



Match and Mismatch of Lesson Plan at the Tenth Grade of MTI Pasia

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Abstract

The purpose of this research was to discover whether the lesson plan composed by the MTI Pasia English teacher match or even mismatch based on curriculum 2013. This research used descriptive qualitative research. It was conducted at MTI Pasia. The instruments were observation sheet and documentation. The result showed 3 (three) conditions were match (Identity of Lesson Plan, the objectives of study and method of study), 3 (three) of them were less match (Score competence, basic competence and Indicator of competence achievement and the material of study) and the rest three condition were mismatch (Media, tools, and sources of study, the steps of teaching or teaching activity and Assessments) related to teacher's lesson plan component.

Keywords:

Match, mismatch, lesson plan

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INTRODUCTION

Educational curriculum of Indonesia has changed for several times. It was started from Indonesia's independence: namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013 and 2015. However, it is common for curricula to change in order to raise the standard of education in a nation. Regarding curriculum implementation, various curricula are implemented on a recurring basis in Indonesia; A separate curriculum may be produced by various stakeholders in a different age of government (Ekawati, 2016). The modifications in curriculum are a result of shifting scholarly and political needs. Every year, stakeholders' demands and those of students or learners are changing. Therefore, adjustments must be made to meet the need of the students.

The curriculum is designed to produce Indonesian citizens who are tolerant of other religions and have good mental health; this goal is motivated by the observation that many young people today lack these qualities, as well as empathy and tolerance for others (Gunawan, 2017). The goals of curriculum 2013 is to educate. Less actively that the teachers, the students participate in classroom learning activities. Therefore, the curriculum 2013 is geared toward enhancing and balancing student competency in knowledge, attitude, and skill, and it supports active learning.

The teachers must make a lesson plan since it is crucial to their success. Due to the fact that the lesson plan discussed the learning objectives, where each item will have a different goal. It is a task that both teacher and students will complete lesson planning. Teacher can prepare their lessons while driving, shopping, or even when on route to class (Woodward, 2001; Baylor, Kitsantas, & Chung, 2001). Lesson plan, according to Harmer, is the art of using several components into a unified whole so that students can recognize, participate in, and respond to whatever signs and gestures teachers use to visualize and construct that identity (Harmer, 2001). It can be assumed that planning a lesson refers to the time teachers spend deciding what exercises, resources, or skill the students will receive.

In order to generate successful, engaging, and enjoyable language learning in the classroom, the teacher should draft and build the lesson plan as a key component of the curriculum. Additionally, according to Harmer (2001), the syllabus and lesson plan have a strong connection that cannot be broken. The syllabus design and the demands of the students must serve as the foundation for the lesson plan that the teacher create. If the lesson plan is not created based on the design of the syllabus, it will lose focus (Harmer, 2001). Without a syllabus and lesson plan, the teacher-learning process will be unorganized since the teacher lack the necessary concept and teaching objectives. Students miss out on the possibility to acquire suitable knowledge and skill as well as effective language learning.

There were some previous researches related to teachers' lesson plan. The first was about the problems faced by teacher in writing lesson plan (Fitriyanti, 2019). There were six obstacles by teaching in making lesson plan: the condition of students, teaching method, and learning material delivery, learning process activity, media used and assessment. The second research was conducted by Hidayatullah (2016). He analyzed nine lesson plans made by junior high school teachers and he tried to match those nine lesson plans with curriculum-13 (K-13). The research found that all the lesson plans were appropriate with K-13 and they were qualified. Both of research above done before COVID-19 occurred.

However, according to the researcher's initial investigation in MTI Pasia, it was discovered that teachers were still having trouble creating an efficient and orderly lesson plan for an English teaching program. The teacher did not properly follow the step of lesson planning in the classroom, such as an exploration, elaboration, and confirmation, due to a lack of time during the COVID-19 pandemic. In the second instance, the teacher found it challenging to comprehend how to formulate a competency standard and a fundamental competency in order to choose an acceptable assessment tool and its rubric that are appropriate for the indications. They frequently mimic or even completely duplicate the lesson plans found in the textbook and online when creating their own. In the final case, the teacher didn't instruct the student in class using any media or other educational resources. As a result, the class became repetitive and dull. There is no image that might reduce students' interest in learning. Based on the aforementioned case, the researcher was motivated to carry out a study titled; *"Match and mismatch of Teacher's Lesson Plan the Tenth Grade of MTI Pasia."*

METHOD

This study used descriptive qualitative approach because it was by using language and words, explain the research object holistically (Creswell, 2014) and describe lesson plan referring to curriculum 2013. The instruments were observation sheet checklist and documentation. A content analysis was used by the researcher to gather the data on the spot. Content analysis checklist to address research question in this study. The lesson plan created by an English teacher at MTI Pasia was examined utilizing a content analysis checklist. The identity of the lesson, scoring competency, basic competence, and indicator of obtaining competence, the study material, study method, study objective, instructional activity, media, tools, and source, and assessment (Pendidikan, Kebudayaan, & Indonesia, 2014) were some of the issues covered by this observation checklist. Based on expert appraisal, this instrument decided as valid and reliable. Meanwhile, to support the result of the content analysis, a documentary investigation was also carried out. English lesson plan served as the basis for the document's data. The lesson plan for the curriculum 2013 was duplicated by the researcher for review. Curriculum 2013 was as an object of this research.

Using a content analysis checklist, the researcher examined the lesson plan, which was borrowed from a English teacher, from several angles. The nine items on the lesson plan's checklist - the standard of competency and fundamental competence, objectives, indicators, time allocation, teaching activity, materials, teaching methods, resource, and assessment - were completed by the English teacher. Then, these nine items were examined to see if they were in line with the curriculum 2013 and any shortcomings discovered after observing and evaluating the lesson plan based on these nine criteria.

RESULT AND DISCUSSION

Result

The description of data gotten from observation sheet displayed as table 1.

Table 1 Description of lesson plan from observation sheet

No	Component	Criteria				Condition		
		Complete Component	Less one - two element	Less three- four element	Did not put component of the lesson plan	Match	Less match	Mismatch
1.	Lesson Plan Identity	√				√		
2.	Competence Scoring		√				√	
3.	Competence of Basic and of Competence Achievement Indicator		√				√	
4.	The learning objectives	√				√		

5. The lesson Material	√	√
6. Lesson Method	√	√
7. Media, instruments, and Lesson Sources	√	√
8. The Teaching procedures	√	√
9. Assesment	√	√

Table. 1 showed that 3 (three) conditions were match (Identity of Lesson Plan, the objectives of study and method of study), 3 (three) were less match (competence scoring, competence of basic and competence achievement Indicator and the study material) and 3 (three) mismatch (Media, instruments, and lesson resources, the teaching procedure and Assessments) related to teacher’s lesson plan component.

The researcher in this study examined eleven elements of an english teacher’s lesson plan. The researcher reviewed the lesson plan components numerous times, modifying them to the curriculum 2013 standard for english lesson plan. The researcher divided the data into several classification categories that will be studied in order to make the data analysis process more clear. The classification process begins with observations of the english teacher’s lesson plan content. Then, the appropriate component of the lesson plan with respect to the curriculum 2013 is determined by analyzing nine different aspects of the lesson plan, including the lesson’s identity, its purpose, its objectives, materials, methods, source, steps, and assessment

a. Lesson identity

Regarding the curriculum 2013, there are some components of an identity of lesson plan. An identity of lesson consists of an instructional unit, a class, a semester, a theme or subtheme, and a time allocation. As a result, the lesson plan format recommended for use with the curriculum 2013 is the same as the lesson plan type used in MTI Pasia. See the table below for the further information.

Table 2 Identity of lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Sekolah	: MAS TI Pasia
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / 1 (Satu)
Tahun Pelajaran	: 2020 – 2021
Materi Pokok	: Teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.
Alokasi Waktu	: 180 menit (2 x 2 JP)
Criteria	: Totally match

The lesson plans for the teachers were finished with the topic identity, which includes the education unit, subject, class and semester, and time allocation, as evidenced by the above table. Because the identity of the lesson’s component, which was created by the english tracher at the MTI Pasia in the first semester for class seventh,is complete, its clear that they fully undestand the rules when creating the lesson plan for the curriculum 2013, especially in the part of subject identity with a score of 4 and criteria that completely match.

b. Competence scoring

Early is a core skill is one of the key factors taken into consideration when creating a lesson plan. Baccuse core competency demonstrates the degree to which students must possess a graduate competency criterion at each class and program level. Core competencies list the qualifications for competence that are required of students and subjrcs. This indicates that core competencies serve as a component of the organization of fundamental competencies.

Table 3 Score Competence

Curriculum 2013 Competence scoring	Score Competence that implemented at the MAS TI Pasia
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, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional. KI 4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya	KI 1 not mentioned KI 2: not mentioned
Criteria	Match

The researcher assigns a lower score for this component based on the table above because MTI Pasia has not fully incorporated all of the primary competence’s aspect. There were just two components, they are KI 3 and KI 4. Meanwhile, there are four primary competence elements in the lesson plan for the curriculum 2013 (KI). As a result, the english teacher’s lesson plan do not reference the curriculum 2013 in terms of basic competence.

c. The Fundamental Competence and Achieving Competence Indicator

Fundamental competence and indicator in achieving competence is a behavior or performance that may be evaluated and observed to demonstrate the attainment of certain basic competence. Additionally, demonstrating fundamental competence is a sign of competence achievement and can be quantified and witnessed through assessment execution in the areas of cognition, psychomotor skills, and eddectivity. At this time, the researcher would want to go into more detail about the competency that was included in the lesson plan created by the english teacher of MTI Pasia. Look at the table below for more specifics:

Fundamental competence recommended by curriculum 2013	MTI Pasia
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to). 4.3. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.	KI 1 and 2 : The teacher did mention
Criteria	Match

Achieving Competence Indicator applied at MTI Pasia	
3.4.1. Menangkap makna tersurat maupun tersirat dari text deskriptip tentang orang, benda atau tempat wisata tertentu.	
3.4.2. Mengidentifikasi struktur text dan unsure kebahasaan yang ada dalam text descriptive	
4.4.1. Menceritakan text descriptive tertentu secara lisan.	
4.4.2. Membuat/menyusun text descriptive sederhana	
Criteria	Match

Basic competence and indicators in obtaining competence were applied. Because KD 1 and KD 2 are two element that are not related to the lesson plan, the researcher says that the result are less in line with the fundamental competency component of the curriculum (2013). Due to the fack that they compose a complete piece, the indicators for acquiring competency are compatible with the curriculum 2013.

d. The Lesson Objectives

The lesson plan’s learning objectives are some of the competency mastery that the students are aiming for or will get. The lesson plan’s learning objectives will serve as a guide for how the learning process will be carried out in class and what outcomes students will reach to demonstrate a certain ability.

Table 6 Lesson Objective applied at MTI Pasia

Melalui tahapan pembelajaran model pembelajaran Discovery Learning, dengan metodediskusi, praktik dan presentasi, peserta didik mampu :	
1. Menangkap makna tersurat dan tersirat di dalam text tersebut.	
2. Mengidentifikasi struktur text dan unsure kebahasaan yang ada dalam text tersebut.	
3. Menceritakan text descriptive tertentu secara lisan	
4. Menyusun teks descriptive tertentu secara lisan maupun tertulis	
Criteria	Mismatch

According to the data above, the English teacher at MTI Pasia create the lesson plan’s objective of study. The researcher reports a contradiction between the result for the fundamental competency component and the curriculum 2013 because ABCD is not mentioned in the study’s objective. While mismatch and reference to the curriculum 2013 are indicators of completing the objectives of study, they are sufficient and full element.

e. The Lesson Materials

Table 7 The lesson materials

Materials of Study that Implemented at MTI Pasia	
Study the following sentences;	
• She has big eyes. Adj. Noun	
• Danu is a diligent student. Adj. Noun	
• Kuta is a nice sandy beach. Adj. Adj. Noun	
• London has a famous landmark. Bia Ben. Adj. Noun Noun	
• The Eiffel Tower is located in Paris. France. Noun Verb Noun Noun	
Grammar	
• Nouns	
• Adjectives	
• Verb 'to be' and 'have/has'	
Result	Match

The lesson plans of the teacher were included with the materials, as evidence by the tabl above. The researcher reports that the finding are consistent with the study materials used atMTI Pasia. They clearly understood the regulation when they created the lesson plans for the curriculum 2013.

f. Lesson Method

A method is an attempt to carry out a planned plan in actual activities so that the intended objectives can be realized as effectively as possible. The strategy used at

MTI Pasia combines a number of approaches and incorporates a scientific approach to learning that addresses the domains of attitude, knowledge, and skills. Check out the chart below for further information :

Table 8 Lesson Method applied at MTI Pasia

Method of Study That Implemented At MTI Pasia	
Pendekatan: Scientific	
Model : Discovery Learning	
Metode : Diskusi dan observasi	
Criteria	match

The researcher can infer from the table above that the English teacher used three different methods. As a result, the researcher reports that this component's results reflect the curriculum 2013.

g. Media, Instrument, and Lesson resources

Table 9 Media, Instruments, and Lesson resources

The Media, Instruments and Lesson resources Activity at MTI Pasia		
Media	Board, marker, audio, video.	Teaching activity utilizing the tools.
Instrument	Teacher did not state in lesson plan.	Not stated
Sources	Student' book. Teacher's book Resources were not stated in detail	The teacher teaching lesson derived from any resources, and teacher explained to the students, however it was not in detail
Criteria : Mismatch		

Less than two elements make up the instruments and sources of study that are part of the lesson plan; the teacher did not go into great detail about either. Therefore, the researcher's mismatch result for this component does not apply to the curriculum 2013.

h. The teaching procedural

Table 10 The teaching procedural

Kegiatan	Deskripsi Pembelajaran	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> Memulai pembelajaran dengan salam dan dilanjutkan dengan berdoa (Melahirkan karakter religious) Mengkondisikan kelas dan peserta didik (menciptakan karakter disiplin). Mendata kehadiran peserta didik. Menjelaskan tujuan yang ingin dicapai dari pembelajaran Mengkoneksikan materi sekarang dengan pengalaman dan pengetahuan dasar peserta didik Memotivasi peserta didik dengan beberapa pertanyaan yang relevan dengan materi yang akan diajarkan Guru menjelaskan kemampuan serta capaian pembelajaran yang akan diraih, serta kegunaannya di kehidupan dan juga menjelaskan teknik penilaian. 	15 Menit
Inti	<p>Pemberian Rangsangan (stimulation), observasi Pemberian Rangsangan (stimulation), Mengamati</p> <ol style="list-style-type: none"> Siswa disajikan teks descriptive tentang orang, dan memahami makna tersurat dan tersirat yang ada dalam teks tersebut. Siswa membaca teks descriptive tentang orang Siswa mengamati kalimat yang digunakan dalam mendeskripsikan tentang orang yang terdapat dalam text yang diberikan oleh guru. (Menumbuhkan kecakapan abad 21, berpikir kritis). Siswa mengikuti cara mendeskripsikan orang dengan kalimat-kalimat yang sesuai dengan bimbingan guru. (Menumbuhkan kecakapan abad 21, berpikir kritis). Siswa mengimitasi model contoh kalimat dan digunakan untuk mendeskripsikan orang Siswa mengidentifikasi ciri kalimat yang digunakan untuk mendeskripsikan orang berdasarkan petunjuk guru. <p>Memertanyakan Berdasarkan petunjuk guru, siswa bertanya hal-hal yang terkait dengan teks descriptive yang disajikan menggunakan bahasa Inggris. (Melahirkan kecakapan abad 21; <i>critical thinking</i>)</p> <p>Pengumpulan data (Data Collection) Siswa mencari contoh-contoh teks descriptive dari sumber lain (internet atau buku sumber lain) (Menumbuhkan kecakapan abad 21, berpikir kritis).</p> <p>Pembuktian (verification) Siswa membandingkan hasil pencarian data mengenai teks descriptive dari sumber lain.</p> <p>Menarik kesimpulan (generalization)</p> <ol style="list-style-type: none"> Siswa membuat kesimpulan mengenai teks descriptive yang mereka peroleh Siswa mempresentasikan hasil kesimpulan tentang teks descriptive yang dikaji (Menumbuhkan kemampuan berkomunikasi). 	60 menit
Penutup	<ol style="list-style-type: none"> Membuat rangkuman/simpulan pelajaran. Refleksi terhadap kegiatan yang sudah dilaksanakan. Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/perorangan (jika diperlukan). Menyampaikan rencana pembelajaran pada pertemuan berikutnya 	15 menit

The three levels of the teaching activity steps recommended by the curriculum 2013 are as follows : to get students motivated and interested in participating in the learning process, pre-teaching is done first. It can be inferred that student were motivated and their perceptions were communicated at the start of the teaching learning process. Second, while-teaching is a methodical process of teaching and learning to develop fundamental competency that include phases of exploration, elaboration, and confirmation. Students actively seek out knowledge during investigation, however following the elaboration and exploration phases, students are confirmed with their activities or project through feedback or reflection. The lesson plan is then concluded, an assessment is made, reflection is done, and feedback and follow up are given to the students.

Starting with the teacher when the lesson begins, the application of the teaching activity similar to that applied in the MAS TI Pasia pre-teaching is explained. This is

done to ensure that students are prepared to take lessons, to explain the existence of perception activities, and to encourage students to mention the learning objectives to be learned. Additionally, there are tasks with the important answer in the main activity. The teacher made specific mention of the task and the subsequent action she intended to give the students. The educator also intended to reflect, either for herself or the students.

After the post-activity, the English teacher conducted some evaluation exercise, providing the students with feedback in the form of questions about the lesson they had just learned, homework, or details about the materials they would be studying next. The steps in the learning activities that are included in the English lesson planning at MTI Pasia are complete, and they refer to curriculum 2013, but the teacher did not implement all stages in the class effectively due to a lack of time and the COVID-19 pandemic, so the researcher's results are incongruent.

i. Learning Resources

Learning resources analysis shown as follow:

Table 11 Learning resources

Sumber Pembelajaran	:	<ol style="list-style-type: none"> 1. Internet 2. Buku paket Bahasa Inggris Kelas X Kur 13, 3. buku referensi lain (Forward an English Erlangga, LP2IP)
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The researcher's data revealed that certain lesson plans complied with K-13 criteria. Resources, objectives, materials, and student characteristics in those lesson plans were all appropriate. The majority of English instructors in training used the K-13 book for their lesson plans. Additionally, some English teachers in training stole information from other publications and sites. The following was an illustration of how some of those lesson plans were appropriate in terms of the resource's suitability with the subject matter, the goals, and the characteristics of the students. The materials used in the planning of English lessons at MAS TI Pasia are complete and refer to the curriculum 2013, so the researcher's findings line up.

j. Assessment

Indikator Soal

1. *Disediakan sebuah teks deskripsi tentang orang, Siswa dapat menjawab pertanyaan tersurat dan tersirat dari teks deskripsi dengan benar.*
2. *Disajikan sebuah dialog tidak lengkap, siswa dapat melengkapinya dengan bentuk simple present tense dengan tepat.*
3. *Siswa dapat membuat teks deskriptif sederhana tentang orang, benda, atau tempat wisata tertentu.*

SOAL

Sule "Prikitiw" - A Famous Indonesian Comedian

Entis Sutisna is his complete name. Sule is his nick name. Sule is a well-known Indonesian comedian. He was born at November 15th, 1976 in Bandung, West Java. He communicates using Indonesian. He is unique very much. His hair is rather long with brown and yellow color. His face is oval, flat nose and angled vision. Everyone knows Sule as a preposterous male and good at making jokes. He is so humorous. Those who are watching his show will smile even laugh listening to his joke. Sule acts in numerous TV shows, for instance Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. Moreover, he is able to sing nicely. His famous song was Susis (Suami Sieun Istri).

Find the answer for following questions based on the text above!

1. Who is Sule?
2. What does Sule look like?
3. Can you describe his face? (more than one)
4. Sule can sing very well, but is he a singer? Explain your answer
5. How old is Sule now?

Dialogue 1

Ann : Hello John, ...you at home now ?

John : No, I ...still in the office now. Is there something important?

- | | |
|------------|--------------|
| A. is, am | D. was, were |
| B. are, am | E. am, are |
| C. is, was | |

Dialogue 2

Tom : Do you..... to make me a cup of coffee ?

Jery : Sure, what coffee do you like ?

- | | |
|------------|--------------|
| A. to want | D. wanted |
| B. wants | E. is wanted |
| C. want | |

Dialogue 3

Sam : Hai Maria,your mother ok ?

Maria : Yes, Sam. Shefine.

- | | |
|--------------|------------|
| A. is, am | D. is, are |
| B. was, were | E. is, is |
| C. am, is | |

The English teacher at MAS TI Pasia did not attach the scoring system to measure the evaluation. Mismatch condition serves as the criterion.

Discussion

Lesson plans of K-13 created by the teacher at MAS TI Pasia consisted of ten parts, then compared to the parts of lesson plans determined by Minister of Nasional

Education Regulation No.103 Year 2014 (Pendidikan et al., 2014), and their relationship to K-13 requirements. The interview's results were also examined in greater detail. It was implied that they were already included in the lesson plans as important parts of the K-13 curriculum. They could also serve as the standard for evaluating the material in the K-13 lesson plans that the English teacher at MAS TI Pasia has created. They served as a gauge for educational activities, objectives, materials, resources, and assessments of standard competency. Based on the conclusions mentioned in the previous subheading, each of them was discussed.

According to the theoretical frameworks employed in this analysis, the pre-service English teachers' lesson plans generally complied with the K-13 standard established by Minister of National Education Regulation No.103 Year 2014. These were the descriptions :

The first element is the identity of the lesson, which consist of the education unit, subject, class and semester, and time allocation, has been completed by teachers in lesson plans. The fact that the identity of the lessons' component, created by the English teacher at the MAS TI Pasia in the first semester for the tenth grade was match. It is complete shows that they understand the rules well when creating the lesson plan for the curriculum 2013 (Hidayatullah, 2016). The English teachers at MTI Pasia also become the member of English teacher association or called as MGMP. Thus it can enrich their competency in creating lesson plan.

The researcher found the basic competence and indicator in achieving competence which was incorporated in the lesson plan was a match to the fundamental competency component but does not related to the curriculum 2013 because KD 1 and KD 2 are two components that are not included in the lesson plan. However, because they constitute a complete part, the indicators for acquiring competency are accurate and apply to the curriculum 2013. It means that the teacher understand the rules to create lesson plan related to this indicator (Ekawati, 2016).

The fourth is the lesson plan's objectives of study, which are stated on the table above and were created by the English teacher at MTI Pasia. The researcher gives the basic competency component of the outcome enough consideration, but does not employ the curriculum 2013 because ABCD is not included in the study's objective. Indicator in accomplishing the objectives of study is sufficient, and it refers to the curriculum 2013 since there are sufficient numbers of element to complete it. Thus, it seems that determining learning objective was not really easy since the teacher needs to comprehend to master. It is in line with the research of Gunawan (2017).

The fifth category is the study materials, and the chart above demonstrates that the teacher have included their lesson plan with the study materials. The researcher report that the findings are consistent with the study materials used at MTI Pasia. It is evident from their lesson plans for the curriculum 2013 that they fully comprehend the regulations. Then the sixth is the method of study, the researcher can infer from the table above that the English teacher included the five components of the approach study observing, questioning, gathering data, associating, and communicating as well as the technique in the lesson plan. Each of the element is specially mentioned by the teacher English along with the description exercise. The researcher thus report a result that is "totally match" for this component and refers to the curriculum for 2013.

It is in line with (Woodward, 2001), since the teacher comprehend well about the pedagogy skill then they applied in learning process.

Media, tools, and source of study is the eighth. Less that two element make up the instrument and sources of the study that are part of the lesson plan; the teacher did not go into great detail about either. Consequently, the researcher provides a Macth result for this component, but it does not apply to the curriculum 2013. Furthermore, the eighth is the steps of teaching activity, which is recognized into three stages and recommended by the curriculum 2013: pre-teaching is done first to boots students' motivation and gets their interest in participating in the learning process. It can be inferred that students were motivated and their perceptions were communicated at the start of the teaching-learning process. Second, while teaching is a methodical process of teaching and learning to develop fundamental competency that included phases of exploration, elaboration, and confirmation. Students actively seek out knowledge during investigation, however following the elaboration and exploration phases, student are confirmed with their activities or project through feedback or reflection. Post teaching is completed by wrapping up the lesson, performing assasment and reflection, and giving students feedback and follow-up. It was emphasized by Harmer (2001) to have a better and successful teaching.

Starting with the teacher when the lesson plan begins, the application of the teaching activity similar to that applied in th MAS TI Pasia pre-teaching is explained. This is done to ensure that students are prepared to take lessons, to explaine the exostence of perception activities, and to encourage students to metion the learning objectives to be learned. Additionally, there are tasks with the important answer in the main activity. The teacher made clear mention of the task and tje subsequent action she intended to give the students. Additionally, the teacher had planned to reflect,either for herself or the kids. After the post-activity, the english teacher conducted some evaluation exercise, providing the student with feedback in the form of question concerning the lesson they has just learned, homework, or detail about the content they would be studying next. The phases in th learning activities that are included in the english lesson planning at MAS TI Pasia are finished, and they refer to curriculum 2013. This indicator has been understood well by teacher, there is no obstacle in implementing it (Hidayatullah, 2016). Thus the researcher declares that the results are “completely match”

CONCLUSION

Based on the research and anlysis that were offered in the chapter before. The researcher came to the conclusion that the purpose of this study is to determine whether the teacher's lesson plan for MTI Pasia's tenth grade students matches or differs from those plans. Overall, the researcher comes to the conclusion that the kind of lesson plans created by english teachers refer to the curriculum 2013, not with standing some shortcomings. There are some selected conclusion regarding the errors that were discovered in the lesson plan created by the english teacher at MAS TI Pasia based on the outcomes and discussion of all stages of the study. The lesson paln for the english teahcer's class did not explicitly indicate the sources of study, the instrument used for each evaluation, or the learning tools.

The review of every lesson plan created by the English teacher at MAS TI Pasia revealed numerous flaws that did not relate to the curriculum 2013. In some areas, such as primary competency, fundamental competency, study objectives, study materials, learning resources, and evaluation. It indicates that the teacher did not spend as much time developing the lesson plan as she should have and instead just focused on the teaching activity. It was recommended that teacher should learn more about how to create lesson plans that align with the curriculum 2013 and further strengthen their capacity to create lesson plans that allow the learning objectives to be met in line with the curriculum objectives. Additionally, the lesson plan may be of high quality and the teaching and learning process may be effectively carried out. The researcher can attract the following conclusion from the aforementioned data and theory : teacher's lesson plan is match condition. It can be demonstrated that three conditions match (identity of lesson plan, the objectives of study, and method of study), three conditions match less (competence scoring, fundamental competence, and competence achievement indicator, and the material of study), and three condition mismatch (media, instrument, and learning resources, teaching procedure).

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