

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings of The Research**

##### **1. Relevance of The Lesson Plans on Teaching Reading Comprehension Based on 2013 Curriculum**

The Lesson Plan should have the following components: (1) Subject Identity: contains a clear identity; (2) Competency Standards: according to the curriculum; (3) Basic Competencies: according to the curriculum; (4) Competency Achievement Indicators: contain operational and measurable words; (5) Learning Objectives: covering three learning domains, cognitive, attitude, and psychomotor; (6) Teaching Materials: The material given to students must be in accordance with their level of development. Organizing the material must be interesting in order to encourage students to learn; (7) Time Allocation: suitability timing based on the needs of each step; (8) Learning Methods: accuracy of method selection; (9) Learning Activities: showing the learning process that activates students in achieving the three learning domains; (10) Assessment of Learning

Outcomes: refers to the learning objectives; and (11) Learning Resources: empowering various kinds of learning resources<sup>1</sup>.

The following is the compatibility between the components of the lesson plans prepared by three English teachers and the 2013 curriculum at SMPN 03 Maja.

### **a. Relevance of The Lesson Plans on Teaching Reading Comprehension Based on 2013 Curriculum in Class VII**

#### **1) Lesson Plan**

**Table 4.1**  
**Lesson Plans of Class VII**

Sekolah	: SMPN 03 Maja
Mata Pelajaran	: Good Morning, How arpe you?
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda
Kelas/Semester	: VII/2
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 1
<b>A. Tujuan Pembelajaran</b>	
<ul style="list-style-type: none"> <li>▪ Menganalisis secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal.</li> <li>▪ Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks interaksi interpersonal</li> <li>▪ Membuat deskripsi pendek dan sederhana dengan meminta dan memberi informasi terkait dengan teks interaksi interpersonal</li> </ul>	

<sup>1</sup> Wikanengsih dkk. "Analisis Rencana Pelaksanaan Pembelajaran (RPP) Mata Pelajaran Bahasa Indonesia (Study Kasus Terhadap RPP yang ditulis Guru Bahasa Indonesia Dikota Cimahi)." *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, (2015):2(1).

<b>B. Metode Pembelajaran</b>
Daring (Online)
<b>C Media, Alat dan Sumber Pembelajaran</b>
1. Media : WhatsApp Group
2. Alat/Bahan : Laptop, Handphone
3. Sumber Belajar : Buku Guru dan Siswa Kelas VII, Internet
<b>D Langkah-Langkah Kegiatan Pembelajaran</b>
.
1. Pendahuluan/Kegiatan Awal
<ul style="list-style-type: none"> <li>▪ Guru memberi salam dan mengajak peserta didik berdoa bersama (religius)</li> <li>▪ Guru mengecek kehadiran peserta didik</li> <li>▪ Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>▪ Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
2. Kegiatan Inti
<ul style="list-style-type: none"> <li>▪ Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali, mereka diberi video berdurasi pendek tentang tayangan yang sesuai dengan tujuan pembelajaran dan memfoto bahan bacaan dari buku guru dan siswa (buku paket) terkait dengan materi how to greet (literasi)</li> <li>▪ Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum difahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik, pertanyaan yang berkaitan dengan materi how to greet (HOTS)</li> <li>▪ Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang dan saling bertukar informasi mengenai how to greet (collecting information and problem solving)</li> <li>▪ Melalui whatsapp group, peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik lainnya (communication)</li> <li>▪ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait how to greet, peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum difahami</li> </ul>

(creativity)			
<b>3. Penutup</b>			
<ul style="list-style-type: none"> <li>▪ Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>			
<b>G. Penilaian</b>			
1. Jenis / Teknik Penilaian : Tes lisan			
2. Bentuk Instrumen : describe something in orally			
3. Pedoman Penskoran :			
Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3,66	3,66	
B+	3,33	3,33	B
B	3	3	
B-	2,66	2,66	
C+	2,33	2,33	C
C	2	2	
C-	1,66	1,66	
D+	1,33	1,33	K
D-	1	1	

## 2) Teaching Reading Comprehension of Class VII

**Table 4.2**  
**Teaching Reading Comprehension of Class VII**

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
1	Subject Identity	Completeness of Subject Identity	√		The identity of the subject is written in full accompanied by data on the school, class/semester, topic, sub-theme,

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
					and time allocation.
2	Competency Standards	Compliance with the 2013 curriculum		√	Competency standards are not listed
3	Basic Competencies	Compliance with the 2013 curriculum		√	Basic competencies not listed
4	Competency Achievement Indicators	Compatibility with KI and KD		√	Indicator not listed
5	Learning Objectives	Compatibility with KI and KD		√	Learning objectives are explained in general not adapted to KI and KD
6	Teaching Materials	Selection of teaching materials (according to the objectives and characteristics of students)	√		Learning materials only include the basics, teaching materials.
7	Time Allocation	Adjustment of time settings based on the needs of each		√	Timing is not included in the learning activity

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		step learning process			
8	Learning Activities	Include introductory activities	√		In learning activities, preliminary activities are included
		Include scientific activities in core activities	√		In learning activities, scientific activities are included in the core activities
		Include closing activities	√		In the learning activities, the closing activities are included
		Clarity and detail of learning scenarios (each step is reflected in the strategy/method and time allocation at each stage)	√		The learning scenario looks quite clear but less specific
9	Learning process	Showing the learning		√	Learning activities using the

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		process that activates students in achieving the three learning domains			WhatsApp application make students bored and less effective
10	Assessment of Learning Outcomes	Conformity with competency achievement indicators		√	The scoring instrument is only a scoring guide
		Completeness of the instrument (questions, keys, scoring guidelines)		√	Assessment instrument is only a scoring guide, not accompanied by a grid
11	Learning Resources	Has various learning resources	√		Has various learning resources, apart from textbooks, also assisted by sources from the internet

Based on the results of the analysis, it can be identified discrepancies between the components of the lesson plans written by the respondents and the 2013 curriculum, the discrepancies are:

- 1) Competency standards are not listed
- 2) Basic competencies not listed
- 3) Indicator not listed
- 4) Learning objectives are explained in general not adapted to competency standards and basic competencies
- 5) Timing is not included in the learning activity
- 6) Learning activities using the WhatsApp application make students bored and less effective
- 7) The scoring instrument is only a scoring guide
- 8) Assessment instrument is only a scoring guide, not accompanied by a grid.

**b. Relevance of The Lesson Plans on Teaching Reading Comprehension Based on 2013 Curriculum in Class VIII**

**1) Lesson Plan**

**Table 4.3**  
**Lesson Plans of Class VIII**

Sekolah	: SMPN 03 Maja
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda
Kelas/Semester	: VIII/2
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 3
<b>A. Kompetensi Inti (KI)</b>	
KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya	



KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya									
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata									
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.									
<b>B Kompetensi Dasar dan Indikator</b>									
	<table border="1"> <thead> <tr> <th>Kompetensi Dasar</th> <th>Indikator Pencapaian Kompetensi</th> </tr> </thead> <tbody> <tr> <td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</td> <td>1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran</td> </tr> <tr> <td>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td> <td>2.3.1. Menunjukkan perilaku peduli dalam pembelajaran</td> </tr> <tr> <td>3.10.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang,</td> <td>3.10.1. Memberi nama benda 3.10.2. Mengidentifikasikan sifat benda 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan</td> </tr> </tbody> </table>	Kompetensi Dasar	Indikator Pencapaian Kompetensi	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran	3.10.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang,	3.10.1. Memberi nama benda 3.10.2. Mengidentifikasikan sifat benda 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan
Kompetensi Dasar	Indikator Pencapaian Kompetensi								
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran								
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran								
3.10.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang,	3.10.1. Memberi nama benda 3.10.2. Mengidentifikasikan sifat benda 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan								

	binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	fungsi sosial teks deskriptif
4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.		4.11.1. Menemukan gambaran umum dari sebuah teks. 4.11.2. Menemukan informasi tertentu dari teks sederhana 4.11.3. Menemukan informasi rinci dari teks sederhana
4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		4.12.1. Melengkapi teks deskriptif sederhana tentang benda 4.12.2. Menyusun teks deskriptif sederhana tentang benda
<b>C. Materi Pembelajaran</b>		
1 Materi Reguler		
Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda <b>My Friend</b> His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.		
2 Materi Remedial		
<b>Generic Structure Descriptive Text</b> a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik. b. Description (deskripsi) adalah berisi ciri-ciri khusus		

	yang dimiliki benda, tempat, atau orang yang dideskripsikan
	<p><b>Ciri-ciri Deskriptive Text</b></p> <ol style="list-style-type: none"> <li>Menggunakan simple present tense</li> <li>Menggunakan attribute verb, seperti be (am, is, are)</li> <li>Mudah dipahami</li> <li>Menggambarkan</li> <li>Komunikatif</li> <li>Dapat membuat pembaca tertarik</li> <li>Menggambarkan objek secara spesifik</li> </ol>
3	Materi Pengayaan
	Buat sebuah contoh deskriptive teks tentang orang, hewan atau benda sesuai dengan penggunaan struktur bahasa
	<b>D. Metode Pembelajaran</b>
	Daring (Online)
	<b>E. Media, Alat dan Sumber Pembelajaran</b>
	1. Media : WhatsApp Group
	2. Alat/Bahan : Laptop, Handphone
	3. Sumber Belajar : Buku Guru dan Siswa Kelas VIII, Internet
	<b>F. Langkah-Langkah Kegiatan Pembelajaran</b>
	1. Pendahuluan/Kegiatan Awal (10 Menit)
	<ul style="list-style-type: none"> <li>▪ Apersepsi dan motivasi: Guru masuk kelas dan menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta.</li> <li>▪ Guru mengecek kehadiran siswa</li> <li>▪ Guru mereview materi sebelumnya</li> <li>▪ Guru mengajukan pertanyaan menantang pada siswa</li> <li>▪ Guru menyampaikan manfaat materi pembelajaran</li> <li>▪ Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran</li> <li>▪ Penyampaian Kompetensi dan Rencana Kegiatan</li> <li>▪ Menyampaikan kemampuan yang akan dicapai peserta didik</li> <li>▪ Menyampaikan rencana kegiatan misalnya, individual, kerja kelompok, dan melakukan observasi.</li> </ul>

## 2. Kegiatan Inti (60 Menit)

### Mengamati:

- Guru Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda
- Peserta didik mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang, benda.
- Guru Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda.
- Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda.

### Menanyakan:

- Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks.
- Peserta didik Menanyakan antara lain perbedaan antar berbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks.

### Mengeksplorasi:

- Guru Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber
- Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.
- Guru meminta peserta didik membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat
- Siswa Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat.

### Mengasosiasi:

- Guru meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
- Secara berpasangan peserta didik saling

menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.

Mengkomunikasikan:

- Guru meminta peserta didik mendeskripsikan benda yang ada disekitarnya dengan bahasa Inggris baik yang ada didalam maupun diluar kelas serta lingkungannya sesuai dengan konteksnya
- Siswa mendeskripsikan benda untuk mengenalkan, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya
- Guru meminta peserta didik membuat jurnal belajar (learning journal)
- Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya.

### 3. Penutup (10 Menit)

- Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik.
- Memberikan tes lisan
- Mengumpulkan hasil kerja sebagai bahan portofolio.
- Melaksanakan tindak lanjut dengan memberikan arahan kegiatan berikutnya dan tugas pengayaan

## G. Penilaian

1. Jenis / Teknik Penilaian : Tes lisan

2. Bentuk Instrumen : Please describe something in orally

3. Pedoman Penskoran :

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3,66	3,66	
B+	3,33	3,33	B
B	3	3	
B-	2,66	2,66	
C+	2,33	2,33	C
C	2	2	

C-	1,66	1,66	K
D+	1,33	1,33	
D-	1	1	

## 2) Teaching Reading Comprehension of Class VIII

**Table 4.4**  
**Teaching Reading Comprehension of Class VIII**

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
1	Subject Identity	Completeness of Subject Identity	√		The identity of the subject is written in full accompanied by data on the school, class/semester, topic, sub-theme, and time allocation.
2	Competency Standards	Compliance with the 2013 curriculum	√		Competency standards are in accordance with the 2013 curriculum
3	Basic Competencies	Compliance with the 2013 curriculum	√		Basic competencies are in accordance with the 2013 curriculum

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
4	Competency Achievement Indicators	Compatibility with KI	√		Indicators according to KI
		Compatibility with KD		√	There is one indicator that is not in accordance with KD
		Compatibility with operational verbs		√	There is one indicator that does not match the operational verb
5	Learning Objectives	Compatibility with KI		√	Learning objectives are not in accordance with KI
		Compatibility with KD	√		Learning objectives in accordance with KD
		Compatibility with operational verbs	√		Learning objectives use the appropriate operational verb kerja
		Clarity in the formulation of learning objectives	√		The formulation of learning objectives

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		(does not cause multiple interpretations and contains learning outcomes behavior)			is very clear (does not cause double meaning)
6	Teaching Materials	Selection of teaching materials (according to the objectives and characteristics of students)	√		Learning materials only include the main points, teaching materials are in accordance with learning objectives, but do not reflect student characteristics
7	Time Allocation	Adjustment of time settings based on the needs of each step	√		Timing is in accordance with the needs of learning activities
8	Learning Activities	Include introductory activities	√		In learning activities, preliminary activities are included



No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		Include scientific activities in core activities	√		In learning activities, scientific activities are included in the core activities
		Include closing activities	√		In the learning activities, the closing activities are included
		Clarity and detail of learning scenarios (each step is reflected in the strategy/method and time allocation at each stage)	√		The learning scenario looks quite clear, and contains the stages of observing, asking, exploring, reasoning, and communicating.
9	Learning process	Showing the learning process that activates students in achieving the three learning domains		√	Learning activities using the WhatsApp application make students bored and less effective
10	Assessment of Learning	Conformity with		√	The scoring instrument

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
	Outcomes	competency achievement indicators			is only a scoring guide
		Completeness of the instrument (questions, keys, scoring guidelines)		√	Assessment instrument is only a scoring guide, not accompanied by a grid
11	Learning Resources	Has various learning resources	√		Has various learning resources, apart from textbooks, also assisted by sources from the internet

Based on the results of the analysis, it can be identified discrepancies between the components of the lesson plans written by the respondents and the 2013 curriculum, the discrepancies are:

- 1) In competency achievement indicators: there is one indicator that is not in accordance with basic competencies and there is one indicator that does not match the operational verb.
- 2) In learning objectives: learning objectives are not in accordance with Competency Standards

- 3) In learning process: learning activities using the WhatsApp application make students bored and less effective.
- 4) In assessment of learning outcomes: the scoring instrument is only a scoring guide and assessment instrument is only a scoring guide, not accompanied by a grid.

**c. Relevance of The Lesson Plans on Teaching Reading Comprehension Based on 2013 Curriculum in Class IX**

**1) Lesson Plan**

**Table 4.5**  
**Lesson Plans of Class IX**

Sekolah	: SMPN 03 Maja
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX/1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk procedure dan report untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk procedure dan report dengan ucapan, tekanan dan intonasi yang berterima
Jenis Teks	: Tulis fungsional dan monolog procedure /report
Tema	: Camping Life dan An Adventure in the Forest
Aspek/Skill	: Membaca (Reading)
Alokasi Waktu	: 2 x 40 Menit
<b>A. Tujuan Pembelajaran</b>	
Pada akhir pembelajaran, siswa dapat merespon makna	

<p>dalam:</p> <ul style="list-style-type: none"> <li>▪ Membaca nyaring teks yang berupa prosedur</li> <li>▪ Membaca nyaring teks bacaan</li> <li>▪ Membaca nyaring kalimat-kalimat yang sesuai dengan gambar</li> </ul> <p>Karakter siswa yang diharapkan:</p> <ul style="list-style-type: none"> <li>▪ Dapat dipercaya (Trustworthines)</li> <li>▪ Rasa hormat dan perhatian (respect)</li> <li>▪ Tekun (diligence)</li> </ul>
<p><b>B. Materi Pembelajaran</b></p> <p>Developing Skills (Halaman 12)</p> <ul style="list-style-type: none"> <li>▪ Bacaan “How they make chewing gum?”</li> </ul> <p>Communication Practice (Halaman 7, 51)</p> <ul style="list-style-type: none"> <li>▪ Bacaan “Does chocolate grow on trees?”</li> <li>▪ Gambar, kalimat</li> </ul>
<p><b>C. Metode Pembelajaran</b></p> <p>Daring (Online)</p>
<p><b>D. Media, Alat dan Sumber Pembelajaran</b></p> <p>1. Media : WhatsApp Group</p> <p>2. Alat/Bahan : Laptop, Handphone</p> <p>3. Sumber Belajar : Buku Guru dan Siswa Kelas IX, Kaset/CD, workbook kaset/CD, gambar-gambar yang relevan dan script bacaan atau rekaman bacaan</p>
<p><b>E. Langkah-Langkah Kegiatan Pembelajaran</b></p> <p>1. Pendahuluan/Kegiatan Awal</p> <ul style="list-style-type: none"> <li>▪ Apersepsi: tanya jawab tentang teks yang akan dibaca, Mencari kata-kata yang sulit untuk dilafalkan dan Menirukan pengucapan guru</li> <li>▪ Motivasi: menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa</li> </ul> <p>2. Kegiatan Inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> <li>▪ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;</li> </ul>

- Membaca nyaring teks yang berupa prosedur
- Membaca nyaring teks bacaan
- Membaca nyaring kalimat-kalimat yang sesuai dengan gambar
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan

Elaborasi:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik

Konfirmasi:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

### 3. Penutup

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun

kelompok sesuai dengan hasil belajar peserta didik;									
<ul style="list-style-type: none"> <li>▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>									
<b>F. Penilaian</b>									
Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrumen /soal						
Mengidentifikasi makna gagasan dalam teks berbentuk procedure dan report	Tes tulis	Pertanyaan bacaan	Answer the following question based on the text						
Mengidentifikasi sebagai informasi yang dapat dalam text berbentuk procedure dan report	Tes lisan	Membaca nyaring	Read the text aloud						
Mengidentifikasi tujuan komunikatif teks berbentuk procedure dan report	Tes lisan	Membaca nyaring	Read the text aloud						
Mengidentifikasi ungkahan retorika dalam teks berbentuk procedure dan report	Tes lisan	Membaca nyaring	Read the text aloud						
Membaca nyaring teks berbentuk procedure dan report	Tes lisan	Membaca nyaring	Read the text aloud						
<p>1. Instrumen Group work (3-4 students)</p> <ul style="list-style-type: none"> <li>▪ Find out any kind of reading passage about procedure</li> <li>▪ Read and try to comprehend your reading passage</li> <li>▪ Rewrite the reading with your friends in your group</li> <li>▪ Tell the summary in turn so that each student get their turn</li> </ul> <p>2. Pedoman Penilaian Jumlah skor maksimal keseluruhan = 100</p> <p>3. Rubrik Penilaian</p> <table border="1"> <thead> <tr> <th>Element</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Pronunciation</td> <td>25</td> </tr> <tr> <td>Clarity</td> <td>25</td> </tr> </tbody> </table>				Element	Score	Pronunciation	25	Clarity	25
Element	Score								
Pronunciation	25								
Clarity	25								

Expression	25
Cooperation	25
4. Standar of each element	
Excellent	21-25
Very Good	16-20
Good	11-15
Average	6-10
Poor	≤5

## 2) Teaching Reading Comprehension of Class IX

**Table 4.6**  
**Teaching Reading Comprehension of Class IX**

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
1	Subject Identity	Completeness of Subject Identity	√		The identity of the subject is written in full accompanied by data on the school, class/semester, topic, sub-theme, and time allocation.
2	Competency Standards	Compliance with the 2013 curriculum	√		Competency standards are in accordance with the 2013 curriculum
3	Basic Competencies	Compliance with the 2013	√		Basic competenci



No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		curriculum			es are in accordance with the 2013 curriculum
4	Competency Achievement Indicators	Compatibility with KI	√		Indicators according to KI
		Compatibility with KD	√		Indicators according to KD
		Compatibility with operational verbs	√		Indicator is match with operational verb
5	Learning Objectives	Compatibility with KI	√		Learning objectives in accordance with KI
		Compatibility with KD	√		Learning objectives in accordance with KD
		Compatibility with operational verbs	√		Learning objectives use the appropriate operational verb
		Clarity in the formulation of learning objectives (does not cause multiple interpretations)	√		The formulation of learning objectives is very clear (does not cause

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		and contains learning outcomes behavior)			double meaning)
6	Teaching Materials	Selection of teaching materials (according to the objectives and characteristics of students)	√		Learning materials only include the main points, teaching materials are in accordance with learning objectives, but do not reflect student characteristics
7	Time Allocation	Adjustment of time settings based on the needs of each step	√		timing is in accordance with the needs of learning activities
8	Learning Activities	Include introductory activities	√		In learning activities, preliminary activities are included
		Include scientific activities in core activities	√		In learning activities, scientific activities are included in the core

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
					activities
		Include closing activities	√		In the learning activities, the closing activities are included
		Clarity and detail of learning scenarios (each step is reflected in the strategy/method and time allocation at each stage)	√		The learning scenario looks quite clear, and contains the stages of observing, asking, exploring, reasoning, and communicating.
9	Learning process	Showing the learning process that activates students in achieving the three learning domains		√	Learning activities using the WhatsApp application make students bored and less effective
10	Assessment of Learning Outcomes	Conformity with competency achievement indicators	√		The scoring instrument is accordance with competency achievement indicators

No	Component	Aspects analyzed	Relevance of Lesson Plan		Information
			Relevant	Irrelevant	
		Completeness of the instrument (questions, keys, scoring guidelines)	√		Assessment instrument is accordance with completeness of the instrument (questions, keys, scoring guidelines)
11	Learning Resources	has various learning resources	√		Has various learning resources, apart from textbooks, also assisted by sources from the internet

Based on the results of the analysis, it can be identified discrepancies between the components of the lesson plans written by the respondents and the 2013 curriculum, the discrepancies are:

- 1) In time allocation: time specifications are not mentioned in each learning activity
- 2) In learning process: learning activities using the WhatsApp application make students bored and less effective

## **2. Problem Faced By English Teachers in Implementing The Lesson Plan on Teaching Reading Comprehension**

Implementation is a process of applying concept ideas, policies or innovations in a practical action so as to have an impact in the form of changes in knowledge, skills as well as values and attitudes. Furthermore, curriculum implementation can be defined as a process of applying concept ideas, policies or curriculum innovations so as to have a positive impact on students in the form of changes in knowledge, skills as well as values and attitudes. In other words, how a written curriculum is actualized in the form of learning. Thus, Character-Based Curriculum Implementation can be interpreted as a process of applying concept ideas, policies or curriculum innovations so as to have a positive impact on changes in the character of students.

The implementation of the 2013 Curriculum is considered too forced because the teachers at State Junior High School of 03 Maja, for example, have not received training related to the implementation of the curriculum and there are no books to be used. The government delays the implementation of the curriculum in order to complete any deficiencies first because the implementation of the curriculum must be preceded by trials. The data that has been collected from the research results from the observation sheet observed with several components in

the learning implementation plan as an analyzed aspect, then each aspect analyzed will be presented in tabular form using a descriptive percentage technique.

**Table 4.7**  
**Identification of Teacher Difficulties**  
**in Developing Lesson Plans on Learning English**

No	Difficulties identified	Results of Interviews	
		(1)	(2)
1	Difficulties in using the 2013 curriculum in the English learning process	No	No
2	Difficulty in preparing a 2013 curriculum-based learning implementation plan because they have never participated in the 2013 curriculum preparation training in making learning implementation plans	No	No
3	Sometime difficulty in preparing the English Learning Implementation Plan by referring to the syllabus, annual program, semester, academic calendar, and calculation of effective and ineffective days	Yes	Yes
4	Decisive in determining the time for each basic competency	Yes	Yes
5	Difficulty in adjusting to determining the allotted time to practice basic competencies from the material being taught	Yes	Yes
6	Having difficulty in formulating indicators of basic competence	Yes	Yes
7	Difficulty in preparing an implementation plan for learning English by applying the learning model	Yes	Yes
8	Often find it difficult to choose learning methods according to the teaching materials	Yes	Yes

No	Difficulties identified	Results of Interviews	
		(1)	(2)
9	Difficulty in using media aids such as modules/power points/others in the learning process	No	No
10	Difficulties in using computers and the internet as a means in the process of preparing an English lesson plans	No	No
11	Difficulty in choosing learning resources	No	No
12	Difficulty in arranging learning activities according to the selected syntax and model	Yes	Yes
13	Difficulty in compiling preliminary activities that are able to make students concentrate	No	No
14	Difficulty in organizing your core activities applying a scientifically based approach (observing, questioning, gathering information, communicating)	No	No
15	Difficulty in arranging closing activities to guide students to conclude learning	No	No
16	Difficulty in understanding how to develop assessment techniques and instruments	No	No
17	Difficulty in preparing the assessment by making evaluation questions	No	No
18	Difficulty in assessing attitudes using an assessment rubric	No	No

Based on the results of the observations above, it can be seen that all State Junior High School of 03 Maja have implemented the 2013 curriculum in the learning process, including when preparing the lesson plans. Already containing the components of the 2013 curriculum as a whole, from two of English teachers, that:

- a. Difficulty in preparing the English Learning Implementation Plan by referring to the syllabus, annual program, semester, academic calendar, and calculation of effective and ineffective days.
- b. Difficulty in determining the time for each basic competency
- c. Difficulty in adjusting to determining the allotted time to practice basic competencies from the material being taught. For the time allocation, it was found that from all respondents gave answers about the time available to complete the curriculum targets. Each stated that it was not enough for the reason that the material was extensive, in addition to the lack of time because the available time was not sufficient to achieve student absorption because most of them needed interesting explanations.
- d. Having difficulty in formulating indicators of basic competence. The difficulty of the English teacher in developing indicators of the achievement of basic competencies. The difficulty of the English teacher at State Senior High School of 03 Maja in developing indicators of the achievement of basic competencies is the difficulty in choosing the right operational words. The choice of operational words for indicators of competency achievement requires a deep understanding from the teacher about the demands of basic competencies, so that they can be described in indicators. In



addition, teachers also find it difficult to describe indicators according to their level of importance, whether they are urgent or supporting. This means that teachers still have difficulty determining the most important indicators of the given basic competencies. English teachers find it difficult to develop attitude assessment indicators so that they can be accounted for. The 2013 curriculum requires indicators of achievement of basic competencies in the attitude aspect. Thus the teacher must be able to formulate attitude indicators that must be met by students in basic competencies.

- e. Difficulty in preparing an implementation plan for learning English by applying the learning model
- f. Often find it difficult to choose learning methods according to the teaching materials
- g. Difficulty in arranging learning activities according to the selected syntax and model.

## **B. Discussion**

### **1. The relevance of lesson plans and its implementation in teaching reading comprehension.**

Relevance of the lesson plans on teaching reading comprehension based on 2013 Curriculum. The lesson plan should have the following components: (1) Subject Identity: contains a clear identity; (2) Competency Standards: according to the curriculum; (3) Basic Competencies: according to the curriculum; (4) Competency Achievement Indicators: contain operational and measurable words; (5) Learning Objectives: covering three learning domains, cognitive, attitude, and psychomotor; (6) Teaching Materials: The material given to students must be in accordance with their level of development. Organizing the material must be interesting in order to encourage students to learn; (7) Time Allocation: suitability timing based on the needs of each step; (8) Learning Methods: accuracy of method selection; (9) Learning Activities: showing the learning process that activates students in achieving the three learning domains; (10) Assessment of Learning Outcomes: refers to the learning objectives; and (11) Learning Resources: empowering various kinds of learning resources.

Based on the result of research, showed that relevance of the Lesson Plans on Teaching Reading Comprehension Based on 2013 Curriculum, which are as follows:

- a. Subject identity which aspects analyzed consisting of completeness of subject identity all of lesson plans showed relevant that the identity of the subject is written in full accompanied by data on the school, class/semester, topic, sub-theme, and time allocation.
- b. Competency Standards which aspects analyzed consisting of compliance with the 2013 curriculum, lesson plans of class VIII and IX are relevant that competency standards in accordance with the 2013 curriculum, meanwhile lesson plans of class VII is irrelevant that competency standards are not listed.
- c. Basic Competencies which aspects analyzed consisting of compliance with the 2013 curriculum, lesson plans of class VIII and IX are relevant that basic competencies are in accordance with the 2013 curriculum meanwhile lesson plans of class VII is irrelevant competency basic competencies not listed.
- d. Competency achievement indicators which aspects analyzed consisting of compatibility with KI, KD and operational verbs, lesson plans of class IX are relevant that indicators according to KI, KD and match with operational verb, meanwhile lesson plans of

class VIII and VII are irrelevant that there is one indicator that is not in accordance with KD and there is one indicator that does not match the operational verb.

- e. Learning objectives which aspects analyzed consisting of compatibility with KI, KD, operational verbs and clarity in the formulation of learning objectives (does not cause multiple interpretations and contains learning outcomes behavior), lesson plans of class IX are relevant that learning objectives according to KI, KD, match with operational verb and learning objectives use the appropriate operational verb. Based on lesson plans of class VIII are relevant that learning objectives according to KD, match with operational verb and learning objectives use the appropriate operational verb, meanwhile learning objectives are not in accordance with KI. And lesson plans of class VII all aspects are irrelevant that learning objectives are explained in general not adapted to KI and KD.
- f. Teaching materials which aspects analyzed consisting of selection of teaching materials (according to the objectives and characteristics of students) all of lesson plans showed relevant that selection of teaching materials (according to the objectives and characteristics of students).

- g. Time allocation which aspects analyzed consisting of adjustment of time settings based on the needs of each step learning process lesson plans of class VIII and IX are relevant that timing is in accordance with the needs of learning activities. Meanwhile lesson plans of class VII is irrelevant that timing is not included in the learning activity.
- h. Learning activities which aspects analyzed consisting of include introductory activities, include scientific activities in core activities, include closing activities and clarity and detail of learning scenarios (each step is reflected in the strategy/method and time allocation at each stage), all of lesson plans showed relevant that in learning activities, preliminary activities are included, scientific activities are included in the core activities, the closing activities are included and the learning scenario looks quite clear but less specific.
- i. Learning process which aspects analyzed consisting of showing the learning process that activates students in achieving the three learning domains all of lesson plans showed irrelevant that learning activities using the WhatsApp application make students bored and less effective.
- j. Assessment of learning outcomes which aspects analyzed consisting of conformity with competency achievement indicators

and completeness of the instrument (questions, keys, scoring guidelines), lesson plans of class IX are relevant that the scoring instrument is accordance with competency achievement indicators and assessment instrument is accordance with completeness of the instrument (questions, keys, scoring guidelines). Meanwhile lesson plans of class VIII and VII are irrelevant that the scoring instrument is only a scoring guide and assessment instrument is only a scoring guide, not accompanied by a grid.

- k. Learning resources which aspects analyzed consisting of has various learning resources, all of lesson plans showed relevant that Has various learning resources, apart from textbooks, also assisted by sources from the internet

Based on analyzed above, the lesson plans with teaching reading comprehension in class VII, correlation of lesson plans and teaching reading comprehension are irrelevant, this is evidenced by the 11 components of lesson plans that have been adapted in teaching reading comprehension as many as 7 components showed to be irrelevant, while only 4 components were showed to be relevant. Then lesson plans in teaching reading comprehension in class VIII, correlation of lesson plans and teaching reading comprehension are quite relevant, this is evidenced by the 11 components of lesson plans that have been

adapted in teaching reading comprehension as many as 8 components are showed to be relevant, while only 3 other components are showed to be relevant. Likewise, the suitability of the lesson plans with teaching reading comprehension in class IX, showed to be quite relevant, this is evidenced by the 11 components of the lesson plans that have been adapted in teaching reading comprehension as many as 9 components are showed to be relevant, while only 2 other components are said to be relevant.

## **2. The problem faced by English teachers in implementing the lesson plan on teaching reading comprehension**

The problems faced by English teachers in implementing lesson plans on teaching reading class. Related to research finding the problem that faced by the teachers are:

- a. Difficulty in preparing the English Learning Implementation Plan by referring to the syllabus, annual program, semester, academic calendar, and calculation of effective and ineffective days.
- b. Difficulty in determining the time for each basic competency
- c. Difficulty in adjusting to determining the allotted time to practice basic competencies from the material being taught. For the time allocation, it was found that from all respondents gave answers about the time available to complete the curriculum targets. Each

stated that it was not enough for the reason that the material was extensive, in addition to the lack of time because the available time was not sufficient to achieve student absorption because most of them needed interesting explanations.

d. Having difficulty in formulating indicators of basic competence.

The difficulty of the English teacher in developing indicators of the achievement of basic competencies. The difficulty of the English teacher at State Senior High School of 03 Maja in developing indicators of the achievement of basic competencies is the difficulty in choosing the right operational words. The choice of operational words for indicators of competency achievement requires a deep understanding from the teacher about the demands of basic competencies, so that they can be described in indicators. In addition, teachers also find it difficult to describe indicators according to their level of importance, whether they are urgent or supporting. This means that teachers still have difficulty determining the most important indicators of the given basic competencies. English teachers find it difficult to develop attitude assessment indicators so that they can be accounted for. The 2013 curriculum requires indicators of achievement of basic competencies in the attitude aspect. Thus the teacher must be able to



formulate attitude indicators that must be met by students in basic competencies.

- e. Difficulty in preparing an implementation plan for learning English by applying the learning model
- f. Often find it difficult to choose learning methods according to the teaching materials
- g. Difficulty in arranging learning activities according to the selected syntax and mode

