



LANGUAGE LESSON PLAN



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Writer

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INTRODUCTION TO ENGLISH LESSON PLANNING BASED ON 2013 CURRICULUM

1. Syllabus

Subject identity, competency standards (CS) and basic competency (BC), main and learning materials, learning activities, indicators, assessments, time allocation, and learning resources are all part of the curriculum. A syllabus and lesson plans are two essential components of the learning process. Learning goals, teaching materials, teaching techniques, learning resources, and evaluation of learning outcomes are all included in the syllabus and lesson plans. Instructors have a broad range of motions to change and improve the curriculum and class plans.

More specifically, the syllabus can be arranged based on the following criteria:

- What competencies must be attained by students in accordance with the Content Standards? (Competency Standards and Basic Competences).
- What are the primary/learning materials that students must debate and examine in order to meet the Content Standards?
- What learning activities should the instructor scenario so that students may interact with learning resources?
- What indicators must be developed to determine KD and SK achievement?
- How to determine competency attainment using Indicators as a guide in defining the types and elements to be tested.
- The time it will take to meet particular Content Standards.
- What Learning Resources may be used to meet certain Content Standards?

The syllabus basically answers the following problems:

- 1) What capabilities must be attained by pupils in line with the Content Standards? (Competency Standards and Basic Competences).
- 2) What are the main/learning materials that students must discuss and study in order to meet content standards?
- 3) What learning activities should the instructor scenario so that students may interact with learning resources?
- 4) What indicators must be developed to determine KD and SK achievement?
- 5) How to determine competency attainment using Indicators as a guide in defining the types and elements to be evaluated.
- 6) How long does it take to meet certain Content Standards?
- 7) What Learning Resources may be used to meet specific Content Standards?

1.1 Developer or preparation of Syllabus

Syllabus creation can be done separately or in groups by teachers in one or more schools, the subject teacher consultation group, and the education office.

1) Schools and School Committees

The school, in collaboration with the school committee, creates the syllabus. To create a high-quality syllabus, schools and school committees might seek professional assistance from universities, LPMPs, and relevant organizations such as the Ministry of National Education.

2) School Group

If the class teacher or subject teacher is unable to produce a syllabus independently for whatever reason, the school might attempt to form a class teacher group or assign a subject teacher to develop a syllabus that will be adopted by the school.

3) Subject Teacher Intensity (MGMP)

A program can be created by collaborating with several schools and/or schools within an organization. This might happen if the school and administration are unable to make program preparations for any reason. To construct curriculum, these school groups might seek technical assistance from universities, LPMPs, and relevant institutions such as the Ministry of National Education's Research and Development Center.

4) Department of Education

The local education office can help program development by training a team of skilled instructors in their particular specialties.

1.2 Principles of Syllabus Development

The following concepts must be considered while developing a program:

- 1) Scientific: All program materials and activities must be scientifically accurate and responsible.
- 2) Relevance: the breadth, depth, difficulty, and sequencing of program content presentation based on students' physical, intellectual, social, emotional, and spiritual growth.
- 3) Systematic: program components are functionally integrated to attain capabilities.

- 4) **Consistent:** core skills, indicators, subject matter, learning activities, learning materials, and assessment methods all have a consistent (stable, principled) connection.
- 5) **Adequate:** indicator coverage, subject matter/learning, learning activities, learning resources, and assessment processes are adequate to promote fundamental skill achievement.
- 6) **Actual and contextual:** coverage of indicators, subject matter or learning, learning activities, and assessment methods while taking into consideration the most recent advances in science, technology, and art in real life, as well as events that occur.
- 7) **Versatile:** all syllabus components must be adaptable to changes in students and education, as well as the dynamics of change in schools and societal expectations. Meanwhile, instructional materials are chosen based on and/or with consideration for the culture of each place. This is done to ensure that pupils' lives are not uprooted from their surroundings.
- 8) **Comprehensive:** All competency areas are covered by the curriculum components (cognitive, affective, and psychomotor).

1.3 Syllabus Development Stages

- a) **Planning:** entails gathering and arranging information as well as searching for relevant references from diverse sources.
- b) **Implementation:** The syllabus must be prepared in accordance with the Content and Curriculum Standards (KTSP).
- c) **Enhancement:** A hazy syllabus should be evaluated before being utilized in learning activities. Curriculum specialists,

topic experts, didactic-methodical experts, assessment experts, psychologists, teachers/instructors, school principals, supervisors, professional employees of the education office, representatives of students' parents, and students themselves may be involved in the evaluation.

- d) **Consolidation:** The feedback from the review may be used to enhance the first blurring. If the conditions are satisfied, the syllabus draft can be delivered to the Head of the Education Office and other relevant parties right away.
- e) **Syllabus evaluation:** Evaluation of syllabus implementation should be done on a regular basis utilizing curriculum evaluation methods.

1.4 Syllabus Components

The syllabus contains at least the following components.

- 1) Syllabus Identity
- 2) Competency Standards
- 3) Basic Competency
- 4) Main Material/Learning
- 5) Learning Activities
- 6) Indicators
- 7) Assessment
- 8) Time Allocation
- 9) Learning Resources

1.5 Syllabus Development Steps

1) Fill in the Syllabus Identity

Identity consists of the following elements: school name, subject, class, and semester. The syllabus matrix is printed above the syllabus identity.

2) Writing Competency Standards

- Competency standards are student credentials that outline the mastery of information, attitudes, and abilities required in certain disciplines. Content standards (competency standards and basic competence) are used to create competency standards.

Before writing the competency standards, the compiler first reviews the subject content standards by taking into account the following matters:

- (a) a sequence based on the hierarchy of scientific discipline ideas and/or SK and KD.
- (b) the link between competence standards and basic competencies in topics.
- (c) the relationship between competency standards and basic competencies across subjects. Competency Standards are displayed above the syllabus matrix and beneath the semester writing.

3) Write Basic Competency

Basic competence is a set of minimum competencies that students must possess in order to learn a certain subject. The content standards are used to select the basic competencies. Before identifying or selecting basic competencies, the compiler first evaluates the competency standards and basic competency subjects, keeping the following factors in mind:

- (a) the order is determined by the hierarchical concept of scientific disciplines and/or the level of difficulty of Basic Competency;
- (b) the relationship between Competency Standards and Basic Competency in subjects; and (c) the relationship between

Competency Standards and Basic Competency between subjects.

4) Determine the Main Material/Learning

In determining the subject matter / learning should be considered:

- (a) The relevance of the subject matter to sk and kd;
- (b) (b) The level of physical, intellectual, emotional, social and spiritual development of students;
- (c) Benefits for students;
- (d) Scientific structure;
- (e) Depth and breadth of material;
- (f) Relevance to students' needs and environmental demands; and
- (g) Time allocation.

In addition, the following must also be considered:

- a. **Degree of validity:** the content has been thoroughly evaluated for truth and validity.
- b. **Level of relevance (importance):** the subject presented is truly necessary for pupils.
- c. **Usefulness level:** the content offers fundamental knowledge and skills at the next level;
- d. **Learnability level:** the material is worth learning in terms of both the level of difficulty and the usage of teaching materials and local conditions;
- e. **Degree of interest:** the content piques the pupils' curiosity and encourages them to study more.

2. Lesson plan

Planning ahead of time to determine a plan of action that will successfully achieve goals and objectives is a vital

initial stage in any process, including education (Barroso: 2005). The lesson plan is a thorough outline of an instructor's course of instruction for an individual lesson designed to assist learners accomplish a specific learning target in education. Lesson plans explain to students what they will learn and how they will be tested, and they aid teachers in organizing content, materials, time, teaching tactics, and classroom support.

A lesson plan is a plan that draws the method and arranges the learning process to achieve one of the syllabus's standard competencies (Ikhwan: 2012). In this situation, attacking educators have carefully monitored, good materials, assessment, time allocation, learning resources, and teaching techniques that will be employed, so that the specifics of learning activities have been meticulously planned in preparing the execution of learning.

A detailed lesson plan is one that is produced from a subject matter in the syllabus. Face-to-face learning activity plans for one or more meetings are included in RPP. Every teacher, at any level of education, is required to design a comprehensive and methodical lesson plan in order for the learning process to be participatory, inspirational, entertaining, and efficient. Students are expected to actively engage in the preparation of lesson plans. They are given enough opportunity to polish their creativity in accordance with their abilities and interests.

A syllabus is a type of learning planning that still has to be operationalized in the form of a Learning Implementation Plan (RPP). RPP is a guideline for instructors to follow while implementing learning in the classroom, laboratory, and/or field for each fundamental skill. As a result, what is included in the RPP must be closely tied to learning activities undertaken in order to attain mastery of a certain Basic Competency.

Learning objectives, learning materials, learning techniques, stages of learning activities, learning resources, and evaluation must all be included in the RPP.

2.1 The steps for preparing a lesson plan

a. Identity

School name

Subjects :

Class/Semester :

Competency standards :

Basic competencies :

Indicators:

Time Allocation :

Notes:

- One Basic Competency lesson plan has been produced.
- Competency Standards, Basic Competences, and Indicators are taken from the education unit's syllabus.
- Time is allotted for achieving the requisite fundamental competency, which is reflected in study hours and meeting attendance. As a result, based on the features of the basic competencies, the time to accomplish a basic competency can be computed in one or more sessions.

School name

Subjects :

Class/Semester :

Competency standards :

Basic competencies :

Indicators:

Time Allocation :

Notes:

- Lesson plan is prepared for one Basic Competency.