

**ASSESSING ABILITY IN ARRANGING LESSON PLAN (BASED ON 2013 CURRICULUM) OF THE SIXTH SEMESTER STUDENTS OF EESP OF MAHASARASWATI DENPASAR UNIVERSITY IN ACADEMIC YEAR 2013/2014**

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**ABSTRACT**

*The undertaking of the present research was mainly intended to find out the degree of ability in arranging lesson plan (based on 2013 curriculum) of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014. This study made use of an ex post facto research design with descriptive analysis. The population of this present study with the total ten classes consisted of 280 students who had already taken instructional design course. Furthermore 40 students were taken as sample by using random sampling with lottery systems. The data required for this present study were gathered by administering lesson plan writing assessment. The obtained data were analyzed by using norm reference measures of five standard values. The result of the data analysis showed 12.50% of the sample was excellent achievement, 22.50% of the sample was good achievement, 25.00% of the sample was sufficient achievement, 35.00% of the sample was insufficient achievement and 05.00% of the sample was poor achievement. To sum up, the present study proved ability in arranging lesson plan (based on 2013 curriculum) of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014 was sufficient.*

*Keywords: assessing, ability in arranging lesson plan*

**INTRODUCTION**

Planning is an important thing when any activities or programs done. By arranging a good and well prepared planning, programs will be able to run well. It is as well as planning in a teaching learning activity. Every teacher should prepare a planning which is known as lesson plan before carrying out teaching learning activities. In order to create a good teaching

learning process, every teacher should be able to implement learning technique, developing learning resources and media and creating a good interaction with students (Slameto:2010). Lesson plan can be a guideline for every teacher in conducting teaching learning processes. The lesson plan arranged by teachers should be based on the syllabus which should be within the curriculum.

As we know, curriculum in Indonesia has been changed for several times. It should be realized that the changes of our curriculum is intended to improve quality of Indonesian. Besides the curriculum has been changed is also intended to fit the latest development in life style, technology, political, economic and social aspects. Since the curriculum has been changed, it also contributes to the changes of syllabus and lesson plan.

The latest curriculum in Indonesia is 2013 curriculum. This curriculum should be run or conducted by every school starting from kindergarten to senior high school. The implementation of 2013 curriculum is regulated by Bill of Education and Culture Minister Number 81A in 2013 about the implementation of 2013 curriculum. This curriculum has a different characteristic with former curriculum that can be seen on the lesson plan based on 2013 curriculum. One of the differences is about main competences that should be achieved. There are four main competences known as (in Bahasa) *KI 1, KI 2, KI 3, and KI 4*.

These four main competences should be in line with basic competences, indicators, learning materials, learning approach/method, learning activities, resources, media and assessment. Besides the four main competences, this curriculum also emphasizes on the approach used in the teaching learning activities. The approach is scientific

approach. This approach is related to the learning activities which consider five steps, namely observing, questioning, exploring, associating, and communicating. The components above should be arranged in planning before the teaching leaning activities done. Bill of Education and Culture Minister number 103 in 2014 states that teaching learning activities should be based on the lesson plan which is arranged by the teacher appropriate with the syllabus.

As teacher candidates, every student especially in the sixth semester of English Education Study Program of the Faculty of Teacher Training and Education of Mahasaraswati Denpasar University should be able to design or arrange planning before conducting their teaching learning processes in microteaching course. The lesson plan designed by teacher candidates should be based on the components provided by curriculum. Since the lesson plan is based on the latest curriculum (2013 curriculum), every teacher candidates should know and update any information about it. It is realized also that there are some school still conduct 2006 curriculum and also already carrying out 2013 curriculum. Not only mastering the lesson plan in 2016 curriculum, the teacher candidates should also master the latest components in lesson plan based on 2013 curriculum.

The preliminary observation had been conducted to the lecturer teaching instructional design course in English Education Study Program

of the Faculty of Teacher Training and Education of Mahasaraswati Denpasar University. It showed that the sixth semester students taking course of instructional design were still confused about how to design and arrange the lesson plan based on 2013 curriculum. The students might be confused in comprehending the two curriculums, namely 2006 Curriculum and 2013 Curriculum which were carried at the same time.

Therefore in line with the facts above, the researcher highly is interested in assessing ability in arranging lesson plan (based on 2013 curriculum) of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014. Here the researcher intends to find out the students' ability in arranging a lesson plan which is based on 2013 curriculum. Scientific research is administered to find out any solution which is revealed in the research problem. Based on the research problem above, the present research is intended to find out the degree of ability in arranging lesson plan (based on 2013 curriculum) of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014.

## **RESEARCH METHOD**

This research made use an ex post facto research design with descriptive analysis. Ary et al (2010) indicate an ex post facto research is

conducted after the variation in the variable of interest has already been determined in the natural course of events. Much of the basic rationale for any experimental and ex post facto is the same. Cohen et al (2007) state ex post facto research is a method that can also use instead of an experiment, to test hypotheses about cause and effect in situation where it is unethical to manipulate the dependent variable.

The variable of this research was ability in arranging lesson plan (based on 2013 curriculum) of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014. Richards (2002) states that population is all members of any well-defined class of people, events, or objects. The population of this present study with the total ten classes consisted of 280 students who had already taken instructional design course. Dawson (2002:47) states researchers overcome this problem by choosing a smaller, more manageable number of people to take part in their research. Furthermore 40 students were taken as sample. They were determined by means of quota random sampling technique with lottery system since this technique was still regarded as one of best technique of drawing representative samples of homogeneous population. The random sampling technique with lottery system suggested that all population had the same opportunity to determine as the sample of the

research. The sample of this study were 40 students altogether, regarded as representative enough in assessing students' ability in arranging a lesson plan based on 2013 curriculum.

The obtained data were assessed by using a scoring rubric. There were ten aspects of the scoring rubric namely basic competence appropriate with the four main competences, clear indicators, indicator appropriate with the basic competence, learning material should be in line in achieving the indicator, learning approach/method support in achieving the indicator, learning approach/method appropriate with the learning material, learning resources/media could support the learning materials, appropriate technique of assessment and suitable instrument of assessment.

The data then analyzed by means of norm reference of five standard values.

## FINDING AND DISCUSSION

### Finding

As what has been aforementioned, the present investigation made use of an ex post facto research design. The data of this present study were gathered by administering lesson plan writing assessment to sample of the study, of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014. The present study was mainly intended to figure out the degree of ability in arranging lesson plan (based on 2013

curriculum) of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014.

The data then were analyzed by using norm-reference of five standard values which showed excellent, good, sufficient, insufficient and poor achievement of writing a lesson plan which should be based on 2013 curriculum. The finding of this present research can be seen on the table below:

Summary of Students' Achievement

No	Categories	Total	%
1	$\geq 91.475$ (A/Excellent)	5	12.50
2	$\geq 85.025 < 91.475$ (B/Good)	9	22.50
3	$\geq 78.575 < 85.025$ (C/Sufficient)	10	25.00
4	$\geq 72.125 < 78.575$ (D/Insufficient)	14	35.00
5	$\leq 72.125$ (E/Poor)	2	05.00

The result of the mean score was 81.80; furthermore, it was analyzed by using norm-reference of five standard values. The result clearly showed that: (1) there were 5 students who got excellent achievement. (2) There were 9 students who got good achievement. (3) There were 10 students who got sufficient achievement. (4) There were 14 students who got insufficient achievement. (5) there were 2 students who got poor achievement.

## **Discussion**

The present study made use of an ex post facto research design. This present study was administered by giving a lesson plan writing assessment to the sample of the present study. This research was aimed at figuring out the ability of the sixth semester students in arranging lesson plan based on 2013 curriculum. The sample of this study was the sixth semester students who had taken instructional design.

The result of this present study were analyzed by using norm-reference of five standard values and clearly showed that (1) there were 12.50% out of 40 students who got excellent achievement in arranging lesson plan. (2) There were 22.50% out of 40 students who got good achievement in arranging lesson plan. (3) There were 25.00% out of 40 students who got sufficient achievement in arranging lesson plan. (4) There were 35.00% out of 40 students who got insufficient achievement in arranging lesson plan. (5) There were 05.00% out of 40 students who got poor achievement in arranging lesson plan.

Based on the result above, this present study found out that the ability in arranging lesson plan of the sixth semester students of English Education Study Program of Mahasaraswati Denpasar University in academic year 2013/2014 was sufficient. In general, the finding of this research which was based on the percentage calculation above, there

were 60.00% of the samples under study succeeded and the others 35% were failed.

The findings showed that the ability in arranging lesson plan which is based on 2013 curriculum of the sixth semester students of EESP of Unmas Denpasar was sufficient. Since that this present study is ex post facto research design, so the researcher could not manipulate the research variables. The sufficient achievement of the samples' ability in arranging lesson plan, might be caused the 2013 curriculum had just been published by the government.

## **CONCLUSION**

The present study entitled assessing ability in arranging lesson plan (based on 2013 curriculum) of the sixth semester students of English Education Study Program of Unmas Denpasar in academic year 2013/2014 made use of an ex post facto research design. The data were measured by using norm-reference measurement of five standard values which were excellent, good, sufficient, insufficient, and poor achievement. The data showed that (1) there were 12.50% or 5 students out of 40 students who got excellent achievement in arranging lesson plan. (2) There were 22.50% or 9 students out of 40 students who got good achievement in arranging lesson plan. (3) There were 25.00% or 10 students out of 40 students who got sufficient achievement in arranging lesson plan. (4) There were

35.00% or 14 students out of 40 students who got insufficient achievement in arranging lesson plan. (5) There were 05.00% or 2 students out of 40 students who got poor achievement in arranging lesson plan.

The finding of this present research based on the explanation above, there were 60% out of 40 sample under study succeeded and another 40% out of 40 sample failed in arranging lesson plan based on 2013 curriculum. However, the mean score which was reached by the sample of the present study was 81.80. Therefore the ability in arranging lesson plan based on 2013 curriculum of the sixth semester students could be categorized as sufficient.

Since that this research only focused on finding out the achievement of the students' ability

in arranging lesson plan, so this research could not manipulate some compounding variables that might affect the students' ability in arranging lesson plan. Based on the research finding of the present study already been concluded, there are some suggestion delivered as follows: the lecturer of instructional design should pay more attention to teach how to design a lesson plan based on 2013 curriculum. The sixth semester students as the teacher candidates should do more practice in arranging any lesson plan based on 2013 curriculum. They also need to update information related to the latest curriculum and regulation. It also suggested to future researcher to conduct similar or other kinds of research, for it can be a good experience and valuable learning process.

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