Lesson Planning in Reading Comprehension: An Insight from Indonesian Context

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Abstrak

Bahasa Inggris, yang merupakan salah satu bahasa yang paling umum digunakan di dunia, membutuhkan proses belajar dan pemahaman yang rumit dan menyeluruh agar dapat digunakan dengan benar. Membaca adalah salah satu cara dalam memperoleh aspek kognitif bahasa, yang merupakan hal mendasar dalam pengembangan perolehan bahasa itu sendiri. Agar dapat membaca dengan benar, pelajar Bahasa Inggris sebagai Bahasa Asing atau yang dalam istilah bahasa Inggris disebut English Foreign Language (EFL), perlu diberikan pengajaran dan bimbingan yang tepat yang meningkatkan sifat komprehensif mereka. Kurikulum 2013 diharapkan dapat meningkatkan kemampuan siswa untuk berbicara bahasa Inggris baik secara lisan maupun tertulis. Ini tidak terlepas dari kemampuan guru untuk mengembangkan pembelajaran dari rencana pembelajaran yang telah dibuat. Lebih lanjut, dalam menyusun rencana pembelajaran, guru perlu memperhatikan taksonomi kemampuan kognitif Bloom, yang sejalan dengan bagaimana guru perlu mengajar membaca dengan benar dan juga mengikuti visi kurikulum 2013. Baik dalam mengajar membaca dan menyusun rencana pelajaran, guru perlu memperhatikan urutan-urutan berpikir dalam taksonomi Bloom, yaitu pengetahuan, pemahaman, aplikasi, analisis, sintesis, dan evaluasi, untuk memastikan bahwa pelajaran membaca berjalan dengan lancar. Guru perlu menyusun rencana pembelajaran sebelum mengajar, karena rencana pembelajaran akan memudahkan, memfasilitasi, dan meningkatkan hasil proses belajar mengajar dan juga dengan menyusun rencana pembelajaran secara profesional, sistematis, dan efisien, guru akan dapat melihat, mengamati, menganalisis, dan memprediksi program pembelajaran sebagai kerangka kerja yang logis dan terencana.

Kata kunci: Kurikulum 2013**,** Rencana Pelaksanaan Pembelajaran, Pengajaran Membaca, Pemahaman membaca

Abstract

English, one of the most commonly used languages in the world, requires a delicate and thorough process of learning and acquiring in order to be able to be used properly. Reading is one of the ways in acquiring the cognitive aspects of the language, which is fundamental in the development of the language acquirement itself. In order to be able to read properly, English as a Foreign Language (EFL) learners needs to be given proper teaching and guidance that enhances their comprehensive natures. The 2013 curriculum is expected to improve students' ability to speak English both orally and in writing. This cannot be separated from the ability of teachers to develop learning from the lesson plan that has been made. Further, in constructing lesson plan, teachers need to pay attention to Bloom's taxonomy of cognitive skills, which is in line with how teachers need to teach reading properly and also goes by K13 curriculum's vision. Both in teaching reading and constructing lesson plans, teachers need to pay attention to sequences of thinking order, which is *knowledge, comprehension, application, analysis, synthesis,* and *evaluation*, to make sure that the reading lessons go smoothly. Teachers need to construct a lesson plan before teaching, it is because lesson plan ease, facilitate, and improve the results of the teaching and learning process and by compiling a learning plan in a professional, systematic and efficient manner, the teacher will be able to see, observe, analyze, and predict the learning program as a logical and planned framework.

Keywords: 2013 curriculum, Lesson plan, Teaching reading, Reading comprehension.

INTRODUCTION

English, one of the most commonly used language in the world, requires a delicate and thorough process of learning and acquiring in order to be able to be used properly. Reading is one of the ways in acquiring the cognitive aspects of the language, which is fundamental in the development of the language acquirement itself. In order to be able to read properly, English as a Foreign Language (EFL) learners needs to be given proper teaching and guidance that enhances their comprehensive natures. Thus, the proper curriculum is highly needed in

order to carry out such a difficult task (Collins & Smith, 1980).

Rachmawati (2015) states that in general, the emergence of the 2013 or K-13 is a reaction that Indonesia is clearly following the development of the globalization and the problems of education in it. This shows that efforts to improve the quality of education are being carried out by Indonesia by following the challenges of globalization competition. Therefore, the government moves to prepare for the improvement of young generation quality who are expected to be ready and able to face the positive and negative impacts of globalization. The 2013 curriculum focuses mainly on the character building in order to make students be better prepared to face all of the opportunities of globalization, which the impact will be felt by the students and the general public, both on the positive and negative sides. Especially, character education will focus on the negative effects of the progress of globalization (science, art, and technology) that students need to know therefore they are able to deal with it well.

Basic competence (KD) need to be considered before actually starting to construct lesson plans; there are four basic competence, (1) spiritual attitude competence, (2) social attitudes, (3) knowledge, and (4) skills, that leads to different measurement of competence that is expected to be obtained by learners by the end of the study. Furthermore, on the fourth basic competence (KD), there are three competencies that students need to achieve which are based on Government Decree 2016 number 22 (PERMENDIKBUD Tahun 2016 Nomor 22).

Government Decree 2016 number 22 stated that teaching-learning design is made in forms of syllabus and lesson plans that are based on *Standar Isi*. According to the Decree, Syllabus needs to be made as to the reference for each subject's content, which they is developed into lesson plans. There are actually 13 points of content that needs to be put in a lesson plan according to the decree, however, the main points that teachers need to put stress on are (1) teaching-learning objectives that are made based on the basic competence (KD), (2) competency achievement indicator (IPK) which contains the specific set of skills that learners need to acquire at the end of the lesson, (3) teaching-learning materials that refer to the competency achievement indicator (IPK), and (4) teaching-learning method, which are adjusted and adapted based on learners' characteristics and the basic competence (KD).

In constructing lesson plan, teachers need to pay attention to Bloom's taxonomy of cognitive skills, which is in line with how teachers need to teach reading properly (Shrawder & Warner, 2006) and also goes by K13

curriculum's vision. Both in teaching reading and constructing lesson plans, teachers need to pay attention to sequences of thinking order, which is *knowledge, comprehension, application, analysis, synthesis,* and *evaluation*, to make sure that the reading lessons go smoothly. The ability to think is a cognitive domain that according to Bloom's taxonomy consists of six levels. In the 2013 curriculum, this domain refers to a form that has been revised by Anderson & Krathwohl.

Thus, teachers not only need to be able to construct good lesson plans in reading that follows lesson plan guidelines (Shrawder & Warner, 2006), in line with K13 curriculum, enable students to use information from reading texts and knowledge that students' possess to produce meaning to fully meet the plans' goals, but also they need to be able to carry out the lesson plans in the classroom, in which resides many uncertainties and unpredictable circumstances (Ferrel, 2002), well enough in order to meet the plans' goals.

Teachers need to construct a lesson plan before teaching, it is because lesson plan ease, facilitate, and improve the results of the teaching and learning process and by compiling a learning plan in a professional, systematic and efficient manner, the teacher will be able to see, observe, analyze, and predict the learning program as a logical and planned framework.

This study is conducted to check whether teachers are able to construct lesson plans that are in line with K13 and Bloom's taxonomy and able to apply it properly in the classroom.

RESEARCH METHODOLOGY

1. Object and Subject of the Study

The object of this research will be the lesson plan (RPP) that the teachers have made and the English teachers in SMAN 14 Surabaya will be the subjects of this research. Thus, There will be two participants which are both resident teachers in SMAN 14 Surabaya and have taught there for more than five years.

2. Research Instruments

In collecting the data to answer the research questions formulated, the instrument that will be used in gathering the data is observation sheet which includes: 1) Rubric of lesson plan; the researcher will analyze the lesson plan that the teachers have made then will examine it according to the assessment components contained in the lesson plan analysis sheet based on the Curriculum Center/PUSKUR, 2) Rubric of Teaching process; the teaching processes that have been carried out by the teachers will be analyzed build upon the assessment instrument of the learning implementation which has been prepared by the researcher, 3) Field notes; these

instruments will be used to gather data in the actual teaching processes to further confirm how the teachers will use their lesson plans. Improvisation regarding the uncertainty of the classroom will be noted thoroughly in order to see how teachers cope with an unexpected situation in the classroom.

3. Data Collection Technique

There will be two main techniques that will be used for gathering the data; (1) documentation and (2) observation.

There will be also two steps in collecting the data; (1) Checking whether the lesson plan made has met the standard and guideline set by Government Decree 2016 No 22 and Curriculum Centre rubric and (2) observing how the teachers carry out their teaching in the classroom. For the first step, the state of the lesson plan made; the sources, methods for their classes, the activities, and setting assessments will be checked and compared in order to answer research question number one.

As for the second step, the researcher will observe the teaching in the classroom. The researcher will be present in the classroom observing the teacher while making a video recording and taking notes. The researcher will compare the observation result with the lesson plan made prior to the teaching process.

In doing the in-class observation, the researcher acted as a non-participant observer and therefore did not participate in any of the activities nor interact with in regards to what happened in the subjects' class, besides observing the teaching process activities. In addition, the researcher acted as a nonparticipant observer in order to not disrupt the on-going process and reduce the awareness level of the teachers.

4. Data Analysis Technique

The field notes taken during the teaching process will be organized by familiarizing, organizing, summarizing, and doing exploratory. The data will be presented as descriptive analyses to check how the designed lesson plan fulfilled the criteria of the design of a lesson plan based on Government Decree no. 22/2016. The field notes taken during the lesson which will be descriptively interpreted in finding out whether the lesson plan designed was implemented in the classroom or not. Moreover, it will enable the researcher to pointing out unexpected situations that may happen in the classroom during the lesson, and how the teacher will cope with them.

RESULT & DISCUSSION

Following Ary et. al. (2010) guideline in interpreting qualitative data, there are three parts of analysis that are used; (1) Familiarizing the data, (2) coding the data based on the pre-determined categories, and (3) interpreting the data based on the design and research questions which are supported by the supervisor's remark in ensuring reliability.

Organizing and familiarizing the data is the process of reading and re-read to familiarize the researcher with the data. The field notes were made during the class and re-written while watching the video recording to avoid interpretation bias and errors that might happen if the researcher missed or overwritten some of the remarks, activities, or utterances that the teacher or the students made during the class. Moreover, log indicating dates, time, places, had been made regarding when, where, and with whom the data were taken.

RESULT

A. Teacher's Lesson Plan in Reading Comprehension

This discusses whether the reading comprehension lesson plan was made in line with K13 curriculum goals and views, which was thoroughly analyzed using rubric specifically made to find out whether a lesson plan goes along with the curriculum or not. Unfortunately, both teachers used the same lesson plan in *recount text* subject. Originally, the researcher wanted to examine not only how it copes with the K13 curriculum but also to point out differences and similarities in the lesson plan made.

1. First Teacher and Second Teacher

a) Subject Identity/Theme

All the indicators of the subject identity in the lesson plan that have been made are complete and clearly listed from the education unit, class and semester, subject matter and subject matter, the number of meetings and number of study hour.

b) Indicators

The indicators made in the lesson plan are in line with Bloom's taxonomy on cognitive aspects in learning. However, there are some error-making indicators in the first meeting which do not focus on understanding the structure, linguistic elements, and social functions of the recount text. On the indicator 3.9.1, *"Identifying general description, specific and detailed information from simple recount text about activities/ events with responsibility and confidence",* it shows that the indicator immediately jumps to capture the meaning, which should be placed at the second meeting in indicator 4.13.1. And the contents of indicator 4.13.1, *"Distinguishing social functions, text structure, and linguistic elements in simple recount texts*

about activities/ events", should be put on indicator 3.9.1. Then in the action verbs *identifying, analyzing,* and *detecting* were used. *Identifying* and *analyzing* refer to the first and second processes of cognitive learning, which are knowledge and understanding. This means that both of these action verbs indicating that the indicators are already well-thought of.

However, the third action verb (*detecting*) which is the *analyzing* aspects of cognitive learning, seemed to be not suitable for the first meeting. Not only that it is too early to be given on the first meeting, but also it skips the third aspect which is *applying*. This aspect is extremely important to put, especially in EFL country since most of the students don't know exactly how unfamiliar subjects in forms of utterances, phrases, or sentences are used in real-life situations.

The second day of the lesson in the lesson plan is not that different from the first one either. It uses *differentiating* and *editing* which are in phase two (*understanding*) and phase four (*analyzing*). The second day's indicator focuses more on how students can analyze errors made on *recount* texts. The *understanding* phase is only used as a bridge to refresh the students' memory of the previous meeting, which is also important in learning.

The same mistake was made once more on the second day; the absence of the third phase of cognitive learning, *application*. The teacher didn't put any of the third phase action verbs on the second day which indicates that no *application* aspects of lessons were put into the lesson plan, resulting in a set of incomplete learning indicators.

c) Learning Objectives

The objectives of the lesson do include everything that the K13 curriculum requires. There are both practical and theoretical aspects of the goal of the lesson.

d) Learning Materials

The learning materials that are used in the lesson plan are already in line with the indicators and the goals set in the lesson plan, which are as follows:

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see Dunia Fantasi and Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

"Students can analyze social functions, text structures, and linguistic elements to state and ask about actions/ activities/ events that were carried out/ occurred in the past that refer to the time of occurrence with reference to the end in accordance with the context of their use"

This first goal refers to the theoretical aspect of the goal. Making sure that students can comprehend the social function, structure, and language aspects in both *present perfect* and *simple past* tenses.

"Students can arrange oral and written texts to state and ask about actions/ activities/ events that were carried out/ happened in the past that refer to the time of occurrence with those that refer to the end, taking into account social functions, text structures, and correct and appropriate language elements context"

And this second goal refers to the practical use of the lesson, including constructing their own *present perfect* and *simple past* tenses sentences and using it in a real-life situation.

The objective mentioned above contains the crucial aspects in learning; practical and theoretical aspects. This will ensure that the true end goal is to enable learners in not only understanding the materials but also enabling them to answering questions.

However, since the indicators made are not actually complete (missing the *applying* aspect of cognitive learning), the lesson plan goals are also missing a lot of things. Absence of *applying* means that the students are not introduced to how to actually put the lesson into use. This may results in failure in constructing and creating a well-made written or spoken text that is natural and native-like.

Table 1. Generic Structure of Recount Text

Lexico Grammatical Features:
1. Focus on specific participant.
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

As seen above, the learning materials cover the fundamentals in *recount texts*. It provides the information regarding the main structures of a *recount text* which consists of the definition, the use, and the examples of each part of the text. Moreover, it also gives features and key grammatical aspects of *recount text*. However, as stated before, the absence of daily life situation aspects

and the actual use of it affect the learning process

e) Media and Learning Resources

The variety aspect of the lesson plan does match with the goal of the Indonesian curriculum. The audio-visual media that used by the first teacher, which was in form of a grammar song video is a well-made choice in grabbing the students' attention while also giving them the basic concept in the material that would be given to them. This ensures that the students' thoughts wouldn't wander around and beat around the bush. Moreover, this would also give students the use of the materials, since the media was taken from an English-speaking 'YouTube' channel.

Alongside grabbing the students' attention and giving them context, the video is also good for visual and audio learners, which usually have a hard time understanding written words or concepts that are just laid in the whiteboard. These types of learners would benefit a lot from the use of the video since they wouldn't have a hard time processing the information. Moreover, it is also good for students besides the audio and visual learners, since they already had the ability to process a chunk of information in forms of words and writing.

The next media aspect that is clearly useful in the classroom situation is the fact that the teacher planned the examples and some sample questions to be shown on the screen in front of the class instead of using paper or whiteboard. This makes things easier both for the teacher and the students in paying attention, answering, comprehending, and taking notes. The teacher wouldn't need to spend extra time to write on the whiteboard, which would be hard to be seen by students sitting on the back row, and gave enough time for the teacher to actually explain things thoroughly.

Using a projected screen is a good way of showing students various kinds of materials. This enables the students to actually see what's being discussed easier than using the whiteboard. Moreover, as stated above, it is more interesting to see which can make students paying attention more. Whereas the old way, using papers or whiteboard would easily make students' attention diverted, especially when the teacher is writing or distributing the paper. Moreover, even using projected screen won't guarantee that students will actually pay attention, let alone using paper or whiteboard as the media.

However, as stated above, the absence of real-life situation contexts provided in the lesson plan is still seen throughout the lesson plan. Although the lesson plan contains sources from an English speaking country's website, it is only used as a "do it at home" materials, entirely. which is not sufficient in providing students with the actual use in day-to-day conversation, activities, and/or tests.

f) Learning Activities

What is also important in the lesson plan is that the teacher allocates time for discussion. Discussion is not only preferable in language learning since it enables learners to actually engage in the teaching-learning process in order to comprehend the materials, but also in line with the K13 curriculum which requires the learners to actively engage in the teaching-learning process. Moreover, the fact that the teacher plans several discussion sessions throughout the session opens an opportunity for learners to have deeper understanding instead of just a surface-level understanding of the materials.

The discussion allocated by the teacher covers all the steps in learning activities; pre-teaching, in which the teacher engages the students to use their prior knowledge regarding the material; while teaching, in which the teacher encourages students to ask and explain more on the materials; and after-teaching, in which the teacher allows the students to review for themselves what have they learnt throughout the lesson.

Here are the steps in the learning activities of the lesson plan begins from the first meeting to the third meeting:

1. First Meeting
   a. Pre-Teaching

In the pre-teaching stage, the first activity is the teacher checks students' readiness mentally and physically before starts the teaching-learning activity. Next, the teacher gives learning motivation to students. Then the teacher gives some questions regarding students' prior knowledge about recount text and connects it with the subject students will learn. Lastly, the teacher explains the learning objectives that students will achieve and tell the material scope and explanation based on the syllabus.

   b. While-Teaching

There are five stages of learning that a teacher should have done in the while-teaching: observing, asking, exploring, associating, and communicating. In the observing stage, the teacher asks students to read some simple recount texts that can be found in the textbook or another source in the group of four then asks each of the students to read the simple recount text. Secondly, the teacher asks students to pronoun sentence examples in the activity or event or experience with the guidance of the teacher. Then the teacher asks students to learn to find the main idea and certain information from the text.

In the second learning stage which is Asking, students ask the difference between a few kinds of simple recount text written in the book especially regarding social function, the structure of the text, and language feature. Next, students ask the main idea and certain information from the simple recount text.

Exploring stage contains of three activities. First, the teacher asks students to make a group discussion report of the observing step and asks another group to give some response. Next, the teacher asks students to read the simple recount text that they have made with correct pronunciation and intonation in a group. Last, the teacher asks students to make a group consists of two and find the main idea, certain information, and social function of the simple recount text that they have read or heard.

At the stage of Associating, the teacher asks the students to make a comparison analysis from many texts with a deep focus on the social function, text structure, and language feature. Then the teacher asks students to group the simple recount texts in accordance with the social function. Last, the teacher gives feedback to students' works.

In the last stage, Communicating, there are two activities. First, the teacher asks students to explain the group's result of the recount text in accordance with the teacher's guidance. Second, the teacher asks students to make a learning journal about an experience in describing the recount text and mention the support and obstacle that have been experienced.

c. Post-Teaching

Post-teaching, the last stage in the teaching-learning process, contains two activities. Starts from, the teacher gives feedback toward the process and result of the lesson. "Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?" Then the teacher gives individual assignment as a follow-up learning.

2. Second Meeting

a. Pre-Teaching

Before starts the lesson, the teacher prepares students mentally and physically to keep up with the teaching-learning. After that, the teacher gives students some questions related to the lesson that will be learned. Last, the teacher rolls out the target learning objectives and tells the material scope and explanation of the activities according to the syllabus.

b. While-Teaching

In the Observing stage, the teacher asks students to listen to a recording of recount text about activities or events or experiences while completing the form the teacher has been prepared. Then the teacher asks students by turns to read a recount text about activities or events or experiences to their pairs. Third, the teacher asks students to learn to find the main idea, detail information, and certain information that will be read by their pairs with completing the blank paper.

The Asking stage in the second meeting contains two activities. Starts from the teacher give guidance and direction to students and students ask the difference of the recount texts in the English book, the difference of the text in English and in *Bahasa Indonesia* especially about the social function, text structure, and language feature. Next, students ask the main idea, detail information, and certain information from the simple recount text about activities or events or experiences.

In the third stage, Exploring, students read the recount text to find the main idea, detail information, and certain information, also the social function of the text they have read. Then students, in a group of four, edit a written recount text about activities or events or experiences given by the teacher from the structure and language feature aspects.

Students distinguish the recount text that has been edited agree with the social function in the Associating stage.

The Communicating stage for the second meeting is students get feedback from the teacher and friends about their group works that they have presented in front of the class. Students publish their works on the class wall magazine.

c. Post-Teaching

There are three activities in the post-teaching. First, the teacher gives feedback toward the teaching-learning process. "You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal." Then the teacher asks students to write their problems during the class in English on the learning journal. Afterward, The teacher gives a follow-up activity in the form of individual assignment about recount text. Last, the teacher informs students about the next learning activities.

3. Third Meeting

a. Pre-Teaching

In the third meeting of pre-teaching, the teacher checks students' readiness and prepares them mentally and physically. Next, the teacher gives learning motivation to the students. Last, the teacher gives an explanation about the learning objectives that they will achieve and tell the material scope according to the syllabus.

b. While-Teaching

The Observing stage of the while-teaching is, first, the teacher asks the students, in a group of four, to read some of the edited results of other groups then each of the groups read the result their group has done. Second, the teacher shows some advertisements related to recounting text. Third, the teacher asks the students to follow the pronunciation of the sentence from the advertisement.

In the Asking stage, the teacher asks the students to make questions about the difference between kinds of recount text in the English book in English including social function, text structure, and language feature.

Activities done in the Exploring stage is the teacher asks the students, with their partners, to find the main idea and certain information also social function from a simple recount text they have read or heard. Then the teacher asks the students to describe their favorite recount experience to their group regarding the target objectives from what they have learned.

The Associating stage contains activity; with the guidance of the teacher, students are asked to make a comparative analysis of recount text that has been arranged by the group in line with social function, text structure, and language feature and the teacher gives feedback to students.

At the stage of Communicating, the teacher asks the students to arrange a recount text, simply one, that in accordance with social function, text structure, and language feature in a group. Last, the teacher asks the students to present their recount text in front of the class then display their work on the class wall magazine.

c. Post-Teaching

In the post teaching of the third meeting, the teacher gives feedback to students toward the teaching-learning process. "Thank you very much for your participation. Good job, I like your performance today. Almost all are active. I hope next time all of you have to be active in the class. Okay? Now as usual please write your feeling, your problem and your success during my class in your journal." Next, the teacher follow up teaching-learning activities by giving an individual assignments. Third, the teacher informs the student about the learning activities plan for the next meeting.

One of the most important things in this lesson plan is that the teacher uses higher-order thinking steps using Bloom's taxonomy (2001) in planning each and every one of the activities. The pre-teaching represents the 'remember' part of the taxonomy, in which students use their prior knowledge or experience in knowing what the materials are about; The while-teaching represents 'understand' part of the taxonomy, in which students are given explanation in real-life situations and given time

for discussion that leads to the next part, 'apply'. After that, the task given by the teacher represents 'apply', 'analyze', and 'create' part of the taxonomy.

g) Assessment

The assessment tools that are put in the lesson plan are not completed, shown from the missing of reading assessment whether in the form of scoring or rubric. It means that there is no significant tool to measure students' achievement in reading. Which, unfortunately, the assessment units are individually-made for the said school; it should be meant that it had been configured to be able to tell students' proficiencies and skills well.

For the observation sheet of students' attitudes are used for attitude assessment, the indicators that are assessed consist of: responsibility, honesty, polite in communicating, confident, and disciplined in doing tasks or assignments. Then the average score will be shown on the scale of 1 to 5 (1 for very low, 2 for low, 3 for enough, 4 for good, and 5 for very good).

The speaking rubric is used for determining accuracy and suitability in using text structures and linguistic elements in making simple recount text. This assessment is carried out by doing a monologue of recount text that covers about activities or events or experiences in the past in front of the class with students' pair. The following are levels that will be used in assessing speaking: 1) apprentice; presentation shows lack of interest, speech difficult to understand, lack of eye contact, knowledge is minimal, volume is uneven, lacks focus, lack of information, and grammatical errors, 2) Basic; presentation lacks enthusiasm, speech is adequate, lapses in sentence structure and grammar, facts are not included, and volume is uneven, 3) Learned; speech is clear, eye contact is made intermittently, grammar, usually correct, knowledge and facts partially included, volume is appropriate, 4) Exemplary; speech is clear, eye contact is made, grammar is conventional, knowledge and facts are included, volume is appropriate.

Then for the portfolio rubric, there are two formats in the lesson plan. In the first format, there are five criteria assessed: 1) There is a collection of learning progress notes, 2) There are simple recount text monologue recordings, 3) There are collections of student works that support the process of writing simple recount texts in the form of drafts, revisions, editing to results best to publish 4) There is a collection of test results and exercises, 5) There are self-assessment notes and peer assessments. Thereafter, for the second format, there are three criteria to be assessed: observing, role playing, text editing and the score given is divided into limited, satisfying, and proficient.

B. The Application of the Lesson Plan in the Classroom

Both teachers, with the exact same lesson plan for some reason, obviously have different ways of carrying it out in the classroom instead. In this part, the researcher will break down each of the teacher's action in the classroom; whether it followed the lesson plan made or not; whether they managed to cope with students – teacher interactions or not; and whether they managed to utilize each and every source and media prepared.

1. First Teacher

The observation was taken for three meetings of the first teacher's teaching. The time allocation was 2x45 minutes per meeting.

a) First Meeting

In the pre-teaching stage, the teacher came to the class while asking how students were doing. Then she wrote, "My Vacation" on the whiteboard. She asked what students had in mind reading that phrase and a discussion happened. The teacher told students that they were going to learn about "recount text".

Second, in the while-teaching stage, the teacher showed a short story of two paragraphs about a vacation story. She asked students to identify what have to be in a recount text. After a short discussion, the teacher explained the structure of a recount text. Then the teacher showed another text in forms of printed document and gave it to students in a group of four. She asked the groups to figure out whether the text had everything that a recount text must have had or not. Then let students discuss with their pairs. After that, each of the groups presented what they have discussed.

At the stage of post-teaching, the teacher reminded students again about what a recount text is again. She asked whether there were any questions or not, and whether everyone had understood or not. After that, the teacher said goodbye and left the classroom.

b) Second Meeting

The activities carried out by the teacher in the pre-teaching stage is, the teacher came to the class while asking how they were doing. Then she asked whether they still remembered what was taught the meeting before and discussed it for a while. Hereinafter, re-write the structure of recount text once more on the whiteboard.

In the while-teaching stage, the teacher showed an incomplete recount text on the screen using a projector and told students to complete it. She played a recording about that incomplete text, and students were completing it. Then students read the completed text aloud and started a discussion regarding the text. Then the teacher gave another text that was not

coherent, jumbled, and was not good for students to fix in groups of four.

At the stage of after teaching, sadly, the time was not sufficient for students to finish fixing the broken text given by the teacher, so the teacher told students to do it as an assignment. The teacher said goodbye and left the classroom.

c) Third meeting

In the pre-teaching stage at the third meeting, the teacher came to the classroom while asking how students were doing. She asked the students about the task that the teacher gave the meeting before. Then, students, in groups, start reading their works aloud in the classroom.

The activities that the teacher carried out in the while-teaching are: the teacher told students to finally make their own recount text regarding their best vacation. She showed some examples in terms of places and activities that are usually used in recount text. Next, students start writing their own then the teacher collected their work.

At the stage of after-teaching, after students had collected their works, the teacher told students that the meeting after would be a test regarding recount text. Then the teacher reminded everyone what, how, and the structure of recount text. She bid her farewell and left the classroom.

2. Second Teacher

The researcher observed the second teacher's class for three meetings as well. There is no difference for the time allocation, 2x45 minutes per meeting.

a) First Meeting

In the pre-teaching stage, the teacher came to the class while asking how students were doing. She told students that they were going to learn about "recount text" then asked whether any of the students know what "recount text" is. After that, a small teacher-oriented discussion started.

At the stage of while-teaching, the teacher showed an example of a recount text and told students to identify which parts are the structures of the text. After the student had found the parts, the teacher told them to form groups to explain what each aspect does.

Lastly, in the after-teaching stage, the teacher reminded students about what a recount text is again. She asked whether there were any questions or not, and whether everyone had understood or not and said goodbye then left the classroom.

b) Second Meeting

In the pre-teaching of the second meeting, the teacher came to the class while asking how they

were doing. She asked whether they still remembered what was taught the meeting before.

At the stage of while-teaching, the teacher told students to make their own recount text, whether it is a made-up or real one. Next, the students started working on it. Some students managed to finish it, but were given revision and told to fix it in the next meeting.

In the after-teaching, some of the students couldn't finish the story yet, but the time was up so the teacher told them to finish it next meeting. Then the teacher said goodbye and left the classroom.

c) Third meeting

First, in the pre-teaching, the teacher came to the classroom while asking how students were doing. Then she asked the students about the story that she asked the day before.

Second, in the while-teaching, she told students to finish the story that hadn't been finished and finish it that meeting. The teacher spent the whole meeting just to revise students' writing on the recount text.

Third, in the after-teaching, after students had collected their works, the teacher told students that the meeting after would be a test regarding recount text. The teacher bid her farewell and left the classroom.

DISCUSSION

The aim of this study is to analyze teachers' lesson plans in reading comprehension and how they carry it out in the classroom. There are two aspects that are discussed, which are (1) The teacher's lesson plan and (2) the classroom activities based on the lesson plan made.

A. Teacher's Lesson Plan in Reading Comprehension

The lesson plan made by the teacher used the basis of the K13 curriculum in which learning happens in few steps following the cognitive aspects of learning. This is shown by the types of action verbs used in the indicators and learning objectives of the lesson plan. *Mengidentifikasi, mengurai,* and *mendeteksi* were used in the first meeting, *membedakan* and *menyunting* were used on the second, and the action verbs for *evaluating* and *creating* were used.

Although it seemed that it does follow Bloom's taxonomy on the cognitive aspect in learning, this lesson plan doesn't actually have the third phase of the cognitive; Applicating. This means that fundamentally, the lesson doesn't let students learn how the subject used and applied in real-life situations although they have understood what it is and how to formulate the materials given. This is not quite in-line with Ferrel's (2002)

statement which showed that each and every single aspect needs to be thought thoroughly and completely. Unfortunately, one aspect is missing from the lesson plan.

The objectives made were quite good and matches the indicator set by the teacher in the lesson plan, just like what Shrum & Gilsan (1994) showed how objectives should be constructed. However, since the indicator missed one aspect of cognitive learning, the objectives do miss one as well. This can easily be fixed by impromptu activities in the classroom that reflect the *implementing* aspects of learning.

B. The Application of the Lesson Plan in the Classroom

It needs to be understood that since the classroom activities were done with the researcher inside the classroom doing the observation, the process might be not 100% natural; whether how the teachers teach or students behave. Nevertheless, the main thing observed was how the lesson plan was carried out by the teachers in the classroom.

1. First Teacher

As shown in the result sub-chapter above, the first teacher was able to carry out the lesson plan as it is written. The teacher always started the meeting with a brainstorming discussion that opened up students' interest in the materials, while giving them views on the materials themselves before the lesson was even started. This is in-line with Mahmud (2008) statement regarding teaching reading since reading is a really tiring process, teachers need to make students engaged to the lesson from the very beginning so they don't need to waste their energy trying to figure things out by themselves.

Furthermore, the first teacher was able to give addition in terms of the weakness of the lesson plan; absence of *applying* cognitive process. By brainstorming before each and every lesson, the teacher put her own way of giving *applying* process to students, by telling stories and relating things to real-world scenarios.

Although the first teacher had limited time for each meeting due to the fact that her class started after PE class (she had to wait for students to change first), the teacher didn't seem to have any problems using the allocated time to slowly building students' comprehension in the lesson given. Moreover, the first teacher showed how she was able to hold on to the lesson plan from the beginning to the end, as how Barosso & Pon (2005) pointed out.

But at some point, the first teacher didn't give full attention to students, especially to the stubborn students. She was very enthusiastic to those who are clever and diligent or at least paid attention to her but

seemed to avoid students whom she should pay more attention and handle to. The teacher only asked them to keep quiet and pay attention or asked them to come forward to read their *recount text*. Then it also affected her monitoring student learning progress.

2. Second Teacher

In contrary to the first teacher, the second teacher didn't seem to master many aspects of teaching. Started from checking the readiness of students, she began the class without paid attention to whether students ready or not. As s consequence, some students took benefit to not be in the class.

The second teacher didn't care that much of both the lesson plan and the students. The second teacher never actually gave students an exposure to the materials on the pre-teaching phase, and always cut to the while-reading. Moreover, the teacher tended to tell students to find things out by themselves rather than explaining it, simply because "K13 employs autonomous learning".

The second teacher didn't follow the lesson plan made, and jumped to the *creating* phase right away on the second meeting, leaving students still confused. However, the teacher didn't seem to care about students' confusion and just let students do the works by themselves. It caused there is no stimulation for students to be actively participated in learning the subject. This goes for the third meeting as well. There is no monitoring of student learning progress, the questions students are working on are only corrected and there is no further discussion. The teacher only gave revisions to students and made them fixing their works again without giving them the slightest guide, only showing them an example of a good recount text at the beginning and expecting them to be able to make some as well on the second meeting.

The second teacher probably only spent 10 minutes talking in each meeting, letting students to do their works while doing nothing but reading her own book. This showed that the second teacher didn't actually care a lot about how the teaching-learning process happened and only put stress on "autonomous learning" too much.

CONCLUSION AND SUGGESTION

The objective of the study is to attempt to describe and analyze the learning activities in the teaching process of the tenth grader in SMAN 14 Surabaya based on the lesson plan. The analysis is focused on the teacher's whole activities in the tea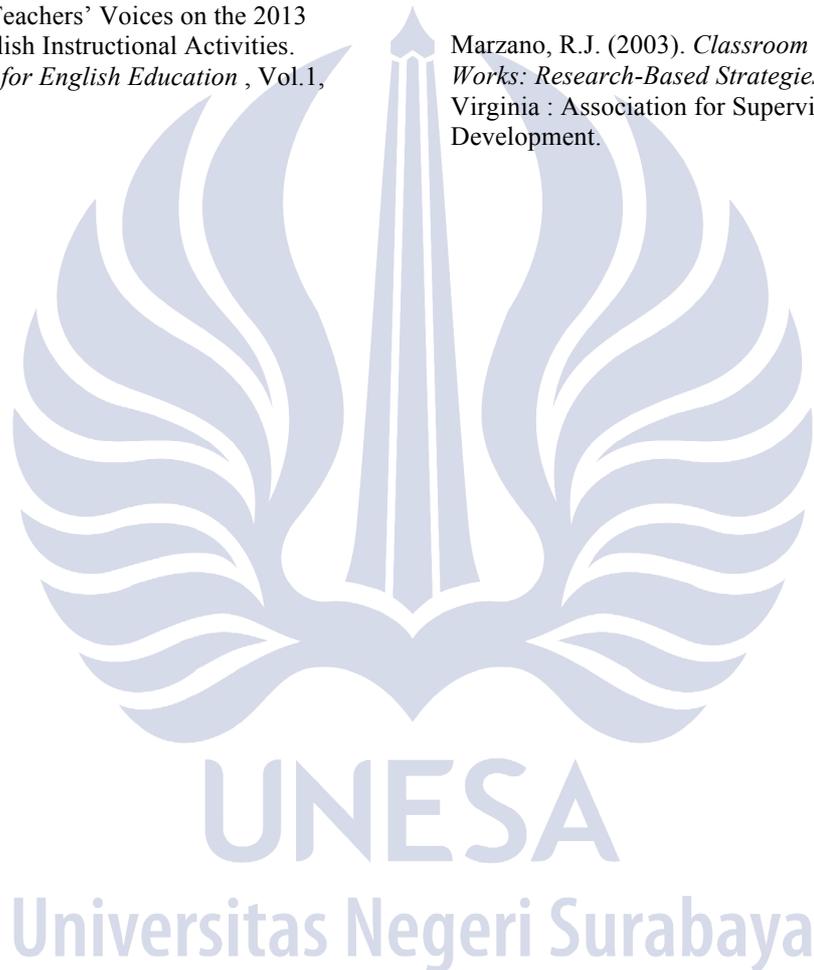ching process which happened in the classroom. It was analyzed using Curriculum Center/*PUSKUR* of K13 curriculum and the instrument of teaching process *(Instrument Pelaksanaan Pembelajaran)* which both are based on PERMENDIKBUD No. 22/2016. The teaching and learning activities in the classroom for two meetings are analyzed.

Based on the data result which has been analyzed using the relevant instruments, it shows that the conclusion on the lesson plan implementation in teaching and learning activities about recount text is the teachers used the same lesson plan for the subject, made by the first teacher. The error in the indicators is found in the first meeting, it is not focused on the understanding of the structure, linguistic elements, and social functions of the recount text, and immediately jumped to capturing the meaning. Then, in the 3rd indicator, there is a discrepancy due to the use of *mendeteksi* which is included in level 4 thinking abilities. In addition, there is no *applying* aspect of cognitive learning in the lesson plan. Then, there are several different applications of the lesson plan between the first teacher and the second teacher. The first teacher was able to carry out the lesson plan as it is written and gave addition in terms of the weakness of the lesson plan; absence of *applying* cognitive process. On the opposite, the second teacher didn't follow the lesson plan made at all and jumped to the *creating* phase right away at the second meeting, leaving students still confused.

The suggestions present which is, hopefully, able to provide some helpful insight for references in future studies, senior high school teachers, or further researchers. For the teachers, it would be better to improve their teaching methods whether in the teaching material or teaching media in order to maximize students ability in English both in knowledge and productive skills since the modern global environment requires them to. The teachers themselves should be more adaptive, creative, and innovative to create a good learning atmosphere. Then the teachers can provide or engage in more activities that promote recount text aspects in their classroom activities. It is suggested to achieve effective teaching with a good teaching condition and meaningful learning activities. Afterward, for future researchers, there are still many things to explore regarding lesson plan implementation in teaching English for Senior High School students. It would be amazing to further explore the teacher's success rate in teaching English which in accordance with the targets of the 2013 curriculum, especially for developing a lesson to create a meaningful and successful learning in teaching English.

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