appropriate with time allocation.		√		The time is not enough because in this meeting, students have many tasks to make sentences.
E.	Selection of Source Study	NA	AA	A	
1.	Appropriate with KI and KD.			√	The source study that used by the English teacher is text book. It is very appropriate with KI and KD.
2.	Appropriate with lesson material and scientific approach.			√	The source study is appropriate with lesson material. Through it, the English teacher can implement scientific approach in the classroom.
3.	Appropriate with students characteristic.			√	The source study can be accessed by students easily.

F.	Selection of Media	NA	AA	A	
1.	Appropriate with lesson goal.			√	The English teacher uses LCD to show the picture related to material. It is appropriate media with lesson goal.
2.	Appropriate with lesson material and scientific approach.			√	The media that used by the English teacher can explore the lesson material and scientific approach.
3.	Appropriate with students characteristic.			√	The media (LCD, picture) that used by the teacher can make students understand about the learning.
G.	Lesson Model	NA	AA	A	
1.	Appropriate with lesson goal.			√	Discovery learning is a model that used by the English teacher in this meeting. The steps of lesson model are appropriate with lesson goal.
2.	Appropriate with scientific approach.			√	Steps of lesson model are appropriate with scientific approach

					activity.
H.	Lesson Scenario	NA	AA	A	
1.	Present pre activity (opening), while activity (main activity), and closing activity clearly.		√		In main activity, some steps are not appropriate with scenorio that written by the English teacher.
2.	Appropriate with scientific approach		√		In associating and networking is not too maximal because time allocation is not enough.
3.	The presentation is appropriate with systematic material.			√	The English teacher teaches using a lesson scenario that is appropriate with systematic material.
4.	Appropriate with time allocation with material.		√		The lesson scenario is so many tasks to make sentence. So, the time is not enough to implement activities scenario.
I.	Assessment	NA	AA	A	
1.	Appropriate with technique and form of authentic assessment.			√	The assessment form is appropriate with technique of authentic assessment.

2.	Appropriate with indicator and competence achievement.			√	The English teacher makes assessment based on indicator and competence achievement.
3.	Appropriate key answer and question item.			√	The score of assessment is appropriate with key answer and question.
4.	Appropriate score guidance score with question.			√	Standard of score uses rubric assessment. So the score will be appropriate with question.

In the research result is written N = Nothing, NA = Not Complete, C = Complete, NA = Not Appropriate, AA = A part of Appropriate, and A = Appropriate.

The observation result can be seen using formula:

It means, score =

Based on the observation sheet, the score is 96. According to rubric of lesson plan research assessment $96 = 90 < A \leq 100$ is very good score.

On the second writer's observation, the material about **My Grandfather is a Doctor**. This material has two meetings on Wednesday

and Thursday. Every meeting has 2x2 hours lesson. The writer just comes in first meeting on Wednesday.

In pre activity, the English teacher opens with greeting and asking about profession of student's family to give students stimulating about the lesson today. For example, "What is your father, Nanda?". The question also teacher asks to other students and they have different answer. After that, teacher explains about outline of the material for this meeting. The English teacher also conveys about lesson goal and based competence.

In this meeting, the English teacher uses netbook and LCD to show the picture. Then, students observe it and write the word related to what are the pictures on the screen. Students have many answers. They write on the white board one by one like "plants, root, grass, pot, etc." After that, the English teacher asks students to make sentences related the word, for example "The man is gardener", "He grows some plants", "The gardener cuts the grass", etc. Then, the English teacher invites the students to check together. The English teacher also gives occasion for students that want to try, teacher says, "Who wanna try?" "Please raise your hand?" Then, after the sentences has fixed. Teacher asks student invite to students to make conclusion for this activity "*look the picture and make sentences*".

After students look understand, the English teacher asks students to answer question page on 159 activities 5 in grouping. Then, teacher and students answer together orally.

In this material, the English teacher needs many times allocation because this material very much tasks to make sentences. To make it become good sentences, teacher must check it. So, when the writer check the teacher English lesson plan, some steps are lost in networking activity like students must do task on page 165 individually. It causes, time allocation is not enough. It also about reinforcing is not too explains from the English teacher.

At the close activity, the English teacher forget to give feedback because time allocation is not too enough. But, the English teacher still remembers to give information about the next lesson in the next meeting.

Comment of lesson plan generally:

For this meeting, in lesson plan scenario especially, main activity has some steps are not appropriate between lesson plan and implementation. The writer thinks, the task of material is enough difficult. For example, students make sentences. It becomes difficult if students are not too much having vocabulary. So, the English teacher needs helping the students to

make good sentences. It causes time allocation is not enough. It also causes associating and networking in scientific approach is not maximal.

Table 4.3 Description of Lesson Plan Research on May, 20th 2015

No	Components of Lesson Plan	Score of Research Result			Note
		1	2	3	
A.	Subject Identity	N	NC	C	
1.	Education unity, class, semester, Program/ competence program, subject or theme of subject, and meeting.			√	At the first page of lesson planning, the English teacher writes the subject identity completely.
B.	Indicator Formula	NA	A A	A	
1.	Appropriate with SKL, KI, and KD.			√	The indicator formula is made by the English teacher based on SKL, KI, and KD.
2.	Appropriate with using operational verb with competence.			√	The English teacher makes indicator formula using operational verb is appropriate with competence. For example: <i>menunjukkan, mengidentifikasi, m</i>

					<i>enentukan, etc.</i>
3.	Appropriate with attitude aspect, knowledge, and skill.			√	The indicator formula has attitude aspect, knowledge, and skill that are appropriate.
C.	Formula of Lesson Goal	NA	AA	A	
1.	Appropriate with process and study result that wanted.			√	The English teacher makes lesson goal that is appropriate with process and study result in classroom activity.
2.	Appropriate with based competence.			√	The lesson goal that made by the english teacher is appropriate with based competence.
D.	Selection of Material	NA	AA	A	
1.	Appropriate with lesson goal.			√	In this meeting, the theme of material is Attention, please. The content of material is appropriate with lesson goal.
2.	Appropriate with students characteristic.			√	The material can make students enjoy and fun in learning.

3.	Appropriate with time allocation.			√	The material is easy to understand. So, the English teacher can use the time allocation to explain as well as possible.
E.	Selection of Source Study	NA	AA	A	
1.	Appropriate with KI and KD.			√	The source study is appropriate with KI and KD.
2.	Appropriate with lesson material and scientific approach.			√	The source study can access many kinds of instruction (material). So, it is very appropriate with lesson material and scientific approach.
3.	Appropriate with students characteristic.			√	The material has many sources study that can be accessed easily by students.
F.	Selection of Media	NA	AA	A	
1.	Appropriate with lesson goal.			√	The media that used by the English teacher is textbook. It has many interesting

					pictures. Students feel comfortable to understand the learning through it.
2.	Appropriate with lesson material and scientific approach.			√	The media is very appropriate with lesson material and scientific approach because the pictures in text book can help students to understand the learning easily.
3.	Appropriate with students characteristic.			√	The media is very appropriate with students characteristic.
G.	Lesson Model	NA	AA	A	
1.	Appropriate with lesson goal.			√	Based on the material, the English teacher also uses discovery learning as a model because it is appropriate with lesson goal.
2.	Appropriate with scientific approach.			√	The steps in learning activity are appropriate with scientific approach.

H.	Lesson Scenario	NA	AA	A	
1.	Present pre activity (opening), while activity (main activity), and closing activity clearly.			√	The English teacher can present pre activity, main activity, and closing activity that are appropriate with lesson scenario.
2.	Appropriate with scientific approach			√	The lesson plan that made by the english teacher is appropriate with scientific approach (observing, questioning, experimenting, associating, and networking/communicating).
3.	The presentation is appropriate with systematic material.			√	The lesson scenario is made by the English teacher based on systematic material.
4.	Appropriate with time allocation with material.			√	The lesson scenario is simple and clear. So, time allocation in teaching learning activity is appropriate with the lesson

					scenario.
I.	Assessment	NA	AA	A	
1.	Appropriate with technique and form of authentic assessment.			√	The assessment is made by the english teacher based on technique and form of authentic assessment.
2.	Appropriate with indicator and competence achievement.			√	The assessment that used by the english teacher is appropriate with indicator and competence achievement.
3.	Appropriate key answer and question item.			√	To make assessment, the English teacher uses key answer and question item to measure standard score.
4.	Appropriate score guidance score with question.			√	The English teacher uses rubric to make easy assessment.

In the research result is written N = Nothing, NA = Not Complete, C = Complete, NA = Not Appropriate, AA = A part of Appropriate, and A = Appropriate.

The observation result can be seen using formula:

It means, score =

Based on the observation sheet, the score is 100. According to rubric of lesson plan research assessment $100 = 90 < A \leq 100$ is very good score.

This meeting the writer observes again. The English teacher explains about chapter X “**Attention Please!**” in this section discuss about instructions, short notice, and warning/caution. It conveys in three meetings. For the first meeting, the opening at the first students say greeting to Mrs. Wilda as the English teacher. As a good teacher of a model teacher of the 2013 curriculum, Mrs. Wilda is very confidence to begin the lesson. To stimulate students, some question given by the English teacher. The question related to lesson today. When students can answer, the English teacher explains about outline the lesson today, conveys the lesson goal and basic competence

In main activity, the English teacher asks students to observe the pictures and match between the pictures and sentences, teacher and students read together. After that, students observe again some picture page on 179 activities 2 in grouping. Then make a instruction sentence with key word, like Hang the picture on the wall!, Come to the front, please, Don't go out!, Be quiet, please, Don't b noisy, please.

In questioning activity, between groups have question about instruction sentences. The English teacher guides them for that. To make experiment their discussess, every groups abserve again about activity 2 page on 179. Then search antonym of verb that use in instructions sentence and make again in instruction sentences. After that, to associate those students read the result of discussion in front of the class. After finish, all grops make a conclusion of the instruction sentences that they made together. For example, instruction sentences using **verb** at the first, using **don't**, using **please**, etc. The English teacher writes what the students convey on the whiteboard. After that, students write in their books.

In networking process, the English teacher asks students to make instruction sentences related to environment in pairing. Then read it. The English teacher discusses one by one what the instruction sentences that made by students one by one. When students no questions and look understand, teacher and students make conclusion about lesson today together. Then the English teacher gives feedback about the lesson. At the last, the English teacher closes activity with giving information about the material for next meeting.

Comment of lesson plan generally:

The writer thinks that between lesson plan and implementation in the class room is very life and it's the real implementation of the 2013 curriculum.

Table 4.4 Description of Lesson Plan Research on May, 21st 2015

No	Components of Lesson Plan	Score of Research Result			Note
		1	2	3	
A.	Subject Identity	N	NC	C	
1.	Education unity, class, semester, Program/ competence program, subject or theme of subject, and meeting.			√	This lesson plan has a complete subject identity.
B.	Indicator Formula	NA	AA	A	
1.	Appropriate with SKL, KI, and KD.			√	Based on syllabus and lesson plan, the indicator formula is appropriate with SKL, KI, and KD.
2.	Appropriate with using operational verb with competence.			√	Indicator formula uses operational verb such as <i>menunjukkan</i> , <i>mengidentifikasi</i> , <i>menentukan</i> , etc that are

					appropriate with competence.
3.	Appropriate with attitude aspect, knowledge, and skill.			√	The content of indicator formula shows that is appropriate with attitude aspect, knowledge, and skill.
C.	Formula of Lesson Goal	NA	AA	A	
1.	Appropriate with process and study result that wanted.			√	The formula of lesson goal is very appropriate with process and study result.
2.	Appropriate with based competence.			√	The lesson goal in learning activity is appropriate with based competence.
D.	Selection of Material	NA	AA	A	
1.	Appropriate with lesson goal.			√	In this meeting, the material about short notice . The material is appropriate with lesson goal.
2.	Appropriate with students characteristic.			√	In this meeting, the English teacher tries to communicate the material with daily life of students.

					So, students can be easy to understand it.
3.	Appropriate with time allocation.			√	The material is presented in a simple explanation. Thus, time allocation is very enough to explain the material.
E.	Selection of Source Study	NA	AA	A	
1.	Appropriate with KI and KD.			√	The source study of this material is appropriate with KI and KD because the English teacher uses guidance book for the teacher in teaching.
2.	Appropriate with lesson material and scientific approach.			√	The source study is appropriate with lesson material and scientific approach.
3.	Appropriate with students characteristic.			√	The source study can be accessed by students because studens have the textbook about it.

F.	Selection of Media	NA	AA	A	
1.	Appropriate with lesson goal.			√	The media is picture. It is very appropriate with lesson goal because through the picture students can identify the material (short notice).
2.	Appropriate with lesson material and scientific approach.			√	The media is very appropriate with lesson material and scientific approach because the pictures in textbook can help students to understand the learning easily.
3.	Appropriate with students characteristic.			√	The media is very appropriate with students characteristic.
G.	Lesson Model	NA	AA	A	
1.	Appropriate with lesson goal.			√	Based on the material, the English teacher also uses discovery learning as a model because it is appropriate with

					lesson goal.
2.	Appropriate with scientific approach.			√	The steps in learning activity are appropriate with scientific approach.
H.	Lesson Scenario	NA	AA	A	
1.	Present pre activity (opening), while activity (main activity), and closing activity clearly.		√		Some steps are lost
2.	Appropriate with scientific approach		√		In networking, some students are not too active
3.	The presentation is appropriate with systematic material.			√	The lesson scenario is made by the English teacher based on systematic material.
4.	Appropriate with time allocation with material.			√	The lesson scenario is simple and clear. So, time allocation in teaching learning activity is appropriate with the lesson scenario.
I.	Assessment	NA	AA	A	
1.	Appropriate with technique and form of			√	The assessment is made by the

	authentic assessment.				English teacher based on technique and form of authentic assessment.
2.	Appropriate with indicator and competence achievement.			√	The assessment that used by the English teacher is appropriate with indicator and competence achievement.
3.	Appropriate key answer and question item			√	To make assessment, the English teacher uses key answer and question to measure standard score.
4.	Appropriate score guidance score with question.			√	Teacher uses rubric to make easy assessment.

In the research result is written N = Nothing, NA = Not Complete, C = Complete, NA = Not Appropriate, AA = A part of Appropriate, and A = Appropriate.

The observation result can be seen using formula:

It means, score =

Based on the observation sheet, the score is 97.33. According to rubric of lesson plan research assessment $97.33 = 90 < A \leq 100$ is very good score.

In the forth observation, the writer observes that the English teacher prepares classroom activity very well. Before continue the next lesson, the English teacher reviews about the previous lesson. Afterwards the English teacher conveys about lesson goal and basic competence will be achieved. The English teacher also explains about lesson outline and gives stimulating about that. The English teacher asks short notice in front of fence of the school. Then teacher shows the picture and students arrange the jumble words become a correct sentence. This activity is an apperception from the English teacher to understand the material.

In observing activity, the English teacher asks student to draw short notice on the whiteboard. Then other students give occasion to discuss about the meaning of short notice. One by one of students mention them. After that English teacher asks again to students to look about other short notices in pairing and mention them in front of the class. When students read in front of the class, other students give questions related shor notices.

In experimenting activity, the English teacher distributes five papers to students that have contents picture of short notice. When the English

teacher mentions about the meaning of short notice, the students rise about the right paper that shows the picture of the meaning. In this activity, the English teacher also asks students to draw short notice on paper and write the meaning in behind paper. The students work them in grouping and the result of discussion, convey in front of the class. The students also discuss the structure in associating. Teacher gives reinforcing about that.

In networking activity, students make short notice based on places that want in grouping. Then convey it in front of the class. Students make a journal to explain it. After that, the English teacher and students make conclusion about lesson today. Before closing, Teacher also gives feedback and gives information for the next lesson.

Comment of lesson plan generally:

The writer thinks, lesson plan that made by the English teacher is very appropriate with the 2013 curriculum. In main activity, some scenario is lost, but they are not influence scientific approach.

Table 4.5 Description of Lesson Plan Research on May, 27th 2015

No	Components of Lesson Plan	Score of Research Result			Note
		1	2	3	
A.	Subject Identity	N	NC	C	
1.	Education unity, class, semester, Program/ competence program, subject or theme of subject, and meeting.			√	Subject identity in lesson planning is complete.
B.	Indicator Formula	NA	AA	A	
1.	Appropriate with SKL, KI, and KD.			√	The indicator formula is appropriate with SKL, KI, and KD.
2.	Appropriate with using operational verb with competence.			√	The indicator formula uses operational verb, such as <i>menunjukkan, mengidentifikasi, menentukan, etc.</i>
3.	Appropriate with attitude aspect, knowledge, and skill.			√	The indicator formula is appropriate with attitude, knowledge, and skill that wanted.
C.	Formula of Lesson Goal	NA	AA	A	
1.	Appropriate with process			√	The lesson goal is

	and study result that wanted.				appropriate with process and study result in learning activity.
2.	Appropriate with based competence.			√	The lesson goal is appropriate with based competence.
D.	Selection of Material	NA	AA	A	
1.	Appropriate with lesson goal.			√	The material for this meeting is caution/warning . The selection of material is appropriate with lesson goal.
2.	Appropriate with students characteristic.			√	The material is very easy to understand.
3.	Appropriate with time allocation.			√	The material can be explained clearly. It is very appropriate with time allocation.
E.	Selection of Source Study	NA	AA	A	
1.	Appropriate with KI and KD.			√	The source study that used in learning activity is text book. It is appropriate with KI and KD.
2.	Appropriate with lesson material and scientific			√	The source study is appropriate with

	approach.				lesson material and scientific approach.
3.	Appropriate with students characteristic.			√	The source study is appropriate with students characteristic.
F.	Selection of Media	NA	AA	A	
1.	Appropriate with lesson goal.			√	The media that used by the English teacher is monopoly game. It is appropriate with lesson goal.
2.	Appropriate with lesson material and scientific approach.			√	Through monopoly game, students can study in grouping and the scientific approach can be implemented through it.
3.	Appropriate with students characteristic.			√	Monopoly game makes students enjoy in learning activity.
G.	Lesson Model	NA	AA	A	
1.	Appropriate with lesson goal.			√	The English Teacher still uses discovery learning in this meeting. It is appropriate with lesson goal.

2.	Appropriate with scientific approach.			√	The steps of lesson model are appropriate with scientific approach.
H.	Lesson Scenario	NA	AA	A	
1.	Present pre activity (opening), while activity (main activity), and closing activity clearly.			√	The English teacher can present pre activity, main activity, and closing in classroom activity.
2.	Appropriate with scientific approach			√	The lesson scenario makes scientific approach: observing, questioning, experimenting, associating, and communicating/networking.
3.	The presentation is appropriate with systematic material.			√	The lesson scenario can be presented by the English teacher with systematic material.
4.	Appropriate with time allocation with material.			√	The material in lesson scenario is appropriate with material.
I.	Assessment	NA	AA	A	
1.	Appropriate with technique and form of			√	The assessment is made by the

	authentic assessment.				English teacher based on technique and form of authentic assessment.
2.	Appropriate with indicator and competence achievement.			√	The assessment that used by the teacher is appropriate with indicator and competence achievement.
3.	Appropriate key answer and question.			√	To make assessment, teacher uses key answer and question to measure standard score.
4.	Appropriate score guidance score with question item.			√	Teacher uses rubric to make easy assessment.

In the research result is written N = Nothing, NA = Not Complete, C = Complete, NA = Not Appropriate, AA = A part of Appropriate, and A = Appropriate.

The observation result can be seen using formula:

It means, score =

Based on the observation sheet, the score is 100. According to rubric of lesson plan research assessment $100 = 90 < A \leq 100$ is very good score.

At the first writer comes to class, the class is very noisy because the English teacher give appointment to students that the English teacher will be teach use “monopoly game”. Of course, for today students look very happy and very energetic to join in learning process.

The English Teacher comes to class as usual, give greeting, check readiness of students, explains about lesson goal, basic competence, and memorize the previous lesson, also give outline what the lesson today.

Such as the previous learning, the English teacher uses picture as observation media. The English teacher asks students to search the meaning of picture related to caution/warning. Besides, students must know where the caution/warning can find. In task, the English teacher always uses cooperative learning and conveys the result of discussion in front of the class orally. Students also make some question related to picture.

According to English teacher’s appointment, students play monopoly games to experiment and associate the caution/warning. Students play in grouping. Every group has representative to play monopoly game in front of the class on the le available table. Before the game start, the English teacher chooses where the first group to play.

When the game starts, the student's representative of group shake the dice and walk on the monopoly as many as the dice that get. After stop, the student's representative get a card, the content is about caution/warning picture. Student's representative and his/her friends discuss about the meaning of picture with right vocabulary and structure, and like that until finish. The winner is who get the account of score dice very much.

After monopoly games finish, the English teacher asks students make a picture of caution/warning with the sentence and conveys in front of the class. Then, students write what are the problems in making caution/warning in journal form.

To close lesson, the English teacher and students make conclusion. The English teacher gives feedback. For this meeting, the English teacher explains about the practice test for the next meeting. Then, English teacher closes the lesson with greeting.

Comment of lesson plan generally:

This meeting with good material is much supported the English teacher to implement the 2013 curriculum because students look enjoy in learning process. It proves with scientific approach is successfully. The

English teacher explains about “instruction”, “short notice” , and “warning caution” use monopoly game with easily and fun.

2) Findings of Interview

The questions that used by writer in interview are enveloping about the 2013 curriculum and lesson plan. They are consisting of 12 questions (see appendix). Through interview, the English teacher at State Junior High School 1 Martapura has much information about writer’s research.

The English teacher uses the 2013 curriculum since beginning the implementation of the 2013 curriculum in Indonesia until now. English teacher gets information about the 2013 curriculum through socialization of ministry of education and culture. English teacher has followed the training of the 2013 curriculum as many as four times; those are trainings from P4TK Dikdas, from Bogor, from LPMP Jakarta n from LPMP Martapura.

The English teacher said that previous curriculums and the 2013 curriculum are same, but English teacher feel many advantages in developing and implementing English lesson plan using the 2013 curriculum. Those are, material is very detail, class became fun and enjoy,

and students become active. To make lesson plan is not difficult because the government has made the syllabus and guidance book for teacher. Thus, English teacher just follow it and only 1 – 2 hour to make it.

When the writer asked about the barriers in developing lesson plan using the 2013 curriculum, teacher said that time allocation is the main problem. English teacher must really think to make maximal activity in order to the all activities in planning can be implemented.

According to English teacher statement that many school facilities in State Junior High School can support implementation of the 2013 curriculum. In developing the 2013 curriculum English teacher always uses scientific approach (observing, questioning, experimenting, associating, and networking/communicating) with discovery model learning. It makes English teacher always use media such as picture. The learning media in State Junior High School 1 Martapura is very completed. Thus, this school is very appropriate to implement the 2013 curriculum.

B. Discussion

The discussion of this research is answered about problem statements, those are: teacher's technique in developing English lesson plan using the 2013 curriculum at State Junior High School 1 Martapura academic year 2014/2015 and the problems faced by the teacher in developing English lesson plan using the 2013 curriculum at State Junior High School 1 Martapura academic year 2014/2015.

1. Teacher's Technique in Developing English Lesson Plan Using the 2013 Curriculum at State Junior High School 1 Martapura Academic Year 2014/2015

Technique is one of the most important in teaching. A good technique can produce a good learning. A good learning can make students comfortable with the subject. Technique is a method that used by teacher in teaching.

Technique is a part of lesson plan. So, to get a good technique in teaching learning activity, teacher needs a good lesson plan. It means not only teaching needs technique, but also in making good lesson plan needs technique.

In this research, the writer observes about teacher's technique in developing English lesson plan using the 2013 curriculum at State Junior High School.

Based on lesson plan documentary by English teacher, the writer analyzes that the English lesson plan has characteristics of scientific approach such as learning materials based on facts or phenomena that can be explained by logic or specific reasoning and the learning objectives are formulated simply and clearly. Then the writer also observes the class of English teacher to compare lesson plan and the implementation. Actually, in class activity, the learning process is appropriate with scientific approach that can encourage and inspire students to think hypothetically in view of the differences, similarities, and link each other of learning materials, encourage and inspire students are able to understand, implement, and develop a pattern of rational and objective thinking in response to learning materials, encourage and inspire students to think critically, analytical, and precise in identifying, understanding, solve problems, and apply the learning materials.

The writer also analyzes the observation result. It shows that the scores of five observations are 97, 33, 96, 100, 97, 33, and 100. According to rubric of lesson plan research $90 < A \leq 100$, the scores are very good. Although still some steps are lost, they are not influence of implanting of the 2013 curriculum.

Observation sheet that used by writer is appropriate with guidance of the 2013 curriculum. Thus, English teacher in developing English

lesson plan using the 2013 curriculum based on the observation result is very successful.

The result of five observations and documentary of the writer shows that the teacher's technique in developing English lesson plan using the 2013 curriculum at State Junior High School 1 Martapura is scientific approach (Observing, questioning, experimenting, association, and networking/communicating). The writer's conclusion can see on the table below.

Table 4.6 The Implementation of Scientific Approach in Lesson Planning and Writer's Observation in First Meeting

No.	Lesson Plan	Writer's Observation
1.	Observing	Look at the picture! Compare two pictures
2.	Questioning	Students ask something that related to the picture.
3.	Experimenting	Students make sentences, dialog, and describe their friend in grouping.
4.	Associating	Students make while conclusion in grouping and convey it in front of the class.
5.	Networking/Communicating	Students describe about on of their family.

Table 4.7 The Implementation of Scientific Approach in Lesson Planning and Writer's Observation in Second Meeting

No.	Lesson Plan	Writer's Observation
1.	Observing	Look at the picture! The English teacher gives task to students related to picture.
2.	Qusetioning	Students make question related the picture.
3.	Experimenting	Students get tasks from teacher on page 156 activity 2.
4.	Associating	Students make conclusion in grouping and convey it in font of the class.
5.	Networking/Communi cating	Students make a paragraph according to picture, page on 165

Table 4.8 The Implementation of Scientific Approach in Lesson Planning and Writer's Observation in Third Meeting

No.	Lesson Plan	Writer's Observation
1.	Observing	Students observe some pictures. (make sentence, discuss, matching, etc)

2.	Questioning	Students make question according to the picture.
3.	Experimenting	Students get task page on 179 activity 2 (find antonym, make instruction, and discuss)
4.	Associating	Students make conclusion in grouping in convey it in front of the class.
5.	Networking/Communicating	Students make instruction sentences related to class or school environment in pairing.

Table 4.9 The Implementation of Scientific Approach in Lesson Planning and Writer's Observation in Fourth Meeting

No.	Lesson Plan	Writer's Observation
1.	Observing	Students observe the picture of short notice that drawn by their friend. (discuss)
2.	Questioning	Students make question about picture of short notice.
3.	Experimenting	Students matching the picture of short notice with the meaning sentences.
4.	Associating	Students ask social function related to material and pay attention teacher's explanation.
5.	Networking/Communicating	Students make short notice according to place that they choose.

Table 4.10 The Implementation of Scientific Approach in Lesson Planning and Writer's Observation in Fifth Meeting

No.	Lesson Plan	Writer's Observation
1.	Observing	Look the picture of warning/caution (discuss).
2.	Questioning	Students make question according to the picture of warning/caution.
3.	Experimenting	Monopoly games related to warning/caution.
4.	Associating	Students ask about structure in making caution sentence.
5.	Networking/Communicating	Students make warning/caution picture and convey it in front of the class

In implementing scientific approach in developing lesson plan has four learning models, those are discovery learning, inquiry learning, project based learning, and problem based learning.

Based on interview result, the learning model that used by English teacher is discovery learning. The writer also agree with English teacher statement because in analyzing lesson plan and observation result, the writer finds some characteristics of the discovery learning, such as teacher guides and gives students opportunity in active learning, teacher guides students to get goal lesson in learning, active students to collect

information, compare, analyze, integrate, organize material and make conclusion. These conditions can change the teaching and learning activities are teacher-oriented to student oriented. Discovery learning itself can be defined as the learning that takes place when the student is not presented with subject matter in the final form, but rather is required to organize it himself.

Based on the five observations, the writer give example of discovery learning in the table below:

Table 4. 11 The Implementation of Discovery Learning Based on Writer's Observation in First Meeting

No.	Characteristics of Discovery Learning	Writer's Observation
1.	Teacher as a mentor: teacher guides students in learning activity.	<ul style="list-style-type: none"> • The English teacher asks students to look the picture and the example of the sentences. • The English teacher guide students to make conclusion together.
2.	Teacher gives opportunity to students as a problem solver. (Active students to find something in learning).	<ul style="list-style-type: none"> • Students compare two pictures. Then, make questions. • Students write sentences related to the picture. • Students observe their friend. Then, describe them. • Students make a conclusion in grouping. • Students describe their family.

Table 4. 12 The Implementation of Discovery Learning Based on Writer's Observation in Second Meeting

No.	Characteristics of Discovery Learning	Writer's Observation
1.	Teacher as a mentor: teacher guides students in learning activity.	<ul style="list-style-type: none"> • The English teacher asks students to observe the picture. Then, guide them to find words.
2.	Teacher gives opportunity to students as a problem solver. (Active students to find something in learning activity).	<ul style="list-style-type: none"> • Students observe the picture. Then, write words related to the picture. • Students make sentences. Then, write on the whiteboard. • Students make questions. • Students make conclusion • Students make paragraph.

Table 4. 13 The Implementation of Discovery Learning Based on Writer's Observation in Third Meeting

No.	Characteristics of Discovery Learning	Writer's Observation
1.	Teacher as a mentor: teacher guides students in learning activity.	The English teacher asks students to make sentences related to material on the board. Then, teacher invites the students to check the sentence together.
2.	Teacher gives opportunity to students as a problem solver. (Active student to find	<ul style="list-style-type: none"> • Students observe the picture. Then, mention the words based on the picture. • Students discuss the picture in grouping.

	something in learning activity).	<ul style="list-style-type: none"> • Students make questions • Students find the antonym of the words. • Students make instruction sentences. • Students make conclusion in grouping.
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Table 4. 14 The Implementation of Discovery Learning Based on Writer's Observation in Forth Meeting

No.	Characteristics of Discovery Learning	Writer's Observation
1.	Teacher as a mentor: teacher guides students in learning activity.	The English teacher invites students to draw the picture of short notice.
2.	Teacher gives opportunity to students as a problem solver. (Active student to find something in learning activity).	<ul style="list-style-type: none"> • Students draw the picture that they find on the road at the whiteboard. • Mention the meaning of the short notice's picture. • Students discuss in groping. • Students make conclusion in grouping.

Table 4. 15 The Implementation of Discovery Learning Based on Writer's Observation in Fifth Meeting

No.	Characteristics of Discovery Learning	Writer's Observation
1.	Teacher as a mentor: teacher guides students	<ul style="list-style-type: none"> • The English teacher conveys the outline of the lesson goal.

	in learning activity.	<ul style="list-style-type: none"> • The English teacher asks students to observe the picture. • The English teacher guides students to learn through monopoly game.
2.	Teacher gives opportunity to students as a problem solver. (Active student to find something in learning activity).	<ul style="list-style-type: none"> • Students observe the picture. • Students make questions. • Students play the monopoly games in grouping. Through it, students find the warning/caution sentences.

Based on the writer's observation, the discovery learning models in developing English lesson plan using the 2013 curriculum is a models learning that appropriate with the English lesson plan at State Junior High School 1 Martapura. It can analyze through components of scientific approach activity (observing, questioning, experimenting, associating, and networking/communicating) is appropriate with procedure of discovery learning application (stimulation, problem statement, data collection, data processing, verification, and generalization).

2. The Problems Faced by the Teacher in Developing English Lesson Plan Using the 2013 Curriculum at State Junior High School 1 Martapura.

Based on writer's observation and interview, the problems faced by the teacher in developing English lesson plan using the 2013 at State Junior High School 1 Martapura academic year 2014/2015, those are:

a. Time Allocation

The implementation of 2013 curriculum in developing English lesson plan has many times in learning process. In this research, the English teacher uses scientific approach with discovery learning. It is an attractive learning. In this technique, students must be active and must have learning preparation in learning. Actually, at State Junior High School 1 Martapura has different background of the learners. It can influence the English teacher to implement the lesson scenario. So, it sometimes not appropriate with the fact in learning process. Besides, many activities can make the English teacher doesn't focus on the time because the lesson scenario can change according to the fact in the classroom. For example, the English teacher always helps students to find theory and problem solving. For the students are not clever, teacher must help them to understand the materials. It causes the English teacher uses the time allocation that is not appropriate with lesson scenario.

Besides, students need many times to fix their work in grouping because different learners usually have different opinion. To make it clear, learners need enough time to finish their work.

In this study, the English teacher must try to implement important activity based on the lesson scenario. If there is not important activity in the classroom, the English teacher must invite the students to focus on the material. If the students can understand the material fastly, the English teacher just explains it shortly. Then, the English teacher will continue the next activity directly.

b. Some students are silent

Students are very influence in developing English lesson plan using the 2013 curriculum. When the writer observes, there are still some students are silent or not active. Teacher must give extract attention for them.

Especially scientific approach with discovery learning model has assumption that the readiness of idea in learning. For student is not too clever will feel difficult to think or express relationship between concepts, so it will make student's frustration.

In the result, the English teacher must give motivation for silent students. The English tacaher also must invite the silent students to participate in learning activity. For example, the English teacher asks to silent student to make a sentence. Then write it on the whiteboard. Besides, the English teacher gives tasks in grouping. So,

the English teacher hopes, the silent students can learn with other students.