

An Analysis of English Teachers' Lesson Plan under the Genre-Based Perspectives

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By

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ABSTRACT

The study reports on teachers' ability in developing lesson plan under Genre-Based Perspectives. It aimed to explore junior high school English teachers' ability in creating lesson plans under the GBA perspectives. It also investigated their opinions on the implementation of Genre-Based pedagogy in their classroom. The study used Genre-Based Theory of Emilia, 2011, 2016 and Lesson Plan Development by referring to the Regulation of the Ministry of National Education Republic of Indonesia Number 41 Year 2007. Involving four junior high English language teachers as the participants, this qualitative case-study research collected the data by means of document analysis and interview. The document analyses were done by analyzing lesson plans written by these teachers, seeking three things; (1) the elements of the lesson plan compared to the Regulation of the Ministry of National Education Republic of Indonesia Number 41 Year 2007; (2) the stages of Genre-Based within learning objectives and learning activities; and (3) the principles of GBA applied in their teaching and learning activities in the lesson plan. The interview was carried out to the teachers as the participants asking all relevant issues related to the topic under investigation. The data from the interviews were analyzed using thematic analysis in terms of teachers' opinions on the implementation of genre-based approach in their classroom. The results revealed several findings as follows. In relation to the elements of the lesson plans written by the teachers, all teachers have successfully included the least elements required within a lesson plan, including learning objectives, learning method, learning material, learning activity, and learning assessment. only one lesson plan (LPT4) includes all elements as required by the Regulation of the Ministry of National Education Republic of Indonesia Number 41 Year 2007, while the rests do not. With respect to all stages in the Genre- Based pedagogy, the teachers recognize that they have to incorporate these stages into their lesson plans, particularly within some elements, including learning objectives, learning activities, learning materials, and learning assessment. However, they still need assistance in how these stages are realized into those elements of lesson plan. Exposure on examples on lesson plans that have these incorporation and training on how to create lesson plan based on Genre-Based pedagogy can be alternatives to help them improve their lesson plan writing. Regarding the use of the principles of Genre-Based pedagogy in the learning activities in the lesson plan, all teachers need assistance in terms of the incorporation of Genre-based pedagogy principles into their lesson plans, particularly in the component of learning activities and further need guidance on how to do that. Finally, all teachers agree that it is important to understand well Genre-Based working Cycle when teaching English under the Genre-Based perspective since each stage provides different roles and activities that supports students' learning activities and students' achievement.

ABSTRAK

Penelitian ini melaporkan kemampuan guru dalam mengembangkan RPP Berbasis Genre. Ini bertujuan untuk mengeksplorasi kemampuan guru bahasa Inggris sekolah menengah pertama dalam membuat RPP berbasis GBA. Itu juga dilakukan untuk mengetahui pendapat mereka tentang penerapan pedagogi Berbasis Genre di kelas mereka. Penelitian ini menggunakan Teori Pendekatan Berbasis Genre yang disarankan oleh Emilia, 2011, 2016 dan teori RPP dengan mengacu pada Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007. Dengan melibatkan empat guru bahasa Inggris SMP sebagai peserta, penelitian studi kasus kualitatif ini mengumpulkan data melalui analisis dokumen dan wawancara. Analisis dokumen dilakukan dengan menganalisis RPP yang ditulis oleh para guru tersebut, mencari tiga hal; (1) unsur RPP dibandingkan dengan unsur RPP yang ditetapkan oleh Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007; (2) tahapan Berbasis Genre dalam tujuan pembelajaran dan kegiatan pembelajaran dalam RPP; dan (3) prinsip-prinsip GBA yang diterapkan dalam kegiatan belajar mengajar dalam RPP. Wawancara dilakukan kepada para guru sebagai peserta yang menanyakan semua masalah yang relevan terkait dengan topik yang sedang diteliti. Data hasil wawancara dianalisis menggunakan analisis tematik dalam kaitannya dengan pendapat guru tentang penerapan pendekatan berbasis genre di kelas mereka. Hasilnya mengungkapkan beberapa temuan sebagai berikut. Terkait dengan unsur-unsur RPP yang disusun oleh guru, semua guru telah berhasil memasukkan sekurang-kurangnya unsur-unsur yang dipersyaratkan dalam RPP, antara lain tujuan pembelajaran, metode pembelajaran, materi pembelajaran, kegiatan pembelajaran, dan penilaian pembelajaran. Hanya satu RPP (LPT4) yang memuat semua unsur sebagaimana dipersyaratkan oleh Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007, sedangkan sisanya tidak. Sehubungan dengan semua tahapan dalam Pedagogi Berbasis Genre, para guru mengakui bahwa mereka harus memasukkan tahapan-tahapan ini ke dalam rencana pelajaran mereka, khususnya dalam beberapa elemen, termasuk tujuan pembelajaran, kegiatan pembelajaran, materi pembelajaran, dan penilaian pembelajaran. Namun, mereka masih membutuhkan pendampingan bagaimana tahapan-tahapan tersebut direalisasikan ke dalam unsur-unsur RPP tersebut. Pemaparan contoh-contoh RPP yang memiliki penggabungan tersebut dan pelatihan tentang cara membuat RPP berdasarkan Genre-Based Pedagogy dapat menjadi alternatif untuk membantu mereka memperbaiki penulisan RPP mereka. Mengenai penggunaan prinsip-prinsip pedagogi berbasis Genre dalam kegiatan pembelajaran dalam RPP, semua guru memerlukan bantuan dalam hal penggabungan prinsip-prinsip pedagogi berbasis Genre ke dalam RPP mereka, khususnya dalam komponen kegiatan pembelajaran dan selanjutnya membutuhkan bimbingan bagaimana melakukannya. Yang terakhir, semua guru setuju bahwa penting untuk memahami siklus kegiatan Berbasis Genre dengan baik ketika mengajar bahasa Inggris di bawah perspektif Berbasis Genre karena setiap tahap memberikan peran dan kegiatan yang berbeda yang mendukung kegiatan belajar siswa dan prestasi siswa.

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