CHAPTER I
INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significance of the research and scope of the research.

A. Background

According to Permendikbud Number 65 of 2013 concerning Standards for the Process of LP(LP) is a face-to-face learning activity plan for one or more meetings. Need to know that the learning implementation plan is more often about LP. The learning process in schools is always designed through the LP, but considering the current situation of the Covid-19 pandemic, it is very impossible to carry out the learning process according to the LP which is designed with a normal curriculum. Many of them students complain because the online learning system is not effective, especially the lack of learning facilities while at home. Therefore, teachers are required to simplify the LP which is one of the policies issued by the Minister of Education and Culture (Mendikbud) Nadiem Makarim that the simplification of the LP is intended for teachers in order to ease teacher administration materials.

Designing a LP is based on the existence of a syllabus which is a teacher's guide to make reference references in the learning process in the classroom. The teacher's teaching materials for students should be in accordance with what is stated in the LP or considered a percentage of 100%, but some of the teachers are not able to do this because there is still a lack of learning facilities especially in English subjects so that the percentage of teaching materials teachers to students

from the results of observations that were applied to teaching by teachers only 70%-95% before the pandemic period, and then during the Covid-19 pandemic the LP made by the teacher in accordance with the Normal or Emergency Curriculum got a percentage result of 50%-70% according to with the results of interviews at the time of observation.

This opinion was justified by several teachers because during the pandemic the learning process was less effective than before the pandemic, although the technology used during the online learning process was very sophisticated, but the teacher's learning objectives listed in the LP were still not appropriate. This is very worried by all teachers in various subjects, especially in English subjects, so that in the online learning process as much as possible the teacher applies the learning process according to his abilities but the results are not effective. Therefore, the researcher aims to conduct research by analyzing the LPthat has been owned by English teachers at UPT SMA Negeri 4 Parepare to find out why the percentage level of teacher teaching materials to students has greatly decreased before and during the COVID-19 pandemic. This research was carried out to reduce the level of percentage of teaching materials for English teachers before and during the covid-19 pandemic.

Based on the description above, it can be concluded that the researcher will conduct a research with the research title “Analysis Of The Effectiveness Of English Lesson Plans In Normal And Pandemic Covid-19 Era”.

B. Problem Statements

Based on the background of the problem that has been described, the formulation of the problem is as follows:

1. How was the level of presentation of teaching materials for the implementation of LP for English teachers before the COVID-19 pandemic at UPT SMA NEGERI 4 PAREPARE?
2. How is the level of presentation of teaching materials for the implementation of LP for English teachers during the covid-19 pandemic UPT SMA NEGERI 4 PAREPARE?

C. Objectives of the Reseach

Based on the formulation of the problem that has been described, the objectives of this study include:

1. To find out how the level of presentation of teaching materials for the implementation of LP for English teachers before the covid-19 pandemic was at UPT SMA NEGERI 4 PAREPARE.
2. To find out how the level of presentation of teaching materials for the implementation of LP for English teachers during the covid-19 pandemic was at UPT SMA NEGERI 4 PAREPARE.

D. Significances of the Research

The significances of this research is to find out how much the teacher's ability to make LP and implement them. So that students who will read this research will eventually know that the LP are not just made, but there is a need for

thinking in the form of methods that will be taught to students. The benefits of this research are also useful for analyzing LP that are not just made but need further action in accordance with the normal curriculum that applies. Therefore, to find out where the discrepancy lies in the LP of teachers being taught to students, so researchers want to find out the level of presentation of teacher teaching materials that were applied before and during the pandemic in accordance with the LP that applies to the normal curriculum.

E. Scope of The Research

The scope of the research focuses on the teacher's perspective in implementing the learning system using the LP with the level of presentation of teaching materials that are applied when learning with the normal curriculum at UPT SMA Negeri 4 Parepare and is limited by discipline,content, and activities.

1. Disciplinedly, this research is limited to the field of applied linguistics studies, interms Presentation of teaching materials in the LP.
2. In content, this research is limited to qualitative research that focuses onresearch case studies and provide new theories as research results. In theresearch, researchers focus on exploring the perspectives of teachers inSMA Negeri 4 Parepare on the case of Presentation of teaching materials in the LP.
3. In activity, the researcher looked for respondents by making observations, after that the researchers gave interviews via online and the last one was data analysis.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

Some of the findings of this related research have revealed an analysis of the LP in other subjects, as well as the research reference, namely the Analysis of the LP in Mathematics by Lutfiyah Nurzain (2015). In the results of his research, it has been concluded that the respondents who studied the LP used were it that were not made by them selves teacher, it is the result of editing from the downloaded LP, and the it is the result of editing fro m his friend's LP .

The LP that has been prepared is also not in accordance with the guidelines for the preparation of the LP, where it should be prepared with reference to standard processes and approaches scientific. This can be seen from the lack or even absence scientific steps in learning scenarios. It can be seen that in this study there are many problems that exist in the LP with a normal curriculum, so the researcher wants to find out what the obstacles are by using the level of presentation of the success of teacher learning achievements to students.

The research that has been conducted by Ika Resti Aprilianingrum (2018) also shows that the research he has done has obtained satisfactory results because the analysis applied to the Islamic Religious Education teacher is guided by the LPthat he made in accordance with the existing curriculum. This

research is a qualitative research, in collecting data, the author uses the method of documentation, interviews, and observation. Subject the research consisted of PAI subject teachers, school principals, who were in SMP Negeri 1 Jatilawang the results of the study indicate that designing the LP has been carried out teacher before learning takes place for one academic year, namely by competency achievement learning design model (DP-PK). LP format curriculum 2013 Lesson Plan PAI teachers at SMP Negeri 1 Jatilwang with LP format Minister of Education and Culture No. 22 of 2016 with several appropriate formats which must include strengthening character education, literacy, 4C, and HOTS (Higher of Thinking Skill) and is routinely validated for each LP once a year. So that in this study the analysis carried out is very precise and accurate to be used as research material that the researcher will examine in this proposal.

This study was chosen because it wanted to conduct research in order to determine the level of presentation of teaching materials taught by English teachers at SMA Negeri 4 Parepare which is one of the schools in Parepare with a level of concentration in learning English which is very less on the results of observations. The researcher aims to analyze the LP owned by the teacher because there is a tendency for the teacher's way of teaching that is not in accordance with the LP that has been set.

Therefore, with the considerations that have been made in previous studies, the researchers took the title of the research, namely "Analysis Of The Effectiveness Of English LPIn Normal And Pandemic Covid19 Era". The

researcher took the title of the study because it was one of the problems that existed during the learning process.

B. The Essence of Learning English

Learning is an effort made by a person (teacher) to teach students (Djauhar, et al. 2009:9), while learning according to Prawiradilagan (2007:136) is a system consisting of goals learning, teaching materials, learning strategies (methods, media, time, system delivery), and learning assessment. The two opinions above can be concluded, that learning is an activity that involves a person in an effort to acquire knowledge, skills, and positive values by use various sources for learning.

According to Mudhofir (in Djauhar, et al. 2009:9) there are four learning patterns. First, the pattern of teacher-student learning without using learning aids/materials in the form of teaching aids. This learning pattern is very dependent on the teacher's ability to remember learning materials and convey these materials orally to students. Second, patterns (teachers and aids) with students. In this learning pattern, the teacher has been assisted by various learning materials called learning aids in explaining and demonstrating an abstract message. Third, the pattern of teachers plus media with students. This learning pattern has taken into account the limitations of the teacher, who may not be the only source of learning. Teachers can use various learning media as learning resources that can replace teachers in learning. So this pattern is a pattern of alternating learning between teachers and the media in interacting with students.

There are several basics in learning include:

1. It identifies and determines the specifications and qualifications for changes in the behavior and personality of students as expected.
2. Choosing a learning approach system based on the aspirations and views of the community.
3. Selecting and establishing procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide for teachers in determining their teaching activities.
4. Establish norms and minimum success thresholds or criteria and success standards so that they can be used as guidelines by teachers in evaluating the results of learning activities which will then be used as feedback for the improvement of the relevant instructional system as a whole (Djamarah, 2002: 6)

Definition of Learning According to Law no. 20 of 2003 concerning National Education System Article 1 Paragraph 20, namely learning is a process of interaction between students and educators and learning resources in a learning environment. In connection with the description above which describes the interaction of students with educators, namely the process of transfer of knowledge so that old knowledge develops with new knowledge in a learning environment. Learning is a combination element that is composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives (Oemar Hamalik, Curriculum and Learning, (Jakarta: PT. Bumi Aksara, 2003) p. 57). Izzan and Mahfuddin (2007:3) define

learning as a complicated process that causes difficulties for young people and adults, but it is different from children because of the different learning processes. The above description explains the differences in grasping power and the learning process according to growth.

There have been changes in the educational paradigm that placing humans as a complete resource provides direction fundamental policies within the framework for development future education. These changes of view has implications for changes in perspective even changes in the concept of interpreting existence, principles and learning approaches.

Axiomatic means the truth of the truth of theories that use is undisputed. Learning approach (teaching) approach) is a design or desire to start and carry out teaching in a field of study/subject gives direction and style to his teaching method and is based on on the associated assumptions.

The term approach to language learning refers to theories about the nature of language and functioning language learning as a source of foundational/principles of language teaching. Theory of reality language expresses assumptions and discoveries about nature language, language characteristics, language elements, and functions and its use as a medium of communication in a language community. Language learning theory suggests psychological processes in learning language as stated in psycholinguistics. Approach learning is more axiomatic in the definition that truth the linguistic theories and language learning theories used are not questioned again.

From this approach, the language learning method is derived. For example,

from an approach based on the theory of structural linguistics which put forward linguistic works according to the views of structuralists and The theoretical approach to language learning adheres to the flow of inherited behaviorism a language learning method called the Grammar Method (Grammar Methods).

According to Ma‟mur (2009: 59) explains that the term method in language learning means comprehensive planning for present language course material regularly. This term is more procedural in the sense of applying a method in language learning carried out by going through regular steps and regularly gradually, starting from the preparation of teaching plans, presentation teaching, teaching and learning process, and assessment of learning outcomes.

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce spoken and/or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in people's lives. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

So that it is attempted as much as possible to achieve what is called an "impressive first impression" which in turn serves as a motivation for them to explore English language insights at a further level. English as well as Indonesian is a communication tool that contains several characteristics, namely systemic,

arbitrary, verbal, human and communicative.

Learning a language will be meaningful for students if what they learn is related to their prior knowledge and experience. In another view, language learning must take place by involving the ability to think in stages, starting from knowing, understanding, using, analyzing, synthesizing, and evaluating what they learn.

C. LESSON PLANS (LP)

Before teaching the teacher must first design a Lesson Plans, therefore according to experts the definition of learning can be explained as stated by: Mulyasa (2007, p. 183) revealed that LP is a plan for describing teaching procedures and management to achieve one or more the basic competencies specified in the competency standards and described in the syllabus. Therefore, according to the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for the Primary and Secondary Education Process, the LP is a face-to-face learning activity plan for one or more meetings. LP was developed from the syllabus to direct student learning activities in an effort to achieve Basic Competence (KD).

Muslich (2008: 45) which states that, "LP is unit subject that will be applied by the teacher in classroom learning. LP is a guide that really helps teachers to carry out the learning process in an orderly manner. Without a well-made plan, the process and results will be difficult to achieve optimally.

Mulyasa (2007: 183) reveals that, "LP are plans that describe learning procedures and management to achieve one or more basic competencies that are

applied in content standards and described in the syllabus". From the description of the opinions of several experts regarding the LP, it can be concluded that the teacher before carrying out learning must design and manage the subjects per unit that will be applied by the teacher in classroom learning. Each teacher is obliged to prepare it for the subjects he teaches. LP development can be carried out by teachers independently and/or in groups/MGMP, coordinated, facilitated, and supervised by the principal/supervisor.

1. The Components of Lesson Plan

a. Language Teaching In Normal Time

The components of the LPaccording to (Ibnu Fajar: 2018) include:

School : …….

Subjects : …….

Class/Semester : …….

Time Allocation : …….

A. Core Competencies	
1. Knowledge	2. Skills
B. Basic Competence	
3.1 Basic Competencies *(KD)* in Core Competencies *(KI)* Knowledge	4.1 Basic Competencies *(KD)* in Core Competencies *(KI)* Skills
C. Indikator Pencapaian Kompetensi	
3.1.1 Basic Competency *(KD)* Indicators on Knowledge Core Competencies *(KI)* 3.1.2 Basic Competency *(KD)* Indicators on Knowledge Core Competencies *(KI)* 3.1.3 Basic Competency *(KD)* Indicators on Knowledge Core Competencies *(KI)*	4.1.1 Basic Competency *(KD* Indicators on Skill Core Competencies *(KI)* 4.1.2 Basic Competency *(KD* Indicators on Skill Core Competencies *(KI)* 4.1.3 Basic Competency *(KD* Indicators on Skill Core Competencies *(KI)*
D. Learning Objectives	
E. Learning Materials	

[Teaching Materials to be taught to Students]		
F. Approaches, Models, and Methods		
G. Learning Activities		
[The first meeting]		
(KD).3.1	Introduction/Initial Activities	Minute
	Core Activities	Minute
	Closing	
[The Second Meeting]		
(KD).3.1	Introduction/Initial Activities	Minute
	Core Activities	Minute
	Closing	
H. Assessment of Learning, Remedial and Enrichment		
1. Assessment Instruments and Techniques 2. Analysis of Assessment Results 3. Remedial Learning and Enrichment		
I. Media/Tools, Materials, and Learning Resources		
1. Media	2. Tools	
3. Materials	4. Learning Resources	

b. Language Teaching In Pandemic Covid-19

Circular Letter Number 14 of 2019 concerning Simplification of LPThat of the 13 (thirteen) RPP components that have been regulated in the Minister of Education and Culture Regulation Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, the core components include:

a) Learning Objectives,

b) Steps (activities) of Learning,

c) Learning Assesment,

Based on the two periods described above, it is very clear that there has been a major change in the components of the LPduring the normal period, which consists of 13 components to Covid-19, of which only 3 components, while the other components are complementary.

D. Teaching Materials

1. Understanding Teaching Materials

Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material (Ahmadi, 2010: 159). Teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined competency standards and basic competencies (Lestari, 2013: 2).

Teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. For example, textbooks, modules, handouts, worksheets, models or mockups, audio teaching materials, interactive teaching materials, and so on (Prastowo, 2014: 17).

According to Abdul Majid (2006: 170) Learning resources are defined as information that is presented and stored in various media, which can assist students in learning as an embodiment of the curriculum. The form is not limited whether in print, video, software format or a combination of various formats that can be used by students or teachers. Learning materials are a set of materials containing learning materials or content designed to achieve learning objectives.

Meanwhile, according to other expert opinions, teaching materials are information, tools, and texts needed by teachers or instructors for Planning and reviewing Lesson Plans. These views are also complemented by Pannen in

(Prastowo, 2014: 17) which reveals that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process.

2. Objectives and Benefits of Preparation of Teaching Materials

According Ahmadi (2010, 160) Teaching materials are arranged with the aim of:

a. Providing teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are in accordance with the characteristics and settings or social environment of students.
b. Assist students in obtaining alternative teaching materials in addition to textbooks which are sometimes difficult to obtain.
c. Make it easier for teachers to carry out learning.

Benefits for teachers:

a. Obtained teaching materials according to the demands of the curriculum and in accordance with the learning needs of students.
b. No longer dependent on textbooks which are sometimes difficult to obtain,
c. Enriching because it was developed using various references,
d. Increase the repertoire of knowledge and experience of teachers in writing teaching materials.
e. Build effective learning communication between teachers and students because students will feel more trust in their teachers,
f. Increase the number of credits if collected into a book and published.

Benefits for students:

a. Learning activities become more interesting.
b. Opportunities for learning must be arranged independently and reduce dependence on the presence of the teacher.
c. Get convenience in learning every competency that must be mastered.

E. Materials in Language Teaching

Teaching materials are an important part of the learning process. As Mulyasa (2006: 96) suggests that teaching materials are one part of teaching resources which can be interpreted as something that contains learning messages, both specific and general in nature that can be used for learning purposes.

Dick, Carey, and Carey (2009: 230) add that instructional material contains the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also includes information thet the learners will use to guide the progress. Based on the expressions of Dick, Carey, and Carey, it can be seen that teaching materials contain content that students need to learn either in print or facilitated by the teacher to achieve certain goals.

Widodo and Jasmadi in Ika Lestari (2013: 1) state that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively in order to achieve the expected goals, namely achieving competencies and sub-competencies in all their complexities.

Based on the opinions of several experts described about teaching materials, it can be concluded that teaching materials discuss a set of tools, tools,

content and teaching resources which can be interpreted as something that contains learning messages that are facilitated by teachers to achieve certain goals.

According to Ellington and Race (1997), teaching materials should be given to students based on their shape. They grouped the types of teaching materials into 7 types, including:

1. Printed Teaching Materials and their duplicates, for example handouts, student worksheets, self-study materials, materials for group study.
2. Display teaching materials that are not projected, such as flipcharts, posters, models, and photos.
3. Projected Silent Display Teaching materials, such as slides, filmstrips, and others.
4. Audio Teaching materials, such as audio discs, audio tapes, and radio broadcasts.
5. Audio teaching materials associated with silent visual materials, such as sound slide programs, sound filmstrip programs, tape models, and tape realia.
6. Video Teaching materials, such as television broadcasts, and videotape recordings.
7. Computer Teaching materials, such as Computer Assisted Instruction (CAI) and Computer Based Tutorial (CBT).

F. The Role of English Teachers

The success of students in learning is largely determined by the learning process carried out by the teacher. Teachers are required to be able to understand the basic components of learning in the classroom. The teacher's role in the

language learning process must be able to meet the needs of students, thus, students can develop in a better direction. These developments will make it easier for students to get better results, and students will be able to overcome various situations in the use of language, especially English. Furthermore, Brown explained that in general, teachers act as organizers, motivators, directors, transmitters, facilitators, mediators, and evaluators (Brown: 2001).

Harmer (2003:57-67) explains the teacher's role, first as a controller. If a teacher acts as a controller, then their main task is to be responsible for the ongoing teaching and learning activities in the classroom, including when students discuss in their groups. As a controller, the teacher will be better used when giving orders, explanations, and when the teacher gives assignments in the form of questions and answers.

Second, as a manager (organizer). The main task of the teacher is to carry out activities to organize students to carry out various activities. This activity includes providing information, telling the procedure in carrying out these activities, placing students in groups and ending a learning activity. The main thing that the teacher must do when organizing something is to involve students fully actively when the activities to be carried out are new, interesting, and useful for students.

Third, the appraiser (assessor). One thing that is expected from teachers is to get an indication if the language they use or learn is correct, the teacher's role as an assessor here is very necessary. Teachers should provide feedback, correction, and assessment of students in various ways, such as providing feedback on

student achievement.

Fourth, as a facilitator. When students are involved in role playing activities, students have difficulty continuing their activities due to lack of vocabulary mastered so they have to stop in role playing activities. In this situation the teacher continues to help them but does not stop this activity. This is where the role of the teacher as a guide or facilitator.

Fifth, as a participant. It is very important for the teacher to play a role as a participant in learning activities. His role is not as a teacher, the teacher needs to be involved in a discussion activity, for example when the teacher turns on the group discussion, the teacher acts as if he is a member of the group from the discussion, but the teacher's role is not to dominate the discussion but only to increase motivation and develop inspiration to provoke creativity. students so that the discussion goes well.

Sixth, as a resource (resource). The role of the teacher as a source of knowledge needed by students. This is due to the desire of students to ask how to say something in the target language, write something, and the desire to know the meaning of a word or phrase.

Seventh, as a tutor. Here the teacher combines the roles of facilitator and resource person. For example, students do assignments that require quite a lot of time such as giving speeches or writing, the teacher's role is to provide direction or instructions in carrying out these activities.

Eighth, as an observer (observer). When the teacher acts as an observer, the main task that must be carried out is to control students to do assignments so

that it is easy to provide direct guidance individually. when the teacher observes should not be too patronizing or domineering. The teacher should make a separate record of achievement both individually and as a whole to see the progress of student activities and the progress of the learning process.

Based on the description above, it can be concluded that the role of a teacher must be able to be a controller, manager, assessor, facilitator, participant, resource person, tutor as well as observer in the learning process, as well as English teachers.

G. Effective English Teaching

According to (Ruang Guru:2021) teaching English to students, there is nothing wrong with evaluating and developing ways of teaching to students, aiming to improve the quality of teaching teachers and of course being able to improve student learning outcomes themselves. Among the following:

a) Prepare Study Materials.

b) Focus on practice.

c) Using appropriate learning methods.

d) Build confidence.

e) Self evaluation.

The method is also part of teaching to be effective, according to (Mayantara: 2020) the Audio Lingual method is one method that is believed to be effective for making students learn English quickly. Students are taught a language like in infancy. The method is:

a) The teacher practices a short dialogue which none of the meanings can be

translated by the students.

b) The teacher gives instructions to the students to follow the dialogue and then the students guess the meaning of the dialogue from the expressions, poses, and various things that are practiced by the teacher.

Based on the description of opinions regarding effective teaching, it can be concluded that the method is also one of the important points in teaching and learning so that the process can be effective.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research uses qualitative research. Qualitative research is research that is descriptive and tends to use analysis. According to Patton (2002) qualitative research uses a natural approach to find out and understand a phenomenon in a certain context setting. This shows that qualitative research focuses on facts and phenomena that cannot be changed by researchers. Therefore, the researcher took all the data only based on the situation and facts.

In addition, the type of qualitative research used in this study is a case study design. Rahardjo (2017) states that to achieve a deep understanding of an event, case study design is a set of scientific activities carried out intensively and in detail about a program or event at the individual, group, and organizational level. In general, the purpose of case study research is actual and specific. Not something to be missed and missed. Based on this definition, this study investigates in depth the Percentage Level of Teaching Materials for Lesson Plan for English Teachers Before and During the Covid-19 Pandemic UPT SMA NEGERI 4 PAREPARE.

B. Research Participant

In this study, the researcher used a purposive sampling technique. Related to this, Arikunto (2019) reports that the purposive sampling technique is sampling that is focused on the research objectives and problems that take into account the criteria. In addition, the purposive sampling technique is a subset of non-

probability sampling in which researchers rely on their own judgment when selecting members of the population to participate in their research. Based on this description, the participants involved in this study were three or all teachers of English subjects at UPT SMA Negeri 4 Parepare.

C. Technique of Collecting Data

In this qualitative research, the researcher uses three steps of data collection, namely observation, interviews, and documentation research.

1. Observation

To find out information about the percentage level of teaching materials for the implementation of learning plans for English teachers before and during the Covid-19 pandemic at UPT SMA NEGERI 4 PAREPARE, researchers made observations. Observation is one of the important instrument for collecting data in qualitative research. Furthermore, Arifin (2013) defines that observation is a data collection technique that is carried out by observing systematically, objectively, logically, and rationally. This means that observation is a way of collecting data by observing the phenomenon under study.

Furthermore, Sauro (2015) revealed that there are several types of observations, namely complete participants, complete observers, observers as participants, and participants as observers. In this study, the authors chose the type of observation, namely observer as a participant. Sauro (2015) said that the observer as a participant means that the researcher observes the participants and takes field notes from a distance. Even if the researcher conducts observations from a distance, participants must know the purpose of the observer's research. In

addition, before making observations, researchers need to determine the principles to be studied. For example, preparing an observation format, evaluating the object and subject of observation. After the researcher made the definition, the researcher started the observation through face to face.

2. Interview

Interviews were conducted to obtain data or information on all English subject teachers at UPT SMA Negeri 4 Parepare. Silverman (2004) assumes that the interview process provides direct access to knowledge that already exists in the minds of respondents. This means that researchers dig deeper into the attitudes, beliefs, behaviors, or experiences of respondents towards social phenomena. In addition, there are several types of interviews that are used to collect data in qualitative research such as structured interviews, semi-structured interviews, and unstructured interviews. In this case, the researcher used semi-structured interviews. Adams (2015) revealed that semi-structured interviews are a combination of two structured and unstructured interviews as the researcher makes a list of questions to be asked in the interview. However, the researcher can also ask further questions to get a deeper or detailed explanation from the respondents based on the responses.

In addition, before conducting interviews, the researchers prepared several different questions that were posed to teachers regarding the Percentage Level of Teaching Materials for LPfor English Teachers Before and During the Covid-19 Pandemic UPT SMA NEGERI 4 PAREPARE. The purpose of the interview is reflected in research and observation problems. Furthermore, in conducting

interviews, researchers need interview guidelines as an instrument to clarify the data. An interview guide is a list of questions prepared before conducting an interview. Researchers made 15 questions posed to students. Furthermore, the interview used Indonesian language to avoid misunderstandings. When conducting interviews, the researcher recorded and recorded the conversations that would be processed as data, namely interview transcripts.

3. Research Documentation

During the research process, all activities were recorded as audio files. The purpose of this activity is to help researchers when they lose information or forget something in the note-taking step.

D. Technique of Data Analysis

After the data is collected through observation, interviews, and documentation, the data is processed or analyzed by the researcher. Wiersma (2009), explained that data analysis in qualitative research is a process of categorization, description, and synthesis. In short, data analysis is a systematic process to analyze the data that has been collected. To analyze the data, the researcher used qualitative. Sugiyono (2012) states that there are three activities to analyze data.

in qualitative research, namely data reduction, data presentation, and drawing conclusions/verification.

1. Data Reduction

In conducting research, researchers get a lot of data. Therefore, researchers must select data that provide valuable information in the study. So Initially, the

researcher will do the reduction to analyze the data. Based on the concept of data reduction, data reduction in this study was chosen by identifying the teacher's perspective on the Percentage Level of Teaching Materials for LPfor English Teachers Before and During the Covid-19 Pandemic UPT SMA NEGERI 4 PAREPARE.

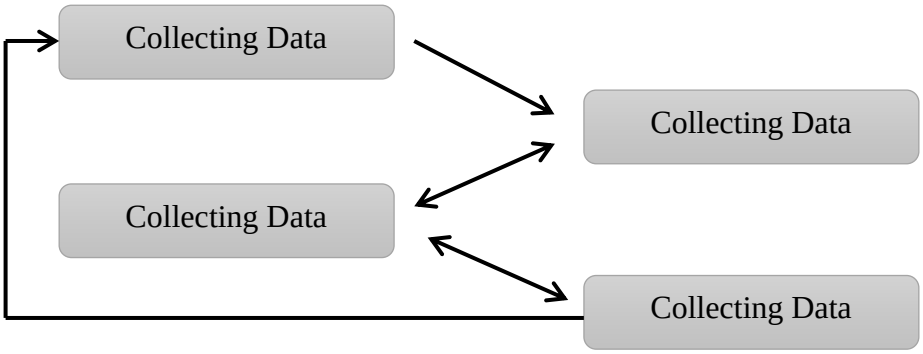
2. Data Display

At this stage, the sustainability measures are categorized as reduced data based on the type of respondent. The presentation of data is presented in the form of tables, graphs, pictograms, or by narrative tests. It aims to facilitate researchers in analyzing data.

3. Conclusion and Verification

The last stage of qualitative data analysis according to Sugiyono is drawing conclusions and drawing/verification. In this study, the researcher will review the description in the data display and reach some conclusions about the relationship between the data and the problem formulation. This verification aims to ensure that the conclusions drawn in this study are still in accordance with the research objectives.

Briefly, the steps in analyzing the data are: (1) the researcher collects data through observation, interviews, and documentation. Then the researcher selects, identifies and focuses the data by referring to the formulation of the research problem. (2) After selecting the data, the researcher displays the transcript data in the form of a good narrative or sentence. 3) Next, conclusions are drawn. From the description above, the data analysis can be described in Figure 1 below:



E. Data Validity

After all the necessary data are obtained and analyzed, the next process is to check the validity of the data. This is intended to obtain a level of confidence related to how true the research is. To determine the validity of the data, the researcher studied the triangulation technique. Moleong (2017) defines that triangulation is a technique of checking the validity of data by using something that does not include data to examine or compare the data. Therefore, triangulation aims to check the validity of the data from various points of view such as method and time.

In addition, three types of triangulation were used in this study. The first is source data triangulation where the research data is not only taken by the subject himself but also his colleagues and friends. The second is triangulation of data collection techniques collected through interviews, observations, and document studies. The last is time triangulation where the research is not only carried out in the morning or a certain time but also in the afternoon and whenever the researcher needs data.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses the results of research that has been carried out at UPT SMA Negeri 4 Parepare with the research title “Analysis Of The Effectiveness Of English Lesson Plans In Normal And Pandemic Covid-19 Era ". This study aims to determine the percentage level of teaching materials carried out by English teachers during teaching in normal times and during the COVID-19 pandemic. The research was conducted in order to find out the percentage level that was not applied in the composition of the Lesson Planby 100% which had been regulated by the subject teacher, especially the English subject. Most teachers have different levels of problems in the percentage of the number of teaching materials taught to teachers, so researchers are interested in conducting research to find out the percentage level of teaching materials carried out by teachers during normal times and during the COVID-19 pandemic. The research results obtained from research that has been done at UPT SMA Negeri 4 Parepare, are as follows:

A. Research Findings

The results of the research where obtain from observation and interview to the respondent that it was conducted at UPT SMA Negeri 4 Parepare. Observational data is very helpful in developing interview instruments to be conducted on respondents, so that it helps and supports this research to determine the percentage level of teaching materials for the implementation of learning plans produced by the respondents of English teachers at UPT SMA Negeri 4 Parepare.

The research results, obtained from Observation Data and Interview Result Data, are as follows:

1. Data From Observation

Observational data obtained from this study is a LP taken and examined by researchers from 3 English teachers at UPT SMA Negeri 4 Parepare. The purpose of the observation data is to take the Lesson Planas an appendix evidence to determine the percentage level of teaching materials carried out by English teachers to students on learning designs that have been prepared through the normal curriculum and during the COVID-19 pandemic.

The LP that have been prepared by the English teachers at UPT SMA Negeri 4 Parepare have different models and forms, some even follow the results of the subject teacher assembly (MGMP) as special guidelines for carrying out teaching materials from the LP. Lessons that have been made. So it is very interesting to do a description of research on teaching materials in LP.

This observational data is very helpful for research results to determine the percentage of teaching materials spoken in the interview results. The LP helps analyze the level of teacher difficulty in implementing the LP model that cannot be done 100% during normal times or during the COVID-19 pandemic.

Observations were made with a LP a basic form of researcher knowledge to determine the source of the problems from this research, so that conclusions that could be drawn as the problem objectives of this study were to determine the percentage level of teaching materials carried out in the classroom during normal times and during the pandemic Covid-19. The LP has proven that the differences

from the plans made from the teachers at UPT SMA Negeri 4 Parepare lead to differences in the increase in the percentage of teaching materials carried out in the classroom, so that these problems need to be stated where the problems are which result in not implementing 100% of the teaching materials that have been implemented. Compiled in the lesson plan, so that the lesson plan made by the teacher is attached.

2. Data From Interview Section

Data from interviews is an instrument used by researchers to find out the obstacles and problems faced by teachers during normal teaching and during the COVID-19 pandemic. The results of this interview were conducted on September 13, 2021 at UPT SMA Negeri 4 Parepare with a total sample of 3 people from 6 people in the total population of English teachers. Initially, the sample taken was a total of 6 English teachers, but 3 of them had problems, so they could not be interviewed in person or virtually/online, therefore the researchers only took 3 English teachers to be sampled in this study. A total of 15 interview questions according to research needs.

The results of interviews that have been conducted by the three English teachers at UPT SMA Negeri 4 Parepare as a form of research results in order to find out and analyze the percentage level of teaching materials for the implementation of the lesson plan are as follows:

a. The Result Of The Interview Before Pandemic

Based on the formulation of the problem, the results of the interviews obtained are interviews in normal times. Respondents' opinions expressed their

opinions about LP in normal times. The results of the interviews obtained are as follows:

1) Are all teachers required to make lesson plans, both certified and non-certified?

H : " Yes, it's all mandatory on the grounds of being a learning guide for both normal and pandemic periods"
"Iya, itu semua wajib dengan alasan sebagai pedoman pembelajaran baik masa normal maupun pandemic"

M : "Yes, I certainly have become an obligation as a teacher. So you must have a *LP* because it is a provision or material trap to go to class learning"
"Iya, pastinya itu sudah menjadi sebuah kewajiban sebagai seorang guru. Jadi harus punya RPP karena itu adalah bekal atau perangkap bahan untuk menuju pembelajaran dalam kelas"

F : "Yes, mandatory!"
"Ya, wajib!"

Based on the first question, the three respondents have the same argumentation, and that is yes. All teachers must make LP as a guideline in the learning process to be more targeted and approach the planning that has been prepared.

2) How do you make LP? Is it made weekly/monthly/semester?

H : "A meeting or a week, made at the beginning of the entire semester for each meeting, has been completed in one semester or even in a year"
"Perpertemuan atau sepekan, dibuat awal semester keseluruhan tiap pertemuan, telah selesai dalam satu semester atau bahkan dalam setahun"

M : "According to the supervisor's request, we also refer to it from there even though in fact the LP can be made per meeting every time we want to teach there must be a reference, but we obey the request also make it annually, it can also be semester-wise, for this year I will make it per semester 6 months"
"Sesuai dengan permintaan pengawas, kita juga mengacu dari sana meskipun sebenarnya itu RPP bisa saja dibuat perpertemuan setiap kita mau masuk mengajar itu harus ada acuan, tapi kita patuh permintaan juga membuat secara pertahun, bisa juga secara persemester untuk tahun ini saya bikin persemester, 6 bulan"

F : "Per meeting if I."
"Perpertemuan kalo saya."

Based on the second question, respondents argued that making LP no binding rules should be made weekly / monthly / semester but the supervisor recommends that the LP be made semester or per year to facilitate and design

so well.

3) Did the principal check the LP that you made?

H : "Yes! The principal always checks the weekly LP and is signed directly by the principal if it has been aproved"
"Ya! Kepala sekolah selalu mengecek RPP perpekannya dan di tanda tangani langsung oleh kepala sekolah apabila telah disetujui"

M : "Yes, we have to go through the principal because after making the LP we submit it for inspection and signature"
"Iya, harus melalui kepala sekolah karena setelah pembuatan RPP nya kita ajukan untuk diperiksa dan ditandatangani"

F : "No!"
"Tidak!"

The third question, concluded that not all LP teachers were checked by the principal of UPT SMA Negeri 4 Parepare before being taught based on respondent answers.

4) Is the LP made in accordance with the basic competency standards in each subject?

H : "Yeah, I feel like it"
"Ya saya rasa seperti itu"

M : "Yes, I see."
"Iya, begitu"

F : "Yes, yes"
"Iya, Iyaa"

Based on the fourth question, respondents argued the same that the LP made was in accordance with basic competency standards in each subject.

5) Is the LP the work of the teachers themselves, not copy and paste from the previous year's LP or from other teachers?

H : "For me personally, each lesson plan is adjusted to the student's condition, then collaboration by PGMP (subject teacher meeting). So it was discussed how the LP was made personally."
"Kalau saya pribadi, setiap RPP itu disesuaikan oleh kondisi siswa, kemudian kolaborasi oleh PGMP (pertemuan guru mata pelajaran). Sehingga didiskusikan bagaimana RPP yang dibuat secara pribadi"

M : "Yes, I made it myself. It must always be updated even though the pattern depends on the past years, but there must be a change. And we still need to fix any shortcomings last year"
"Iya, dibuat sendiri. Harus selalu dibuat diperbarui meskipun polanya bergantung dari tahun-tahun kemarin, tapi itu harus ada perubahan. Dan kita tetap perlu

membenahi apa saja kekurangan di tahun kemarin."

F : "Yes, I developed the class 2 lesson plan, except for the class 1 lesson plan I took it from the MGMP."
"Ya, saya kembangkan itu yang RPP kelas 2 kecuali kalo RPP kelas 1 itu saya ambil dari MGMP saja."

The fifth question, concluded that the three respondents in designing LP are very lacking in copy and paste but LP was previously revised and developed using several references to the suitability of the needs of students who are taught.

6) Is the LP made for each period the same or different with the times?

H : "There are many differences when following the times, between normal times to a pandemic period like this, there are also many changes"
"Banyak perbedaan apabila mengikuti perkembangan zaman, antara masa normal menuju masa pandemic seperti ini juga memiliki banyak perubahan"

M : "Well, that was related to the initial question, there are always changes in terms of conditions. Is it the environmental conditions or the conditions of the school environment or the students themselves"
"Nah itu tadi kaitannya dengan pertanyaan awal, selalu ada perubahan diliat dari kondisi. Apakah kondisi lingkungan atau kondisi dari lingkungan sekolah atau siswanya itu sendiri"

F : "Yes, sometimes I change the media."
"Iya kadang-kadang saya tukar media nya."

The sixth question, from the three respondents, was concluded that the LP made each period was different with the times because every year there is always a change in each age.

7) Does the LP made also take into account the different characteristics of students?

H : "Yes, definitely have to see the condition of students before making LP"
"Ya, pasti harus melihat kondisi siswa sebelum membuat RPP"

M : "Yes, like that the relation is still related, there we take a comparison of what characteristics. Is he a student from last year, the current year, or the comparison between science and social studies classes is certainly different. So the content of the LP in the language there is also different"
"Iya, seperti itu kaitannya masih terkait juga, disitu kita ambil perbandingan karakteristik seperti apa. Apakah dia siswa yang tahun-tahun kemarin, tahun sekarang, atau perbandingan kelas IPA dengan IPS ini tentu berbeda. Jadi isi RPP bahasanya disana juga berbeda"

F : "In normal times I notice the differences in the characters."
"Kalau dimasa normal saya perhatikan perbedaan karakternya"

The seventh question, from the three respondents, concluded that in the manufacture of LP there is something that must be considered and estimated, among others, the characteristics of students, the condition of the school environment and the surrounding conditions.

8) Do the teachers every time they teach use teaching aids that make learning more interesting?

H : "Yes! Props in normal times are needed, but it's different during a pandemic because everything is limited"
"Ya! Alat peraga di masa normal sangat dibutuhkan"

M : "In the new normal period, right now, it is always used because especially in English, there are 4 skills. There is reading, there is listening, there is speaking. So it has to be adjusted too. For example, we use the appropriate tools needed what is meant in the LP. Then during the pandemic, we don't really use the tools like that. We just use a different method"
"Masa normal ya sekarang ya itu, selalu digunakan karena apalagi dalam bahasa Inggris itu ada 4 skill. Ada reading, ada listening, ada speakingnya. Jadi itu harus disesuaikan juga. Misalnya kita menggunakan alat-alat yang sesuai dibutuhkan apa yang termaksud di RPP nya itu."

F : "Yes, I use slide share (power point), I usually show learning videos and sometimes I make my own learning videos and during this pandemic I still use my own videos"
"Iya, saya pakai slide share (power point), biasa juga saya tampilkan video pembelajaran dan kadang saya buat sendiri video pembelajarannya"

The eighth question, concluded that the teacher of every teaching in this normal period is clearly in need of tools in the learning process, one of which is the PowerPoint in explaining learning materials.

9) During the learning process, do you distinguish between giving assignments or questions according to students' learning abilities?

H : "Assignments will always be given at every meeting or depending on conditions if they can be given assignments. Assignments between normal or covid periods are very different, but it is understandable if students' answers do not match"
Tugas akan selalu diberikan setiap pertemuan atau tergantung kondisi apabila bisa diberikan tugas. Tugas antara masa normal atau covid sangatlah berbeda namun dimaklumi apabila jawaban siswa tidak sesuai"

M : "In normal times, we try to give assignments to students in accordance with the language of the LP where the request is usually after the discussion of the material, there is always an exercise from the material itself. If the current situation is still in a pandemic situation, to make it easier for them because there is also their saturation."
"Kalau masa normalnya itu kita mencoba memberikan tugas kepada siswa sesuai dengan bahasa RPPnya dimana permintaan biasanya setelah pembahasan materi

selalu diadakan exercisenya dari materi itu sendiri."

F : "Yes, in normal times I still refer to the KKM."
"Iya, kalau di masa normal saya tetap mengacu pada KKM."

The ninth question, concluded that the teacher in giving the task or the problem varies, there are those who adjust the KKM there is also in accordance with the discussion of the material.

10) How do you motivate students to actively participate in learning activities?

H : "Also with advice, motivation so that students' enthusiasm for learning appears"
"Selingi dengan nasehat, motivasi agar semangat belajar siswa muncul"

M : "In normal times, to motivate them, they meet face to face, so we provide motivation through giving directions, we give advice."
"Kalau di masa normalnya, untuk memotivasi mereka yah mereka bertatap muka langsung jadi kita memberikan motivasi melalui pemberian arahan-arahan, kita kasi nasehat."

F : "In normal times, the motivation is in the form of conveying about the importance of English"
"Di masa normal, pemberian motivasinya berupa penyampaian tentang pentingnya Bahasa Inggris"

The tenth question, concluded that the way respondents in motivating students to want to actively participate in learning activities varies including advising about the school environment, the outside environment and motivating in learning at home school.

11) What methods do teachers often use in teaching?

H : "The method I often use is based learning and giving assignments like that"
"Metode yang sering saya gunakan yakni based learning dan pemberian tugas seperti itu"

M : "4 skills, there is still a lecture method, a mix of methods, it also depends on the 4 skills"
"4 skill, tetap ada metode ceramah, mix metode, itu tergantung 4 skill juga sih"

F : "I use the Type-X method"
"Saya gunakan metode Tipe-X"

The eleventh question, concluded that the three respondents used different methods in teaching, some were based learning, 4 skills and type-X

12) How do you evaluate the learning activities carried out by students?

H : "Assessment of the normal period in the Mid-semester or student learning activity"
"Penilaian masa normal di Mid semester atau keaktifan belajar siswa"

M : "Obviously, the assessment of attitudes in teacher activity needs to be assessed."
"Jelas sekali, penilaian sikap dalam keaktifan guru perlu dinilai."

F : "In normal times, I focus more on assessing the practice of children, which is on average speaking practice"
"Di masa normal, saya lebih berfokus pada penilaian prakteknya anak-anak yaitu rata-rata pada praktek speaking"

The twelfth question, concluded that respondents in conducting assessments of learning activities conducted by students varied, including Mid-semester, student learning activity, attitude assessment in teacher activity needs to be assessed and assessment of children's practice that is average on speaking practice.

13) Are there any special tricks that the UPT SMAN 4 Parepare teachers do to improve the quality of teaching?

H : "I like face-to-face, because I can guide students directly so that there is a good response from students and teachers in it"
"Saya senang tatap muka, karena dapat membimbing siswa secara langsung sehingga ada respon siswa dan guru yang baik didalamnya"

M : "The trick, we play in terms of things that make them interested"
"Triknya, kita mainkan dari segi hal yang membuat mereka tertarik"

F : "There are many tricks that teachers do and a special trick that I use is through learning videos that I make myself."
"Ada banyak trik yang dilakukan oleh guru-guru dan trik khusus yang saya gunakan yaitu melalui video pembelajaran yang saya buat sendiri."

The thirteenth question, concluded that special tricks carried out by respondents to improve the quality of teaching in the middle of playing and following some willingness of students to be interested in learning and other tricks such as through learning videos.

14) What is the percentage level of teaching materials carried out in the classroom using the LP?

H : "85% to 90% of normal times "
"85% sampai 90% masa normal"

M : "Sometimes the situation is favorable, so that it is 95%"
"Terkadang situasi mendukung, sehingga 95%"

F : "In normal times, the percentage level of teaching materials carried out in the classroom using the LP is 85%"

"Di masa normal, tingkat persentasi bahahan ajar yang dilakukan dalam kelas menggunakan Rencana Pelaksanaan Pembelajaran yaitu 85%"

The fourteenth question, concluded that the percentage level of teaching materials carried out in the classroom using the LP varies, but more dominantly only 85% is realized.

15) What are the obstacles to not implementing the RPP if it is not 100%?

H : "Constraints even in normal times, sometimes there are obstacles that cannot be done. In the learning process, perhaps due to inadequate learning facilities or inadequate classroom conditions"
"Kendala di masa normal terkadang ada saja hambatan yang tidak bisa dilakukan pada proses pembelajaran, mungkin karena fasilitas belajar yang kurang atau kondisi kelas yang tidak memadai"

M : "The problem is that the inhibition time will cause boredom during the day. It's different when, in the morning, 5% inhibits student activity."
"Kendalanya dikarenakan waktu penghambat akan menimbulkan rasa bosan di siang hari. Beda apabila di pagi hari, 5% hambatan keaktifan siswa"

F : "The percentage of use of teaching materials using LPin the classroom during the pandemic is higher than the percentage of using teaching materials using LP in the classroom during normal times. This is because in normal classes, students' delays in coming to class affect learning concentration, while in online classes (during the pandemic) students' delays in joining do not affect teacher concentration."
"Persentasi penggunaan bahan ajar menggunakan RPP dalam kelas di masa pandemi lebih tinggi dibandingkan persentasi penggunaan bahan ajar menggunakan RPP dalam kelas di masa normal. Ini disebabkan karena di kelas normal, keterlambatan siswa datang ke dalam kelas mempengaruhi konsentrasi belajar sedangkan di kelas online (masa pandemi) keterlambatan siswa untuk gabung tidak mempengaruhi konsentrasi guru."

The fifteenth question, concluded that the obstacles not implemented LP there are some of them, due to lack of learning facilities or inadequate classroom conditions, boredom of students and delays in students who interfere with the concentration of respondents in teaching.

b. The Result of the Interview During the Pandemic

Based on the problem formulation, the interview results obtained are interviews during the pandemic. Respondents expressed their opinion about LP during the pandemic. The results of the interviews obtained are as follows:

1) Are all teachers required to make lesson plans, both certified and non-certified?

H : " Yes, it's still a must even during a pandemic"
"Iya, tetap wajib dilakukan sekalipun di masa pandemi"
M : "It is still mandatory because it has become an order both during normal times and during the pandemic"
"Tetap wajib dilakukan karena itu sudah menjadi perintah baik masa normal maupun masa pandemi"
F : " Yes, still mandatory"
"Ya, tetap wajib"

Based on the first question, the three respondents argued the same, that yes, all teachers must make LP as a guideline in the learning process to be more targeted and approach the planning that has been prepared.

2) How do you make LP? Is it made weekly/monthly/semester?

H : " It's still the same, I still use a meeting or a week made at the beginning of the semester "
"Masih tetap sama, saya tetap menggunakan perpertemuan atau sepekan yang dibuat awal semester"
M : " I keep it semester to make it easier"
"Saya buat tetap persemester untuk mempermudah"
F : "Per meeting if I."
"Perpertemuan kalo saya."

Based on the second question, respondents argued that making LP no binding rules should be made weekly / monthly / semester. But the supervisor recommends that the LP be made semester or per year to facilitate and design so well.

3) Did the principal check the LP that you made?

H : " Yes! The principal is still checking the LP online"
"Ya! Kepala sekolah masih mengecek RPP secara daring"
M : " Yes, still checked online by the principal"
"Iya, tetap di cek secara daring oleh kepala sekolah"
F : "No!"
"Tidak!"

The third question, concluded that not all LP teachers were checked by the

principal of UPT SMA Negeri 4 Parepare before being taught.

4) Is the LP made in accordance with the basic competency standards in each subject?

H : "Yeah, I feel like it"
"Ya saya rasa seperti itu"
M : "Yes, I see."
"Iya, begitu"
F : "Yes!"
"Ya!"

Based on the fourth question, respondents argued the same that the LP made was in accordance with basic competency standards in each subject.

5) Is the LP the work of the teachers themselves, not copy and paste from the previous year's LP or from other teachers?

H : "Personally, each lesson plan is adjusted to the student's condition, especially during the pandemic"
"Kalau saya pribadi, setiap RPP itu disesuaikan oleh kondisi siswa, apalagi dimasa pandemi"
M : " It must always be updated even though the pattern depends on the past years, but there must be changes, especially during the pandemic, which needs to be addressed what were the shortcomings of last year."
"Harus selalu dibuat diperbarui meskipun polanya bergantung dari tahun-tahun kemarin, tapi itu harus ada perubahan terkhusus dimasa pandemi perlu dibenahi apa saja kekurangan di tahun kemarin."
F : "Yes!"
"Ya!"

Based on the fifth question, it was concluded that the respondent's work was not copy and paste from the previous year, but rather an LP developed using the previous LP and collaboration in such a way adjusted to the situation of pandemic Covid-19

6) Is the LP made for each period the same or different with the times?

H : "There are many differences when following the times, between normal times to a pandemic period like this, there are also many changes"
"Banyak perbedaan apabila mengikuti perkembangan zaman, antara masa normal menuju masa pandemic seperti ini juga memiliki banyak perubahan"
M : "Well, that was related to the initial question, there are always changes in terms of conditions. Is it the environmental conditions or the conditions of the school environment or the students themselves"

"Nah itu tadi kaitannya dengan pertanyaan awal, selalu ada perubahan diliat dari kondisi. Apakah kondisi lingkungan atau kondisi dari lingkungan sekolah atau siswanya itu sendiri"

F : "Yes, sometimes I change the media."
"Iya kadang-kadang saya tukar media nya"

Based on the sixth question, it was concluded that the RPP made each period was very different from pandemic Covid-19, because it had to adjust the student's limited circumstances.

7) Does the LP made also take into account the different characteristics of students?

H : "Yes, definitely have to see the condition of students before making LP"
"Ya, pasti harus melihat kondisi siswa sebelum membuat RPP"

M : "Yes, like that the relation is still related, there we take a comparison of what characteristics."
"Iya, seperti itu kaitannya masih terkait juga, disitu kita ambil perbandingan karakteristik seperti apa."

F : "While in a pandemic I put them all together immediately."
"Di pandemi saya satukan semua langsung"

Based on the seventh question, it was concluded that in making LP of course must consider the characteristics of students, among the characteristics of previous students and the characteristics of students in normal times and pandemics.

8) Do the teachers every time they teach use teaching aids that make learning more interesting?

H : "During a pandemic because everything is limited, and only uses YouTube videos"
"Dimasa pandemi karena semuanya hanya terbatas, dan hanya menggunakan video youtube"

M : "Then during the pandemic, we don't really use the tools like that, we just use a different method"
"Terus di masa pandemi, untuk alatnya kita tidak terlalu menggunakan seperti itu, hanya menggunakan metode yang berbeda"

F : "During this pandemic I still use my own videos"
"Masa pandemi ini saya masih/lebih menggunakan video sendiri"

Based on the eighth question, it was concluded that each respondent taught

using aids as much as possible and sober, including YouTube videos and learning videos made by respondents themselves.

9) During the learning process, do you distinguish between giving assignments or questions according to students' learning abilities?

H : "Assignments will always be given at every meeting or depending on conditions if they can be given assignments. Assignments between normal or covid periods are very different, but it is understandable if students' answers do not match"
Tugas akan selalu diberikan setiap pertemuan atau tergantung kondisi apabila bisa diberikan tugas. Tugas antara masa normal atau covid sangatlah berbeda namun dimaklumi apabila jawaban siswa tidak sesuai"

M : "If the current situation is still in a pandemic situation, to make it easier for them because there is also their saturation. So that they are always still active, we change again. We only give about 70%, 80%, even 60% given, as much as possible. The important thing is that there are learning activities that don't stop learning"
"Kalau situasi yang zaman sekarang masih dalam keadaan pandemi untuk memudahkan mereka karena ada juga kejenuhan mereka. Agar mereka selalu masih aktif, kita merubah lagi, kita hanya memberikan sekitar 70%, 80%, bahkan 60 % yang dikasi. Semampunya yang penting istilahnya ada kegiatan pembelajaran tidak stop pembelajaran"

F : "During the pandemic I lower the difficulty level because I remember that children are still low in initial knowledge."
"Masa pandemi saya turunkan tingkat kesulitannya karena mengingat anak-anak masih low pengetahuan awalmya."

Based on the ninth question, it was concluded that respondents in giving assignments or problems adapted to the ability of students, seeing the situation of pandemic Covid-19 was very limited and saturation in doing the task because of the lack of places to exchange ideas in doing the task.

10) How do you motivate students to actively participate in learning activities?

H : "Also with advice, motivation so that students' enthusiasm for learning appears"
"Selingi dengan nasehat, motivasi agar semangat belajar siswa muncul"

M : "It's different from the present, because it can't be directly in front of them, so we only provide an interesting method. For example, if again, speaking what method they like"
"Berbeda dengan masa sekarang yah karena tidak bisa secara langsung untuk ada di hadapan mereka jadi kita hanya memberikan metode yang menarik. Misalnya kalo lagi. Speaking metode seperti apa mereka suka"

F : "While during the pandemic it was a bit difficult for me because the average teacher only gave assignments. That's why I give the children learning videos, so they are interested."
"Masa pandemi saya agak kesulitan karena rata-rata guru hanya memberikan tugas. Makanya, saya berikan anak-anak video pembelajaran supaya mereka tertarik."

Based on the tenth question, it was concluded that many ways to motivate students in learning activities including the methods given must be interested in adjusted situations and learning videos made must also be more interesting.

11) What methods do teachers often use in teaching?

H : "The method I often use is based learning and giving assignments like that"
"Metode yang sering saya gunakan yakni based learning dan pemberian tugas seperti itu"
M : "4 skills, there is still a lecture method, a mix of methods, it also depends on the 4 skills"
"4 skill, tetap ada metode ceramah, mix metode, itu tergantung 4 skill juga sih"
F : "I use the Type-X method"
"Saya gunakan metode Tipe-X"

The eleventh question, concluded that the three respondents used different methods in teaching, some were based learning, 4 skills and type-X

12) How do you evaluate the learning activities carried out by students?

H : "Assessment of the normal period in the Mid-semester or student learning activity, while during the pandemic it is rather difficult to assess students, at least assessing students in terms of activeness in responding to teachers through WhatsApp groups."
"Masa pandemi agak susah menilai siswa, palingan menilai siswa dari segi keaktifan merespon guru melalui group whatsapp"
M : "Obviously, the assessment of attitudes in teacher activity needs to be assessed."
"Jelas sekali, penilaian sikap dalam keaktifan guru perlu dinilai."
F : "While during a pandemic it is on their knowledge ability."
"Masa pandemi yang dinilai itu pada kemampuan pengetahuannya."

The twelfth question, concluded that assessing the learning activities carried out varied in the pandemic Covid-19 in terms of activeness in online learning and in terms of knowledge during the question and answer process.

13) Are there any special tricks that the UPT SMAN 4 Parepare teachers do to improve the quality of teaching?

H : "Which is very difficult to do tricks so that students and teachers can work together in the learning process."
"Berbeda dengan pandemi yang sangat susah dilakukan trik-trik agar siswa dan guru dapat bekerjasama dalam proses pembelajaran"
M : "The trick, we play in terms of things that make them interested"
"Triknya, kita mainkan dari segi hal yang membuat mereka tertarik"

F : "There are many tricks that teachers do and a special trick that I use is through learning videos that I make myself."
"Ada banyak trik yang dilakukan oleh guru-guru dan trik khusus yang saya gunakan yaitu melalui video pembelajaran yang saya buat sendiri."

The thirteenth question, concluded that special tricks, carried out by respondents to improve the quality of teaching in the middle of playing and following some willingness of students to be interested in learning and other tricks such as through learning videos.

14) What is the percentage level of teaching materials carried out in the classroom using the LP?

H : "If during the pandemic it's only 70% possible"
"Kalau masa pandemi kemungkinan 70% saja"
M : "If it's a pandemic, it's much different. What is done is only 50%-70%."
"Kalau pandemi, jauh berbeda. Yang terlaksana hanya 50%-70%."
F : "Meanwhile, during the pandemic, the percentage level of teaching materials carried out in the classroom using the LP 90%."
"Sedangkan di masa pandemi, tingkat persentasi bahan ajar yang dilakukan dalam kelas menggunakan Rencana Pelaksanaan Pembelajaran yaitu 90 %"

The fourteenth question, concluded that the percentage level of teaching materials carried out in the classroom using the LP varies from 70%, some even 90% on the grounds that with the learning video it is able to help the learning process.

15) What are the obstacles to not implementing the LP if it is not 100%?

H : "Constraints are due to the lack of student motivation, and also students are not free to be creative in learning, and it is indeed very difficult to fully carry out the LP that has been summarized to be carried out in the learning process at this time, even in normal times, sometimes there are obstacles that cannot be done. In the learning process, perhaps due to inadequate learning facilities or inadequate classroom conditions"
"Kendala karena kurangnya motivasi siswa, dan juga siswa kurang bebas dalam berkreasi pada pembelajaran dan memang sangat sulit untuk dilakukan sepenuhnya RPP yang telah dirangkum untuk dilakukan kepada proses pembelajaran di masa saat ini, bahkan di masa normalpun sama terkadang ada saja hambatan yang tidak bisa dilakukan pada proses pembelajaran, mungkin karena fasilitas belajar yang kurang atau kondisi kelas yang tidak memadai"
M : "The problem is that the inhibition time will cause boredom during the day. It's different if in the morning, 5% of the obstacles to student activity, especially during the pandemic, there are so many problems"

"Kendalanya dikarenakan waktu penghambat akan menimbulkan rasa bosan di siang hari. Beda apabila di pagi hari, 5% hambatan keaktifan siswa apalagi dimasa pandemi sangat banyak permasalahannya"

F : "The percentage of use of teaching materials using LP in the classroom during the pandemic is higher than the percentage of using teaching materials using LP in the classroom during normal times. This is because in normal classes, students' delays in coming to class affect learning concentration, while in online classes (during the pandemic) students' delays in joining do not affect teacher concentration."
"Persentasi penggunaan bahan ajar menggunakan RPP dalam kelas di masa pandemi lebih tinggi dibandingkan persentasi penggunaan bahan ajar menggunakan RPP dalam kelas di masa normal. Ini disebabkan karena di kelas normal, keterlambatan siswa datang ke dalam kelas mempengaruhi konsentrasi belajar sedangkan di kelas online (masa pandemi) keterlambatan siswa untuk gabung tidak mempengaruhi konsentrasi guru."

The thirteenth question, concluded that the constraints are not implemented LP 100% that is the time This is because in normal classes, the delay of students coming into the classroom affects the concentration of learning while in online classes (pandemic period) the delay of students to join does not affect the concentration of teachers, limited facilities in teaching and the activeness of students in learning.

B. Discussion

In this section the researchers will describe the results of interviews and observation that have been conducted at UPT SMA Negeri 4 Parepare with English teachers with the initials H, M, and F. The three respondents were interviewed according to the number of questions that have been set by the researcher. The answers expressed by the respondents were satisfactory for the researcher because the answers were in accordance with the questions given in a clear and concise manner, thus facilitating the preparation of research results.

In the results of the interview, there were several questions that were asked which were combined questions between the pandemic period and the norm period, so before discussing specifically on the discussion of the pandemic and

normal times, the researchers discussed the joint first to find out the problem of the percentage level of teaching materials for the implementation of the LP carried out quite inadequate or low.

Some are basic questions before understanding more about LP made by teachers. In essence, teachers are required to design learning as attractive as possible so that the learning carried out can run in accordance with the learning implementation plan. In the tenure of teachers still required to make a plan for the implementation of learning both from teachers of the certification period and non-certification teachers.

According to Kosasih (2014) the LP is a guide for educators and teachers to plan a learning process in teaching in the classroom, so that the learning process is directed and makes teachers in the learning process according to competency standards and basic competencies. Meanwhile, according to Mulyasa (2007) LP is a plan for describing procedures and teaching management to achieve one or more basic competencies set out in competency standards and outlined in the syllabus. It has been proven that the purpose of the LP is made to structure the design of the teacher's teaching model for students towards a lesson.

In essence, the LP that has been designed needs to be approved by the principal for the realization of the desired class in each school curriculum. The LP that has sometimes been designed some teachers do not show the whole of the LP that is made so that there is no approval from the principal, but it is done, this needs to be followed up more deeply, is it justified if the LP made has not been approved by the principal but has been carried out in a learning in the classroom

so that this becomes one of the factors not implementing the LP as a whole. However, the answer that each respondent responded to said that "obviously, the LP must be checked by the principal and signed if it has been approved" therefore this problem still needs to be investigated.

According to Muslich (2008) LP is a lesson plan per unit that will be applied by the teacher in classroom learning. LP is a guide that really helps teachers to carry out the learning process in an orderly manner. Without a well-made plan, the process and results will be difficult to achieve optimally. So that the LP needs to comply with the basic competency standards in each LP that will be made. This question is given with the aim of knowing one of the factors not implementing the RPP 100%, so it is necessary to know whether the basic competency standards are in accordance with the LP listed or not.

Interviews that have been presented by each respondent also have the same answers or even different ones, but the objectives are still the same. The LP must be made in accordance with the characteristics of the students because it also causes the implementation of the LP that are made in full. There are many problems that have been described by the three respondents, so that it makes some questions can be grouped according to the pandemic period or normal period.

As for the results of the interviews that have been described in the previous subpoints, below, the researcher will discuss the difference in the percentage level of teaching materials for the implementation of learning plans in interviews that are adjusted by the problems in this title, divided into two as follows:

1. Discussion of the Normal Period of the Learning Implementation Plan

In normal times, to find out the percentage level of teaching materials, the implementation of learning plans from the results of interviews is known by researchers that there are many advantages and disadvantages of the normal period. Actually, when compared to the pandemic period, of course there are more advantages that are obtained in normal times.

According to Smith & Ragan (1999) Learning to plan is a systematic and thought process in interpreting the principles of learning and learning into designs for learning materials and activities, sources of information and evaluation. This agrees with the researcher because in designing the LP requires a source of information and evaluation in order to create a LP that every teacher wants at every English learning meeting in the classroom. So that in normal times it is very clear that student activities can be seen or monitored directly for the sake of effective learning, therefore sources of information and evaluation can be carried out because the situation is adequate.

However, the factor does not fulfill the LP in full or 100% due to the lack of adequate classroom facilities for learning in accordance with the LP that has been designed. As revealed by respondent M that learning English requires 4 skills, namely writing, listening, reading and speaking. To fulfill these 4 skills, several adequate facilities are needed, such as earphones for the implementation of listening skills, vocabulary so that students can speak, speakers or a sound system so that students are able to hear English which is listened to by the teacher concerned and other facilities.

In the results of interviews, that have been stated by the three respondents that in normal times the percentage level of teaching materials that can be implemented is 80% - 95% depending on the learning situation and the material to be taught by the teacher. The target set by the teacher is the result of an analysis of the LPthat he has made. The teaching materials that have been described by the teacher when teaching in the classroom are teaching materials that are also not optimal to be described in class, but they are still always sought by the teacher so that the learning process can still be implemented.

Teaching materials are a set of materials or learning substances that are systematically arranged, and fully display the competencies that will be mastered by students in learning activities. Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities. According to Andi Prastowo (2014) in his book entitled Creative Guide to Making Innovative Teaching Materials, it is stated that teaching materials are all materials (both information, tools, and texts) that are systematically arranged that display a complete figure of competencies that will be mastered by students and used in the learning process learning with the aim of planning and reviewing the implementation of learning.

Based on the description above, it can be concluded that the percentage level of teaching materials for the implementation of learning plans for English teachers at UPT SMA Negeri 4 Parepare has a percentage level of 80% - 95%, this cannot be done 100% due to inadequate classroom facilities, so it needs to be

addressed back so that the designed LP can be carried out with a percentage level of 100%

2. Discussion of the Pandemic Period Lesson Plans

The pandemic period is one of the factors causing the face-to-face school not to take place and lasts online for almost 2 years. All teachers are required to be able to minimize activities in an interesting way even though they are online. It is necessary to improve the quality of teachers from normal times to pandemic times. In the results of the previous interview, it was explained that whether the teacher could change the LP according to the times or not, and the answers of the respondents stated that it would still be changed. Referring to the pandemic period, the respondent answered that in the current situation, it is very necessary to change the LPthat will be carried out by online classes. The LP during the normal period and the pandemic period are very different, especially since the LP during the pandemic has been minimized to become an emergency LP, which means that the LP is made according to the needs of teachers teaching in the classroom using existing facilities.

Knowing the percentage level of teaching materials for the implementation of learning plans from the results of interviews that are known by researchers also has many advantages and disadvantages, as well as in the discussion of normal times. However, in general, discussions about the pandemic period are more complicated than the pandemic period, this is because during normal times they have not maximized the percentage of teaching materials in full, which is 100%,

but when they arrive during the pandemic, the percentage level will be even lower.

In normal times, respondents answered that they often use teaching aids in class to broaden students' knowledge in the English learning process, thus facilitating the flow of teacher explanations to students with teaching aids or teaching aids. But during a pandemic, everything is limited. Teachers who teach in the classroom still use teaching aids such as access to online teaching, namely google meet, zoom, Google Classroom, google form, YouTube, and others. However, these tools do not really help improve the students' English learning process due to the lack of teaching aids to help students' motivation to learn English. This complaint is also considered quite difficult to solve the problem because students are getting bored in learning because the learning process is based online.

So that all respondents considered teaching aids to be more productive if they were carried out in normal times using a normal curriculum, therefore the respondents stated that "I hope the pandemic will recover quickly and the teaching and learning process will return to normal times".

George (Ali Hamzah, 2014) suggests that motivation is the desire contained in an individual that stimulates him to take actions. In line with Purwanto (Syardiansah, 2016) that motivation is the driver of a conscious effort to influence a person's behavior so that someone becomes moved to act to do something.

Motivation in learning is very much needed, especially in learning during a pandemic, which is required by teachers to be able to design learning attractively so that students don't get bored by learning online. In implementing the online learning process, students are increasingly bored with various sources or teaching aids provided and facilitated by the teacher, because students tend to have been doing online learning for approximately 2 years and this makes students really want to return to face-to-face school.

Like wise with teachers, basically during the pandemic period, it was very difficult for teachers to meet the percentage level of teaching materials for the implementation of learning plans because of the lack of facilities and teaching materials to do in online classes.

Another difficulty lies in the scope of the teacher's assessment of students. Respondents as a whole answered that the assessment was taken in normal times easily and could be arranged directly because they saw students learning with such effective classroom application. However, during the pandemic, respondents had difficulty in assessing students because not many respondents could judge during the learning process. Respondents only concluded that teachers must be able to manage time for students and can understand if students do not have a quota or network to participate in the learning process. So this is also one of the obstacles to the decrease in the percentage of teaching materials for the teacher's LP to students in the teaching and learning process in the classroom.

The percentage level of teaching materials for the implementation of learning plans that have been described by the English teacher as respondents

concluded that the percentage of learning that can be applied in the classroom is only 50% - 70%. The lack of percentages carried out on online learning has dropped dramatically due to the many obstacles and obstacles that occurred during the pandemic, so teachers are also very difficult in providing the best facilities to students. Constraints faced by respondents that resulted in 100% non-implementation of LP during the pandemic due to lack of learning facilities, lack of design of learning method models, lack of motivation and teaching materials, and other factors that hindered learning activities.

Based on the description above, the results of interviews that have been conducted with three respondents at UPT SMA Negeri 4 Parepare, it can be concluded that the effect of the percentage of teaching materials on the implementation of English teacher learning plans cannot be done 100% because of the many facilities and obstacles that occur in the learning process so that The difference between the normal curriculum period and the current one is the COVID-19 pandemic. The percentage level that can be done by English teachers is 50% - 70%, and it is revealed that the maximum amount of learning carried out is so that the difference between the normal period and the pandemic period is very different from the percentage level of teaching materials carried out by the teacher. Therefore, learning difficulties need to be increased from the beginning in terms of adequate learning facilities and are needed by students and teachers in order to be able to carry out learning at the percentage level of the LS in the classroom 100%. This hope was also expressed by the teacher, with the hope that

the pandemic will recover quickly and face-to-face learning can be carried out again with a 100% percentage of teaching materials.

According to Trianto (2014) the LP is a plan that develops learning procedures and management to achieve a basic competency that is specified in the content standards outlined in the syllabus. Even though the percentage of teaching materials carried out was not fully implemented because of the obstacles that did not cover learning according to the lesson plan, it was not fully implemented. Therefore, the percentage of teacher teaching materials to students on the LP that are made cannot be implemented 100% because there are still many obstacles experienced by teachers in normal times and during the Covid-19 pandemic.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consist of two section. The first section is conclusion, which is based on the research findings. The second is suggestion based on the conclusion.

A. Conclusion

Based on the results of the research, the LP that has been prepared by the English teacher at UPT SMA Negeri 4 Parepare has different models and forms, some even follow the results of the subject teacher assembly (MGMP) as special guidelines for conducting teaching materials. From the lesson plan that has been made. Regarding the Analysis of the Percentage Level of Teaching Materials for the Implementation of English Teacher Learning Plans before and during the Covid-19 Pandemic Period at UPT SMA Negeri 4 Parepare, it can be concluded that the implementation of the Percentage of Teaching Materials for LP has decreased based on the analysis in two situations, that are before and during the pandemic. Overall, in normal times, teachers are able to apply LPof 80% to 95%, in contrast to the pandemic period which can only be done 50% to 70%. It was found from the teacher observation from interview. Teachers cannot provide the best facilities because of the many inhibiting factors that occur so that teachers cannot carry out learning activities that have been designed through the lesson plan of 100%.

B. Suggestions

Based on the results of the study, the researchers then formulated suggestions for :

1. For the teachers, in designing LP, there are many things to consider, including learning methods or models that must be adapted and designed as attractive as possible to the conditions, suitability of time in designing LP and facilitating as needed in teaching so that in the future the LP designed based on initial observations can continue to run smoothly in accordance with conditions before and during the Covid-19 Pandemic Period at UPT SMA Negeri 4 Parepare even though the percentage of teaching materials for the implementation of the learning plan that was carried out was not 100% implemented.
2. For the next teacher candidate, observation is the first step in designing lesson plans, observation helps us in designing LP with fourteen components before the pandemic and four components during the pandemic. The LP must be simple and flexible, and can be implemented in learning activities and the formation of student competencies. The activities compiled and developed in the LP must support and be in accordance with the basic competencies that have been determined. The LP developed must be complete and comprehensive, with clear achievements. There must be coordination

between program implementing components in schools, especially if learning is carried out in teams.

3. The next researcher, in carrying out future research in order to add more time and increase the number of respondents so that the information obtained is more varied and more numerous than the current researchers. This research is expected to help the next researcher in developing a way to design LP so that the implementation is close to 100% implemented.

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