

RELEVANCY THE COMPONENTS OF THE ENGLISH LESSON PLAN

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ABSTRACT

Harmer (2007, p.156) said that “For teachers, plan gives the lesson a framework, an overall shape”. It means that lesson plan guiding teachers to convey the teaching-learning activities. Teachers’ competence in designing lesson is essential in order to plan the strategy to improve the quality of teaching learning activity. Relevancy of lesson plans to the regulation issued by government needed in order to gain the goals of National Education. Permendikbud No. 22 Tahun 2016 is issued by Indonesian government to regulate the *Standar Proses*. The regulation mentions components of lesson plan based on 2013 curriculum to lead teachers in designing lesson plan. A school supervisor as the researcher has a task to observe and study teacher lesson plans whether it is relevant or not. She collected the data from ten English teacher lesson plans then analyse the relevancy and interviewed teachers to confirm the findings. The result of document analysis revealed that all lesson plans mentioned every components of lesson plans which are indicators and basic competences, objectives, materials, method, media, activities, and assessment; but when it was analysed based on the principles of each component based on Permendikbud Nomor 22 Tahun 2016 the quality of each components were varies. The result of the research showed that the lesson plans made by English teacher consisted all complements completely based on 2013 curriculum but there were some components of lesson plan were not relevant. The material sources and activity (opening, core and closing activity) were relevant; almost all lesson plans mentioned well. The component with the lowest relevant were indicator and assessment. In indicator components, most of the teachers did not know how to differentiate operational verb of cognitive and psychomotor domain and in assessment component; most of lesson plans did not stated character instrument and assessing rubric for psychomotor skill (writing and speaking skill).

Keywords: Lesson plan, 2013 Curriculum, Relevancy

INTRODUCTION

One of the things that teachers have to know is about a plan in teaching learning, Harmer (2007, p. 156) said that a plan gives the lesson a framework, an overall shape. It means a lesson plan will help teachers to know clearly a guideline in teaching learning process. But in the fact, teachers get some problems in designing lesson plan. According to Kizlik (2018), the most common problems in designing lesson plan in term of formulating the objective, selecting the assessment, selecting the

material, selecting the instruction, and choosing teaching activity.

Harmer said that a plan helps to remind teachers what they intended to do especially if they get distracted or momentarily forget what they had proposed. Additionally, Harmer said that (2007, p. 157) there is important part in designing lesson plan. That is when teachers are to be observed as part of an assessment or performance review. It can help teachers get clear idea of what teachers intends to order and judge how well that the intention is carried through.

In other word teachers must prepare well in designing lesson plan because it has an influence whether the goal of learning run well or not.

When a teacher wants to design a lesson plan. He has to make it appropriate with the curriculum which prevailed. Richard said that (2001, p. 39) It means the curriculum has been prevailed since about five years. The purpose of changing 2006 curriculum into 2013 is to bring the Indonesian education to be better.

Based on Permendikbud Nomor 81A Tahun 2013 there are many steps of developing a lesson plan: reviewing syllabus, identifying learning materials, setting goals, developing learning activities, assessment types, determining the time allocation, determining the sources of learning. Teachers must understand the concepts of developing a lesson plan appropriately, especially to refer to the least developments in the 2013 curriculum.

Based on Permendikbud Nomor 103 tahun 2014 the component of syllabus at least: (1) school identity, subject, and class/semester; (2) Time; (3) KI, KD, IPK; (4) Lesson material; (5) Lesson activities; (6) Assessment; (7) Media and resource of learning. But now the regulation has upgraded. Based on Permendikbud Nomor 22 Tahun 2016 Standar Proses. The component of lesson planning; school identity, material identity, class/Semester, Main material, Time allocation, Objective, KD and IPK, Lesson material, Method, Media, Resources of learning, Steps of learning, and assessment.

The writer is the school supervisor there fore she has a task to know the teachers competencies in designing lesson plan and the result is very beneficial to improve the teachers' competencies.

THEORETICAL BACKGROUND

Lesson Plan

Brown (2001, p. 152) said that "Scripting out the lesson plan helps teachers to be more specific in their planning." In other words, imaging scenario before act in the class is something need to do. Everything clearer than teachers directly teach without make a setting. It supports teachers to be more detailed in their preparation before teaching. Harmer (2007, p.156) said that "For teachers plan gives the lesson a framework, an overall shape". It means that lesson plan guiding teachers to convey the teaching-learning activities systematically based on what they have prepared in lesson plan.

Woodward (2009, p. 181) proposed several reasons why teachers should plan their courses and lessons. First, it can reduce uncertainty and panic feeling in delivering material. By planning the lesson, teachers may feel confidence and clarity during the activity in the classroom. Second, it can inspire confidence in students who pick up a feeling of purpose, progression, and coherence. Third, it can make teachers are easier in organizing the time and flowing the activities in classroom. Fourth, teachers get a balanced mixture of different kinds of materials, content, and interaction types throughout the course. Fifth, it can develop teachers' personal style in teaching, and so forth and so on.

Ayres (2014, p.1) "Lesson planning is a fundamental procedure in structuring individual lesson out comes that are mutually supportive of the overall course outcomes. Lesson plans assist in structuring lesson outcomes and activities associated with those outcomes." It means lesson plan is one tool to make specific situation in the class. it makes all activities do depend on track so that the purpose of the teaching learning success.

The conclusion lesson plan is something important for the teachers.

That is a planning for teaching in order all activities in the class work well. The teachers see clearly what they should want to do in the classroom. So, teachers must design a lesson plan so that learning process more effectively.

The Function of Lesson Plan

Richards (2011, p. 35) said "...planning a lesson before teaching is considered essential in order to teach an effective lesson". It means that making a lesson plan is the first step to teach. In other words, lesson plan as guidance for teachers to get good quality in teaching learning process. The lesson plan makes teachers manage classroom more effectively and teachers really understand what they should do. So, there is not useless activity in a classroom.

McCutcheon (1980) as cited in Richard, (2002 p. 21) "There are also internal and external reasons for planning lesson. Teachers plan for internal reasons to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one." In other words, teachers need lesson plan order to all activities in the class certainly. It can be as a map in the learning process and teachers can prepare to resolve a problem and difficult.

The conclusion is as a teacher that action in classroom teachers must make some plans so that know what must do. The most important that teachers to do in the teaching make sure a plan because it has impacts for teaching process. Making lesson plan is a process to make good teaching and success. It is a first step for teaching and learning. The teachers must know what they need to do in the class and it is as a guideline to teach. Lesson plan consist what a material wants to give, method, and

strategy or it is a detailed activity in classroom. In lesson plan teachers design step by step the activities in classroom, lesson plan helps to get a goal easier, and to make an evaluation to the next meeting.

Principle in Designing Lesson Plan

There are several important principles, based on Permendikbud Nomor. 81 A tahun 2013 about the implementation of curriculum 2013, should be considered by teachers before designing a lesson plan. The principles are as follows:

- a. Lesson plan is designed as curriculum idea and based on syllabus which had developed in national level to be realized in teaching learning process.
- b. Concern learners' differences such as gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, culture background, norms, values, and learners' environment. It means before creating a lesson plan, teachers must observe and consider many aspects related to students' differences and their background to create appropriate and useful lesson plan for students.
- c. Encourage students to be active participants. The process of teaching learning places students as the center by boosting motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm. It is no doubt that this principle requires teachers to make their students become active by doing many useful efforts. It means, as a teacher have to deep thinking so that the principle in teaching can be real.
- d. Give feedback and follow-up such as develop draft program of positive feedback, empowerment, enrichment, and remedial. In this regard, after conducting teaching-learning activity

- or in post-teaching stage, teachers must provide feedback and follow up towards students' tasks or performance.
- e. Be relevant and cohesive. Lesson plan is design by considering relevance and cohesiveness among main competence, basic competence, materials, teaching-learning activity, indicator of standard competence achievement, assessment, and resources united in learning experience.
 - f. Apply information of technology and communication based on situation and condition. In other words, in developing lesson plan, teacher can use technology as a tool for teaching such as internet, newspapers, so that make students more interest.

Based on Permendikbud Nomor 22 Tahun 2016 the principles of developing learning activities are learners should find out the materials, learning is based on various learning resources, process based learning for strengthening the scientific approach, competency based learning, integrated learning, learning with multidimensional truth answers, oriented learning, on the development of applicative skills, learning that maintains a balance between physical skills (hard skill) and mental skill (softs skill), learning that prioritizes the culture and empowerment of learners as lifelong learner, learning that applies values by giving exemplary, learning at home, school and community, learning that implements the principles that anyone is a teacher, anyone is learners, and everywhere is class, learning that utilize information and communication technology to improve the efficiency and effectiveness of learning, and learning that accommodates individual differences and the cultural background of learners.”

Steps in Designing Lesson Plan

Creating a lesson plan needs to know clearly about some principles and steps

so that produce a good lesson plan. Brown (2001, p. 152) said that if a teacher wants to make a lesson planning might go through the following sequence; first, assuming that teachers are already familiar with the curriculum and the plan and “tone” of the textbook, look over the textbook chapter. Second, viewing of the whole curriculum and perceiving the language need of the student, determine what the topic and purpose of the lesson will be and write that down as the overall goal. Third, considering the curriculum and the students' need, draft out perhaps one to three explicitly stated terminal objectives for the lesson. fourth, the exercises that are in the textbook, decided which ones you will do, change, delete, and add to, all based on the objectives you have drafted. Fifth, draft out a skeletal outline of what your lesson will look like. The last, plan step-by-step procedures for carrying out all techniques, especially those that involve changes and additions. State the purposes of each technique and/or activity ad enabling objective

Based on Permendikbud Nomor 81A Tahun 2013 “There are steps in the development of lesson plan. These steps are: 1. Reviewing the syllabus 2. Identify learning 3. Setting goals 4. Developing learning activities 5. Translation of type 6. Determining time allocation 7. Determining the sources of learning.

Component of Lesson Plan

There are six components of lesson plan which can be criteria in lesson planning: indicators, objectives, activities, materials, instructional media, and assessment.

a. Indicator

Indicator must use action verb, Raiser and Dick (1996, p. 24) said that it must include an action verb, a verb that describe an observable action in which a learner will engage. Examples of such verbs include explain, list, climb, spell,

describe, identify, and so on. Indicator should not include verbs that describe internal mental states that are not directly observable. According to Reiser and Dick (1996, p. 24) non-observable verb are *know, understand, really know, really understand, be familiar with, become acquainted with, have a good grasp of appreciate, be interested in.*

b. Objective

Objective are distinct descriptions about the goal to get a successful in learning and talk about what students will be able to do and what teachers are going to do. Reiser and Dick (1996, p. 27) proposed taxonomy to classify objectives into four types or domains of learning outcomes. These domains of learning include knowledge, motor skills, and attitude. Firstly, knowledge skills are abilities to recall and remember some specific information. It commonly refers to memorize specific information. The suggested verbs for this domain learning in objectives are list, state, describe, and recognize. Secondly, intellectual skills are those processes used by learners that go above and beyond the pure memorization to the actual use of the information. The suggested verbs for this domain learning objectives are classify, apply, and solve. Thirdly, motor skills are the next type which refers to any physical activities, that requires a movement from the learners. The suggested verbs for this domain are perform and execute. Finally, attitude refers to the personal feelings and beliefs that outcome in person's preference to act way.

c. Activities

Reiser and Dick (1996, p. 46) there are two factors that a teacher needs to consider: first, the types of learning outcomes the teachers want to attain. Second, the type's instructional activities that will help the students attain those outcomes. Reiser and Dick (1996, p. 53)

Critical instructional activities by learning domain: Knowledge, presenting information (in a meaningful context) providing practice and feedback. Intellectual skills, helping student recall prerequisites presenting examples (and non-examples) providing practice and feedback (especially response-specific feedback). Motor skills, presenting information (the "executive routine") presenting examples (executing the skill) providing practice and feedback. Attitude, motivating students presenting information and examples (by someone students admire). Richard (2001, p. 38) Activities is what kinds of things the students will do during the lesson, such as dialog work, free writing, or brainstorming.

d. Materials

Two general requirements for selections: materials must (1) have a clear connection to established educational objectives and (2) address the need of the students for whom they are intended.

e. Media

According to Reiser and Dick (1996, p. 69), there are three principles of using media; effectiveness, practicality, and appropriateness. In terms of effectiveness, media should help students to get the purpose of material. Besides that, it can be effective if it can motivate students, inform students of objective, and present information and example, provide practice, and feedback. The media should be suitable for student characteristics.

f. Assessment

Assess is one of section that a teacher must do in teaching learning. Assessment do for examining learners' progress. It delivers information whether the objective in learning work well or not. Reiser and Dick (1996, p. 86) said that the criteria of assessments tool in lesson planning; measure the objective, match

with the material, match with students' grades, and reliable.

Curriculum

Harmer (2012, p. 179) said that "A curriculum is overall plan for a school or a subject. It expresses the content, the overall goals, the philosophy (ideology) behind the program, and the way(s) in which evaluations will take place." It means a curriculum is several plans for a subject. The content is the objective, creed behind the plan. A curriculum is a grand design for getting a purpose, it is something that people must think before do something in educational program.

2013 Curriculum

2013 Curriculum was born as a response to the various criticisms of School Based 2006 Curriculum. It is in accordance with the development needs and the world of work. Based on Salinan Lampiran Permendikbud No. 59 Tahun 2014 poin (A) 2013 Curriculum is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated.

Based on Salinan Lampiran Permendikbud No 59 Tahun 2014 poin (C) Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

Curriculum of 2013 is designed with the following characteristics:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
2. Putting the school as part of the community that provide a learning experience so the learners can apply what is learned in the school to the

community and utilize the community as a learning resource.

3. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
4. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
5. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
6. Developing a basic competence based on the accumulative principle, mutually reinforced, and enriched between-subjects and education level (horizontal and vertical organizations). There are several components for guiding teachers in creating 2013 curriculum lesson plan which can also be criteria or requirement for constructing an effective 2013 curriculum lesson plan. The components which are based on Permendikbud Nomor 22 Tahun 2016 are as follow: school identity, subject, class, main material, time allocation, objective, basic competence, indicator, lesson material, method, media, resource, activity, assessment. Based on Panduan Permendikbud Nomor 22 Tahun 2016 as follow:
 1. School Identity
 2. Subject
 3. Class/Semester
 4. Main Materials
 5. Time allocation
 6. Objective
 7. Basic Competence
 8. Indicator of Standard Competence Achievement
 9. Lesson Material
 10. Method
 11. Media

12. Resource
13. Activity
14. Assessment.

Above the format and determinate of 2013 curriculum lesson plan, there are some principles that must apply. So, as a teacher must design lesson plan based on the regulation and principle;

Panduan Penyusunan RPP Tahun 2017 and Permendikbud Nomor 24 Tahun 2016 about KI and KD.

METHOD

A qualitative descriptive research design was selected as the method in this study because it was suitable with the purposes of this study; to give a complete description about the teacher's ways of developing the lesson plan according to the 2013 curriculum. This argument was in line with Best and Kahn (2006, p. 24) said, "Qualitative descriptive research uses non-quantitative methods to describe what is being studied. Qualitative descriptive research uses systematic procedures to discover non-quantifiable relationships between existing variables." Therefore, the researcher tries to present the description of the existence of 2013 curriculum designed by English teachers.

Research participants

This study took place at Madrasah Aliyah (High School) in Bogor. The participants of this study were ten English teachers who have arranged the lesson plan based on the 2013 curriculum in teaching English.

Instrument

To get the data in the field, the researcher employed two instruments:

1. Document as the object was lesson plans designed by ten English teachers. The researcher segmented the component of lesson plans into the instrument. It consisted of some aspects that completed with principles, the aspects were taken from the components of lesson plans

adapted from Permendikbud Nomor 22 Tahun 2016 Standar Proses.

2. Interview Guide

As the supervisor, after getting the data from document analysis the researcher interviewed the teachers to get additional information and to gain the problem faced by teachers.

Procedures of Data collection

The researcher visited schools and gave letter permission to the head masters to do the research. Then, collecting lesson plans of English teachers and analysing them. In the second visit, the researcher made an appointment with the teachers to interview them.

Procedures of Data Analysis

After collecting the data, the next steps are analyzing. Ary, et al. (2010, p. 481) said that "Data analysis in qualitative research is a time-consuming and difficult process since typically the researcher faces massive amounts of files notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted." The data that use for analysing are the document (lesson plans) and interview transcripts.

In this stage the researcher checked and analysed the relevancy lesson plans based on 2013 curriculum by identifying and decide whether it was relevant and the categorizing into level A, B and C. The highest level A meant that the component was relevant; level B for not so relevant; and level C for not relevant to the regulation. The data get from document analysis will be confirmed with interviewing the participants. Finally the researcher interprets all data from document analysis and supporting by interview data to explain some findings of study and then go to conclusion.

FINDINGS AND DISCUSSION

The 2013 curriculum lesson plans made by English teachers were analysed based on 2013 curriculum regulation by Permendikbud Nomor 22 Tahun 2016 about Standar Proses. The first, the researcher examined the completeness of lesson plans based on 2013 curriculum. Namely objective, indicator of standard competence achievement, material, method, media, resource, teaching activity, and assessment.

Based on the document analysis of ten English teachers, it is found that all teachers made lesson plan completely. It means that all components were stated in lesson plans then the researcher clasified them into 3 level based the relevancy of each component to the standard of the regulation. The classification were A, B and C. Grade A were relevant to the standard, Grade B were relevant a part and Grade C were not relevant.

The table below shows the result of document analysis

	Standard Components										
	objective	Indicators	Material	Methods	Media	resource	Activity		Assessment		
Teachers' lesson plan	Consist of K1, K2, K3 and K4	Operational Verb	Fact, concept, pricipile,	Active, Effective, eff.	Stated complete information	Relevant sources	Opening, core, closing	Activities based on the	Character, knowledge, skill instrumen	Assessing rubric	
T 1	A	B	B	C	B	A	A	B	B	C	
T 2	A	B	B	A	B	A	A	A	A	B	
T 3	A	A	A	A	B	A	A	B	A	B	
T 4	C	C	B	B	B	A	A	C	C	C	
T 5	A	B	B	A	B	A	A	B	A	B	
T 6	A	A	B	A	B	A	A	A	B	C	
T 7	A	B	B	B	B	A	A	A	A	A	
T 8	A	A	A	B	B	A	A	B	A	B	
T 9	C	C	C	C	B	A	A	C	C	C	
T 10	B	A	B	B	B	A	A	C	C	C	

The analysis in detailed below:

Indicator of Standard Competence Achievement

The Principle	A	B	C
Indikator dikembangkan menggunakan kata kerja operasional berdasarkan KD	40%	40%	20%

From the table above 40% indicator of standard competences were relevant. The teachers used operational verb correctly based on the level of cognitive and psychomotor of Taxonomy Bloom. 40% were relevant a part because they used cognitive operational verb correctly but not for psychomotor. Meanwhile 20% were not relevant because they did not use cognitive and psychomotor operational verb correctly.

From interview data, it revealed that some of teachers did not pay attention to the operational verb whether it was cognitive or psychomotor domain. They didn't understand well the differences.

Material

Based on Permendikbud Nomor 22 Tahun 2016 the materials consist of relevant material with fact, concept, principle and procedure. For detailed should described as follow:

Principle	A	B	C
Materi pembelajaran harus relevan dengan IPK berupa fakta, konsep, dan procedure	20%	70%	10%

From the table, 20% materials lesson completely consist of fact, concept, principle and procedure. 70% materials of lesson plan were complete a part and relevant. 20% lesson plans were not complete and relevant, the researcher confirmed to the teacher through interview about it and the finding was the teacher got difficulty to understand whether it was fact, concept, principle or procedure in selecting the materials. For example; teacher directly gave procedure material lesson at the first time without fact, concept and principle before.

METHOD

Method is something important in learning process. The function of method is building situation and learning process so that the student can get the objective

of learning and the method is used to build active, effective, and efficient learning.

Principle	A	B	C
Metode digunakan untuk mewujudkan suasana belajar atau proses belajar aktif, efektif, efisien untuk mencapai KD	40%	40%	20%

The data shows 40% lesson plans were relevant, the teachers choose the methods which were active, effective and efficient to attain the competence. 40% were not so relevant, even though the teachers chose the methods which was active, efficient and effective; it was not to suitable to attain the competence. While 20% chose the methods which were not effective and efficient to attain the goals such as lecturing or explanation.

When the researcher interviewed the teacher to have more data, they thought that lecturing is a good and easy method to make students know the material, especially grammar.

Media

Media is a part that support in learning process so that the process more work easy, media used must be written in detailed whether it is video, picture, or audio, it means, the teachers must add the references and the title.

Principle	A	B	C
Media sebagai alat bantu proses pembelajaran untuk menyampaikan materi pembelajaran.	100%	0%	0%

All lesson plans have been completed with the media but the teacher did not the information about the media in details.

Resource

Based on Permendikbud Nomor 22 Tahun 2016 resources could be taken from book, internet, everything in our environment, or other relevant resources and write down the resources in specific: name of book, magazine, newspaper, situs internet, environment, etc. i.e.: Buku siswa: Nama pengarang. Tahun penerbitan. Judul buku. Kota penerbit: (halaman)

Principle	A	B	C
Sumber data di ambil dari buku, internet, segala sesuatu yang relevan.	100%	0%	0%

In this component, all lesson plan stated the relevant English material sources. It was a good point for English teachers.

Teaching Activity

The next component that must be written in lesson plan is activity. First, there are three parts in learning process based on Permendikbud Nomor 22 Tahun 2016 about *Standar Proses*: Opening, main activities, and closing based on method that has been decided. So, it means teachers must design the lesson plans based on the method choosen.

Principle	A	B	C
1.Pembelajaran di bagi menjadi tiga bagian pembukaan, inti, dan penutup sesuai dengan metode yang digunakan.	100%	0%	0%
2.Pembelajaran yang dilakukan berdasarkan metode yang digunakan.	30%	30%	40%

From the table. It showed activities in all lesson plan were completed with introduction, main activity, and closing; but 30% the activities written were not suitable with the method chosen and 40% teachers did not wrote the activities in details.

When the researcher confirmed to the teachers; it was found that the teacher did not know the syntax of the methods. They got difficulty to arrange the activities based on the method chosen.

Assessment

Based on Permendikbud Nomor 22 Tahun 2016 Standar Penilaian Pendidikan the result of studying are as follows: attitude, knowledge, and skill. The assessment of attitude means the teacher must get information about characters of student. The assessment of knowledge is measuring authority of students. The assessment of skill is measuring a skill from students. It means, teachers must design an assessment based on the regulation and principle of assessment technique. First, the assessment is completed with

instrument of assessing attitude, knowledge, and skill. Second, it is completed with the principle of assessment and rubric

Principle	A	B	C
1. Penilaian dilengkapi dengan instrument penilaian sikap, pengetahuan, dan keterampilan	40%	40%	20%
2. Penilaian dilengkapi dengan rubrik dan pedoman penilaian	20%	40%	40%

From the table, 40% lesson were relevant; consisted the instrument to assess character, knowledge and skill competence. 40% were not as relevant as the teachers only mentioned instrument to assess knowledge and skill; but 20% only mentioned knowledge instrument.

Meanwhile in designing assessment rubric, most teacher had difficulty to design it. Only 20% mentioned the relevant assessment rubric which was speaking and writing competence. 40% teachers wrote the assessment but it were not suitable to the competence assessed and 40% were not added the assessment rubric.

In interview revealed that teachers thought it was not important to write the assessment rubric in lesson plan, they gave the score to skill competence directly without using assessment rubric.

In general, the researcher found some important findings related to English lesson plan relevancy based on Permendikbud No. 22 Tahun 2016.

In general from document analysis revealed that all teachers knew the standard components of a lesson plan. Furthermore the analysis of each components shows that teachers were able to compose material resources and learning activity (opening, core and closing activity); but teachers competency in composing objective and indicator were average as two teachers had a weakness in deciding operational verbs. For materials, one teacher had difficulty in differentiating among fact, concept, principle and procedure. Eight teachers had ability in deciding active, effective, efficient method used, but two teachers did not have because they chose

lecturing or explaining as the method in teaching grammar. In addition, they designed the learning activities were not suit to methods chosen. As supervisor, she had to pay attention to teachers' competence in designing assessment as almost all teachers knew how to assess knowledge competence but not for skill competence. They had difficulty in designing skill competence rubric.

CONCLUSION

This research was needed as a school supervisor very important to know the relevancy of lesson plans made by the teachers based on the regulation.

Some conclusion taken from this study. All lesson plans consisted of all components based on the regulation in Permendikbud No. 22 Tahun 2016. The relevancy of each component are varies. The higher relevancy were for material sources component; the teachers had ability to choose material sources relevant to learning objective. The componen with lowest relevancy was assessment. Teachers had difficulty in designing assessing instrument for psychomotor competence especially designing assessing writing or speaking rubric.

There are many weaknesses in this study. Therefore, further research is expected that other researcher can improve this study with better design and different object to support the result finding. The results of the study is useful for the researcher as the school supervisor in order to improve teachers' competence.

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