

The Lesson Plan Analysis on Learning Activities in Writing at the Tenth Grade of SMK Negeri 2 Alasa Talumuzoi

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ABSTRACT

This qualitative study aims to understand the process of designing lesson plans for writing activities in the tenth grade at SMK Negeri 2 Alasa Talumuzoi for the academic year 2022/2023 and identify challenges faced by an English teacher during implementation. Data was collected through observations and interviews with the teacher. The analysis followed qualitative techniques, leading to conclusions based on the research objectives. The findings reveal that the teacher's lesson planning process includes various components such as educational details, competencies, objectives, materials, methods, activities, and assessments. The teacher effectively designs the lesson plan. However, challenges were identified, including incomplete alignment between competencies and activities, lack of clear instructions for students, underutilization of teaching media, inadequate final assessments, and limited student involvement in summarization. This research provides insights into the strengths and weaknesses of lesson planning and implementation in the context of writing activities.

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1. INTRODUCTION

One of the communication language skills that students in English need to acquire is writing. According to Harefa, writing is one of the language abilities that serves as a process for expressing thoughts, feelings, and arguments in the shape of sentences. Writing allows the opportunity to express ideas freely and from a personal perspective, but the message must be one that the readers will actually understand.

The purpose of writing is to express thoughts, messages, or information in writing. Writing can help students develop their scholastic abilities as well as their thinking, analytical, and reflective skills. Students can use writing to introduce their work and establish a reputation in particular areas. Students can easily master writing by mastering all of those signs. However in the reality, many students fall short of achieving the aforementioned goals. Preliminary research conducted by the researcher revealed that many class X pupils at SMK Negeri 2 Alasa Talumuzoi still lacked the necessary writing abilities. It can be challenging for SMK students to develop their writing abilities, and it can also be challenging for SMK

teachers to instruct writing successfully. This issue can be helped by teaching methods that instructors employ to assist unsuitable students.

In teaching English, especially in writing, teachers must be able to create lessons that help students meet their learning objectives. To ensure that students fully comprehend and are capable of completing the tasks assigned in writing, learning steps must be developed in a structured and logical manner. This can involve a range of activities, including discussions, group tasks, individual assignments, and practical projects. According to the syllabus, a detailed learning plan called the Learning Implementation Plan is created (Permendikbud number 81A in 2013). The government has set the 2013 Curriculum's syllabus, and it is up to the teacher to adapt it into a lesson plan. Independent schools are able to create their own curricula as long as they get the regional office for culture and education consent. The lesson plan is a crucial component that affects whether or not the curriculum's objectives can be successfully carried out, so the learning implementation plan must be correctly created. Based on the problems above, researchers have conducted research on lesson plans, especially focusing on learning activities used by a teacher to teach students, especially in writing so that the level of achievement of students in writing skills can be better. By creating activities that can be assessed and evaluated to see if students' writing abilities are improving, planning learning activities aids teachers in efficiently managing their time.

According to McTigghe cited in Ispir & Yildiz, learning activities are the experiences that students engage in to develop their understanding and skill in relation to the learning goals and objectives of a lesson or unit. Writing-related learning activities are a variety of tasks or encounters created to support students in improving their writing abilities through close engagement with the curriculum and learning surroundings. Writing instruction includes a variety of strategies and techniques, including writing under the direction of a teacher, writing in groups with peers, and writing on one's own. Through practice and feedback, it is intended to assist students in comprehending the correct structure and grammar, growing their vocabulary, and improving their writing abilities. Writing-related learning exercises can also focus on the writing process, such as planning, first drafts, revisions, and editing, as well as the finished result, such as composing essays, letters, or stories. In order to help students develop strong writing abilities and create high-quality writing, learning activities that involve writing are crucial.

2. METHODS

This research adopts a qualitative approach, employing an inductive methodology to derive meaning from observed facts. The study consists of two stages: observations and interviews. The observation stage focuses on lesson plans used by teachers for writing activities, aiming to understand both students' writing skills and teachers' instructional methods. The interview stage aims to gather perspectives from students and teachers about the effectiveness of the lesson plans in enhancing writing skills. The research variables include the independent variable of "Lesson Plan on Learning Activities" and the dependent variable of "writing." The research is conducted in SMK Negeri 2 Alasa Talumuzoi, involving observation of classroom activities and unstructured interviews with educators and students. The data analysis process involves reading, memoing, describing, and classifying the qualitative data gathered from observations and interviews to identify themes and patterns related to learning activities and lesson plans for writing.

3. FINDINGS AND DISCUSSION

Observation Findings

The research was conducted at SMK Negeri 2 Alasa Talumuzoi, by observer English teacher and students in class X OTKP with a respondent data of 22 students. For the first source of research findings derived from lesson plan observation on learning activities used by the English teacher in writing. The researcher has taken the observation.

The observation findings revealed that the teacher prepared lesson plans based on the syllabus from the school. It is no longer the KTSP curriculum that is used as a guideline for prepared the lesson plan, but the 2013 curriculum. The lesson plan designing by the teacher included learning activities with 3

stages, including pre-activities, whilst-activities and close-activities. In the lesson plan there is an explanation of the learning objectives or KD that must be achieved as well as the scope of the material and activities that will be completed by students. Learning activities encourage students to actively participate in their education, boost their motivation, and improve their comprehension of the ideas they are learning.

The teacher started writing lessons by giving an introduction. The teacher introduces the topic or theme of writing before starting the writing activity, set learning goals before starting writing activities and provide an explanation of writing techniques such as sentence structure, word selection, or idea development. Students do not just sit listening and waiting for directions from the teacher during the learning process. But, students are given the opportunity to practice writing in class and students are given the opportunity to discuss or work together in writing activities. The teacher motivate students to write and develop their interest in writing. In the learning process the teacher does'nt used acquisition, cooperative learning and collaboration. However teacher used inquiry discussion and also practice task. Teachers used fun strategies such as involving games in learning activities, by giving examples and illustrations that are clear and easy to understand. Not the lecturing method from the beginning of learning to the end of learning. The teacher explains the material in a methodical and structured manner.

At the end of the lesson the teacher provides a summary or conclusion of the material that has been studied. Encourage students to self-reflect and live up to the learning that students have completed after studying the material. The teacher have offered instructions or suggestions for additional study. Learning activities designed to be aligned with learning objectives by involving students in an active, constructive, authentic, and collaborative way that makes students show progress in writing skills after following the lesson plans. Another findings in the research observations show that the use of technology in writing learning plans is still limited. There is little use of digital tools or platforms to enhance students' writing experiences. The use of technology, such as online collaborative platforms or multimedia creation tools, can enrich students' writing experiences and increase their engagement in writing activities.

Interview Findings

The interview to the English teacher was also conducted on June 6th, 2023. The aim were to find out the way of teacher designs the lesson plan on learning activities in writing in SMK Negeri 2 Alasa Talumuzoi in 2022/2023. The research wrote the English teacher answer in interview sheet.

Based on the results of interviews the english teacher said that to design lesson plans for learning activities in writing in class begins with identify the learning objective, and then plan the specific learning activities, plan the asses student understanding, plan to sequence the lesson in engaging and meaningful manner, and also create a realistic timeline, and next plan for a lesson closure, and the most important think is identify learning resources, supports and also strategies. Teachers not only teach but also designing the learning activities that encourage students to develop writing skills effectively taking into account the types of activities that students need to do to achieve and demonstrate further learning as well as those activities. In learning activities the teacher uses interactive teaching strategies, meaning interactive teaching strategies so that students are actively involved in the learning process. The goal is to increase student engagement, promote deeper understanding, and develop their writing skills.

In interviews the teacher said that in implementing lesson plans in the learning process teachers often encounter challenges in integrating one indicator for different levels of student ability, namely differences in the level of understanding, skills, and abilities of students in heterogeneous classes. Some students may be more proficient or slower at understanding the material, and it can be challenging to adapt learning so that all students achieve the set indicators.

Response for Observation Findings

On the observation sheet there are 30 indicators that are observed by implementing yes or no checklists. These indicators are compiled to find out the percentage of how does the teacher designing and implement lesson plans in the classroom.

The observation results show that as much as 60% of the indicators that have been determined are marked "YES". in teaching writing the teacher has prepared lesson plans based on info from the syllabus and used the 2013 Curriculum as a guideline for making lesson plans. Lesson plan designed by the teacher includes learning activities with 3 stages, namely initial activities, temporary activities and closing activities. In the RPP there is an explanation of the learning objectives or KD that must be achieved as well as the scope of the material and activities that will be completed by students. Learning activities encourage students to actively participate in their education, increase their motivation, and increase their understanding of the ideas they are studying. The teacher has started writing lessons by providing an introduction and setting learning objectives before starting writing activities. Furthermore, the teacher motivates students to write and develop an interest in writing and during the learning process students are given the opportunity to practice writing in class. The teacher explains the material to students using the lecture method from the beginning of learning to the end of learning. The material that I get is all sourced from books and also the teacher's own knowledge. even so the teacher involves students actively, constructively, authentically, and collaboratively. Teachers use inquiry discussions in learning activities, so that students get the opportunity to discuss or work together in writing activities. then, to train the ability of student teachers to use practice assignments in learning activities.

In otherside, as much as 40% of the predetermined indicators are marked "NO". The teacher has not introduced topics and instructions in the form of questions to students to link their background knowledge with the material to be discussed at the meeting, so that students get confused and guess what they will learn. In the learning process the teacher has not provided feedback or evaluation of student writing. Students just sit listening and waiting for directions from the teacher during the learning process. The teaching system has not used production in learning activities. even clear and easy-to-understand examples and illustrations have not been presented in detail so that students have not gone deep into the material. at the end of learning students have not been given a summary or conclusion of the material that has been studied. this makes students not yet reflect on themselves and live up to the learning they have completed after studying the material. Teachers also haven't offered instructions or suggestions for additional study. In the evaluation the teacher has not made a final assessment based on student competence. In the learning process the teacher has not used digital tools or platforms to enhance students' writing experiences. Based on the explanation above, it can be described Pie Chart diagram as follows:

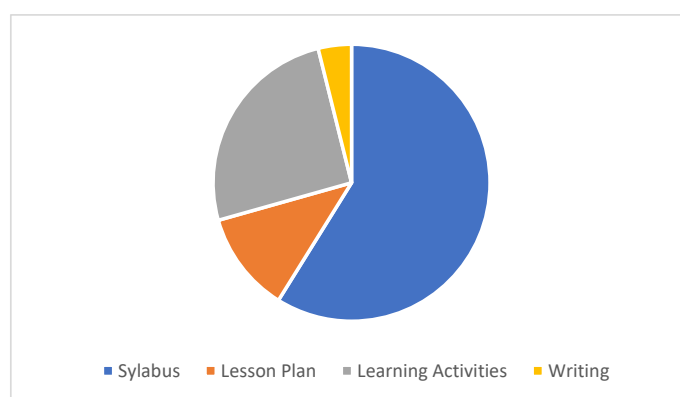


Figure 1. Pie Chart Diagram for Response Observation Findings

Response for Interview Findings

This research describes how does the process of designing the lesson plan on learning activities in writing used by teachers. In the process carried out there are several efforts to improve learning carried out by the teacher, namely as follows:

- a. To improve the quality of learning should start with learning plans that take the form of instructional designs.
- b. To design a lesson, it is necessary to use a systems approach
- c. Instructional design refers to how people learn
- d. Planning an instructional design refers to students as individuals
- e. The learning carried out will lead to the achievement of learning objectives, in this case there will be direct learning objectives, and the objectivity of accompanying learning
- f. The ultimate goal of planning learning design is convenience for students learn.

On the other hand, there are numerous components to the lesson plan that teachers must complete when creating lesson plans. The lesson plan consists of a variety of different elements, according to PERMENDIKNAS number 41 in 2007; 1) Subject identity is comprised of the learning objective, the class, the semester, the skill, the topic or theme of the lesson, and the meetings. Standard competency, fundamental competency, indicator, and Five learning objectives, six learning materials, seven time allotments, eight learning strategies, nine learning activities, ten learning assessments, and eleven learning resources. According to the aforementioned views, the teacher must create a lesson plan before beginning the teaching process. Because, as we all know, the lesson plan serves as a teacher's road map for success in the teaching process. The teacher must consider the elements of the lesson plan above while creating lesson plans. When teaching English in a classroom, the instructor must implement the lesson plan after creating it.

On the interview sheet there are 15 questions that have been provided by the researcher. these questions are divided into 2 categories, namely lesson plan categories, there are 13 components including school identity, subject identity, class and semester, subject matter, time allocation, basic competency indicators, competency goals, learning objectives, learning materials, learning methods, learning media, learning resources, learning steps, and evaluation and learning activity categories in which there are 3 components including pre-activities, whilst-activities, close-activities. these questions are categorized to find out the percentage of how teachers design and implement lesson plans in class. Then all the components are divided into 3 categories.

- a. The 1st categories, including school identity, subject identity, class and semester, subject matter, time allocation, basic competency indicators, competency goals, with pre-activities learning activities.
- b. The 2nd categories, including learning objectives, learning materials, learning methods, learning media, learning resources, learning steps, with whilst-activities learning.
- c. The 3rd categories, including evaluation with close-activities learning activities.

Based on the explanation above, it can be described Pie Chart diagram as follows:

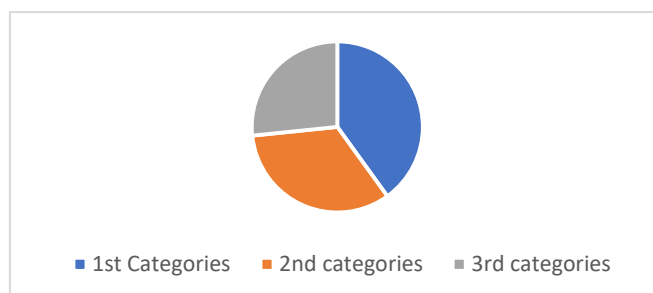


Figure 2. Pie Chart Diagram for Response Interview Findings

The Response of Research Observation and Questions

The teacher's activities during the teaching and learning process in the classroom constitute the implementation of the lesson plan. Of course, the instructor needs to have a sound plan in place if they want to achieve effective learning outcomes. It is assumed that if a teacher has produced a solid plan, the implementation will also be good. The pre-activities, while-activities, and close-activities are three tasks that teachers must complete as part of the learning process. When teaching, instructors should continue

those portions. However, the data that the researcher discovered revealed that the teaching and learning process has certain issues. The data of teacher problems (Mam. Srikurniawati Hulu, S.Pd) in implementing the lesson plans in teaching and the learning process are described as follows.

Pre-Activity

The researcher discovered that the teacher did not participate in the perception activity during the pre-activity. The teacher failed to provide the students with cues, such as questions, to connect their prior knowledge to the topics that will be covered in that meeting. Students therefore cannot infer what they would learn. Additionally, the teacher did not translate the intended activity into a competency that would be acquired during the teaching and learning process. The teacher didn't provide the students any instructions regarding what they needed to perform or what level of competency they needed to reach. The teacher welcomes the students before moving on to the current task.

Whilst-Activity

The teacher carried out practically all of the actions in the while activity. The teacher presenting the information is the sole thing the researcher discovered. She did not use the media effectively or efficiently since, other from the textbook, she made no use of the supporting media. She only explained the information found in the literature and the teaching experience she has gained. The teacher did not make the ultimate judgment regarding the pupils' proficiency in the evaluation.

Post-Activity

At the end of the teaching and learning process, the teacher did not reflect or involve the students in the writing of a summary. Here, as part of corrective/control procedures, the teacher merely conducts follow-up by educating students in activities or assignments.

The Research Findings Compared to the Latest Related Research

The findings of this study were compared with several recent related studies, the first related study was conducted by Sabetra, et al. (2021), utilizing a qualitative descriptive research approach that concentrates on the lesson plan's classroom management section. data gathered by observation and research into the literature. The findings demonstrated that the lesson plan was a well-organized method of preparing a lesson for predicting or forecasting what would be done with the students' learning during classroom activities. Ten elements must be included in the lesson plan. The following are the elements of a lesson plan: the identity of the school class, the identity of the lesson, core competence, fundamental competencies, and indications of competent achievement, objectives, materials, teaching strategies, media, and resources, instructional activities, and evaluations. The pupils would be better able to gather their views about the topic before class if lessons were planned and goals were established from the start. Therefore, the instructor needs to understand how to run the classroom. The ability of the teacher and the behavior of the students to create a suitable learning and teaching environment is referred to as classroom management.

However, the focus of this study was on explaining the steps involved in creating a lesson plan for writing and the challenges faced by English teachers when putting those plans into practice with students in the tenth grade at SMK Negeri 2 Alasa Talumuzoi. As a result, the teacher creates the lesson plan using a variety of elements, such as the subject identity, which includes the following: educational unit, class, semester, skills, subject or theme of the lesson, meetings; standard competency; basic competency; indicator; learning objectives; learning material; time allocation; learning method; learning activity; learning assessment; and learning resources. The teacher did not translate the competency that would be achieved and the activity planned to carry out the teaching and learning process, did not give the signal about what the students were expected to do, did not use the media effectively and efficiently, did not carry out the final assessment based on the students' competence, and did not reflect on creating a

summary by involving students. Additionally, 22 students from class X-OTKP SMK Negeri 2 Alasa Talumuzoi for the academic year 2022–2023 and an English instructor were the study's subjects.

The Research Findings compared to Theories

According to Woodward (2021) lesson planning is not only in written form, it can be defined as everything a teacher does when he thinks about the next lesson such as visualizing, and having to read resources, or even stare at the ceiling, to come up with fun learning ideas and easy to remember. Furthermore, (Mulyasa 2008) said that implementing lesson plans properly helps teachers plan and organize learning systematically. In lesson plans, teachers can set learning objectives, plan teaching strategies, determine teaching and learning activities, and evaluate learning outcomes. With a good lesson plan, the teacher can optimize learning time and ensure that learning material is covered properly. that lesson plan is the most effective skill for teachers as a detailed outline to teach. All the teachers either experienced or novice one should give more attention to develop an organized classroom environment.

The findings of this research prove that the theories about the process of designing the lesson plan in writing, the teacher's problems in implementing lesson plans and analysis research are correct. Because the lesson plan have many components that should be completed by the teachers in designing lesson plan. In designing lesson plan, the teacher have to pay attention about components of the lesson plan above. teachers still have many obstacles in its implementation. There are the teachers problems to implement, teacher did not do the apperception activity, Did not use the media effectively and efficiently because she did not use the supporting media at all besides textbook, in the evaluation the teacher did not do the final assessment based on the students' competence. Based on the explanation above, the research focus is answered.

Implications of the Research Findings

The results of this study have several significant implications. This research shows that teachers need to get professional development that focuses on improving their ability to design effective writing lesson plans. This will help teachers develop writing activities that are more interesting and relevant, and pay attention to creativity, critical thinking, and authentic writing experiences. The implications of this research are also related to curriculum development. The research findings show the need to improve the writing curriculum by paying attention to various important aspects, such as creativity, critical thinking, use of technology, learning differentiation, and effective feedback. This updated curriculum will help generate a richer writing learning experience and support the development of students' writing skills.

The results of this study also had an impact on student engagement and their learning outcomes. By implementing the findings of this study, writing activities can become more interesting and encourage student engagement. Writing experiences that are authentic, creative, and related to the real world will motivate students to be actively involved in the writing process and improve their learning outcomes. This study emphasizes the importance of clear assessment and feedback in writing lesson plans. Teachers need to develop formative assessment strategies that provide constructive feedback to students in a timely manner. By providing specific feedback and guidance for improvement, students' writing skills can develop effectively.

Furthermore, the findings of this study also highlight the importance of differentiation and tailor-made instruction to the individual needs of students. Teachers must consider the diversity of needs and abilities of students in designing writing activities. By providing the right support and adjustments, teachers can help students make better progress in their writing skills.

This research confirms the importance of reflection and continuous improvement in lesson planning. Teachers need to regularly evaluate and refine their writing lesson plan based on student feedback, self-reflection, and the latest research in teaching writing. By continuously considering and adapting instructional approaches, teachers can create more effective and engaging writing lesson plans, and support students' development and success in writing skills.

The Research Findings Limitation

In conducting the research, the researcher had some limitations that the research findings as follows:

- a. The number of respondents who were only 1 English teacher and 22 X OTKP 22 students at SMK Negeri 2 Alasa Talumuzoi was certainly not enough to describe the actual situation.
- b. This research is only focused on knowing the process of designing the lesson plan on learning activities in writing used by teachers and to find the teacher's problems in implementing lesson plan in writing
- c. The method of this research is qualitative analysis to identify and evaluate components of the lesson plan design.
- d. This research may be limited to the data being analyzed, such as certain lesson plans or certain parts of the lesson plans that are relevant to writing activities.

4. CONCLUSION

The process of designing the lesson plan on learning activities in writing used by teachers at the tenth grade of SMK Negeri 2 Alasa Talumuzoi in has been implemented and doing well. The teacher designing the lesson plan by using several components including subject identity consisting of (educational unit, class, semester, skills, subject or theme of the lesson, meetings), standard competency, basic competency, indicator, learning objectives, learning material, time allocation, learning method, learning activity, learning assessment, learning resources.

The teacher's problems in implementing lesson plan in writing at the tenth grade of SMK Negeri 2 Alasa Talumuzoi are the teacher did not convert the competency that would be achieved and the activity planned to do the teaching and learning process, did not give the signal about what the students must do, did not use the media effectively and efficiently, did not do the final assessment based on the students' competence and the teacher did not reflect of creating a summary by involving students. From the explanation above, the researcher concluded that the lesson plan design on learning activities in writing had been implemented properly. However, this role is still not maximized and is still very visible where teachers are sometimes not really able to implement it. The success or failure of the teacher's role as a facilitator all depends on the teacher and students.

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