

CHAPTER 1

INTRODUCTION

This chapter highlights the background of the study, research questions, purposes of the study, the scope and significance of the study, research methodology, also the clarification of terms and organization of the paper.

1.1. Background of the Study

The Decree of Minister of National Education No. 41 Year 2007 which explains the development of teaching syllabus and lesson plan highlights the importance of lesson planning stage in teaching. In line with this, Cunningham (2009) states that having a well-designed lesson contributes to teaching success. As stated by Evans (2009), good planning can also improve students' motivation and positive attitude toward the learning process.

However, during his teaching practice program in a high school in Bandung, the writer had to prepare a 90-minute instruction within only 15 minutes as he was suddenly asked to teach in a class by a teacher 15 minutes before it started. Asking the teacher for the lesson plan, the writer was just told to continue the previous lesson. Considering the writer's position at the moment, that phenomenon reflected that the teacher did not put consideration on the planning before classroom instruction.

Previously, some research related to lesson planning have been conducted. Fishers *et al's* (1980 cited in Steere, 1988) study concluded that lessons need to be structured so that the students know why the lesson is occurring, as they tend to pay more attention when they know the goals of the lesson. However, Rejeki's

(2009) study on lesson plans made by teachers in two elementary schools in Bandung showed that there was still a gap between each aspect of the lesson plans, if they should meet the students' characteristics. In addition, Wijayanto's (2010) study on the aspects taken by the elementary school teachers in designing lesson plans indicated that the teachers were lack of the use of real media.

Moreover, some teachers still delivered their instruction using traditional grammar-translation method. As mentioned by Emilia (2005), teacher practice remains the same as it was in the past when the first English curriculum in Indonesia was created, that is they focused on grammar. In contrary, Lynch (2000 as cited in Reese, 2002) states that most high school students find the traditional teaching methods involving lecturing, lecturing with overhead or chalkboard, and working or reading at one's desk are boring.

To picture those phenomena, especially the teachers' preparation before conducting an instruction and the difficulties they encounter during the process, the writer is interested to conduct a study on the teachers' difficulties in lesson planning. Taking two English teachers in a vocational school as participants, this study is focused on the teachers' consideration in designing learning activities for the students, as well as the difficulties that the teachers encountered during the process of lesson planning considering that each teacher has to teach more than a class, which consists of 24 credit hours in a week, as stipulated in the Decree of Minister of National Education No. 30 Year 2011.

1.2. Research Questions

In order to explore how the English teachers prepare their teaching and face their difficulties in planning a lesson, the writer has formulated the research questions as follows:

1. How do teachers plan their lessons, in terms of setting indicators and objectives, selecting materials and media, plotting the teaching procedures and conducting students' evaluation?
2. What difficulties do the teachers encounter in planning a lesson?

1.3. Purpose of the Study

This research is conducted to meet the following aims:

1. To picture teachers' preparation before conducting a lesson in terms of designing learning activities to conduct in classroom, particularly in setting indicators and objectives, selecting materials and media, plotting the teaching procedures and conducting students' evaluation
2. To investigate the difficulties faced by the teachers in planning lesson

1.4. Scope of the Study

This study focuses on picturing teachers' preparation before class which includes the process of designing learning activities, particularly in setting indicators and objectives, selecting materials and media, plotting the teaching procedures and conducting students' evaluation; also investigating their consideration and difficulties in planning lessons for their classes.

1.5. Significance of the Study

The study depicts the lesson planning stage before conducting a classroom instruction, particularly on the issue of teachers' selection in developing classroom activities for the students. Theoretically, the result of the study is expected to reinforce the importance of lesson planning stage in teaching. Practically, the result of the study can provide teachers with classroom practice for their own classes. This study is also expected to help fresh-graduated teachers in picturing how to develop classroom activities in the future based on the experiences of the senior teachers.

1.6. Research Methodology

As the purpose of this study is to portray teacher's preparation before class, which includes their difficulties in planning lessons and their considerations in deciding classroom activities for the students, the writer conducts the study as a case study, in which the researcher explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information, and report a case description and case-based themes (Creswell, 2007:73).

Involving two English teachers in a vocational high school as participants, this study employs document analysis and interviews with the participants as the means of data collection. First, the teachers' lesson plans are analyzed using Reiser and Dick's (1996) concept of systematic planning. Later, semi-structured stimulated interviews are conducted with the teachers to find out how the teachers plan their lessons.

As the data are collected, they are analyzed using Miles and Huberman's (1994) interactive model which divides the data analysis procedures into three steps; data reduction, data display and drawing conclusion and interpretation.

For details of the procedures, this topic will be elaborated further in Chapter 3.

1.7. Clarification of Terms

1.7.1. Lesson Plan

Lesson plan in this study refers to a series of guidance for teachers in conducting their classes. Farrell (2002, in Richards and Renandya, 2002) describes lesson plan as a written description of how students will move toward attaining specific objectives. In line with this, Milkova (2011) defines a lesson plan as the instructor's road map of what students need to learn and how it will be done effectively during the class time.

1.7.2. Lesson Planning

Lesson planning is defined as considering the students, thinking of the content, materials, and activities that could go into a lesson to ensure the lesson is good (Woodward, 2001). Farrell (2002, in Richards and Renandya, 2002) also defines lesson planning as the daily decisions a teacher makes for the successful outcome of a lesson. In this study, lesson planning refers to the process in which a teacher prepares a lesson/instruction before conducting it in the classroom.

1.8. Organization of the Paper

This paper is organized into five chapters: introduction, theoretical foundation, research methodology, findings and discussion, also conclusion and suggestions.

The first chapter is introduction. It presents the background of the study, which covers the importance of lesson planning in teaching process. This chapter also

covers the research questions, the purposes of the study, scope of the study, significance of the study, research methodology, clarification of terms, and the organization of paper.

The second chapter, theoretical foundation, covers the theories supporting the issue of lesson planning. The discussion covers some theories of lesson planning including the definition of lesson plan and lesson planning, its significance in teaching, the principles of lesson planning, elements of lesson plan, models/approaches of lesson planning, and factors to consider in lesson planning. The discussion also covers some problems of EFL teaching in Indonesia, also related studies on lesson planning.

The third chapter, research methodology, discusses the framework and design employed in the study.

The fourth chapter, findings and discussion, explores the findings obtained in the study, as well as the discussion related to the theories used as basis of the study. The discussion covers lesson planning procedure, teachers' considerations in planning a lesson, also elements of lesson plan and the difficulties encountered by the teachers during the process of planning.

The last chapter, conclusion, concludes the paper with some conclusions obtained from the study, also some recommendations for the future research.