Evaluation the Lesson Plan of English Language Learning in Junior High School Seraphine Bakti Utama West Jakarta

H D Mauliate[1], A Rahmat[2], S Wachidah[3]
{[1]hendrico@unj.ac.id, [2]aceng@unj.ac.id, [3]wachidah@unj.ac.id}

[1,2,3] Universitas Negeri Jakarta, Jakarta, Indonesia

Abstract. The aim of this study to learn in depth about the process English lesson plan. This research was conducted in Junior High School Seraphine Bakti Utama in West Jakarta. The methodology used is an evaluation method using a model of the gap (discrepancy evaluation model*).* Data collection techniques performed through direct interview techniques, document, and field observations. The primary data source is the principal, teachers, and students. The results showed that: (1). The majority of teachers have not been optimally apply the principles for the preparation of lesson plan particularly related to basic competencies spiritual attitudes, social attitudes, knowledge and skills, student-centered, context, contemporary, feedback and integration. (2). Teachers have implemented measures lesson plan preparation, especially related to the analysis of the syllabus, and the development of learning assessment. (3). Teachers have been conducting preliminary core activities and cover the lesson plan. In conclusion the teacher has not optimally apply the principles and steps in preparing the lesson plan.

Keywords: Evaluation, Lesson Plans, English

1. INTRODUCTION

Learning a language is how learning students in the school to be able to communicate using language that is being studied both orally and in writing in everyday life. English language learning success is measured on the ability to communicate with the students themselves. Related to this is the teacher in this case English teacher in Junior High School Seraphine Bakti Utama West Jakarta expecting success in his duties as a language teacher to make students succeed in learning English. To achieve success in learning and teaching languages to the students, a language teacher should make planning the implementation of learning well.

The situation in the field prove that students who take English classes have the ability to communicate a foreign language better than students who did not follow the course of the English language. Novelty of this study is the school prefer the character of students compared with students' cognitive abilities that some of the subject matter is always associated with the character of the students even relevant in evaluating the learning, the key must be considered by the teacher in the assessment is the character of students.

Based on the description and the issues raised above authors reasoned to conduct research on for mengevaluation English lesson plan in Junior High School Seraphine Bakti Utama West Jakarta. There are some concepts that need to be considered in this study include; concept

evaluation, discrepancy evaluation model evaluation, lesson plans, learning English, the purpose of learning English, and curriculum.

Activities to evaluate and measure the success of a program known as program evaluation. There are several definitions of evaluation proposed by experts. The definition has been known quite extensive, including the definition put forward by Farjad that evaluation is a systematic process for determining the price, value or significance of an activity or a process [1]. Likewise, according to Neumann, Robson and Sloan that evaluation is an activity that is systematic, planned and achieving goals, involves the collection of data relating to the organization and program [2]. According to Mamaril, Cox, and Vaughan that evaluation carried out to assess the success of a program that has been implemented. In human life, the evaluation is not new because it is always accompany one's life. Individuals who have been working on a case, it would have to be done to assess whether it complies with the original intention [3].

More on Evaluation *Discrepancy Evaluation Model* which is grounded to the views expressed the program evaluation activities involve the benchmarking process, and can not be regarded as a form of evaluation in the absence of a form of benchmarking while the base. Selection of evaluation models to be used in research activities is determined based on the focus, goals and evaluation questions were developed. Based on the formulation of the problem (evaluation questions) that have been formulated above, evaluation model used in this study is the gap or discrepancy evaluation model. This model is suitable to examine the effectiveness of programs to explore gaps in the view of program implementation in the field.

The model was developed by Malcolm M. Provus based research in the public schools in the city of Pittsburgh Pennsylvania Office of Education in collaboration with the Department of Health, Education and Welfare of the United States. The principle of the model evaluation is a process of comparing the gap between the display program in the field (performance) standards, while the results of the benchmarking shows the information gap that can be used as a basis for making a decision about the value or usefulness of the object being evaluated.

Further related lesson plan refers to the syllabus. Lesson plan derived from the syllabus to guide student learning activities in an effort to achieve basic competence. Every teacher in the educational unit is obliged to draw up lesson plans complete and systematic so that learning takes place in an interactive, inspiring, fun, challenging, motivating students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and development physical and psychological students.

Said learning more emphasis on teaching learners in earnest involving aspects of intellectual, emotional, and social. According to research results Hwang and Wang is said to be learning objectives is to develop the skills of learners, able to apply his knowledge in the context of everyday life, and learning become an important way to enable learners to experience what they will encounter in everyday life [4]. Further, according Chik, and Ho argued that language learning can be done outside the classroom to supplement classroom teaching weakness [5]. According Dallinger et. al., based on some research both theoretically and practically said that the success of learning is influenced by the characteristics of learners, learners' achievements, cognitive ability, motivation, or demographics, followed by class factors, namely the quality of the instructional or the composition of the class [6].

Likewise, according to Nia, Abbaspour, and Zare says that the curriculum is a broader term compared to syllabus. The curriculum includes all activities and arrangements made by institutions throughout the academic year to facilitate the learners and instructors while the syllabus is limited to certain subjects and in certain classes [7]. According to research results Korotchenko et. al., who said that the first and most important stage in the development of foreign languages is the curriculum, it is because of the material development of human

resources to achieve educational objectives [8]. As the results of the research of Shawer said that Lo completes the learning outcomes in the curriculum. Teachers in teaching can define topics (syllabus), provide and write learning materials (content), and use teaching methods and learning techniques. In other words, the curriculum relates to what it wants to accomplish (objectives), while the teaching relates to how to achieve the objectives (procedures) [9].

According to Sakhieva et. al., that "the curriculum is a learning process based on the competency of student formation, arranging to develop a way of learning every learner considering the needs and characteristics of learners". The curriculum is a group of subjects that must be mastered by learners who care about the needs and characteristics of learners [10].

While the syllabus is interpreted as a learning plan for a specific theme subject group that includes competency standards, basic competencies, learning materials, learning activities, learning indicators, Assessment, time allocation and learning resources developed by each unit of education. According to Dvorghets and Shaturnaya, a good syllabus module is a syllabus that contains about the media, genre, context, case study, practice, analysis, evaluation, and explanation [11]. Syllabus serves as a reference in drafting the implementation of Learning Plan, meaning syllabus as the planning of the learning process is not final, it should be followed up with the plan of implementation of learning, so focus and concrete.

2. RESEARCH METHOD

This study uses the approach to evaluation with Discrepancy evaluation model developed by Malcolm M. Provus. Evaluation of this model consists of three stages/phases; the application of the principles of the preparation of the implementation of learning, the implementation of measures preparing the implementation of learning, and implementation of lesson plan English. This research was conducted in Junior High School Seraphine Bakti Utama in West Jakarta. For the purposes of this study, the selection of informants is purposive, that is based on the intent of the study. Criteria for selecting informants, among others: (1) The principal, (2) Teacher; (3) Students. The data collected in this study conducted through structured interviews, in-depth interviews, document searches, and observation.

3. RESULTS AND DISCUSSION

Based on the findings in the field found that there are three steps being taken by the teacher in the process of planning the implementation of learning them; principles, measures and implementation of the lesson plan.

In the first stage related to the principles in the preparation of lesson plan that has been applied The Junior High School Seraphine Bakti Utama in West Jakarta is referring to the curriculum in 2013, as the national curriculum applied in various educational institutions in Indonesia. But along with the emergence of English learning education reform. So that teachers in makinglesson plan should refer to the curriculum in 2013. In general, the following table respondent participation related design units under this program:

Table 1. Principles of preparationlesson plan

Unit Program Design		
No.	The principles in the preparation lesson plan	Value
1	Basic competence spiritual attitudes, social attitudes, knowledge, and skills	-
2	Several meetings in the classroom	10%

Unit Program Design		
No.	The principles in the preparation lesson plan	Value
3	Attention to differences in the ability of students	10%
4	Student-centered	-
5	Referring to the context of students	-
6	Contemporary	
7	Applying learning independence	10%
8	Feedback from students	-
9	Have relevance and coherence antarkompetensi students	-
10	utilizing information technology	10
	Total	40%

Based on table 1 above, it can be explained that there are some teachers who do not apply the principles of lesson plan with the optimal learning process is also not optimal. Though learning materials is closely related to the principles of lesson plan.This is consistent with the results of research Laihonen and Szabó, which says the material dimension of learning is how to make someone can investigate, interpret, negotiate, modify and customize the learning environment [12]. In line with these opinions Meraji and Zamanian also says that the teaching materials are adopting the values of the target language culture can improve the language skills of learners. Quality teaching materials are prepared based on the needs of learners and educators, learners' cognitive development, and follow the development of science, information and communication technology [13].

The second stage drafting related measures lesson plan, based on interviews with teachers said that teachers perform the steps in the preparation lesson plan namely by reviewing the syllabus in advance, because the syllabus to be a reference in drafting lesson plan and appropriate curriculum, 2013. In general, the following table respondent participation program operating unit linked below:

Table 2. Stepslesson plan

Unit Program Operation		
No.	Step-by-step preparation lesson plan	Value
1	Assessment syllabus	10%
2	Formulation of indicators of achievement at KI KD-1, KI-2, KI-3, and KI-4	-
3	Learning materials	10%
4	Translation of Learning Activities	10%
5	The allocation of time	10%
6	Development of learning assessment	-
7	Determine the learning strategies	10%
8	Determining Media, Equipment, Materials and Learning Resources	10%
	Total	60%

Based on table 2 above, it can be explained that the average teacher has put measures in preparation of the lesson plan. These steps are important as they relate to the achievement of learning objectives. According to Kirk, Mininger, and Laird that language learning can be effective if the teacher can describe the learning basic knowledge such as: actions, goals,

constraints, solutions, tasks, and procedures for troubleshooting. The purpose of learning the English language also refers to the communicative competence, ie the ability to master knowledge of the language and the ability to use the language properly [14]. The third stage related to the implementationlesson plan. In general, the following table associated units respondent participation program product below:

Table 3. Implementation lesson plan

Unit Product Program		
No.	Implementation lesson plan	Value
1	Preliminary activities	10
2	Core activities	20
3	Closing activities	10
	Total	40%

Based on table 3 explained that preliminary activities teachers are only implement 10%, core activities only apply 20% and activity cover only implemented 10%., these findings can be explained that teachers must have the ability to streamline the learning process. This is according to the results of research conducted by Zlatovi, Balaban and Kermek that the learning objectives are: short and clear statement on the results of such learning; increased knowledge, skills, values and attitudes of learners. Learning aims to create a continuous change in the behavior and thinking of learners in a learning environment [15]. Meanwhile, according to Scrimin that the learner can learn independently, self motivated if supported by the learning objectives, implementing strategies for effective learning, monitoring the progress of learners, applying a conducive environment for learners [16]. A learning process can not be separated from teaching and learning. It shows that through learning the English language, learners are expected to recognize a foreign culture, to practice basic communication in English [17]

4. CONCLUSIONS

In the aspect of the principles of the implementation of learning that teachers have not optimizing the use of the principles of the preparation of lesson plan in particular on loading full basic competence spiritual attitudes, social attitudes, knowledge and skills, centered on the student, context, contemporary, feedback and integration.

In the aspect of the implementation of the measures, teachers have implemented measures preparing the implementation of learning assessment in particular on the syllabus, and the development of learning assessment. In the aspect of the implementation of the lesson plan, especially in the aspect of preliminary activities, core and cover activities already implemented.

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