ABSTRACT
Lesson plan is one of the teachers’ administrative documents that must be paid attention. A
lesson plan is a teachers’ detailed description of the course of instruction for an individual lesson.
Teachers create a lesson plan to communicate their instructional activities regarding specific
subject matters. In this thesis the writer is interested in discussing about the implementation of
lesson plan in the classroom. The purpose of the study is to know how the English teacher
impliments lesson plan in the classroom.
The research design used in this study was descriptive qualitative research. It was designed to
obtain information concerning the status phenomena that is about implementation of lesson plan
available at students’ worksheet (LKS) without numerical and statistical data. The study was
conducted at SMA Muhammadiyah 1 Pasuruan. The subject was the teacher who used the lesson
plan available at students’ worksheet (LKS).
The result of the study shows that the teacher does not implement all instructions available at
students’ worksheet (LKS). From seven elements of LKS only two of them are matched and five
of them do not match. Time allocation, goal, method, sources, evaluation are elements that do
not match with the lesson plan. Then, material and activities match with the lesson plan available
at students’ worksheet (LKS).
By this study, the writer suggests that the principal might conduct the meeting regularly and ask
the teacher to follow in service training in order that the teacher knows more about the way of
implementing the lesson plan well. Then, the teacher might modify the lesson plan based on the
school and students’ condition. The writer suggests for further researcher to research about the
effectiveness and weaknesses of lesson plan provided at students’ worksheet (LKS).