



**THE ANALYSIS OF STUDENT'S LESSON PLANS
IN TEACHING PRACTICE OF ENGLISH EDUCATION DEPARTMENT
OF MURIA KUDUS UNIVERSITY IN TEACHING PRACTICE
IN SMK NU MA'ARIF KUDUS IN THE ACADEMIC YEAR 2012/2013**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements
for Completing the Sarjana Program
in English Education**

**By
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**DEPARTMENT OF ENGLISH EDUCATION
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2014

MOTTO AND DEDICATION

Motto:

Stop Thinking For Nothing

Dedication:

This skripsi is dedicated to:

- Allah SWT the Almighty.
- Her beloved parents who always give their love, attention and the best prayers to the writer.
- Her beloved sisters who always supports her.
- All of her friends in English Education Department of Teacher Training and Education Faculty of Muria Kudus University who cannot be mentioned one by one.

ADVISOR'S APPROVAL

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Kudus, 2014

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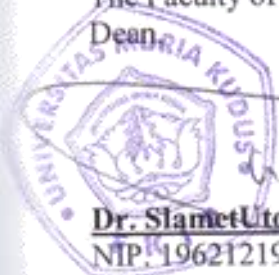
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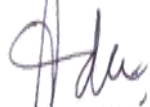


EXAMINERS' APPROVAL

This is to certify that the Skripsi of **Putri Asih (NIM. 2009-32-175)** has been approved by the Examining Committee as a requirement for the Sarjana Degree in English Education Department.

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Kudus, July 2014

The Writer

ABSTRACT

Asih, Putri. 2014. *The Analysis of Student's Lesson Plan in Teaching Practice of English Education Department of Muria Kudus University in Teaching Practice in SMK NU MA'ARIF Kudus in the academic year 2012/2013*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Agung Dwi Nurcahyo, SS, M.Pd, (2) Rismiyanto, SS, M.Pd.

Key words: *Lesson Plan, content of lesson plan*

Lesson plan is a compulsory document that has to be fulfilled by the teacher because lesson plan has crucial impact in teaching and learning process to conduct all the activity that will be done during teaching and learning process. Because lesson plan is the important aspects to contribute to the success of the teaching process, good teachers have to think carefully and systematically about what they are going to do in the classes and how they are going to organize the teaching and learning process. But in fact, there are some teachers cannot constructed lesson plan well.

The objective of this research is to describe the content of lesson plan by students of English Education Department of Muria Kudus University during their teaching practice in SMK NU MA'ARIF Kudus in academic year 2012/2013.

This research is descriptive qualitative research. The data of this research is the content lesson plan of students English Education Department of Muria Kudus University during their teaching practice in SMK NU MA'ARIF Kudus in academic year 2012/2013 and the data source is lesson plan of students English Education Department of Muria Kudus University during their teaching practice in SMK NU MA'ARIF Kudus in academic year 2012/2013 that consist of ten lesson plans.

The result of this research is the content of lesson plan by students of English Education Department of Muria Kudus University during their teaching practice in SMK NU MA'ARIF Kudus belong to excellent. where, students "A" gets score 41 and the quality lesson plan get score 93% , students "B" gets score 39 and quality lesson plan get score 88%, student "C" gets score 40 and quality lesson plan get score 90%, student "D" gets score 41 quality lesson plan get score 93%, student "E" gets score 43 quality lesson plan get score 97%, student "F" gets score 41 quality lesson plan get score 93%, student "G" gets score 43 quality lesson plan get score 97%, student "H" gets score 36 quality lesson plan get score 81%, student "I" gets score 42 quality lesson plan get score 95% and the student "J" gets score 39 quality lesson plan get score 88%. Actually, they have designed implemented good lesson in teaching practice.

Based on the result of the research above, it is expected that the English Education Department, Teacher Training and Education Faculty are supposed to write lesson plan clearly and should pay attention the information in every aspect of lesson plan to make the quality of lesson plan be good.

ABSTRAK

Asih, Putri. 2014. *Analisis Rencana Program Pembelajaran Mahasiswa Praktik Mengajar Pendidikan Bahasa Inggris Departemen Universitas Muria Kudus di Praktik Mengajar di SMK NU Ma'arif Kudus pada tahun akademik 2012/2013*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Agung Dwi Nurcahyo, SS, M.Pd, (2) Rismiyanto, SS, M.Pd.

Kata kunci: Rencana Program Pembelajaran (RPP), isi RPP

Rencana Program Pembelajaran (RPP) adalah dokumen wajib yang harus dipenuhi oleh guru karena RPP memiliki dampak penting dalam proses belajar mengajar untuk melakukan semua aktivitas yang akan dilakukan selama proses belajar mengajar. Karena RPP merupakan aspek penting untuk berkontribusi bagi keberhasilan proses pengajaran, guru yang baik harus berpikir hati-hati dan sistematis tentang apa yang akan mereka lakukan di kelas dan bagaimana mereka akan mengatur proses belajar mengajar. Namun pada kenyataannya, ada beberapa guru tidak dapat dibangun RPP dengan baik.

Tujuan dari penelitian ini adalah untuk menggambarkan isi RPP dari mahasiswa Pendidikan Bahasa Inggris Departemen Universitas Muria Kudus selama praktek mengajar mereka di SMK NU Ma'arif Kudus pada tahun akademik 2012/2013.

Penelitian ini merupakan penelitian deskriptif kualitatif. Data dari penelitian ini adalah isi RPP dari mahasiswa Pendidikan Bahasa Inggris Departemen Universitas Muria Kudus selama praktek mengajar mereka di SMK NU Ma'arif Kudus pada tahun ajaran 2012/2013 dan sumber data RPP dari mahasiswa Pendidikan Bahasa Inggris Departemen Universitas Muria Kudus selama praktek mengajar mereka di SMK NU Ma'arif Kudus pada tahun ajaran 2012/2013 yang terdiri dari sepuluh RPP.

Hasil penelitian ini adalah isi dari RPP mahasiswa Pendidikan Bahasa Inggris Departemen Universitas Muria Kudus selama praktek mengajar mereka di SMK NU Ma'arif Kudus sangat baik. Yang mana, siswa "A" mendapat skor 41 dan kualitas RPP mendapatkan skor 93%, siswa "B" mendapat skor 39 dan kualitas RPP mendapatkan skor 88%, mahasiswa "C" mendapat skor 40 dan kualitas RPP mendapatkan skor 90% , mahasiswa "D" mendapat skor 41 dan kualitas RPP mendapatkan skor 93%, mahasiswa "E" mendapat skor 43 kualitas RPP mendapatkan skor 97%, mahasiswa "F" mendapat skor 41 kualitas RPP mendapatkan skor 93%, mahasiswa "G" mendapat skor 43 kualitas RPP mendapatkan skor 97%, mahasiswa "H" mendapat skor 36 kualitas RPP mendapatkan skor 81%, mahasiswa "I" mendapat skor 42 kualitas RPP mendapatkan skor 95% mahasiswa "J" mendapat skor 39 kualitas RPP mendapatkan skor 88%. Sebenarnya, RPP mereka telah dirancang dan diimplementasikan dengan pelajaran yang baik dalam praktek mengajar.

Berdasarkan hasil penelitian di atas, diharapkan bahwa mahasiswa keguruan pendidikan bahasa Inggris seharusnya menulis rencana pembelajaran dengan jelas dan harus memperhatikan informasi dalam setiap aspek rencana pelajaran untuk membuat kualitas RPP baik .



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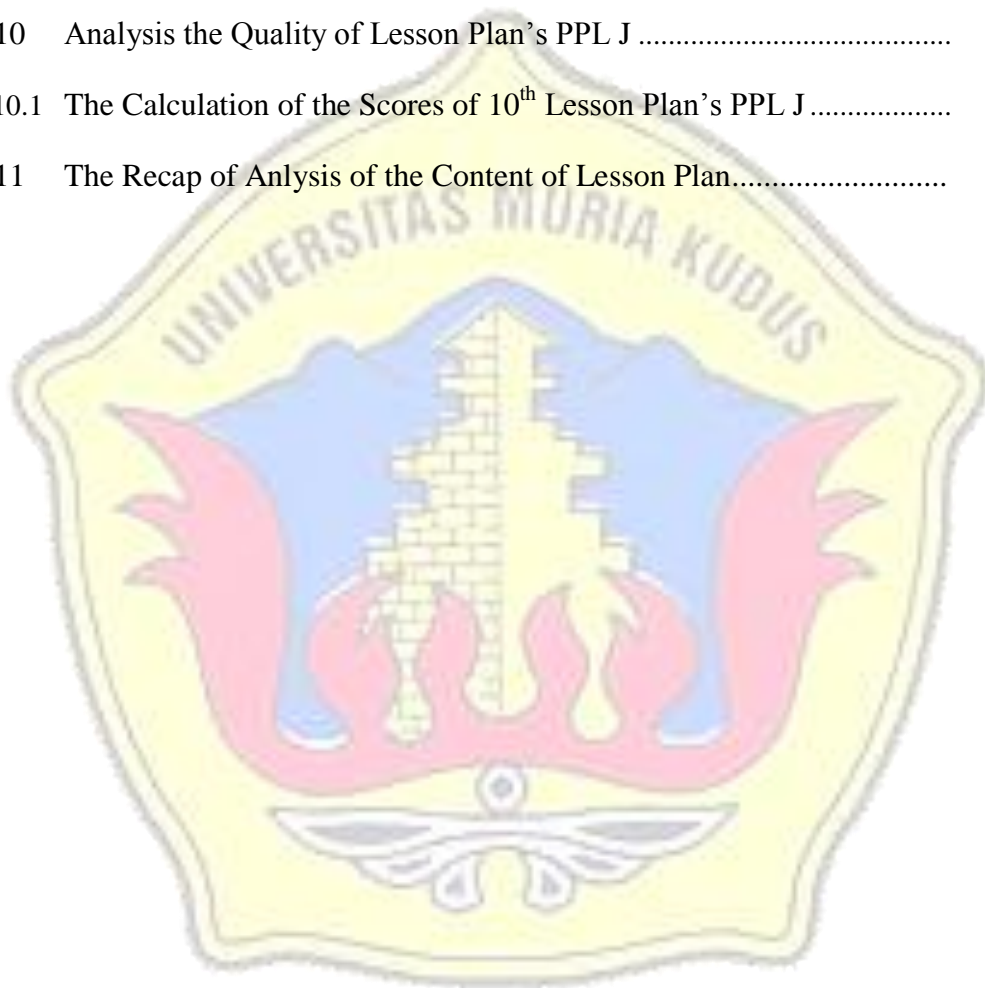
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