



AN ANALYSIS OF THE DIFFERENCES OF THE COMPONENTS IN ENGLISH LESSON PLANNINGS DESIGNED BY INDONESIAN AND THAILAND TEACHERS

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Abstract

The study is aimed at analyzing the differences between components in Indonesia's and Thailand's English lesson plantings. It is focused on finding the components that are different in four English lesson plannings. This study aims to give new knowledge and insight for Indonesian and Thai teachers to learn about the differences between one and another, and take the idea to arrange more creative and effective lesson plannings that can motivate students to learn English or other subjects for future classes. This study is a comparative-descriptive study which used Hanafiah & Suhana's theory for Indonesia's lesson plannings, and Chitchayawanit's theory for Thailand's lesson plannings. The methods used in this study are the comparative method and the descriptive method. The study has presented ten different components in English lesson plannings between Indonesia and Thailand. They are school identity, core competencies (KI), basic competencies (KD), learning standards, learner's key competencies, desired characteristics, learning concept/essence, core content, learning method, and teaching notes. Furthermore, all of the components that have been written in Indonesia's and Thailand's lesson plannings are significant and have their own function and are useful for teachers when they have to design the lesson plannings for each meeting

Keywords: Lesson Plannings, English Teaching, Education

INTRODUCTION

In the educational world, the teaching-learning process is important for both the teachers and the students. The teaching-learning process has to be followed and designed by the curriculum of each country. The curriculum will affect the process of designing the lesson plannings which will be used during the teaching and learning process. The teachers have to make the lesson plannings which provide the activities and the goals as mentioned in the curriculum of each country. Moreover, the teachers have to make the lesson plannings which response the needs of the students during the class. As well as in Indonesia, almost every institute provides the teaching-learning process based on the instructions of

Indonesia's 2013 Curriculum. Indonesian English teachers have to be capable and well prepared to make English lesson plans for the students. English lesson plans should follow the lesson plans components that are determined in Indonesia's 2013 Curriculum. As same as in Thailand, almost every institute provides the teaching-learning process based on the instructions of Thailand Basic Education Core Curriculum 2008. Thai English teachers have to make the suitable English lesson plans which are followed the components that are determined in Thailand Basic Education Core Curriculum 2008.

Even though there are some differences of the component in Indonesia's English lesson plans and Thailand's English lesson plans but the most important thing that the lesson plans which are designed by Indonesian English teachers and Thai English teachers should bring the best result or outcome for the students after the teaching and learning process. By analyzing the differences of the component in Indonesia's and Thailand's English lesson plans, the writer will find out and describe their differences. The writer will also find out in which components that Indonesia and Thailand English lesson plans have in the same or similar way. Also, which components can be improved in Indonesia's English lesson plans and Thailand's English lesson plans after comparing to one and another.

LITERATURE REVIEW LESSON PLANNINGS

Designing the lesson plans is the important work for every teacher before entering the class. Lesson plans play an important role for the teachers and students. Lesson plans are like the map or the guideline for teachers when they are teaching. It tells the teachers what to teach or what to do in the class. As stated by Robertson and Acklam (2000:3) "A lesson plan is a framework for a lesson. Lesson plans are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it." The lesson plans can be designed for every meeting. They will be the guideline for teachers to determine which teaching strategies that will be used during the class, how is the learning activities for students during the class or even the resources or media that will be used to support the teaching and learning process. As mentioned by SABES and ACLS (2008:3-4) there are some common components which should be assigned in each lesson plan such as, learning objectives, learning materials and resources, activities, assessment and wrap up and reflection for students and teachers.

INDONESIA'S LESSON PLANNINGS

Every Indonesian teacher have to make the lesson plans in advance before they are going to teach the students. In Indonesia, the lesson plans are called "*Rencana Pelaksanaan Pembelajaran*" or RPP. As mentioned in the goal of Indonesia's 2013 Curriculum¹ that aim to prepare Indonesian people to have the ability to live as faithful, productive, creative, innovative, and affective individuals and be the citizens who are able to contribute to the life of society, nation, state, and world civilization. Therefore, Indonesian teachers have an important role in developing the quality and skills of students. The important work for Indonesian teachers is to provide the effective learning-teaching

¹ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas / Madrasah Aliyah.....3-4

process and be able to make good lesson plans that follow the instruction of Indonesia's 2013 curriculum.

According to Regulation of the Ministry of Education and Culture Number 22 of 2016 about the Standard Process of Basic and Middle Education; lesson plans (RPP) are the important element from the curriculum that every teacher obliges to prepare it before performing the teaching and learning process at the school. Every lesson plans which are already planned by teachers must be able to help the students in achieving the learning objectives as the teachers expected. Therefore, these are the components in Indonesia's lesson planning based on the Regulation of the Ministry of Education and Culture Number 22 of 2016 about the Standard Process of Basic and Middle Education. Indonesia's lesson planning components consist of; School identity or school data (the name of the school), Subject or theme, Class/Semester, Main material, Time allocation, Learning objectives, Basic competencies (KD) and Indicators of achievement, Learning materials, Learning methods, Learning media, Learning resources, Learning activities and Learning assessment.

The components in Indonesia's lesson plans that are specified in the Regulation of the Ministry of Education and Culture Number 22 of 2016 about the Standard Process of Basic and Middle Education are similar to the components that written by Hanafiah & Suhana (2012: 220-222) as follows; 1. Subject identity (a. education units or name of school, b. class, c. semester, d. study program, e. subject, f. total of meeting) 2. Standard competencies or Core competencies (KI); they consist of 4 dimensions that represent spiritual attitudes, social attitudes, knowledge, and skills, which are referred to *Kompetensi Inti* or KI. Core competencies (KI) are formulated as follows; 1. *Kompetensi Inti-1 (KI-1) untuk kompetensi inti sikap spiritual*; 2. *Kompetensi Inti-2 (KI-2) untuk kompetensi inti sikap sosial*; 3. *Kompetensi Inti-3 (KI-3) untuk kompetensi inti pengetahuan*; dan 4. *Kompetensi Inti-4 (KI-4) untuk kompetensi inti keterampilan*.² 3. Basic competencies (KD); *Kompetensi Dasar* are compatible with *Kompetensi Inti*. KD-1 and KD-2 from KI-1 dan KI-2 can be achieved through indirect learning process while KD-3 and KD-4 from KI-3 and KI-4 can be achieved through direct learning process.³ 4. Indicators of achievement (*Indikator pencapaian kompetensi*) 5. Learning objectives 6. Learning materials 7. Time allocation 8. Learning methods 9. Learning activities (a. Opening activity, b. Main activity, c. Closing) 10. Learning assessment and 11. Learning resources.

THAILAND'S LESSON PLANNINGS

Thai teachers are required to arrange the lesson plans before starting the teaching and learning process as same as Indonesian teachers. Lesson plans in Thailand are called “แผนการจัดการเรียนรู้/แผนการจัดการสอน” (*phean-karn-jad-karn-rian-ruh/phean-karn-jad-kran-sorn*). As mentioned by Pornkul (2009:232) that “Lesson plans are the pre-written guideline for organizing teaching and learning activities. They help teachers to be ready and confident in teaching. Teachers will be able to achieve the purposes as expected and the teaching process will be untroubled.” From the previous definition, it can be concluded that lesson plans are important for teachers to prepare the lesson

² Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah.....6

³ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah.....10

plannings by themselves before encountering the students. The teaching process will be smooth and teachers tend to be more easily in teaching when they have lesson planning.

Following the goal of Thailand's Basic Education Core Curriculum 2008 that aimed at the full development of learners in all respects - morality, wisdom, happiness, and potentiality for further education and livelihood. Thai teachers are the key players in designing learning process and the lesson plannings that allows Thai students to learn in a meaningful, sustainable way and be able to apply their knowledge to real world and also achieve the goals of the curriculum.⁴ Therefore, Thai teachers are obliged arranged the lesson planning which consists of six core components which are; 1. Learning standards 2. Indicators of achievement 3. Learners' Key Competencies; there are five learners' key competencies which are communication capacity, thinking capacity, problem-solving capacity, capacity for applying life skills and capacity for technological application 4. Desired characteristics; which are love of nation, religion and the monarchy, honesty and integrity, self-discipline, avidity for learning, apply principles of sufficiency economy philosophy in one's way of life, dedication and commitment to work, cherishing Thai nationalism and public-mindedness⁵ 5. Media 6. Learning resource.

According to Chitchayawanit (2019:172-182) about the lesson plannings that are widely used by Thai teachers must consist of these important components, there are; identity part (the head of lesson plannings) is the details that are written in the top of each lesson planning, it consists of; The order of the lesson plannings, Name of learning subject group, Class, Semester or Academic year, Name of the learning unit, Name of main material, Number of time allocation or periods, Date and Year (optional component), Teacher's name or Name of school (optional component)

For the lesson plannings' body or the details in the lesson planning with consists of the essential components as follows; 1. Learning standards 2. Indicators of achievement 3. Learning objective 4. Learning concept/ Essence 5. Learning material or Content 6. Learning activities (a. The introduction step or the preparation stage, b. The learning management, c. Conclusion step) 7. Learning Media and Learning Resource 8. Assessment and Evaluation 9. Teaching Notes (a. Results of learning activities, b. Problem and Obstacle, c. Suggestion and Solution)

COMPARATIVE STUDY

The definitions of comparative study are defined broadly by many experts, as reported by Bukhari (2011:1) that a comparative study aims to analyze, examine, investigate or compare two or more objects or ideas to indicates how the differences or similarities between those subjects and present the similarities or differences between two objects. It can be concluded that comparative study is one of the research projects that show the ability of the writer to analyze, compare, and contrast different objects or ideas.

According to Pickvance (2005:2) stated that "*comparative analysis is conducted mainly to explain and gain a better understanding of the causal processes involved in the creation of an event, feature or relationship usually by bringing together variations in the explanatory variable or variables.*" This statement shows that the main reason for

⁴ Office of the Basic Education Commission, *Learning Management Guidelines Based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*9

⁵ Ministry of Education. *Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*.....7

comparative analysis is comparative study is done to for explanation in order to gain a better understanding the relation between two or more subjects.

In conclusion, a comparative study is the type of research that is used for comparing between two or more groups of a particular objects or variable and the comparative study also presents how two or more objects that being compared have similarities or differences.

METHODOLOGY

This study is a qualitative research approach with a comparative-descriptive design. The main method used to collect the data and focus on comparing the differences of the component in Indonesia's English lesson plannings and Thailand's English lesson plannings was comparative method, and the second method used to analyze and describe the data after comparing was descriptive method. The comparative method is a method that is used for comparing things that are different. This method aims to compare the condition of one or more things in two or more different samples, or at different times (Sugiyono,2014:54). Meanwhile, the descriptive method is used to create descriptions that are systematic and accurate regarding to the facts, characteristics, or relationships between the phenomena that are being investigated (Nazir,2005:63).

Furthermore, document analysis was used to collect the data which is related to the components in Indonesia's and Thailand's English lesson plannings from four lesson plannings. The lesson plannings are the data in form of printed documents which were made by an Indonesian teacher and a Thai teacher. Besides that, using document analysis as the procedure of collecting data, the writer later gained the data for writing in the checklist table. Besides that, the components of lesson plannings that were collected, later they were analyzed and compared by using the checklist table which consists of all components of Indonesia's and Thailand's English lesson plannings.

Moreover, there were seven steps used as the techniques of analyzing data. There are 1. Reading four English lesson plannings carefully. 2. Taking note all of components from Indonesia's English lesson plannings and Thailand's English lesson plannings. 3. Writing down all of components into the checklist table. 4. Comparing all of the components by giving two checklists symbol in the column Indonesia and Thailand when the component of their lesson plannings was the same or similar. When one component was different, give one checklist on the column that had that component and give the cross symbol in another column that did not have that component. 5. Analyzing and interpreting the data from the checklist table by following the relevant theories. 6. Describing the data and using the data for answering two research questions and 7. Making conclusion

FINDINGS AND DISCUSSION

This study is a comparative study that analyzed twenty components from Indonesia's and Thailand's lesson plannings. The table checklist below was used to compare and seek the components of lesson plannings that are different between Indonesian's and Thailand's lesson plannings in order to obtain the required data.

1.1 Checklist Table for comparing and analyzing the differences of the component in English lesson plannings designed by Indonesian and Thai Teachers.

Components in English Lesson Plannings	Indonesia	Thailand
1. School Identity; the name of the school	✓	✗
2. Subject or theme	✓	✓
3. Class/Semester	✓	✓
4. Main Material	✓	✓
5. Time Allocation	✓	✓
6. Standard Competencies (Core Competencies / KI)	✓	✗
7. Basic Competencies (KD)	✓	✗
8. Indicators of Achievement	✓	✓
9. Learning Standards	✗	✓
10. Learner's Key Competencies	✗	✓
11. Desired Characteristics	✗	✓
12. Learning Objectives	✓	✓
13. Learning Concept/Essence	✗	✓
14. Core Content	✗	✓
15. Learning materials	✓	✓
16. Learning Method	✓	✗
17. Media/Equipment/Learning Resources	✓	✓
18. Learning Activities	✓	✓
19. Learning Assessment and Evaluation	✓	✓
20. Teaching notes	✗	✓

The findings from the checklist table above showed ten differences of components in Indonesia's English lesson plannings and Thailand's English lesson plannings. There are School identity (the name of the school), Core competencies (KI), Basic competencies (KD), Learning standards, Learner's key competencies, Desired characteristics, Learning Concept/Essence, Core content, Learning method and Teaching notes (a. Results of learning activities, b. Problem and Obstacle, and c. Suggestion and Solution)

DISCUSSION

Related to the research findings above, the differences in components between Indonesia's English lesson plannings and Thailand's English lesson plannings are;

1. School identity (the name of the school); this component is the first component in the identity part of Indonesia's English lesson plans. It shows the name of the school or institution. It is one of the important components that is mentioned and it is in line with the Regulation of the Ministry of Education and Culture Number 103 Year 2014 about Learning in Basic Education and Middle Education⁶ in the point "Komponen dan Sistematika RPP." It is compatible with Hanafiah & Suhana's theory and the Regulation of the Ministry of Education and Culture Number 22 Year 2016⁷ for topic "Rencana Pelaksanaan Pembelajaran" have mentioned this component. So, in Indonesia's lesson plans must consist of school identity to show where the lesson planning is used.

Meanwhile, in Thailand's lesson plans, this component; School Identity is not mentioned in BECC 2008⁸. It is in line with the theory from Chitchayawanit about designing the lesson plans. The school identity is not considered as the important component to be written; it is just the optional component in the lesson plans. It will be written or not depends on the teacher. The following figures showed the differences of format of the school identity or the identity part in Indonesia's and Thailand's lesson plans.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Sekolah : SMA PASUNDAN 2 BDG Mata Pelajaran : Bahasa Inggris Kelas/Semester : XI/2 Materi Pokok : <i>Writing Personal Letter</i> Alokasi Waktu : 4 pertemuan (8 JP)	
Subject group: Foreign Language (English)	Class: Grade 11
Name of course: Basic English	Course code: 32101
Unit: 1 Press Star to Repeat hours	Time allocation: 6 hours
Main material: Everyday actions	Duration: 2 hours
Teacher: Miss Desoh Chesamocha	Date

Figure 1.1 Format of identity part in Indonesia's and Thailand's lesson plans

2. Core Competencies (Kompetensi Inti, KI); core competencies become the main component that must be written in Indonesia's lesson plans. Core competencies are the minimum ability qualifications of students that describe the mastery of attitudes, knowledge, and skills (affective, cognitive, and psychomotor domain). They are expected to be achieved by every student in each class or semester in one subject. Thus, the goal of Indonesia's 2013 Curriculum covers four core competencies (KI) for Indonesian students which are; KI-1 for spiritual attitude competence, KI-2 for social attitude competence, KI-3 for knowledge competence and KI-4 for skills competence.

⁶ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah.....4

⁷ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016 tentang Standard Process Pendidikan Dasar dan Menengah.....6-7

⁸ Office of the Basic Education Commission, *Learning Management Guidelines Based on Basic Education Core Curriculum 2008*.....2-11

For KI-1 (spiritual attitude competence) and KI-2 (social attitude competence) are achieved through indirect teaching and learning, while KI-3 (knowledge competence) and KI-4 (skills competence) can be achieved through direct teaching and learning. Therefore, when the teacher makes the lesson plannings, it must be consisted of this component; Core

- | |
|---|
| <p>A. Kompetensi Inti</p> <ol style="list-style-type: none"> 1. Menghayati dan mengamalkan ajaran agama yang dianutnya. 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan. |
|---|

Competencies. The following figure is the core competencies in English subject for students in middle education; grade 11th revision 2018,⁹ and this component was mentioned in Indonesia's lesson plannings.

Figure 1.2 Kompetensi Inti: Indonesia's lesson plannings.

3. Basic Competencies (*Kompetensi Dasar, KD*); basic competencies are the main components that must be written in Indonesia's lesson plannings. Following Hanafiah & Suhana's theory (2012); basic competencies are the number of abilities that must be achieved by students in one certain subject or material. Each subject and material will have the differences basic competencies. Basic competencies will be used to determine the indicator of achievements; one of the main components in Indonesia's lesson plannings.

The formulation of basic competencies is developed by taking into characteristics and abilities of students, as well as the unique aspects of each subject. KD-1 and KD-2 will not be mentioned directly because it can be achieved through indirect learning and teaching process. Therefore, the teachers have to mention only KD-3 and KD-4 by following the certain material. The following figure are the basic competencies (revision 2018)¹⁰ of English subject for students' grade 11th for KD 3.6,4.6, 3.7 and 4.7 from 18 KD, that had already written by Indonesia teacher in Indonesia's English lesson plannings 1 and 2.

⁹ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 *Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah.....*379

¹⁰ Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 *Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah.....*384

1.3

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi	
Kompetensi Dasar	
3.6	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.
4.6	Teks surat pribadi.
4.6.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya.
4.6.2	Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi	
Kompetensi Dasar	
3.7	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of . . . , due to . . . , thanks to . . . !</i>)
4.7	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Figure

Kompetensi Dasar: Indonesia's lesson planning

4. Learning Method

Figure 1.4 Learning Method written in Indonesia's English lesson plans 1 and 2

E. Metode/Model/Pendekatan Pembelajaran
Saintifik

From the figure above, it showed that the learning method was the necessary component that was written in Indonesia's English lesson plans. Every Indonesian teacher is obliged to make the lesson plans that is complete with the required components and systematic, in order to create an interactively, inspiring, fun, challenging, efficient and motivate students in the learning process. Thus, the learning process must lead students to achieve KI and KD. It must cover three domains, which are attitude, knowledge and skills to develop students' characters, knowledge, and skills. This can be done by applying a scientific approach (Saintifik)

This component, Learning Method, has not been written in Thailand's lesson plans. As mentioned in Thailand's Basic Education Core Curriculum 2008 that structure of the curriculum enjoys flexibility regarding learning contents, time allocation and learning management and focuses on students-centered. As a result, Thai teachers tend to be flexible in arranging the lesson plans and managing the learning process that should be suitable for the abilities of each person and the teachers should realize that each student has a different learning style.

5. Learning Standards; learning standards is one of the core components in Thailand's lesson plans which is mentioned in Thailand's Basic Core Curriculum 2008 and it is similar to Chitchayawanit's theory (2019) as the first core component that Thai teachers should write down in the lesson plans. Learning standards are the goals for developing learners' qualities. They are the knowledge and abilities learners must know, understand, and be able to perform. Learning strands covers three aspects, which are aspects of moral value, ethical value and desired characteristics that students should achieve after completing education at basic level.

Each subject group has different learning standards and main contents, and learning standards will be used to determine the indicators of achievement. The next statement showed the learning standard that was mentioned by the Thai teacher in Thailand's lesson plannings 1 and 2. The material for 1st lesson plannings was Talk on the phone and for 2nd lesson plannings was Everyday actions. These two materials were in the content of Language for Communication. As a result, the Thai teacher mentioned learning standard in Thailand's English lesson plannings as follows;

Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons.

6. Learner's Key Competencies; it is one of the core components in Thailand's lesson plannings that should be mentioned. Due to BECC 2008 strongly focuses on student-centered and the goals of the curriculum itself aim at the full development of learners in all respects - morality, wisdom, happiness, and potentiality. Besides that, it aimed to develop students' quality based on the learning standards, and when the learning standards in each subject are mastered by students, it helps them to fulfill the five key competencies.

Learner's key competencies in lesson plannings 1 (Talk on the phone)	1. Communication Capacity 2. Thinking Capacity 3. Capacity for Applying Life Skills 4. Capacity for Technological Application
Learner's key competencies in lesson plannings 2 (Everyday actions)	1. Communication Capacity 2. Thinking Capacity

Table 1.2 Learner's key competencies in Thailand's lesson plannings 1 and 2

From the table above, learners' key competencies were written in both of Thailand's English lesson plannings. This component cannot be found in Indonesia's English lesson plannings. This component; Learner's Key Competencies are applied in the same way for Thai students in all subjects and grades. Thus, the teachers can select the learner's key competencies that are consistent with the materials that they are going to deliver to the students.

7. Desired Characteristics; desire Characteristics become the necessary component to be written in Thailand's lesson plannings. It is written clearly to be achieved by Thai students after the learning process. It is obviously different from Indonesia's lesson plannings because in Indonesia's lesson plannings, this component has not been mentioned by the Indonesian teacher. Desired characteristics are the characteristics that

Thai students must have which help them to enjoy their lives as Thai citizen and a global citizen.¹¹

The following table showed the eight desired characteristics along with the desired characteristics that were mentioned by the Thai teacher in lesson plans 1 and 2.

Table 1.3 Desired Characteristics for Thai students

Eight Desired Characteristics for Thai students;	Selected of Desired Characteristics in Thailand's lesson plans 1 and 2;
1. Love of nation, religion and the monarchy 2. Honesty and integrity 3. Self-discipline 4. Enthusiasm for learning 5. Applying principles of Sufficiency Economy Philosophy in one's way of life 6. Dedication and commitment to work 7. Cherishing Thai nationalism 8. Public-mindedness	1. Self-discipline 2. Enthusiasm for learning 3. Dedication and commitment to work 4. Public-mindedness

8. Learning Concept or Essence; this component was found only in Thailand's English lesson plans. This component is in line with the theory of Chitchayawanit (2019) that should be written in Thailand's lesson plans. Learning Concept or Essence is the key concept of what is being studied in each subject. It should be compatible with the learning objectives and the learning material. It is written by using language that is clear and easy to understand.

Table 1.4 Learning Concept in Thailand's English lesson plans

Learning Concept in English lesson plans 1	Learning Concept in English lesson plans 2
Practice reading aloud the correct conversation based on the reading discourse, and must be able to understand the main idea, analyze, summarize, and express opinions from listening.	Understand the main idea, analyze, summarize and express opinions from the articles that have been read.

9. Core Content; this component was mentioned in Thailand's lesson plans and it was not found in Indonesia's lesson plans after comparing all the components between Indonesia's and Thailand's lesson plans. Core contents are the knowledge which are mentioned in BECC 2008 that every learner should acquire in order to achieve the learning standards and indicators of achievement of each subject after learning.

¹¹ Office of the Basic Education Commission, *Learning Management Guidelines Based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008)*5

The following statements showed the core contents that were written by the Thai teacher in English lesson plans 1 and 2 that are compatible with BECC 2008.¹²

Core content in English subject which was found in lesson plans 1;

Documentary and entertaining stories, Understanding the main idea, Summarizing, Analyzing, Interpreting the context and using Skimming/Scanning/Guessing/Context clues

Core content in English subject which was found in lesson plans 2;

Documentary and entertaining stories, Understanding the main idea, Summarizing, Analyzing, Interpreting the context and using Skimming/Scanning/Guessing/Context clues

10. Teaching Notes; teaching notes were the only component that were found in two Thailand's English lesson plans and there was no mention of this component in Indonesia's English lesson plans. According to the theory of Chitchayawanit (2019), this component is the last component in Thailand's lesson plans and it is important for Thai teachers to include it in their lesson plans. It will be used as data to know whether the students can achieve the learning standards or not, as well as an improvement for teachers when they design the next lesson plan. The example of teaching note from Thailand's lesson plan was presented below.

Teaching notes in lesson plans 1

A. Results of learning activities: "Most students are interested in the content. Talk on the phone is the material about talking on the phone. Students are able to interact with their peers."

B. Problems and Obstacles: 1. "There are some students who cannot read the long English sentences." 2. "Most students are reluctant to practice English conversation with their classmates."

C. Suggestion and Solution

1. Solution for the teacher: "Teachers must plan activities that encourage students' courage and confidence, such as asking students to perform the activities in front of the class more often to boost their confidence."

2. Suggestion from the Head of Academic Division: "There is a clear measurement of academic performance that can help students improve their performance. This lesson plan can be used."

3. Suggestion from the Principal: "It is a lesson plan that focuses on student-centered. Students can improve their reading and listening skills. It can be used in teaching and learning."

¹²Ministry of Education Thailand, *Core Contents for Foreign Language Subject (English) According to the Basic Education Core Curriculum, B.E. 2551 (A.D. 2008)* 31-33

Based on the finding and discussion above. There are ten differences of components in Indonesia's and Thailand's lesson plans. Every component has an important role in the lesson plans even though they are different. From writer's perspective, the component that can be improved for Indonesia's lesson plans is teaching notes. If the teaching notes can be added to Indonesia's lesson plans, the lesson plans will be more effective because the teachers can write down what happened in the class, what problems were faced while teaching, and what the students' responses were during their learning process. Therefore, the teachers can learn from the previous lesson plans and make better lesson plans for the future classes.

For the components that can be improved for Thailand's lesson plans is learning method. Learning method should be added in Thailand's lesson plans like in Indonesia's lesson plans. Because of learning method is used to create the learning atmosphere in the class and also it helps facilitating students in learning and helps learning process that are planned by the teachers goes well. Even though Thai teachers are free to choose the methods for teaching and they do not have to mention it in the lesson plans, but it will be better if the Ministry of Education Thailand provides specific methods for the teachers to use in learning and teaching process. Besides that, Thai teachers will be able to select the appropriate learning methods that help students achieve the indicators of learning achievement.

CONCLUSION

Based on the findings and the result of data analysis, it can be concluded that there are ten different components between Indonesia's lesson plans and Thailand's lesson plans. Those components include; school identity, core competencies (KI), basic competencies (KD), learning method, learning standards, learner's key competencies, desired characteristics, learning concept/essence, core content, and teaching notes.

School identity, core competencies (KI), basic competencies (KD), and learning methods are found in Indonesia's lesson planning, whereas learning standards, learner's key competencies, desired characteristics, learning concept/essence, core content, and teaching notes are found in Thailand's lesson planning. Each component is mentioned and must be written in accordance with the curriculum in that country. There is no certain judgment in which component is the best or which component is the worst between Indonesia's lesson plans and Thailand's lesson plans because of all of the components that have been written in the lesson plans are significant and useful for the teachers when they have to design the lesson plans for each meeting.

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