

**AN ANALYSIS OF ENGLISH TEACHER'S LESSON PLAN  
REFERRING TO *MERDEKA BELAJAR* PROGRAM AT SMPN  
30 PALEMBANG**

**A Thesis by:**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
PALEMBANG  
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

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## DECLARATION

I, the undersigned,

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Certify that thesis entitled "An Analysis of English Teacher's Lesson Plan Referring to *Merdeka Belajar* Program at SMPN 30 Palembang" is my own work. I did not plagiarize or inappropriate quotations against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 23<sup>rd</sup> December 2021

The Undersigned

  
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## DEDICATION

*I would like to dedicate this thesis, first and foremost, to:*

- ❖ Allah SWT who has given me the guidance and strength to finish this thesis.
- ❖ My parents who give me their infinite love and affection.
- ❖ My brothers and sisters who always encourage and understand me.

*Without them the task of writing this thesis would have been impossible.*

### **Motto:**

"You are imperfect, permanently and inevitably flawed. And you are beautiful"

-Amy Bloom 😊

## ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT for His mercy and grace so that I can complete my research entitled “*An Analysis of English Teacher’s Lesson Plan Referring to Merdeka Belajar Program at SMPN 30 Palembang*”. This research was conducting as one of the academic requirements in completing undergraduate studies in the English Education Study Program, Faculty of Teacher Training and Education Sriwijaya University. The writer would like to express her appreciation and sincere thanks to:

1. The one and only supervisor Dr. Rita Inderawati, M.Pd., who has spent a lot of time to give guidance, suggestion, and advice in writing this thesis.
2. Dr. Hartono, MA, Dean of Faculty of Teacher Training and Education of Sriwijaya University.
3. Hariswan Putera Jaya, S.Pd, M.Pd. Coordinator of English Education Study Program, and all the English Education Study Program lecturers whose name cannot be mentioned. Thank you for all the valuable knowledge that has been given during the lectures.
4. Headmaster, teachers, and staff members of SMP Negeri 30 Palembang. Thank you for helping the writer during data collection at school.
5. My beloved family who always give their endless support and understanding, thank you so much.
6. My significant other Alex, thank you for the willingness to be my place to tell stories and always encouraging me to finish this thesis.
7. My girls, Gita Tirtyaswari S.Pd., Lita Meidina S.Pd., Adelia Novrita Husdayanti S.Pd., who helped a lot during my college. I hope we can stay in touch forever.
8. SEESPA 2017, thank you for all the good memories we shared together.

Palembang, 23<sup>rd</sup> December 2021  
The Researcher,



Amilia Yulita

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ABSTRACT

*Merdeka Belajar* is an educational program proposed by the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim. One of the policies include in this program is related to the lesson plan simplification and becomes a challenge for teachers in preparing a lesson plan. This study aims to analyze the lesson plan made by the English teacher referring to *Merdeka Belajar* program as well as the difficulties faced by the teacher in designing it. The writer conducted content analysis method and the data was collected through documentation and interview techniques. The subject of the study was the English teacher of the 9<sup>th</sup> grade of SMPN 30 Palembang. Then, the object of the research was the *Merdeka Belajar* lesson plan focusing on three core components namely Learning Objectives, Learning Activities, and Assessment. The results showed that the teacher has made a lesson plan that refers to the *Merdeka Belajar* nicely, although the teacher faced some difficulties such as the minimum time allocation available to meet the learning needs of students. Furthermore, in compiling a lesson plan the teacher starts by formulating learning objectives based on basic competency, then determining learning activities to achieve learning objectives formulated earlier; afterward, the stages end with choosing the appropriate assessment to measure the level of students' success in teaching and learning activity.

*Keywords: Merdeka Belajar, Lesson Plan, English Teacher*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter reveals (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### **1.1. Background of the Study**

Curriculum is one of the essential parts of the education world. It comprises a learning design that will be given to the students to carry out the learning process well. In-Law Number 20 of 2003 Article 1 states that the curriculum is a set of plans and regulations regarding the content, learning materials and methods used as guidelines in implementing the teaching and learning process. Therefore, it can be concluded that the curriculum contains a learning plan, it guides the teacher to teach students according to their needs.

In Indonesia, the curriculum has been changed several times to meet good quality education standards from time to time. Curriculum development is a complex process and involves various components that are interrelated with one another (Mulyasa, 2014). Along with current development, educational institutions are expected to provide an appropriate curriculum to meet education goals. The world's conditions are changing, so the world of education, formal and informal, should adjust the curriculum based on the various demands of the world today. Likewise, the teacher must know the essence of a curriculum; Tambara (2015) states that the knowledge of the curriculum is related to expertise in the selection and use of appropriate curriculum tools. The development of curriculum tools is one of the primary strategies for improving learning (Remillard, 2005), and one of the curriculum tools is the lesson plan. Burghes & Robinson (2010) certifies that a lesson plan is essential to accomplish the goal of the target, namely the completion of all learning materials or materials that the curriculum has determined.

According to Indonesia's national education standards, there are eight standards which can be broadly described as follows: 1) Competency Standards

for Graduates, 2) Standard Contents 3) Standard of Process, 4) Education Standards and Education Personnel, 5) Facilities and Infrastructure Standards, 6) Management Standards, 7) Education Financing Standards, and 8) Educational Assessment Standard (BSNP, 2020). All these standards are intended as the basis for implementing education in Indonesia. However, concerning the curriculum, the Standard of Process will be discussed further. Ministry of Education and Culture No. 22 of 2016 about Standard of Process for Primary and Secondary Education defines that the learning process in each primary and secondary education unit must be interactive, inspiring, fun, challenging, and motivate the students to participate actively. Furthermore, the learning process should provide sufficient space for initiative, creativity, and independence according to the talents, interests, and students' physical and psychological development. Therefore, each education unit should perform lesson planning, implement the learning process, and assess the learning process.

Teachers must know how to choose and make appropriate materials, strategies, and learning methods in the class, because currently, schools in Indonesia are implementing the 2013 curriculum. This curriculum is a refinement of the 2006 KTSP curriculum to prepare Indonesians who are adequate to live as productive, creative, innovative, and effective individuals and citizens capable of contributing to society, nation, state, and world civilization (Amat Jaedun et al., 2014). In curriculum 2013, students are expected to have active roles in class and be critical in solving problems in their lives, because according to (Machali, 2014) The curriculum 2013 is believed to be a strategic step in preparing for and facing the challenges of globalization and the demands of the Indonesian people in the future (Utami, et al., 2021). Therefore, the teacher must prepare an exciting and promising syllabus and lesson plan. Syllabus plans the learning activities within one period or semester and created based on the applicable curriculum standard rules. Whereas a lesson plan is a guideline for planning learning only for one meeting or one part of the learning material. A lesson plan, which is an essential part of instructing activities in the classroom represents the steps that are used by the teacher based on the curriculum applicable. Further, in learning English,

teachers must create exciting and fun classes by making good lesson plans that are also systematic. It is because language classes are often considered boring for students. To make good lesson plans, the teacher must be skilled, creative, and innovative so that students can obtain lessons easily (Anggraini, et al., 2020).

The lesson plan is developed from the syllabus to direct students' learning activities to achieve basic competencies. It contains some components. Based on Ministry of Education and Culture No. 22 of 2016 Chapter 3 about Lesson Planning, the lesson plan consists of thirteen components. However, in 2019 the current Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim, introduced a program called '*Merdeka Belajar*,' where one of the policies is about lesson plan simplification. In the Circular Letter of the Indonesian Ministry of Education and Culture No.14 of 2019 states that from thirteen components of a lesson plan, there are only three main points needed to conduct a lesson plan, and the rest are just complementary. The first is learning objectives, the second is learning steps, and the third is assessment. This simplification of the lesson plan is intended for teachers to ease the burden on teacher administration. The lesson plan, which previously consisted of dozens of components, is now simplified into three core components that can be made only on one page. One page of the lesson plan is helpful for the teacher to make appropriate plans, especially during the current COVID-19 pandemic.

Nowadays, some English teachers still face some difficulties in composing a lesson plan. For example, they have difficulty understanding the formulation of competency standards and basic competencies, determining assessment instruments and rubrics to fit the indicators, and choosing effective methods to match the indicators (Antari, 2021; Damayanti, 2018; Nurtanto et al., 2021; Retnawati et al., 2016; Sabilah et al., 2021). For those reasons, some prefer to imitate and copy files directly from the internet or such documents from textbooks. Moreover, some teachers do 'corridor planning' in their mind as they walk to the classroom; others will just let everything happen because they do not prepare and develop any lesson plan the day before (Harmer, 2007b).

Indeed, the policy related to Lesson Plan in the '*Merdeka Belajar*' program makes it easy for teachers to develop lesson plans that have been deemed too rigid and look congested. As the name implies, '*Merdeka Belajar*' is freedom of thought. That means teachers must have the freedom to innovate, to learn independently, and to be creative based on the school and its environment. A teacher needs freedom so that the impact can be felt for the school and students' quality. Therefore, the Ministry of Education and Culture simplifies it by trimming some components without losing the essence of the lesson plan so that the teacher does not spend a lot of time compiling it. The three elements in a lesson plan are considered more effective and efficient because teachers can have a lot of time to prepare and evaluate the learning process.

In its application in school, the *Merdeka Belajar* lesson plan is considered to become a new challenge. That is because a one-sheet lesson plan is one of the new policies of *Merdeka Belajar* that was announced at the Coordinating Meeting of the Minister of Education and Culture, with Heads of Education Offices throughout Indonesia in Jakarta (Kemdikbud, 2019). English subject teachers must prepare and make learning activities fun and interesting in the language learning class by developing a short lesson plan without removing the essence of the learning itself. In addition, according to an English teacher at SMPN 30 Palembang, the difficulty that teacher often faces in compiling *Merdeka Belajar* lesson plan is the difficulty in creating the learning steps that is truly effective, efficient, and student-oriented to achieve the learning objectives and for the realization of independent learning. The lesson plan must be created as simple as possible, especially in this pandemic era, where the allocation of study time is short.

The previous related studies concerning the *Merdeka Belajar* lesson plan were first conducted by Nyoman & Ngurah (2020) entitled "*Elementary School Teachers' Understanding of Merdeka Belajar Lesson Plan Policy.*" This study aims to investigate the level of elementary school teachers' comprehension of the implementation of the *Merdeka Belajar* Lesson Plan (RPP). This study found the teachers still did not fully understand the new policy about the lesson plan, even



though the government had published a question & answer book regarding the lesson plan as a follow-up to the circular letter of the Minister of Education and Culture Number 14 of 2019. Another study that supports this current study is conducted by Sari et al., (2020) entitled "*Study Results of Technical Guidance Development of -Based Learning Devices 21st Century Skills in Implementing Merdeka Belajar Program*". This study aims to improve the competence of teachers in designing lesson plans and revealed that the teacher has difficulty making a one-sheet lesson plan because there are various formats found on the internet. In addition, the problems experienced by teachers are in write learning steps based on 21st-century skills because it can be inexact with the condition of some students.

Thus, teachers need to understand the principle of simplifying the lesson plans of *Merdeka Belajar*, namely efficient, effective, and student-oriented. The research will be conducted based on the difficulties faced by the English teacher while designing the *Merdeka Belajar* lesson plan at SMP Negeri 30 Palembang. The writer is interested in conducting research there because this school implements Curriculum 2013, applies for the *Merdeka Belajar* program, and already has 'A' accreditation which is 'Very Good.' Therefore, the writer wants to know whether an English teacher in SMPN 30 Palembang already has good *Merdeka Belajar* lesson plans or not.

In line with that, the writer is motivated to conduct research about the analysis of lesson plans made by an English teacher concerning the *Merdeka Belajar* program. This study entitled "*An Analysis of English Teacher's Lesson Plan Referring to Merdeka Belajar Program at SMP Negeri 30 Palembang*".

## **1.2. Problems of the Study**

The problems of the study are formulated based on the background above into the following questions:

- 1) Was the lesson plan made by the English teacher at SMP Negeri 30 Palembang referring to the *Merdeka Belajar* program?

- 2) How did the English teacher at SMP Negeri 30 Palembang design *Merdeka Belajar* lesson plan?
- 3) What difficulties did the English teacher face at SMP Negeri 30 Palembang in designing the *Merdeka Belajar* lesson plan?

### **1.3. Objectives of the Study**

Based on the research questions, the objectives of the study are:

- 1) To know whether the lesson plan made by an English teacher at SMP Negeri 30 Palembang referring to the *Merdeka Belajar* program or not.
- 2) To know the ways or the stages used by the English teacher at SMP Negeri 30 Palembang to design *Merdeka Belajar* lesson plan.
- 3) To find out the difficulties faced by the English teacher at SMP Negeri 30 Palembang in designing *Merdeka Belajar* lesson plan.

### **1.4. The Significance of the Study**

The writer hopes that this study has some benefits related to the *Merdeka Belajar* lesson plan. The benefits of the study can be divided into two benefits, such as:

#### **a. Theoretical Benefits**

- 1) The discovery of this study can enhance the theory about lesson plans referring to the *Merdeka Belajar* program in Junior High School.
- 2) The results of this study can be used as a reference for other parties who want to discuss the *Merdeka Belajar* lesson plan.

#### **b. Practical Benefits**

- 1) The principal  
This study will be helpful for the principal as a consideration and supervision of teachers. Besides, it can provide encouragement in

improving teachers' quality, especially the improvement of teachers' competence in preparing lesson plans.

2) The teacher

The result of this study can provide information to the teachers about the *Merdeka Belajar* lesson plan so that they can design good lesson plans, especially for English teachers.

3) The student

The result of this study might be applied by the teacher in conducting the *Merdeka Belajar* lesson plan. It will help the students to get a well-structured learning process in the class.

4) The writer

This study is beneficial for providing understanding, knowledge, and giving new experiences to the writer about the compilation of the *Merdeka Belajar* lesson plan.

5) The other researchers

Hopefully, the result of this study can be helpful for other researchers who want to conduct the study related to the lesson plan referring *Merdeka Belajar* program. In addition, it also includes recommendations for other studies if the researchers will go further with studies in the same field.

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