"ENGLISH STUDY PROGRAM PRE-SERVICE TEACHERS KNOWLEDGE TO DEVELOP INTEGRATED ENGLISH LESSON PLAN BASED ON K13"

(A Case Study at 8th Semester of Students' English Education Program)

THESIS

This research is submitted to fulfill the requirements for 'sarjana' degree in English Tadris Study Program

By:

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ENGLISH STUDY PROGRAM

FACULTY OF TARBIYAH

INSTITUTE COLLAGE FOR ISLAMIC STUDIES

(IAIN) CURUP

2022

Hal   : Pengajuan Skripsi

Kepada

Yth. Bapak Dekan Tarbiyah IAIN Curup

Di

Curup

Assalamu'alaikum Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Dea Gemvita Sukma (18551017)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"English Study Program Pre-service Teachers Knowledge to Develop Integrated English Lesson Plan Based on K13"** (A Case Study at Eight Semester Students of English Education Program in Academic Year 2018) sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.
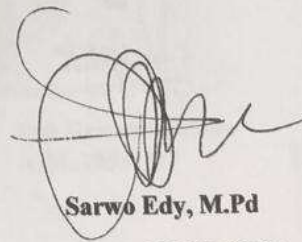
Wassalamu'alaikum, Wr.Wb

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i

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iii

iv

PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **English Study Program Pre-service Knowledge to Develop Integrated English Lesson Plan (A Case Study at Eight Semester Students of English Education Program in Academic Year 2018).**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup,   July 2022

Writer

Dea Gemvita Sukma

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MOTTO

"Allah tidak membebani seseorang itu melainkan sesuai dengan kesanggupannya (Al-Baqarah:286)"

" Malas itu tidak ada, Hanya motivasi nya saja yang belum datang. "
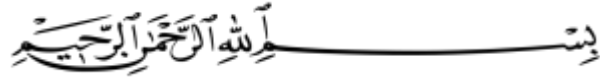
_ *writer*

DEDICATION

Allah is only reason why I can finish this thesis. Immeasureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My dearest and beloved family who always support, my mother and my father who always supports me in all conditions, and always strengthens me when I give up, I want to always make you proud. I dedicate this thesis to my father and mother .

- ❖ My beloved BrotherAldo Ivani Agam this thesis I dedicate to you. so that you are proud to have a sister like me.

- ❖ Mrs. Jumatul HidayahM.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

- ❖ Mr. Sarwo Edy, M.Pd, as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support and motivation in completing this final project with good results.

- ❖ All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.

- ❖ My Beloved Mr. S, thank you for always encouraging me, who always listens to my complaints, And always beside me.

- ❖ My partner in completing this thesis Dita Alwaasi and Dwi Septiana Putri. Our struggle finally arrived despite many tears to get to this point.

- ❖ My Beloved Friends the secret of angel (Dita , Tari, Ainul, Dela) Thank you for being together all this time, I hope we are always given the convenience to reach our goals.

- ❖ My Beloved Bias NCT, Thank you for accompanying me in my difficult time, because of you i am always enthusiastic, for jeno hopefully we can meet in another time

- ❖ My Beloved friends since i was born Metri Melandia, Thank you for your presence, from the past until now(Tetap semangat menjadi orang kaya).

- ❖ My Mentor Mr Rachman Prasetio,Thank you for your time guiding me, I can be staged now because of your help, hopefully your path will always be made easier in the future.

- ❖ My Beloved Friend Dina Anggraini thank you for the time that always accompanies and also thank you for always listening to my stories.

- ❖ My Beloved Sissy Huffazhoh Ilmiati, Thank you for the time that has accompanied me and for listening to many of my stories, hopefully in the future our path will be made easier

- ❖ My clasmates, amaliaagustina, azlinafitria, azah, anidia, anggun, astuti, cherill, ardian majid, ihsan, citra, eka. Love you guys.

- ❖ Thank you very much my class A TBI class 2018, who are always together from the beginning of the semester to the end.

- ❖ Thank you for KKN and PPL squad.

- ❖ All of the people around me that I can't mention entirely.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamu'alikumWr.Wb

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihiwasallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.

2. Dr. Hamengkubowono, M.Pd, as the dean of faculty of Tarbiyah and teachers training.

3. Mrs. JumatulHidayah, M.Pd the head of the department English education IAIN Curup and as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.

4. Mr. SarwoEdy, M.Pd the secretary of the department of English education IAIN Curup and as my co-advisor in writing this thesis, by providing time,

corrections, suggestions and support and motivation in completing this final project with good results.

5. Mr Bayu Senjahari, M.Pd, as my academic advisor.

6. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.

7. My father, my mother and my brother who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

<div align="right">

Curup,   July 2022

Writer

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ABSTRACT

Dea Gemvita Sukma, 2022 :**"English Study Program Pre-Service Techer Knowledge to Develop Integrated English Lesson Plan Based on K13"(A case study at eight semester students of English education program in academic year 2018)**

      Advisor   **: Jumatul Hidayah, M.Pd**

      Co-advisor   **: Sarwo Edy, M.Pd**

Lesson plans are very important in the teaching process, teaching without planning will make the material delivered ineffective. The lesson plan of curriculum 13 in language learning is integrated and the 2013 curriculum is a new curriculum to be implemented, therefore it is very natural that some obstacles are encountered. This research was conducted to know aboutEnglish Study Program Pre-Service Techer Knowledge to Develop Integrated English Lesson Plan Based on K13 in IAIN Curup. This research used quantitative design. The data were collected using questionnaire that were distributed to 51 students of eight semester English study program in academic year 2018. The questionnaire consists of 11 indicators which are derived from the theory of Regulation of the Minister of Education and Culture about the Primary and Secondary Education Process Standardand 18 items of question that will be answered by the respondent, this type of question is a closed ended questionnaire. This result showed that pre-service teacher knowledge has very highknowledge from students. The averages of students have very high knowledge of the 11 indicators. It means that , the knowledge of the pre-service teachers of English study program in developing integrated English lesson plan are admitted in good level.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDIX

Appendix 1 : SK Pembimbing

Appendix 2 : Surat Izin Penelitian

Appendix 3 : Kartu Konsultasi Skripsi

Appendix 4 : Blueprint of Questionnaire

Appendix 5 :Validity and Reablelity result instrument

Appendix 6 : Students' responds on questionnaire through Google Form

CHAPTER I

INTRODUCTION

A. **Background of Study**

Pre-service teacher programs (PPL) are subjects used for good teaching practice and learning involving real teaching situations to develop skills and gain deeper knowledge about teaching.At IAIN Curup in academic year 2018/2019,English Study Program students have used the K13 curriculum as a basis for teaching.

K-13 is an advanced curriculum developed by the government and is still related to KBK (Competency-Based Curriculum).[1]In the 2013 curriculum, they are only required to design their own lesson plans based n several principles suggested by the government. It should also be based on the syllabus design and student needs. The pre-service teacher will lose direction in the teaching process if lesson plans are not developed based on the syllabus design. The emergence of the 2013 curriculum brings a new atmosphere to the teaching and learning process in the classroom. Curriculum K13 is a curriculum that emphasizes the development of a learner's knowledge competence, skill competence, and attitude competence holistically. The basic characteristics of K13 are based on class central competency and more on basis competency in specific subjects.

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[1] Khusniyah, Istianatul,2015, *AN ANALYSIS OF CURRICULUM 2013 (K-13) LESSON PLAN DESIGNED BY THE PRE-SERVICE ENGLISH TEACHER*, Digital LibraryUIN Sunan Ampel Surabaya, hal 1

In the 2013 curriculum, English subjects are taught two hours a week while the previous curriculum was four hours a week.[2]So, the lesson plans in the K13 curriculum for language learning must be designed in an integrated way. In order to make the teaching-learning process more effective in time management, all of the skills must be integrated. It has a good effect on learning a language because we cannot communicate if we only use one of the skills. For example, when we speak, we need to listen to the response of others. They cannot be separated because one skill can reinforce another in various ways. To achieve these expectations, before entering the classroom, we must prepare ourselves by designing a lesson plan, because the lesson plan is one of the important components in k13.

Lesson plans are prepared by the teacher to assist them in teaching according to standards and also according to the needs of students. Lesson plan should be prepared based on the syllabus. Ministry of National Educationwrites that lesson plan is planning which describes a basic of competence from content standard of syllabus.[3] Lesson plan will lose direction if lesson plan are not developed based on the syllabus design.

Lesson plans are very important in the teaching process. Teaching without planning will make the material delivered ineffective because the teacher does not think about exactly what to do and how to do it. This indicates that without a lesson plan, the teaching and learning process will

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[2]   Digna, Rita,2016, *DESIGNING AN INTEGRATED SKILLS TEACHING STRATEGY USING PROJECT BASED-LEARNING,* Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 5(2) : 2

[3]   Ratnawati,2017,DEVELOPING A LESSON PLAN FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO ADULT LEARNERS AT A PRIVATE UNIVERSITY, Journal of Applied Linguistics and Literacy, 1(2) : 34

be disorganized because the teacher does not have the right concepts and teaching objectives. Added that Harmer highlights two important points about why to plan a lesson. Firstly, a lesson plan is a guide for teachers to refer to. Although creative changes may be made to adapt to what actually occurs in the classroom, the lesson plan remains a guide for teachers to fall back on. Secondly, it relates to the teacher's relationship with students. Teacher who has doneplanning beforehand suggests theircommitment toward teaching and will getpositive respond from students.[4]

However, the 2013 curriculum is a new curriculum to be implemented, therefore it is very natural that some obstacles are encountered. From several obstacles in the field, both conceptual and technical. Constraints of a conceptual nature include the participants low understanding of the 2013 curriculum, such as: rationale, basis, approach and principles of curriculum development. Technical constraints lead to how to actualize the 2013 curriculum into learning activities.[5]

In addition, from the above explanation in the preparation of the lesson plan there are 2 obstacles, that obstacles are conceptual and technical. Conceptually and technically, the obstacles that are often faced are the rationale, basis, approach and principles of curriculum development. As in the basis they must develop the content of the material

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[4] Septi Sesiorina, 2014, THE ANALYSIS OF TEACHERS' LESSON PLANING IMPLEMENTING THEME-BASED INSTRUCTION FOR TEACHING ENGLISH TO YOUNG LEARNERS, Journal of English and Education, 2(1): 85

[5] Syahril, Internalisasi Kompetensi Inti Untuk Optimalisasi Implementasi Kurikulum 2013, (Cimahi: Jurnal Widyaswara Utama Bidang Mesin, 2014), hal. 1

and develop the learning process or in rationale terms they are initially teacher centered to become student centered and learning from one direction must become interactive.

Therefore, researcher conducted this study to find out how an English lesson plan based on curriculum 13 for pre-service teachers 2018/2019, espessily for english study program pre-service teacher. An integrated lesson plan based on curriculum 13 was more effective in language learning, Hinkel wrote that integrating the four language skills in lessons to increase the proficiency level of the learner and enable advanced language learning. Because of lesson plan curriculum 13 in language learning is integrated, and integrated is also including some obstacles in developing into English lesson plans, therefore researcher carried out this study to seek how the English study program students 2018/2019 developed an integrated lesson plan based on k13.

Based on observation, pre-service teachers experience something different when they are microteaching and at school. In the microteaching, students develop one sheet lesson plan while at school they already use a complete lesson plan. Previously, pre-service teachers had not received complete lessons on lesson plan development, such as development of material in lesson plan, development basic competencies or learning activities in lesson plan.From that, the researcher wanted to know the extent of the knowledge of pre-service teachers in developing the different lesson plans when at school.

From this explanation, it can be concluded that the researcher is curious about how to develop a lesson plan in K13, therefore the researcher is interested in conducting the research entitled **"ENGLISH STUDY PROGRAM PRE-SERVICE TEACHERS KNOWLEDGE TO DEVELOP INTEGRATED ENGLISH LESSON PLAN BASED ON K13"**.

B. Research Question

Based on the problem of the study, the main of purpose of the study is to find out ENGLISH STUDY PROGRAM PRE-SERVICE TEACHERS KNOWLEDGE TO DEVELOP INTEGRATED ENGLISH LESSON PLAN BASED ON K13. The research question is :

1. How do English study program pre-service teachers knowledge to develop integrated English lesson plans based on k13?

C. Objective of the Research

Based on the research problem above, the aims of the study are as to find out how do English Study Program pre service teachers develop integrated English lesson plans based on k13

D. Operational Definition

The definitions of terms are describes as follows:

1) Lesson Plan

Lesson plan is developed by a teacher to guide a class instruction. The teacher must design a lesson plan of the subject that describes the teacher preparation to teach the lesson in the class.[6] All of the steps and materials of the teaching learning process must be written down in the lesson plan. It is used for the better process in the class.

In the English lesson plan, the teacher makes the planning of the teaching English lesson, which is about what the teachers do in class to manage the class, so that teaching learning process reaches the objectives stated. In conclusion, lesson plan is a sequence of lesson which are prepared by teacher based on the curriculum. It is detailed description of syilabus which is developed by a teacher as an effort to reach main competence and basic competence in the curriculum.

2) Curriculum K13

The 2013 curriculum (K-13) has been implemented since 2013 in Indonesia. K-13 is an advanced curriculum developed by the government. This curriculum is still related to the KBK (Competency-Based Curriculum).[7] This new curriculum includes attitude competencies, integrated knowledge and skills.This

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[6]Mulyawati, Ririn Eva, 2012, Thesis, *An Analysis Of Lesson Plan Designed By Senior High School English Teacher,* Universitas Muhammadiyah Surakarta, Hal 2

[7] Khusniyah, 2015, *AN ANALYSIS OF CURRICULUM 2013 (K-13) LESSON PLAN DESIGNED BY THE PRE-SERVICE ENGLISH TEACHER*, Digital LibraryUIN Sunan Ampel Surabaya, hal 1

curriculum aims to prepare students to have the ability to live as individuals and citizens who are obedient, productive, creative, innovative, affective, and able to contribute to society. Therefore, teachers must know the contextual needs and curriculum standards to create an effective education system in Indonesia.

3) Integrated English Lesson Plan

As Harmer states, any of the four English language skills is rarely done in isolation, when people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person they are talking to.[8]Thus, in the integrative skills approach, the learning of skill leads to the learning of one or more other skill. For example, speaking may be pursued by related writing or reading in language teaching/learning process.[9]

Therefore, to use language effectively, learners must develop skills in both spoken and written discourse and this can be done effectively by learning the four language skills interactively.

E. The Significance of Research

The findings study explain whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not and

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[8] Munoz Baztiaz, 2011, *INTEGRATION OF THE FOUR SKILLS OF THE ENGLISH LANGUAGE AND ITS INFLUENCE ON THE PERFORMANCE OF SECOND GRADE HIGH SCHOOL STUDENTS,* hal 12

[9]Parlindungan Pardede, 2017, *Integrated Skills Approach in EFL Classrooms: A Literature Review,* Research Gate 1(12) : 150

the difficulties faced by the pre-service English teachers in designing K-13 lesson plans. They can be used as beneficial input for the lecturers of English Teachers Education Department, the pre-service English teachers of English Teachers Education Department, and the researcher.

1. For lecturers of English Teacher Education Department

    After conducting this research, it is expected that the lecturers know whether the lesson plans designed by the pre-service English teachers meet the requirements of K-13 or not including the difficulties faced in designing K-13 lesson plans. Furthermore, they will get insight how to establish a better teaching-learning process dealing with designing K-13 lesson plan.

2. For the pre-service English teachers of English Teacher Education Department

    The result of this research can be used by the pre-service English teachers of English teacher Education Department as a measurement to know how well they design their lesson plan and reflection on their work so that they can revise and improve their lesson plans for better work next time, especially in the case of designing K-13 lesson plan.

3. For the researcher

    Since the result of this study is considered as essential instrument of teaching and learning process, it is important for the researcher as the future English teacher to be able to design a good lesson plan based on government's rule. After conducting this

study, the researcher will know how to design and use the lesson plan well based on the requirements of K-13. Moreover, another researcher can use this study as one of the references to similar study related to lesson plan.

CHAPTER II

LITERATURE REVIEW

A. **Review of Related Theories**

1. The Definition of Pre-service Teacher

English Education Department has many programs to support students' knowledge in education. One of the critical program that should be mastered by students is pre-service program. Pre-service teachers are learning practices, and other activities related to the learning process in schools; all these activities are carried out in a guided manner to meet the standards of the teaching profession.According to Meutia pre-service students also should be able to develop the main educational tool which is consisted of curriculum, syllabus, lesson plans, instructional media, instructional techniques, and learning evaluations.[10] In addition, Rees, Pardo and Parker stated that every pre-service teacher's class, grade and material or topic 2 will affect their experience. Pre-service teachers who have experienced teaching practice will understand and are able to estimate what they should do in the next teaching practice.[11] In addition, Agustiana and Nurhayati state that good communication is the initial

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[10]Mahfuddli Sahli, Thesis *"PBI PRE - SERVICE STUDENTS' UNDERSTANDING TOWARD THE INDONESIAN RECENT CURRICULA"* (UIN AR-RANIRY BANDA ACEH, 2020) hal 2

[11] Maudy Sekar Harum, Thesis *"Pre-Service Teachers' Perceptions on Their Teaching Practice "* (UNIVERSITAS MUHAMMADIYAH YOGYAKARTA, 2019) hal 2

solution that can be done so that actual teaching activities get better with the anxiety that arises.[12]

So, Pre-service teachers must get used to the atmosphere in the classroom and solve any problems during the process. Therefore, This program aims to complete the students with skills that can be used to develop their profession in the future. In addition, pre-service students will do the simulation as the teacher and apply the theories to the real situation in the pre-service program.

2. The Definition of Curriculum

The curriculum plays an important role in the success of an educational process and is one of the elements that can make a significant contribution to realizing the process of developing the potential quality of students. The curriculum is a plan that is made to guide children to learn at school, presented in the form of a predetermined document, compiled based on the levels of generalization, can be actualized in the classroom, can be observed by interested parties and can bring changes in behavior.[13] The definition of curriculum contained in Law no. 20 of 2003 concerning the National Education System, the Law states that "The curriculum is a set of plans and arrangements regarding the content and learning materials and methods used as guidelines for the implementation of teaching and

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[12] Tri Yuli Ardiansyah, *PRE-SERVICE TEACHERS' PERCEIVED READINESS IN TEACHING ONLINE IN INTERNATIONAL INTERNSHIP PROGRAM, :* A Journal of Culture 8(1) : 91

[13] Muhammad Zaini, Pengembangan Kurikulum, (Surabaya: eLKAF, 2006), hal.104

learning activities".[14] So, Curriculum is used to become the basic concept in education and to be the indicator of the success of education.[15]

This curriculum is dynamic, what is meant by dynamic here is that the curriculum must continue to adapt to various changes and developments in conditions where changes and developments are very possible. So,the curriculum is very important tool in order to realize and achieve the goal ofschool education. In Indonesia has applied many curriculums for education suchas: the Curriculum 1968, 1975, 1984, 1994, 2004, 2006. And now, the educationworld tries to explore the new curriculum 2013.

3.   Curriculum 13 (K13)

The 2013 curriculum (K-13) has been implemented since 2013 in Indonesia. K-13 is an advanced curriculum developed by the government. This curriculum is still related to the KBK (Competency-Based Curriculum).[16] This new curriculum includes attitude competencies, integrated knowledge and skills. Curriculum 2013 contains four elements of change. They are (1) standard of graduate competencies, (2) standard of contents, (3) standard of learning processes, and (4) standard of

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[14] Fadlillah, Implementasi Kurikulum 2013, (Yogyakarta: Ar-Ruzz Media, 2014), hal. 13
[15] Hendrik Purnomo, Thesis, *THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH LESSON AT SMP MUHAMMADIYAH 1 SURAKARTA,* (SURAKARTA, 2019) Hal 2
[16] Khusniyah, 2015, *AN ANALYSIS OF CURRICULUM 2013 (K-13) LESSON PLAN DESIGNED BY THE PRE-SERVICE ENGLISH TEACHER*, Digital LibraryUIN Sunan Ampel Surabaya, hal 1

assessment.[17] In the 2013 curriculum, the graduate competency standard (SKL) is a unit of complete competence that reflects the quality of a person who is competent at the end of each level of education. The quality of someone who is competent after completing each class is defined in Core Competencies (KI). While Basic Competence (KD) is the formulation of the quality of a person who is competent in each subject.[18]

This curriculum aims to prepare students to have the ability to live as individuals and citizens who are obedient, productive, creative, innovative, affective, and able to contribute to society. Therefore, teachers must know the contextual needs and curriculum standards to create an effective education system in Indonesia.The 2013 curriculum is a new curriculum to be implemented, therefore it is very natural that some obstacles are encountered. From several obstacles in the field, both conceptual and technical. Constraints of a conceptual nature include the participants' low understanding of the 2013 curriculum, such as: rationale, basis, approach and principles of curriculum development. Technical constraints lead to how to actualize the 2013 curriculum into learning activities.[19]

In addition, from the above explanation in the preparation of the lesson plan there are 2 obstacles, that obstacles are conceptual and technical. Conceptually and technically, the obstacles that are often faced are the rationale, basis, approach and principles of curriculum

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[17]Yeni Nuraeni, 2020, *A Case Study of Curriculum Implementation and K-13 Challenges in Indonesia*, International Journal for Educational and Vocational Studies, 2(1) : 14

[18] Ramon Mohandas, 2014, Buku Pedoman Guru Mata Pelajaran Bahasa Inggris, hal 1

[19] Syahril, Internalisasi Kompetensi Inti Untuk Optimalisasi Implementasi Kurikulum 2013, (Cimahi: Jurnal Widyaswara Utama Bidang Mesin, 2014), hal. 1

development. As in the basis they must develop the content of the material and develop the learning process or in rationale terms they are initially teacher centered to become student centered and learning from one direction must become interactive.

4. The Characteristics of Curriculum K13

Based on the decree of Minister of Education and Culture of the Republic Indonesia Number 59 the year 2014 of on the curriculum of 2013 designed with the following characteristics:

a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.

b. Putting the school as part of the community that provides a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.

c. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.

d. Developing the competencies expressed in terms of class core competencies which is specified more in the basic competence of subjects.

e. 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.

f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).[20]

5. The Definition of Lesson Plan

Lesson plans are prepared by the teacher to assist them in teaching according to standards and also according to the needs of students. Lesson plan should be prepared based on the syllabus. Ministry of National Education writes that lesson plan is planning which describes a basic of competence from content standard of syllabus.[21] Lesson plan will lose direction if lesson plan are not developed based on the syllabus design. In the 2013 curriculum, they are only required to design their own lesson plans based on several principles suggested by the government. And it should also be based on the syllabus design and student needs.

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[20]Mahfuddli Sahli, " *PBI PRE - SERVICE STUDENTS' UNDERSTANDING TOWARD THE INDONESIAN RECENT CURRICULA",* Skripsi (Prodi Tadris Bahasa Inggri UIN AR-RANIRY BANDA ACEH, 2020) Hal 14

[21]Ratnawati,2017,DEVELOPING A LESSON PLAN FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO ADULT LEARNERS AT A PRIVATE UNIVERSITY, Journal of Applied Linguistics and Literacy, 1(2) : 34

[22] Mulyawati, Ririn Eva, 2012, Thesis, *An Analysis Of Lesson Plan Designed By Senior High School English Teacher,* Universitas Muhammadiyah Surakarta, Hal 2

materials of the teaching learning process must be written down in the lesson plan. It is used for the better process in the class. Additionally, Woodward states that lesson planning is not only in a written form, it can be defined as everything a teacher does when s/he is thinking of the next lesson such as visualizing, reading resources, or even staring at the ceiling.[23] In the English lesson plan, the teacher makes the planning of the teaching English lesson, which is about what the teachers do in class to manage the class, so that teaching learning process reaches the objectives stated.

In conclusion, lesson plan is a sequence of lesson which are prepared by teacher based on the curriculum. It is detailed description of syilabus which is developed by a teacher as an effort to reach main competence and basic competence in the curriculum.

6. English Lesson Plan

In the English lesson plan, the teacher makes a plan for teaching English, which is about what the teacher does in the classroom to manage the class, so that the teaching and learning process achieves the goals that have been set. As stated before about definition of lesson plan, now the terms of innovative lesson plan are difined as the teaching planning which is intergrated.

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[23] Septi Sesiorina, 2014, *THE ANALYSIS OF TEACHERS' LESSON PLAN IN IMPLEMENTING THEME-BASED INSTRUCTION FOR TEACHING ENGLISH TO YOUNG LEARNERS,* Journal of English and Education, 2(1) : 85

As Harmer states, any of the four English language skills is rarely done in isolation, when people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person they are talking to.[24] In the case of lecturers, for instance, they read notes they have written previously and, in the same situation, people who are listening to lectures are also taking their own notes, an activity that could even provoke a conversation or at least a comment among the people attending the lecture. Thus, in the integrative skills approach, the learning of skill leads to the learning of one or more other skill. For example, speaking may be pursued by related writing or reading in language teaching/learning process.[25]

Therefore, to use language effectively, learners must develop skills in both spoken and written discourse and this can be done effectively by learning the four language skills interactively. Hersan argued that to enable learners to use English to communicate, English skills "should be taught in an integrated manner to achieve comfort in communicating".

7. English Lesson Plan Developing

In designing a good lesson plan we need a technique for developing the lesson plan. This research will focus on developing an integrated lesson plan. According to Brown, an integrated approach "is a

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[24] Munoz Baztiaz, 2011, *INTEGRATION OF THE FOUR SKILLS OF THE ENGLISH LANGUAGE AND ITS INFLUENCE ON THE PERFORMANCE OF SECOND GRADE HIGH SCHOOL STUDENTS,* hal 12

[25]Parlindungan Pardede, 2017*, Integrated Skills Approach in EFL Classrooms: A Literature Review,* Research Gate 1(12) : 150

whole language approach where if a course is concerned with reading skills, then, it will also address listening, speaking, and writing skills."[26]From this statement, it can be said that an integrated lesson plan is a learning plan that combines several skills into one.

In developing an integrated lesson plan, it is no different from non integrated lesson plans, such as :

1) **Identity of the subject matter which consists of;**

    a. Title of the lesson

    b. Class/ Semester

    c. Program (especially for Senior High)

    d. Theme

    e. Time allotment

2) **Competency Standard**

    Competency Standard is the qualification of the students' minimal ability which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject.

3) **Basic Competency**

    Basic competency is a sum of students' ability for certain subjects as the refference for determining the indicators for competency achievement in asubject.

4) **Indicator for competency achievement**

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[26] Parlindungan Pardede,2020, *Integrating the 4Cs into EFL Integrated Skills Learning*, Journal of English Teaching, 6(1) : 73

The measureable or observable behavior which shows the achievement of specific basic competency as the reference for the subject evaluation. The indicators for competency achievement are formulated with operational verbs that can be measured which cover the knowledge, attitude, and skills.

5) **The Instructional goal**

Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competence

6) **Instructional material**

It includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement

7) **Time allotment**

Time is allocated as much as needed to achieve the Basic competency and the learning load.

8) **Methodology**

Methods are used by teachers to create the the teaching and learning process to enable the students to achieve the basic competency or a set of specified indicators. The choice of methods should consider the students' situation and condition as well as the characteristics of every indicators and the competency which will be achieved in every subjects.

9) **Learning activities**

➢ *Pre- activity*

This activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focuss the students' attention as well, so that they can particípate actively during the lesson.

➢ *Whilst activity*

This is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, inspiratively, joyfully, chalenging, motivating the students to participate actively, and giving opportunities to the students to have innovation, creativity, and selfreliance in accordance to their talent, motivation, physical and psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes.

➢ *Post activity*

This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback , and follow up activities.

10) **Evaluation**

The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard.

11) **Learning Resource**

Selecting the learning resource should concider the competency standard and the basic competency, as well as the learning material, the teaching and learning activities and also the indicators for competency achievement.[27]

From the explanation above, I can conclude that developing an integrated lesson plan is almost the same in developing a lesson plan in general, the only difference between the lesson plans is the content of the lesson, if in the integrated lesson plan they develop these skills in their learning activities.

B. Review of Related Finding

Related finding is research that had been done and have the relation to the variable to this study. There are some related reseacrhers that had been done before they are :

The first research was conducted by Andini Suryana entitled "**An Analysis of English Teachers' Ability in Designing Lesson Plan Based on 2013 Curriculum at SMK Muhammadiyah 3 Pekanbaru**" which was conducted in 2019. This research uses a qualitative method and analyzes 14 lesson plans developed by English teachers in grades X, XI, XII, which were taken at SMK 3 Muhammadiyah randomly based on skills and subskills. The data were obtained through interview and document analysis. The findings of this research conclude that most of the

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[27]Ninik Purwantini, 2017, *PANDUAN PENYUSUNAN RENCANA PELAKSANAAN PEMBELAJARAN SEKOLAH MENENGAH PERTAMA,* hal 8

K-13 lesson plans designed by English teachers at SMK Muhammadiyah 3 Pekanbaru meetthe specified K-13 requirements. The percentage of indicators that meet K-13 requirements is 57.1%.[28]

The next research was The next research was david berthony manalu, an entitled **"The English Teachers' Design of Lesson Plan Based on 2013 Curriculum"** which was conducted in 2016. This research used qualitative methods, and data were obtained through document analysis.There are two data used in this study, the first data is lesson plans for third grade junior high school students in English and the second data is designed for first grade junior high school students and is written in Indonesian. The learning procedure of data 1was designed systematically and based on time allocation. Meanwhile, in data2 there was inconsistency of learning procedures and method used. The core activity did not include the five steps of scientific approach.[29]

The next research was conducted by Tina Oktaviani, which was conducted in 2019, entitled **"AnAnalysis of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At MTS AL-QUR'AN HARSALLAKUM Bengkulu In Academic Year 2018/2019"**. In this study, the method used is qualitative and the instruments used are content analysis checklist, documentation and interviews. The subjects in this study were three English teachers at MTS Al-qur'an Harsallakum

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[28]Andini Suryana, Thesis: "*AN ANALYSIS OF ENGLISH TEACHERS' ABILITY IN DESIGNING LESSON PLAN BASED ON 2013 CURRICULUM AT SMK MUHAMMADIYAH 3 PEKANBARU*",(UIN SUSKA RIAU, 2019)

[29]David Berthony Manalu, Thesis : *" The English Teachers' Design of Lesson Plan Based on 2013 Curriculum "*,(Nommensen HKBP University, 2016)

Bengkulu. In particular, there are two English teachers for grade 7 and the researcher only focuses on identifying English learning plans for grade 7 which are implemented in junior high schools. Furthermore, the researcher only uses 1 English teacher as a participant who teaches 6 classes for 7th grade and has adequate teaching experience, especially in learning English and designing lesson plans since 2014 at MTS Al-Qur'an Harsallakum Bengkulu.[30]

In the previous study, the first research is researcher used qualitative methods and obtained data by interviews and documents analysis, and the researchers focused on the ability of the English teacher. In the second research , the researchers used qualitative methods and obtained data with documents analysis, in this research the researcher focused on English teachers in designing lesson plans, after that the last research, researchers focused on English teachers who analyzed lesson plans and used qualitative methods and obtained data by interviews, content analysis and documentation. So, it can be concluded that in this research there is absolutely no similarity based on the subjects, methods, instruments and their final results, while the research that the researchers did was to see how good the pre-service teachers knowledge in developing integrated lesson plans based on the curriculum 13.

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[30]Tina Oktaviani, Thesis "*AN ANALYSIS OF LESSON PLAN MADE BY AN ENGLISH TEACHER REFERRING TO CURRICULUM 2013 AT MTS AL-QUR'AN HARSALLAKUM BENGKULU IN ACADEMIC YEAR 2018/2019 "* (IAIN BENGKULU, 2019)

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

This research was descriptive study and organized in descriptive quantitative way. In this research use quantitative research, the researchers looked at the phenomena that occurred in English students in the English Study Program. In this case, the researcher focuses on the development of lesson plans made by pre-service teachers at IAIN Curup. Therefore, quantitative research was used to obtain data from pre-service teacher of the English Study Program 2018 at IAIN Curup regarding the development.

According to Cresswell, quantitave study is a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically-based method.[31]Moreover, in accordance with Handcock confirmed that descriptive quantitative study is a research that is concerned with developing explanation of phenomena.[32]Based on the statements above, it can be seen that quantitative research methods deal with numbers and everything that can be measured by means of a systematic investigation of phenomena and their relationships and through

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[31] John W. Cresswel, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition, (Pearson Education: USA, 2012) hal.376
[32] BarverleyHandcock, *Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research,* 1998, hal.20

this descriptive research the researcher will explain what is actually happening about the current state being studied.

B. Population&Sample

1. Population of the Research

Population According to Arikunto population is a whole of the research object . Population is a set of data used investigated in which samples can be taken .[33]The participants are those who are involved in the research. The participants of this research were English study program students who had taken the pre-service program.They were the students in the academic year of 2018 who are taking pre-service programs. The number of population is given in table 3.1

Tabel 3.1

Total number of population

NO	Class	Students
1	TBI 8A	21
2	TBI 8B	16
3	TBI 8C	17
Total		54

2. Sample of the Research

A sample is students in a research study in which information is obtained. According to Sugiyono that the sample is a part of a number and characteristic owned by the population.[34] So

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[33]Suharsimi Arikunto, " Prosedure Penelitian : Suatu Pendekatan Praktek," PT. Renika Cipta,2002, hal 108

[34]Prof Dr Sugiyono , *Metode penelitian kacantitatif Kuahan dan R & D* , (Bandung Alfabeta , 2012) , hal 81

, the researcher concluded that sample is part of representative ofpopulation which is researched. In this research, The total sampling is 51from 54students in the academic year of 2018.

The researcher took the subject by using total sampling. Total sampling is sampling technique when all members of the population are used as a sample.[35] This sample is used if the population is relatively small, where all members population is used as a sample. It means the researcher took the sample based on the considerations that related to the aim of the research.

As a subject the researcher choose the eighth semester students because they participated in the teacher pre-service program. In addition, eighth semester students are final semester students and are expected to become teachers and to become a teacher it requires development in lesson plans, and also eighth semester students they have studied microteaching courses and have learned about making lesson plans. So they are expected to be able to develop lesson plans.

C. Technique of Collecting Data

In this research, the researcher used questionnaire to obtain the data needed.

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[35]Natasha Mack et al. 2015. *Research Method: A data collectors field guide*. US: Agency for International Development (USAID).

1. Questionnaire

As mentioned above, data were collected from questionare. According to Cristina Hughes as cited in Dian's research, questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response[36]. It is a group of written question and given to the respondents to be answered independently

In general, questionnaire has two forms, they are close-ended questionnaire and open-ended questionnaire. However , in this research the researcher used close-ended as instrument. In close-ended question the participants answer the question by giving checklist in provided answer. Close-ended questionnaire is used to generate statistical research. It has standard question so the respondents only need to give checklist.[37]

Close-ended question contains question or statement and optional answer. From of answer options is rating-scale or Likert scale which Uses these following scale categories.[38]

a. Strongly Agree

b. Agree

c. Undecided

d. Disagree

[36] Pebrianti, Dian, *An Analysis of Factor Influencing Students' English Speaking Skill,* IAIN Curup, English Study Program, 2019

[37]Cathrine Dawson, "Practical Research Method", (United Kingdom: Deer Park Park Production, hal 31

[38]Ibrahim dan Nana sudjana, Penelitian dan Penilaian Pendidikan. (Bandung . PT. Sinar Baru Algelsindo, 2004), p. 34

e. Strongly Disagree

In this research, the questionnaire is given to the English study program 2018to get answer on thepre-service teachers develop integrated English lesson plans based on k13. After collected the data, the researcher analyzed the data obtained by using Likert Scale.The Likert Scale is a tool used to develop instruments used to measure the attitudes, perceptions, and opinions of a person or group of people against the potentials and problems of an object, the design of a product, the process of creating products and products that have been developed or created.[39]

By using Likert Scale, research variable will be measured by researcher to be described as variable indicator which is functioned as starting point to arrange the instrument's items in the form of question or statement.

D. Instrument of the Research

This research used the instruments such the following below :

1. Questionnaire

The instrument is something that used to collect the data or information required. The research instrument was an important tool for researcher in collecting the data. The researcher used questionnaire as the instrument of this research. The questionnaire was made by the researcher which was developed from Regulation of the Minister of

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[39]Cathrine Dawson, *"Practical Research Method"*, (United Kingdom: Deer Park Park Production), p.31

Education and Culture about the Primary and Secondary Education Process Standard. The theory consists of 11 indicators and which were then developed by the researchers into 18 questions.To obtain data, researchers used close ended type of questionnaire as the instrument. Close ended format questionnaire is that include multiple choice answer. In this research, researcher used close-ended questionnaire to collect the data which was pertinent to the English Study Program Pre-Service Teachers Knowledge to Develop Integrated English Lesson Plan Based on K13.

The data had been collected for answering the question "How do English study program pre-service teachers develop integrated English lesson plans based on k13". The questionnaire designed by researcher used likert scale. The option of likert scale are :

a) 5 = Strongly Agree
b) 4 = Agree
c) 3 = Undecided
d) 2 = Disagree
e) 1 = Strongly Disagree[40]

An instrument in which respondents provide written response to the questions or mark items that indicate their responses. It is a list of question to be answered to get information.

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[40]Sugiyono , Metode Penelitian Kuantitatif , Kualitatif , dan R & D , (Bandung : Alfabeta , 2013)

Table 3.2

Blueprint of Questionnaire

NO	Variable	Theories	Indicator	Questionnaire	Score				
					SA	A	U	D	SD
1	Identity of the Subject	Contains the education unit (the name of the school), the subjects to be taught, class, semester, time allocation and number of meeting hours.	- The education unit (the name of the school) - Title of the lesson - Class/ Semester - Program (especially for Senior High) - Theme - Time allotment	1) In formulatingthe Identity of the Subject, I write/includethe education unit (the name of the school) to develop lesson plan 2) In formulatingthe Identity of the Subject, Iwrite the Title of the lesson to develop lesson plan. 3) In formulating the Identity of the Subject, Iinclude Class/ Semester to develop lesson plan. 4) In formulating Identity of the Subject, Iinclude Program to develop lesson plan. 5) In					

				formulatingIdentity of the Subject, Iinclude Theme to develop lesson plan. 6) In formulating Identity of the Subject, Iwrite Time allotment to develop lesson plan.					
2	Competency Standard	Competency Standard is the qualification of the students' minimal ability which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject.	Competency Standard	7) I include Competency Standard to develop lesson plan					
3	Basic Competencies	Basic competency is a sum of students' ability for certain subjects as the refference for determining the indicators for competency achievement in asubject	Basic Competencies	8) I include Basic Competencies to develop lesson plan.					
4	Indicator for competency achievement	The measureable or observable behavior which shows	Indicator of competency	9) To develop lesson plan, I formulate the indicators for competency					

		the achievement of specific basic competency as the reference for the subject evaluation.		achievement using operational verbs					
5	Instructional goal	Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competence	Instructional goal	10) I include Instructional goal to develop lesson plan.					
6	Instructional material	It includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement	Material that contains relevant facts, concepts and procedures.	11) In Instructional material, Iformulate the description of material that contains relevant facts, concepts and procedures to develop lesson plan.					
7	Time allotment	The time allocation is determined according to the need for achieving KD by considering the number of lesson hours available in the syllabus	Time allocation	12) In time allotment used time allocation to lesson plan.					
8	Learning Methods	Methods are used by teachers to create the the teaching and learning process to enable the	Learning Methods	13) I formulate Learning Methods to develop lesson plan.					

		students to achieve the basic competency or a set of specified indicators.							
9	Learning activities	Learning activities consisting of activities carried out by the teacher as in the syllabus.	- Pre-activity -Whilst activity -Post activity	14) In designing learning activities, Iformulate Pre-activities to develop lesson plan. 15) In designing learning activities, Iformulate Whilst activities to develop lesson plan. 16) Indesigning learning activities, Iformulate Post activities to develop lesson plan.					
10	Evaluation	The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard	- Assessment	17) I formulate assesment in evaluation to develop lesson plan.					
11	Learning Resource	Learning resources based on the syllabus developed by the education	- Learning resources based on syllabus	18) I select the Learning resources and include them in the lesson plan.					

		unit. Learning resources include reference sources, environment, media, resource persons, tools, and materials.							

E. Validity and Reliability of Instrument

a. Validity

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.[41] The instrument of this research used the construct validity as Sugiyono states that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyzes the item with count the correlation between item score of instrument and the total score of instrument. In this research, the researcher used 1 expert to getcommentary and feedback. After that, in getting the construct validity, the researcher spread the questionnaire to 15 students as the respondents through Google Form. After that, the researcher downloaded the spreadsheet of students' answer. Then, the researcher analyzed by using Ms. Excel to measure that is valid or not and then the questionnaire was valid.

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[41]Sugiyono, "StatistikaUntukPenelitian" (Jakarta: RinekaCipta, 1998), hal 135

b. Reliability

After the validity of questionnaire had analyzed by using Ms. Excel. The reliability is measured by using Cronbach Alpha. Cronbach alpha is the most common measure of internal consistency ("reliability"). It was commonly used when someone have multiple likert questions in as survey/questionnaire that form a scale and someone wish to determine if the scale is reliable. According to Nunnally, this has resulted in a wide variance of the reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90. A commonly accepted rule of thumb for describing internal consistency is as follows:

Table 3.3

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability by using Ms. Excel. From the result, the questionnaire has 0.94. It means that the items interpreted to excellent internal consistency because it is more than

0.9 based on the table Cronbach alpha. In other words, the items of questionnaire were reliable.

F. Technique of Analysis Data

The data collection technique used in this study is a questionnaire. The purpose of using a questionnaire in this study is to collect specific data about pre-service teacher knowledge to integrated develop lesson plan. The researcher would analyze the data after collecting it. The following are some steps for data analysis :

First, the researcher analyzed the data from questionnaire by using 5 values an Likert Scale that is used to measuring the mean score of pre-service teacher knowledge to develop integrated English lesson plan. To obtain the mean score, each statement was developed with the value (Strongly agree = 5, Agree = 4,Undecided = 3, Disagree = 2, Strongly Disagree = 1), the formula is described as follow :

$$x = \{(fSA \times 5) + (fA \times 4) + (fU \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Where :

F	:	Frequency	D	:	Disagree
SA	:	Strongly agree	SD	:	Strongly Disagree
$_TA$	:	Agree			

The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. Percentage analysis is used by the researcher to find out the category of pre-service teacher knowledge to

develop integrated English lesson plan. In this research the researcher only focused to find out the category of pre-service teacher knowledge. The formula is following below:

$$P = \frac{\Sigma score}{Max\ score} \times 100\%$$

Where

P : Number Of Percentage

∑score : Total score

Max score : Maximum scores.[42]

After determining the percentage of total items and indicators , the researcher used it to determine pre-service teacher knowledge to develop integrated English lesson plan based on the following criteria:

Table 3.4

Descriptive Table Percentage

NO	Percentage	Interpreted
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Fair
4	21% - 40%	Low
5	0% - 20%	Very Low

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[42] Riduan, Penelitian untuk guru-karyawan dan peneliti pemula, (Bandung: Alfabeta, 2012), hal 8

CHAPTER IV

FINDING AND DISCUSSION

A. **Finding**

To discover pre-service teacher knowledge to develop integrated English lesson plan, the researcher used questionnaire to the 51 respondents from eight semester. The questionnaire consists of 18 items from 11 main indicators. From the responses given by students based on the questionnaire, the researcher found that the pre-service teacher knowledge to develop integrated English lesson plan.

The results of this study will see how good the knowledge of pre-service teachers is on the development of an integrated English lesson plan. Knowledge of lesson plan development will affect the results of the lesson plan itself, which basically starts with developing a good lesson plan. In the development of the lesson plan there are several indicators, the indicators contained in the lesson plan will be explained as follows:

a. **The Identity of the Subject**

Identify of the subject is the first indicator of knowledge to develop integrated english lesson plan, contains the education unit (the name of the school), the subjects to be taught, class, semester, time allocation and number of meeting hours. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Identify of The Subject.

Table 4.1

Percentage of Identify of The Subject

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Identity of the Subject	1) In formulatingthe Identity of the Subject, I write/includethe education unit (the name of the school) to develop lesson plan	35	16	0	0	0	239	93,73
	2) In formulatingthe Identity of the Subject, Iwrite the Title of the lesson to develop lesson plan.	35	16	0	0	0	239	93,73
	3) In formulating the Identity of the Subject, Iinclude Class/ Semester to develop lesson plan.	33	16	2	0	0	235	92,16
	4) In formulating Identity of the Subject, Iinclude Program to develop lesson plan.	25	23	2	1	0	225	88,24
	5) In formulating Identity of the Subject, Iinclude Theme to develop lesson plan.	21	24	5	1	0	218	85,49

	6) In formulating Identity of the Subject, Iwrite Time allotment to develop lesson plan.	30	20	1	0	0	233	91,37
Total							1389	90,78

From the result questionnaire, in the identify of the subject section there are several indicators that have a high percent value, such as writing the name of the school with a total of 93.73%, writing the title with a total of 93.73%, writing the class or semester with a total of 92.16% and also writing time allocation with a total of 91.37%. In case of Identify of the subject, the majority of pre-service teacher have very high knowledge, because pre-service teacher agree that identify of the subject can help them to develop integrated english lesson plan, Concerning to the first indicators identify of the subject, most of pre-service teacher' write identify of the subject as the first thing in developing lesson plans, such as school names, title,class and time allocation.

b. The Competency Standard

Competency standard is the second indicator of knowledge to develop integrated english lesson plan, Competency Standard is the qualification of the students' minimal ability which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject. Bellows is the table that describes the percentage of pre-

service teacher knowledge to develop integrated english lesson plan in indicator of Competency Standard.

Table 4.2

Percentage of Competency Standard

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Competency Standard	7) I include Competency Standard to develop lesson plan	26	24	1	0	0	229	89,8
Total							229	89,8

In case of Competency standard , the majority of pre-service teacher have very high knowledge with 89,8%. In this section, the pre-service teacher make competency standards a quality that must be achieved by a student through an active learning process. In another sense, competency standards are a form of quality that must be possessed by these students covering aspects of attitudes, knowledge, and skills.

c. **The Basic Competencies**

Basic Competencies is the third indicator of knowledge to develop integrated english lesson plan, Basic competency is a sum of students' ability for certain subjects as the refference for determining the indicators for competency achievement in a subject. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Basic Competency.

Table 4.3

Percentage of Basic Competency

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Basic Competencies	8) I include Basic Competencies to develop lesson plan.	29	19	2	1	0	229	89,8
Total							229	89,8

In terms of Basic Competencies, the majority of pre-service teacher have very high knowledge with 89,8. Basic competencies are an important part in the lesson plan, at each meeting contained in the lesson plan it will be arranged according to these basic competencies and for each meeting it is adjusted to the schedule in the education unit.

d. **The Indicator for competency achievement**

Indicator for competency achievement is the fourth indicator of knowledge to develop integrated english lesson plan, indikator for competency achievment is measureable or observable behavior which shows the achievement of specific basic competency as the reference for the subject evaluation. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Indikator for competency achievment.

Table 4.4

Percentage of Indicator for competency achievement

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Indicator for competency achievement	9) To develop lesson plan, I formulate the indicators for competency achievement using operational verbs	28	21	2	0	0	230	90,2
Total							230	90,2

The next indicator in develop integrated lesson plan is Indicator for competency achievement. the majority of pre-service teacher have very high knowledge with 90,2%. In this section, pre-service teachers have understood the indicators for competency achievement, because indicators of competent achievement are behavior or performances which can be measured and observed to show the achievement of certain basic competences.

e. **The Instructional goal**

Instructional goal is the fifth indicator of knowledge to develop integrated english lesson plan, Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competence. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Instructional goal.

Table 4.5

Percentage of Instructional Goal

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Instructional goal	10) I include Instructional goal to develop lesson plan.	25	22	4	0	0	225	88,24
Total							225	88,24

Concerning to the fifth indicator Instructional goal, most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 88,24%. Instructional goal become important indicators in the development of lesson plans. The main reason why instructional goal are important in lesson planning is to provide clear directions for students and also provide opportunities to evaluate results, to find out whether the learning objectives have really been achieved.

f. The Instructional material

Instructional material is the sixth indicator of knowledge to develop integrated english lesson plan, Instructional material it includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Instructional material.

Table 4.6

Percentage of Instructional Material

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Instructional material	11) In Instructional material, Iformulate the description of material that contains relevant facts, concepts and procedures to develop lesson plan.	26	22	3	0	0	227	89,02
Total							227	89,02

Furthermore, data obtained in the indicator of Instructional material revealed that the majority of pre-service teacher have very high knowledge of the Instructional material with a percentage of 89,2%.In certain contexts, the subject matter is the core of the learning process or can be interpreted as the process of delivering material. This is justified when the main goal of learning is mastery of the subject matter.

g. The Time allotment

Time allotment is the seventh indicator of knowledge to develop integrated english lesson plan,The time allocation is determined according to the need for achieving KD by considering the number of lesson hours available in the syllabus. Bellows is the table that describes the percentage

of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Time allotment.

Table 4.7

Percentage of Time Allotment

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Time allotment	12) In time allotment used time allocation to lesson plan.	30	19	2	0	0	232	90,98
Total							232	90,98

In case of Time allotment, most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 90,98%.The pre-service teachers use time allocation to estimate the average time in mastering the basic competencies required by various students.

h. The Learning Methods

Learning Methods is the eigth indicator of knowledge to develop integrated english lesson plan, Methods are used by teachers to create the the teaching and learning process to enable the students to achieve the basic competency or a set of specified indicators. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Learning Methods.

Table 4.8

Percentage of Learning Methods

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Learning Methods	13) I formulate Learning Methods to develop lesson plan.	26	23	2	0	0	228	89,41
Total							228	89,41

In terms of Learning methods, the majority of pre-service teacher have very high knowledge with 89,4%. The pre-service teachers use learning methods in developing lesson plans as a way to present material in the learning process to achieve a goal, so it can be understood that the method is a method used by someone in an activity to achieve the desired goal.

i. **The Learning activities**

Learning activities is the nineth indicator of knowledge to develop integrated english lesson plan, Learning activities consisting of activities carried out by the teacher as in the syllabus. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Learning activities.

Table 4.9

Percentage of Learning activities

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Learning activities	14) In designing learning activities, Iformulate Pre-activities to develop lesson plan.	19	26	6	0	0	217	85,1
	15) In designing learning activities, Iformulate Whilst activities to develop lesson plan.	20	24	7	0	0	217	85,1
	16) Indesigning learning activities, Iformulate Post activities to develop lesson plan.	23	20	8	0	0	219	85,88
Total							653	85,36

Concerning to the nineth indicator learning activities most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 85,88% in post activities. In the development lesson plans, learning activities are carried out through preliminary or opening activities, whilst activities and post activities. This learning activities serves to create a learning atmosphere and learning process so that students achieve basic competencies that is adapted to the characteristics of students and the basic competencies to be achieved.

j. The Evaluation

Evaluation is the tenth indicator of knowledge to develop integrated english lesson plan, The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Evaluation.

Table 4.10

Percentage of Evaluation

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Evaluation	17) I formulate assesment in evaluation to develop lesson plan.	25	21	5	0	0	224	87,84
Total							224	87,84

The next indicator in develop integrated English lesson plan is Evaluation, Most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 87,84%. The pre-service teachers use evaluation because assessment of learning outcomes carried out by the teacher aims to determine whether the teaching materials he has delivered have been mastered or not by the students and whether the teaching activities that have been carried out are as expected.

k. The Learning Resource

Learning Resource is the eleventh indicator of knowledge to develop integrated english lesson plan, Learning resources based on the syllabus developed by the education unit. Learning resources include reference sources, environment, media, resource persons, tools, and materials. Bellows is the table that describes the percentage of pre-service teacher knowledge to develop integrated english lesson plan in indicator of Learning resources.

Table 4.11

Percentage of Learning resources

Indikator	Statements	SA	A	U	D	SD	Total	
		F	F	F	F	F	Score	%
Learning Resource	18) I select the Learning resources and include them in the lesson plan.	28	19	4	0	0	228	89,41
Total							228	89,41

The last indicator is Learning Resource revealed that the majority of pre-service teacher have very high knowledge of the Learning Resource with a percentage of 89,41%. The pre-service teachers used learning resources are ro all resources can be used to make it easier for someone to learn. Learning resources are useful to facilitate learning activities to be more effective and efficient.

Based on the findings, about pre-service teachers knowledge to develop integrated English lesson plan, the researcher could state that the

majority of the pre-service teachers have very high knowledge in develop integrated english lesson plan. However, the highest score are found in certain section such as identify of the subject, indicator for competency achievment and time allocation, because the previous K13 curriculum used many sheets of lesson plans when they were first made. Which means, the knowledge in developing integrated English lesson plan admitted in good level.

B. Discussion

To discover pre-service teacher knowledge to develop integrated English lesson plan at English study program IAIN Curup 2018, the researcher used questionnaire to the 51 respondents since they got experience on microteaching courses and have learned about making lesson plans. The questionnaires consist of 18 items from 11 indicators.

Concerning to the first indicators identify of the subject, most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 90,78%. In line with this, Mu'jizat Fitrani. K in his research entitled "The Analysis of Lesson Plans Designed by The English Teacher of Junior High School at SMPN 26 Makasar " he found that The lesson plan is identity must be given so that the teacher gets clarity about the level of knowledge of the prerequisites, preliminary knowledge, and characteristics of students who will be given lessons. The complete of the lesson plan identity consists of

the name of the education unit, subject identity, class, semester, subject matter, and time allocation.[43] Accordingly, From the result of the questionnaire, pre-service teacher agree that identify of the subject can help them to develop integrated english lesson plan, Concerning to the first indicators identify of the subject, most of pre-service teacher' write identify of the subject as the first thing in developing lesson plans, such as school names, title,class and time allocation.

In case of Competency standard , the majority of pre-service teacher have very high knowledge with 89,8. In the development of lesson plans, competency standards are used as the limits of abilities that must be carried out and owned by each student during learning. According to Mulyasa, To simplify its operations, the attitude domain is divided into two. First, spiritual attitudes related to national education goals to form students who are faithful and pious. Second, social attitudes related to the goal of national education to form students who have noble character, are independent, democratic, and responsible.[44] The pre-service teacher make competency standards a quality that must be achieved by a student through an active learning process. In another sense, competency standards are a form of quality that must be possessed by these students covering aspects of attitudes, knowledge, and skills.

In terms of Basic Competencies, the majority of pre-service teacher have very high knowledge with 89,8. Basic competencies are an important

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[43]Mu'jizat Fitrani. K, Thesis "THE ANALYSIS OF LESSON PLANS DESIGNED BY THE ENGLISH TEACHER OF JUNIOR HIGH SCHOOL AT SMPN 26 MAKASSAR", 2020, hal 14

[44]Mulyasa, Pengembangan dan Implementasi Kurikulum 2013, (Bandung: Remaja Rosdakarya, 2015), cet. VI, hal.119

part in the lesson plan, at each meeting contained in the lesson plan it will be arranged according to these basic competencies and for each meeting it is adjusted to the schedule in the education unit. In line with this, Putri salsabila sulistiyani in her research entitled "IMPLEMENTASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DALAM SEKOLAH DASAR " she found that , The lesson plans are tools used by teachers to guide student learning activities to achieve basic competencies (KD).[45] So it can be concluded that, in develop lesson plan pre-service teacher must develop a lesson plan in accordance with the basic competencies so that the learning activities designed in the lesson plan can develop students' abilities.

The next indicator in develop integrated lesson plan is Indicator for competency achievement. the majority of pre-service teacher have very high knowledge with 90,2. In line with this, Pryla Rochmawati in her research entitled *"English Curriculum & Material Development"*, she found that Indicator is a description of Basic Competence. Each indicator consists of two parts, namely the behavior and content of the lesson. Indicators of competency achievement are formulated with operational verbs that can be measured which include knowledge, attitudes, and skills.[46] so it can be conclude that, indicators of competent achievement are behavior or performances which can be measured and observed to show the achievement of certain basic competences.

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[45]Putri salsabila sulistiyani, IMPLEMENTASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DALAM SEKOLAH DASAR, (Cerdika: JurnalIlmiah Indonesia, 2021) , 1(2) : hal 149

[46]PRYLA ROCHMAHWATI, *English Curriculum & Material Development*, 2017, hal 43

Concerning to the fifth indicator Instructional goal, most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 88,24. Instructional goal become important indicators in the development of lesson plans. According to Zaini, the main reason why learning objectives are important in lesson planning is to provide clear directions for students and also provide opportunities to evaluate results, to find out whether the learning objectives have really been achieved.[47] Using this instructional goal will tell students what is going on. With clear goals, it will be easier for students to participate in the learning process. Students do not need to be confused with what is expected.

Furthermore, data obtained in the indicator of Instructional material revealed that the majority of pre-service teacher have very high knowledge of the Instructional material with a percentage of 89,2. In certain contexts, the subject matter is the core of the learning process or can be interpreted as the process of delivering material. This is justified when the main goal of learning is mastery of the subject matter. According to Sanjaya, Learning materials are everything that is part of the curriculum content that must be mastered by students in accordance with basic competencies in order to achieve competency standards for each subject in certain educational units.[48] In other words, the instructional material is

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[47] Zaini, Hisyam, Desain Pembelajaran Di Perguruan Tinggi,(Yogyakarta: Center for Teaching Staf Development (CSTD), 2002) hal 59

[48] Sanjaya, Wina, Perencanaan Dan Desain Sistem Pembelajaran, (Jakarta: Kencana Prenada Media Group, 2013) hal 141

one element or component that is important in achieving learning objectives.

In case of Time allotment, most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 90,98. Time allocation is the total time required to achieve basic competencies. Determination of the time allocation for each basic competencies is based on the number of effective weeks and the time allocation of subjects weekly. The pre-service teachers use time allocation to estimate the average time in mastering the basic competencies required by various students.

In terms of Learning methods, the majority of pre-service teacher have very high knowledge with 89,4. In line with this, Sanjaya states that the learning method is the method used to implement the plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally.[49] Based on the above understanding, it can be understood that the method is a method used by someone in an activity to achieve the desired goal. The pre-service teachers use learning methods in developing lesson plans as a way to present material in the learning process

Concerning to the nineth indicator learning activities most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 85,36. In the

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[49]Sanjaya, Wina, Perencanaan Dan Desain Sistem Pembelajaran, (Jakarta: Kencana Prenada Media Group, 2013) hal 147

development lesson plans, learning activities are carried out through preliminary or opening activities, whilst activities and post activities. This learning activities serves to create a learning atmosphere and learning process so that students achieve basic competencies that is adapted to the characteristics of students and the basic competencies to be achieved. According to Jusniati in her research entitled "ENGLISH TEACHERS' PROBLEMS IN DEVELOPING LESSON PLAN BASED ON 2013 CURRICULUM AT SMPN 33 MAKASSAR" she found that , Some aspects that have to be considered in learning activities are, learning activities are arranged to make easy teacher so they teach professional, learning activities consist of activities done by teacher as in syllabus and the steps of learning activities for each meeting are done by teacher to make students active.[50] It can be concluded that the pre-service teacher in develop learning activities is adjusted by the education unit or syllabus, and at each meeting the students are expected to be more active and the basic competencies are expected to be achieved.

The next indicator in develop integrated English lesson plan is Evaluation, Most of pre-service teacher have very high knowledge. The percentages of pre-service teacher knowledge are categorized very high with 87,84. In line with this, Yusuf defines the assessment of learning outcomes as a systematic process of collecting and analyzing data to find out evidence of student mastery in learning, the achievement of

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[50] JUSNIATI, thesis : "ENGLISH TEACHERS' PROBLEMS IN DEVELOPING LESSON PLAN BASED ON 2013 CURRICULUM AT SMPN 33 MAKASSAR", 2020 , hal 21

predetermined goals and determining the effectiveness of learning.[51] In other words, assessment of learning outcomes is interpreted as a process of making decisions about the value of learning success. The assessment of learning outcomes carried out by the teacher aims to determine whether the teaching materials he has delivered have been mastered or not by the students and whether the teaching activities that have been carried out are as expected.

The last indicator is Learning Resource revealed that the majority of pre-service teacher have very high knowledge of the Learning Resource with a percentage of 89,41. Learning resources are all resources that can be used to make it easier for someone to learn. Learning resources are useful to facilitate learning activities to be more effective and efficient. Sirregar and Nara states that Learning resources are useful to facilitate learning activities to be more effective and efficient. the benefits of learning resources are able to provide a more concrete and direct learning experience, can present something that is impossible to hold, visit and can provide accurate and uptodate information.[52]

Based on the result of questionnaire, in develop integrated engglish lesson plan students have a very high knowledge. In line with Regulation of the Minister of Education and Culture about the Primary and Secondary Education Process Standard , The lesson plan consists of identity of the subject, time allocation, learning objectives, basic competencies,

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[51] Yusuf, A. Muri, Asesmen Dan Evaluasi Pendidikan. Pilar Penyedia Informasi DanKegiatan Pengendalian Mutu Pendidikan,(Jakarta: Prenada Media Group, 2015) hal 19

[52]Siregar, Eveline dan Nara, Hartini,Teori Belajar dan Pembelajaran,(Bogor: Ghalia Indonesia, 2010) hal 128

competency standard, achievement indicators, learning materials, learning methods, learning media, learning resources, learning activities, assessment of learning outcomes.[53] In this case the students have developed lesson plans according to these indicators. Accordingly,English study program pre-service teacher knowledge to develop integrated english lesson plan based on k13 is very good with all of the percentages of the respondent direct to very high knowledge

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[53]*Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Pendidikan Menengah*

CHAPTER V

CONCLUSION

A. **Conclusion**

After conducting the researchabout pre-service techers knowledge to develop integrated English lesson plan, the researcher could state that the majority of the pre-service teachers have very high knowledge in develop integrated english lesson plan. The lesson plan developed by the pre-service teacher is developing well because it contains 11 aspects of the lesson plan including, identity of the subject, competency standard, basic competencies, indicator for competencies achievement, instructional goal, instructional material, time allotment, learning methods, learning activities, evaluation, learning resources. Which means, the knowledge of the pre-service teachers of English study program in developing integrated English lesson plan are admitted in good level.

B. **Suggestion**

Based on the conclusion above, the researcher suggested for the next research that the researcher could give more then what this research has been done. The researcher hoped, the next researcher could conduct the research about english lesson plan however in different case such as strategies in developing lesson plan.

For the pre-service teacher, in understanding the developing lesson plan, the resercher hoped that the pre-service teacher can maintain or

further improve their understanding of the development of the lesson plan.

Knowledge of lesson plan development is needed to have a more effective

lesson plan.

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APPENDIXES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : 351 Tahun 2022
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022-2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 22 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan		1.	Surat Rekomendasi dari Prodi Tadris Bahasa Inggris Nomor /FT.2/PP.00.9/TBI/2022
		2.	Berita Acara Seminar Proposal Hari Rabu, 20 April 2022

MEMUTUSKAN :

Menetapkan

Pertama	:	1.	Jumatul Hidayah, M.Pd.	197802242002122002
		2.	Sarwo Edy, M.Pd.	20011038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Dea gemvita Sukma**
N I M	:	**18551017**
JUDUL SKRIPSI	:	**"English Study Program Pre-Service Teachers Abilities to Develop Integrated English Lesson Plan Based On K13"**

kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 31 Mei 2022
Dekan,

HAMENGKUBUWONO

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan

Nomor	:	/In.34/FT/PP.00.9/06/2022	10 Juni 2022
Lampiran	:	Proposal dan Instrumen	
Hal	:	Permohonan Izin Penelitian	

Kepada Yth. IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Dea Gemvita Sukma
NIM	: 18551017
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	: "English Study Program Pre-Service Teachers Knowledge To Develop Integrated English Lesson Plan Based On K13 "
Waktu Penelitian	: 10 Juni s.d 10 September 2022
Tempat Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dekan,

HAMENGKUBUWONO
NIP. 196508261999031001

Tembusan :
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul	:	**ENGLISH STUDY PROGRAM PRE-SERVICE TEACHERS KNOWLEDGE TO DEVELOP INTEGRATED ENGLISH LESSON PLAN BASED ON K13**
Penulis	:	**Dea Gemvita**
NIM	:	18551017

Dengan tingkat kesamaan sebesar 28%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 03 Agustus 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sanwo Edy, M.Pd

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	11/05 2021	Revisi Chapter 2 tentang Teori		
2	18/05 2021	Revisi Chapter 3		
3	30/05 2021	Revisi chapter 3 Instrument		
4	6/06 2021	Revisi chapter 3. Instrument		
5	11/06 2021	Membahas hasil Questionnaire		
6	14/06 2021	Revisi Finding		
7	21/06 2021	Revisi Discussion		
8	29/07 2021	Acc Sidang		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	3/06 2021	Revisi Sudah seminar proposal		
2	15/06 2021	Revisi chapter 2 tentang teori		
3	25/06 2021	Revisi chapter 3 tentang instrument		
4	31/06 2021	Revisi chapter 3. tentang instrument		
5	3/06 2021	Revisi chapter 3.		
6	20/06 2021	Revisi Finding		
7	4/07 2021	Revisi Discussion		
8	29/07 2021	Acc Sidang		

Table

Blueprint Questionnaire

Variable	Theories	Indicator	Questionnaire	Score				
				SA	A	U	D	SD
Identity of the Subject	Contains the education unit (the name of the school), the subjects to be taught, class, semester, time allocation and number of meeting hours.	- The education unit (the name of the school) - Title of the lesson - Class/ Semester - Program (especially for Senior High) - Theme - Time allotment	1) In formulatingthe Identity of the Subject, I write/includethe education unit (the name of the school) to develop lesson plan 2) In formulatingthe Identity of the Subject, Iwrite the Title of the lesson to develop lesson plan. 3) In formulating the Identity of the Subject, Iinclude Class/ Semester to develop lesson plan. 4) In formulating					

			Identity of the Subject, Iinclude Program to develop lesson plan. 5) In formulating Identity of the Subject, Iinclude Theme to develop lesson plan. 6) In formulating Identity of the Subject, Iwrite Time allotment to develop lesson plan.					
Competency Standard	Competency Standard is the qualification of the students' minimal ability which illustrates the mastery of knowledge, attitude, and skill obtained through each class or semester for every subject.	Competency Standard	7) I include Competency Standard to develop lesson plan					
Basic Competencies	Basic competency is a sum of students' ability for certain subjects as the refference for determining the indicators for competency achievement in asubject	Basic Competencie s	8) I include Basic Competencies to develop lesson plan.					
Indicator for competency	The measureable or	Indicator of competency	9) To develop lesson plan, I					

achievement	observable behavior which shows the achievement of specific basic competency as the reference for the subject evaluation.		formulate the indicators for competency achievement using operational verbs					
Instructional goal	Instructional goal illustrates the process and the learning outcome achieved by the students in accordance to the basic competence	Instructional goal	10) I include Instructional goal to develop lesson plan.					
Instructional material	It includes the fact, concept, principle, and the relevant procedure, and written as suitable items in relation to the indicators for competency achievement	Material that contains relevant facts, concepts and procedures.	11) In Instructional material, Iformulate the description of material that contains relevant facts, concepts and procedures to develop lesson plan.					
Time allotment	The time allocation is determined according to the need for achieving KD by considering the number of lesson hours available in the syllabus	Time allocation	12) In time allotment used time allocation to lesson plan.					
Learning Methods	Methods are used by teachers to create the the teaching and learning process to enable the	Learning Methods	13) I formulate Learning Methods to develop lesson plan.					

	students to achieve the basic competency or a set of specified indicators.							
Learning activities	Learning activities consisting of activities carried out by the teacher as in the syllabus.	- Pre-activity -Whilst activity -Post activity	14) In designing learning activities, Iformulate Pre-activities to develop lesson plan. 15) In designing learning activities, Iformulate Whilst activities to develop lesson plan. 16) Indesigning learning activities, Iformulate Post activities to develop lesson plan.					
Evaluation	The procedure and the instruments for assessment should be based on the indicators for competency achievement and refer to the evaluation standard	- Assessment	17) I formulate assesment in evaluation to develop lesson plan.					
Learning Resource	Learning resources based on the syllabus developed by the education unit. Learning resources include	- Learning resources based on syllabus	18) I select the Learning resources and include them in the lesson plan.					

	reference sources, environment, media, resource persons, tools, and materials.							

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The **blue** colour phrases are added or revised to be coherent with the theory in chapter II.

July, 2022

Validator

Nastiti Handayani, M.Pd

Validity Check

Responden	Indikator																		Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	
Responden 1	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	88
Responden 2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	89
Responden 3	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	69
Responden 4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Responden 5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	4	5	5	86
Responden 6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Responden 7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Responden 8	5	5	5	4	4	5	5	5	5	5	5	5	5	4	4	5	5	5	86
Responden 9	5	5	5	4	4	5	4	4	5	4	4	5	5	4	3	5	5	5	81
Responden 10	4	4	3	4	4	4	4	4	4	3	4	4	4	3	4	4	4	5	70
Responden 11	4	4	4	4	2	4	4	2	4	4	4	4	4	4	4	5	4	4	69
Responden 12	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	3	5	3	83
Responden 13	5	4	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	87
Responden 14	5	5	5	4	4	4	4	4	4	4	4	3	3	4	3	3	3	4	70
Responden 15	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	5	88
r hitung	0,80	0,64	0,55	0,83	0,77	0,95	0,79	0,81	0,95	0,88	0,92	0,81	0,80	0,80	0,58	0,52	0,81	0,52	
r tabel	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	
interpretation	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	

Realibility Check

Responden	Indikator																		Total
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	
Responden 1	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	88
Responden 2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	89
Responden 3	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	69
Responden 4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Responden 5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	4	5	5	86
Responden 6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Responden 7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Responden 8	5	5	5	4	4	5	5	5	5	5	5	5	5	4	4	5	5	5	86
Responden 9	5	5	5	4	4	5	4	4	5	4	4	5	5	4	3	5	5	5	81
Responden 10	4	4	3	4	4	4	4	4	4	3	4	4	4	3	4	4	4	5	70
Responden 11	4	4	4	4	2	4	4	2	4	4	4	4	4	4	4	5	4	4	69
Responden 12	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	3	5	3	83
Responden 13	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	87
Responden 14	5	5	5	4	4	4	4	4	4	4	4	3	3	4	3	3	3	4	70
Responden 15	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	5	88
																			71,11428571	Total of Variance (Vtest)
Variance	0,1714	0,2095	0,6952	0,2571	0,6952	0,20952	0,2571429	0,6952	0,2095	0,4	0,2381	0,4	0,4	0,4952	0,6	0,5524	0,5524	0,381	7,419047619	Variance of Score (∑Vi)

Cronbach Alpha Formula	$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum Vi}{Vtest}\right)$

Interpretation		
Nilai yang ditetapkan		Hasil
0,7	$\alpha = \frac{18}{18-1}\left(1 - \frac{7,419048}{71,11429}\right)$	Reliable
	0,948361024	

The Data Percentage

Nama	Kelas	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	Total
Aprilianti Tri Lestari	A	4	4	4	3	3	5	5	5	3	3	4	5	4	4	5	3	3	3	70
Azah sari veronica	A	5	5	5	5	3	3	3	5	5	5	5	5	5	5	5	5	5	5	84
Ainul	A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
dwi septiana putri	A	4	5	5	4	3	4	4	3	4	4	4	4	4	4	5	4	4	4	73
Bayu segara	C	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	88
Vicha Nadia	C	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	89
Muhammad Hafiz	B	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4	69
Novi Agnes paramitha	B	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Irhash akbar ahmadi	B	5	5	5	5	5	5	5	5	5	5	4	5	4	4	4	5	5	5	86
ANGGUN	A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Annisa ismi	A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Dina Anggraini	A	5	5	5	4	4	5	5	5	5	5	5	5	5	4	4	5	5	5	86
Cherilla Selma Azzahra	A	5	5	5	4	4	5	4	4	5	4	4	5	5	4	3	5	5	5	81
Novita Eliansri	B	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	5	71
Putri Wulan Dari	B	4	4	4	4	2	4	4	2	4	4	4	4	4	4	5	4	4	4	69
Magi oktavian	B	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	3	5	3	83
Eka Sepritawati	A	5	4	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	87
Astuti	A	5	5	5	4	4	4	4	4	4	4	4	3	3	4	3	3	3	4	70
Yudis Awang Prayoga	C	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	5	88
Yeni rahayu	C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	74
Nabila Khairunisa Hanif	B	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Nurjanah	B	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	72
Lifmi Izatu Radiah	B	5	5	5	5	5	5	5	5	4	4	5	5	5	4	4	5	5	5	85
Valen Kurnia Apriliana	C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
Rita Heryani	C	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	75
ramadan	A	4	5	5	4	3	5	4	3	3	3	5	5	4	3	3	3	3	4	69
Ihsan Kamil	A	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	3	5	5	83
Teti Febryanengsih	C	5	5	5	5	4	5	5	5	5	5	4	5	5	3	3	3	4	5	81
Widi Tria Aryani Nasution	C	5	5	5	4	4	5	4	4	4	5	4	5	4	5	4	4	4	5	80
Roni Saputra	C	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Suci Meliania	C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
Nurhakiki	B	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	88
Wiwit Wido Nengsih	C	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Lesti Oktavia	B	4	4	4	3	3	4	5	4	4	3	3	4	4	3	5	5	4	3	69
Haikal Pasha	B	5	5	5	4	4	4	4	4	4	4	3	3	3	5	5	5	5	5	77
Nadia Umami	B	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	74
Gustin Monika	B	4	4	4	2	4	4	4	4	4	4	3	4	4	4	3	3	3	4	67
Ririn Ayang Marceli	C	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	84
Reki	C	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
Tezi Yasinta	C	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	90
Anidia	A	4	4	4	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	76
Total		191	192	189	181	175	188	184	184	184	181	181	186	182	173	174	176	180	183	
Persentase		74,9	75,29	74,12	70,98	68,63	73,73	72,16	72,16	72,16	70,98	70,98	72,94	71,37	67,84	68,24	69,02	70,59	71,76	

Documentation