COMPONENT SUITABILITY OF ENGLISH LESSON PLAN CURRICULUM 2013 BASED ON STANDARD OF PROCESS IN JUNIOR HIGH SCHOOL

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Submission date: 11-Apr-2023 01:56PM (UTC+0700)
Submission ID: 2061365640
File name: ULUM_2013_BASED_ON_STANDARD_OF_PROCESS_IN_JUNIOR_HIGH_SCHOOL.pdf (401.77K)
Word count: 5056
Character count: 28474

English Teaching, Literature and Linguistics (Eternal)
January, 27 2021
University Of PGRI Semarang
ISBN : 978-6 -23 6911-38-9

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Abstract:
This study analyzes the suitability component of English Lesson Plan based on standard of process. The researcher focuses on component suitability of lesson plan and obstacles preparing the lesson plan. The objective of this final project are (1) to describe the suitability of components of the English lesson plan based on the standard process at Junior high School, and (2) to describe the teacher's obstacles when preparing the lesson plan. This research was conducted through descriptive qualitative method. The researcher use document analysis to find appropriate information to obtaining the objective of the study. In collecting the data, the researcher analyzed the data through some steps, they were: interview and analysis the document. The result of the study shows (1) All English Teachers have implemented a lesson plan at the beginning of each semester. (2) The lesson plan created by the English teacher is not all following the standard process. (3) The constraints of teachers in the preparation of lesson plans are as follows (a) Determining strategies that suit all students' abilities, these constraints can be overcome by increasing special attention to students who have less ability. (b) Timing in the preparation of the lesson plan, the constraints are overcome by utilizing the time available to make a learning plan for several copies. (c) Determining learning media that is following student characteristics, these constraints can be overcome by considering the ability, intelligence, and knowledge that students have.

***Keywords**: Education, Curriculum, Lesson Plan, Standard Process.*

1. Introduction

Education is a key process of success that must exist in human life. Besides that, education is used as a learning process in the interest of students to develop their potential. In terms of history proves that the success of a Country achieving economic progress comes from contributions in the field of education through its Human Resources. (Hamalik, 2001) explained that, education is a process that affects students to adjust to their environment and realize a change in students in society. Education is also one of the efforts to educate the nation as part of Indonesia's national goals. To support something related to the assessment of results and the educational process, it is necessary to develop learning objectives. These things are one of them is the curriculum.

The curriculum in Indonesia has changed, to improve the previous education system. Starting in 1947, there is a simple curriculum (1947-1964), curriculum renewal (1968-1975), a skills-based curriculum process (1984-1994), a competency-based curriculum (2004 and 2006), and most recently the current is curriculum 2013. Curriculum changes also need to be made, because the curriculum has a dynamic nature that can answer the development of the challenges of the times (Mulyasa, 2013). Since the curriculum 2013 as a replacement of the (KTSP) in 2006, many raise pros and contra in the community.

The curriculum 2013 is an effort to improve the previous curriculum so that education in Indonesia is better. In the curriculum 2013, there are competencies and character of students that are used with various attitudes and abilities through the development of the times and technology. This kind of thing is very important because it answers the challenges of the currents times and contributes to development in society. The concept of learning applied to the curriculum 2013 is that teachers are expected to associate the material with the daily situation of students often referred to as contextual learning and associate the material with other sciences called interdisciplinary science. The curriculum 2013, also uses a scientific approach that is to prioritize five basic learnings is Observing, Questioning, Gathering information, Associating, and Communicating. The curriculum 2013 is currently a curriculum developed in schools to serve as a reference for the evaluation of curriculum provisions in Indonesia. Furthermore, it is necessary to be reviewed more thoroughly so that all elements involved in its development can be more maximal and better in carrying out their tasks and functions as a whole and thoroughly. Curriculum improvement is a must so that the national education system is always relevant and competitive.

The lesson plan describes a learning procedure and management, to achieve one or more basic competencies. Thus, the teacher has a complete role in the preparation of the components of the learning plan that he has (Mulyasa, 2007). According to (Muslich, 2008), the lesson plan is the learning plan of a subject in each unit that teachers will apply in classroom learning. A lesson plan must have high suction power. Without careful planning, learning targets will be difficult to achieve to the fullest. Therefore, the ability to create lesson plans is a must-have for teachers and prospective teachers, to be able to understand the learning process and situation.

(Kemendikbud, 2013) number 65 on the standard process for primary and secondary education units that regulate the requirements for a teacher to develop a lesson plan. Good lesson plan tools, regular, and lesson plan components that conform to the standard process can make communication in the learning process. So, misinterpretation by students in the learning process can be minimized. Therefore, the lesson plan should be prepared as completely as possible, systematically, and also operationally. So, it is easy to understand and implement by the teacher concerned. Learning plan tools should be designed to provide students with a learning experience.

This study discusses the component suitability of English lesson plan curriculum 2013 based on standard of process, what are the components of the English lesson plan suit with the standard process and are there any obstacles when preparing the lesson plan? If so, what are they, and how does the teacher fix them.

2. Literature Review

2.1 Education

Education is an obligation for a human to develop his potential effectively because from the education we will know about insights into the world. The development of the era made the pattern of picket people more modern especially education in Indonesia. Education is also one part of the success of educating the Indonesian nation. Therefore, education should be of particular concern in every policy of a State.

Many definitions of education ranging from experts and laws, such as (UU Nomor 20 Tahun 2003, 2003) states that education is a planned learning process to create a student learning atmosphere to have a good personality, mind intelligence, and be able to socialize. The law is a benchmark for the level of achievability of national educational objectives in every institution or institution at both the basic and secondary levels that must be supported by a

good management system. Like a professional teacher, complete infrastructure, and curriculum that fits the context. According to (Triwiyanto, 2014) said that education efforts to provide people with a programmable learning experience. And takes place in the form of formal education, non-formal, and outside the school.

2.2 Curriculum 2013

The curriculum is a plan to develop students' potential and determine the direction of education. In the absence of a curriculum, education will not run as expected. (Poerwati, Loeloek Endah & Amri, 2013), according to them in the form of curriculum that can combine skills and concepts in a form within single disciplines and across learners.

The curriculum 2013 is based on character and competence. Because curriculum development is directed at the achievement of competencies formulated from SKL. Similarly, the assessment of learning outcomes is measured from the achievement of competencies.

2.3 Lesson plan

The lesson plan is one form of activity plan made for reference in teaching in which there are learning indicators, objectives of learning, materials, methods, steps, resources, and assessment techniques. According to (Kunandar, 2011), the lesson plan is a plan to achieve a basic of competency stipulated in the standard content in the syllabus. A lesson plan is an important component of learning. Planning activities should not be separated from other activities in learning. Therefore, the lesson plan should also be related to the importance of components related to the learning process (Wahyuni & Ibrahim, 2012).

A. The Components of Lesson Plan based on Standard Process

In Permendikbud number 22 of 2016 on the standard process of basic and intermediate education. Lesson plans refer to learning activities to achieve the basic competencies developed from the syllabus. Besides, the teacher is required to make a systematic lesson plan.

The lesson plan must contain the following components:

(1) The identity of the school, written with the name of the school.
(2) Theme or sub-theme, written with subjects
(3) Class/semester
(4) Subject matter

Fill it with themes, aspects that the appropriate subjects

(5) Time allocation

Arranged according to the lesson hours in the syllabus and basic competencies.

(6) Basic Competencies and Competency Achievement Indicators

Basic competency is a foundation that is used as a reference for developing an indicator of competency achievement. In making indicators of competency achievement must use an operational verb that can be observed and measured, which includes knowledge, attitude, and skills.

(7) Objectives of learning

Learning objectives can be formulated based on basic competencies, using observable and measurable operational verbs, which include attitudes, knowledge, and skills. And describes the learning processes and results achieved by students following basic competencies.

(8) Materials of learning

Written in the form of descriptions following the basic competencies and objective of learning.

(9) Methods of learning

In learning, there is a learning process adapted to the characteristics and conditions of students. Usually, the methods used are scientific methods supported by cooperative learning, contextual learning, problem based learning, inquiry learning, and project based learning.

(10) Media of learning

To realize active and creative learning, teachers must adjust the learning process to prepare the material. Usually in the form of tools, such learning media as video, audio recording, and images.

(11) Resources of learning

Resources of learning are determined from basic competencies, teaching materials, and competency achievement indicators. Learning resources can be textbooks and media of electronic.

(12) Steps of learning

There are three stages to carry out learning, including:

(a) Introduction

Introduction activities in learning are to create students' atmosphere in following the learning that goes well. In the introductory activities, teachers: must prepare students psychically, motivated students

related to the material to be taught related to daily activity, convey learning objectives following KD, and tell the material to be studied.

(b) Core activities

The core activity is a learning process that provides ample space for students to become active in seeking information. Additionally, the method used is tailored to the student's character. That includes observing, questioning, collecting informants, associating, and communicating.

(c) Closing activities

Closing activities are carried out by the teacher to provide feedback to students, provide activities in the form of assignments, and submit learning plans at the next meeting.

(13) Assessment of learning outcomes

The procedure and instrument scoring process of the learning results is adjusted to the indicator of competency achievement and refers to the Assessment Standard. It consists of an assessment of attitude, knowledge, skills. And there is usually remedial and enrichment.

2.4 Standard Process

According to Permendikbud Number 22 of 2016 on the standard process is the implementation of learning in the education unit to achieve the competency standards of graduates. From that understanding, there is something to be aware of in the standard process

Is the national standard of education, which applies to every formal educational institution at a certain level of education wherever the institution is located nationally?

According to (Sanjaya, 2012) the standard process relates to the implementation of learning that contains about where learning takes place. (Sanjaya, 2012) also said that the education standards process is core in the education system. Therefore, the standard process contains about how the learning process should take place and can be used as a guide by teachers for learning management.

3. Research Methodology

In this study, the writer used descriptive qualitative. The study focused on analyzing the component suitability of English lesson plan curriculum 2013 based on standard of process. The writer used lesson plan document and interview as data resources.

(Darnadi, 2011) states that, descriptive qualitative is a research method that explains objects according to facts. Descriptive research aims to illustrate a fact. Descriptive research also includes efforts to describe, analyze, and record current conditions. In this study, the researcher is the main data collector, which means that the research cannot be represented.

The writer used the method to complete an analysis component suitability of English lesson plan curriculum 2013 based on standard of process. The first step is data reduction. The second step data display the data contains the components of the English teacher's lesson plan based on standards process and obstacles and efforts in the preparation of lesson plans. The third step draw conclusions and verification.

4. Finding

4.1. Component suitability English lesson plan

a. Identity of a subject formulation

The result of the research of all lesson plans is that all lesson plans are following the provisions of the formulation of the identity of the subject.

b. Basic competency formulation

The result of the research is that not all lesson plans are following the basic competency formulation provisions. There is one lesson plan that is not following the formula provisions, namely teacher 2.

c. Indicators of competence achievement formulation

The result of research from the indicators of competence achievement formulation is that all lesson plans are following the formulated provisions such as the description of basic competencies, each basic competency is developed into several indicators, and each indicator uses operational verbs. The following table conformity components of the lesson plan in the formulation of indicators of competency achievement.

d. Objectives of the learning formulation

The formulation of the objectives of learning of all lesson plans is following the indicator formulation. However, there are objectives of

learning formulation that are not following the indicators contained in the second teacher's lesson plan. Here's a table of conformity components of the lesson plan.

e. The material of learning formulation

The result of research on the material of learning formulation is not all lesson plans by the provisions. The material formulation is following the basic competencies and objectives of learning, but there is still a lesson plan that only lists the subject matter without explaining the material description. Teacher 2 deciphers the learning materials. Teacher 1 and Teacher 3 only list the subject matter without deciphering the material.

f. Method of learning formulation

Methods of learning formulation of all lesson plans are following the provisions. And has been adapted to the situation, conditions, characters that have been adapted to the competencies that will be achieved in each learning material.

g. Media of learning formulation

The media of learning formulation from all lesson plans is following the provisions. And it has been adapted to the material of learning.

h. Resource of learning

The result of the analysis of the formulation of learning resources there is a lesson plan that is not following the provisions. The lesson plan of the second teacher does not write down the year of publication and the author's name.

i. Steps of learning formulation

The result of the analysis of the learning step formulation of each lesson plan is following the provisions. All lesson plans have included learning steps consisting of preliminary activities, core activities, and closing activities.

j. Assessment formulation

The results of the analysis of the assessment formulation of all lesson plans are following the provisions adjusted to the indicators of competency achievement and refer to the assessment.

4.2. Obstacles and Efforts to Overcome Obstacles in the Preparation of English lesson plan

According to the results of the teacher interview, the obstacles faced by each teacher are different, the first teacher stated that the obstacles in the preparation of lesson plan are when determining learning strategies that suit all students' abilities. The first teacher's effort to overcome these obstacles is during the learning, by increasing special attention to students who have less ability. The second teacher experienced difficulties in timing in arranging the lesson plan, the second teacher stated that sometimes it is very difficult to divide the time, considering the many activities outside the lesson hours. The second teacher's effort in overcoming these obstacles is to use the time available to make a lesson plan for several copies. The third teacher's problem in making the lesson plan is to determine the learning media that fits the characteristics of the students. The third teacher's efforts are to consider the students' abilities, intelligence, and knowledge.

5. Discussion

5.1. Component suitability English lesson plan

a) Identity of subject

Based on the results of the analysis of the suitability of the components of the lesson plan, all lesson plans are following the provisions of the subject identity formulation. This is following the rules of Permendikbud no.22 the year 2016 on standards process which include: school name, class, semester, subject, and time.

b) Basic competencies

The result of the analysis of all lesson plans is that not all lesson plans are following the basic competency formulation provisions. There is one lesson plan that is not following the provisions. The second teacher formulates basic competencies by including spiritual aspects and social aspects, wherein the regulation following the standards of the basic competency process is only written with aspects of knowledge and aspects of skills.

c) Indicators of competence achievement

Based on the results of the elaboration of the lesson plan from the competency achievement indicator, all teachers are following the

provisions of the basic competency description. All indicator formulations of competency achievement use operational verbs. As in the formulation of the first teacher's lesson plan, there is a word identifying with one of the sentences 'Identifying expressions used to introduce themselves' and there is a word to do with the example sentence 'doing interpersonal scrambles to ask for and provide information related to identity, hobbies, hobbies and family members integrated activities listening, reading, speaking and writing with confidence.'

The formulation of the second teacher is one of the words that distinguish with the sentence 'Mengidentifikasi ungkapan yang digunkan untuk memperkenalkan diri'. The indicator formulation of the third teacher is one of the words is to describe with the sentence 'melakukan percakapan interpersonal untuk meminta dan memberi informasi terkait jati diri, hobi, kegemaran dan anggota keluarga kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri'.

d) Material of learning

The results of research from the formulation of learning materials have not all lesson plans following the provisions. The material formulation is following the basic competencies and objectives of learning, but there is still a lesson plan that only lists the subject matter without explaining the material description. From the description of all the lesson plans of English, teachers found that two lesson plans only list the subject matter without formulating the description of the material. The following is the description of the first teacher's lesson plan, which is the material formulation of facts, concepts, principles, and procedures is slightly outlined in the principle. The third teacher's lesson plan lists the material formulation as well as the first teacher, but the third teacher does not elaborate on the material.

e) Objectives of learning formulation

The formulation of the learning objectives of all lesson plans is not following the ojective of learning formulation. Based on the ABCD form (Audience, Behavior, Condition, and Degree) with the sentence "Melalui penggunaan model PallM SEHATI, peserta didik dapat mendeskripsikan pengertian dinamika, menyusun dan menyajikan hasil telaah tentang dinamika perwujudan Pancasila sebagai dasar Negara dengan benar." As the third teacher's lesson plan explains, it describes the sentence

"menganalisis secara lisan, pendek dan sederhana dengan memberi dan meminta informasi terkait dengan interaksi interpersonal".

f) Method of learning

The formulation of learning methods from all lesson plans is following the provisions. Adapted to the situation and condition of the learners, as well as the characteristics of each indicator and competence to be achieved in each subject. All teachers formulate learning methods with a "scientific approach", with a "discovery learning" learning model.

g) Media of learning

The media of learning formulation from all lesson plans is following the provisions. And it has been adapted to the learning material. Lesson plans use media in the form of power points and images. And assisted by tools such as laptops and LCD as a tool to display learning materials or videos.

h) Resources of Learning

The result of the analysis of the formulation of learning resources can be a lesson plan that is not following the provisions. The lesson plan of the second teacher does not write down the author's name, year of issue, and place of publication. The second teacher simply wrote down the name of the book title "When English rings a bell".

i) Steps of learning

The results of the analysis in steps of learning are following the provisions. All lesson plans have included learning steps consisting of preliminary activities, core activities, and closing activities. In the introductory activities, all of the lesson plans list the steps 'preparing the physical and psychic students, motivating students, asking about the material to be done, conveying the objectives of learning, explaining the learning steps. In the core activity, all lesson plans include 'Observing which contains information from the material, Questioning which contains asking questions that are not understood from the observation results, collecting information containing collecting information from books or media, associating contains discussing and discussing the information that has been obtained, communicating contains conveying the conclusions of the information that can be. In the closing activities, all lesson plans are following the provisions containing feedback to students, conduct follow-up activities in the form of assignments, and submit an activity at the next meeting.

j) Assessment

The results of the analysis of the assessment formula of the lesson plan are following the provisions of the assessment formulation. The first and third teacher learning formulations formulate assessment techniques that include assessment of attitudes, knowledge, and skills. For knowledge assessment, there is a written or usually worksheet. The assessment of skills contains student performance. The second teacher's lesson plan formulates assessment techniques in the form of oral tests and written tests in the form of essays and performances. In the second teacher, the assessment instrument describes examples of instrument, rubric assessment, and scoring guidelines.

5.2. Obstacles and Efforts to Overcome Obstacles in the Preparation of English lesson plan

According to the results of the teacher interview, the obstacles faced by each teacher are different, the first teacher stated that the obstacles in the preparation of lesson plan are when determining learning strategies that suit all students' abilities. The first teacher's effort to overcome these obstacles is during the learning, by increasing special attention to students who have less ability. The second teacher experienced difficulties in timing in arranging the lesson plan, the second teacher stated that sometimes it is very difficult to divide the time, considering the many activities outside the lesson hours. The second teacher's effort in overcoming these obstacles is to use the time available to make a lesson plan for several copies. The third teacher's problem in making the lesson plan is to determine the learning media that fits the characteristics of the students. The third teacher's efforts are to consider the students' abilities, intelligence, and knowledge.

a. Determine learning strategies that suit all student characters.

According to the results of the teacher's interview, the first teacher stated that the obstacle in drawing up a lesson plan is when determining strategies that are following the students' abilities. This is what the English teacher said during the interview. Here is a piece of the interview that the researchers did with the first teacher.

Researcher: What are the constraints in drawing up a lesson plan?

Teacher 1: My constraints in arranging lesson planning must adjust the character of each student.

From the interview, it is known that the first teacher's problem is when determining learning strategies that suit the characteristics of different students. These obstacles can be overcome by increasing special attention to children who have less ability.

The following is an interview piece related to teacher 1's efforts to overcome the constraints of learning formulation.

Researcher: How do you overcome these obstacles?

Teacher 1: Overcome these obstacles in a way we must accompany patiently, especially children who have problems in lessons.

b. Timing

The second teacher's problem when drawing up a lesson plan is time, the second teacher stated that sometimes it is very difficult to divide the time, considering many activities outside the lesson hours. Here is a piece of the interview that the researcher did with the second teacher.

Researcher: What are the constraints in drawing up a lesson plan?

Teacher 2: If I'm clear about time constraints. Because the guidelines are clear, but only the time is hit with activities outside of learning hours. Moreover, activities outside the lesson hours are also varied, we teach must make a lesson plan also it becomes difficult. So we hit in time.

The second teacher's effort in overcoming these obstacles is to take advantage of the time available to make several copies of RPP. Here is a piece of the interview conducted by the researchers with the second teacher related to efforts to overcome obstacles.

Researcher: How do you overcome these obstacles?

Teacher 2: Take the free time to make a lesson plan. Sometimes we already have a lesson plan that was previously just revised, but it's not good because we have to adjust what the next situation looks like. Usually created at one time is one time make can be two or three lesson plans.

c. Determine learning media that is following student characteristics

The third teacher's obstacle in making the lesson plan is determining the learning media following the characteristics of the students. The following is a piece of the interview that the researchers conducted with the third teacher.

Researcher: What are the constraints in drawing up a lesson plan?

Teacher 3: The problem is that the media is less supportive of the material

to be taught. I have to find a solution to how and what it looks like. And consider what workable material is following the existing media in school.

The effort is to consider the abilities, intelligence, and knowledge that students have. Here is a piece of the interview conducted by the researchers with the third teacher related to efforts to overcome obstacles.

Researcher: How do you overcome these obstacles?

Teacher 3: The solution if the media cannot be included in the planning, we can plan or teach with this tool but the media is not adequate. I also sacrificed the intelligence and knowledge that students had.

The following is a tabulation of teacher constraints in the preparation of lesson plans and efforts of teachers in overcoming obstacles in the preparation of lesson plans:

Teacher	Constraints	Efforts
Teacher 1	Define learning strategies that correspond to all characteristics of students.	During learning, teachers raise special attention to students who have a deficiency of ability.
Teacher 2	Timing to develop a lesson plan.	Make use of the time available to create a lesson plan for several copies.
Teacher 3	Define learning media corresponding to the characteristics of the students.	Consider the capabilities, intelligence, and knowledge owned by students.

5. Conclusion

There are three things that can be inferred from this study. Based on the results of research and discussion on the Lesson Plan of English teachers can be obtained conclusions as follows. The first finding is all English Teachers have implemented a lesson plan at the beginning of each semester. The second finding is the lesson plan created by the English teacher is not all following the standard process. The third finding is the constraints of teachers in the preparation of lesson plans are as follows. Determining strategies that suit all students' abilities, these constraints can be overcome by increasing special attention to students who have less ability, timing in the preparation of the lesson plan, the constraints are overcome by utilizing

the time available to make a learning plan for several copies, determining learning media that is following student characteristics, these constraints can be overcome by considering the ability, intelligence, and knowledge that students have.

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