

CHAPTER 5

CONCLUSION

This chapter presents the conclusion drawn from the study, as well as some recommendations for future research.

5.1. Conclusion

Based on the findings that have been presented in the previous chapter, some conclusions can be drawn. They are:

1. Each Lesson plan collected from the participants contains specific elements mentioned in Decree of Minister of National Education No. 41/2007, which consist of course identity, competence standard and basic competence, objectives and indicators, learning materials, learning activities, instructional media, and assessment tools.
2. The indicators mentioned in all lesson plans cover three learning domains, i.e. cognitive, affective and psychomotor domains. From the interview with the participants, it was found that in formulating the indicators, the teachers considered the syllabus, characteristics of the students and the school facilities. This is in line with Muslich's (2007:33) theory. However, a participant claimed to have difficulties in formulating the indicators that meet the students' needs and condition.
3. Each lesson plan included objectives of the lesson. In formulating the objectives, the participants claimed to follow the guidelines in the syllabus and the Decrees of Minister of National Education, and considered the coherence between

objectives with the other elements of the lesson plan. However, only one lesson plan reflected the criteria of good objectives mentioned by Haynes (2007:14).

4. All lesson plans contained learning materials to deliver in the instruction. In the interview, both participants claimed to develop the materials from authentic materials such as magazine, recordings, videos, also newspaper and internet articles. This practice is in line with the Decree of Minister of National Education No. 41/2007. However, it was found that the materials in both of the lesson plans mismatched the instructional objectives. The interviews with participants revealed that the teachers encountered difficulties in finding suitable materials for the students due to the lack of resource books for vocational school.
5. Both participants determined the teaching media in the process of lesson planning. The lesson plans showed that all participants used various media in teaching. From the interviews, it was revealed that they did this to gain students' interests and participation during the instruction. This practice is in line with the Decree of the Minister of National Education No. 41/2007. However, the participants claimed to encounter some difficulties in determining media of instruction, such as finding appropriate medium for teaching and using the school facilities.
6. All lesson plans contain learning activities to conduct in the classroom. In determining the activities, a participant claimed to always use PPP (Presentation-Practice-Production) technique while another one claimed to make her decision based on the learning materials. The analysis on all lesson plans revealed that the activities reflected student-centered instruction as mentioned by Burden and Williams (1998), as they involve students' active roles in the activities. However, both of the lesson plans are not specific in depicting the procedure to conduct in the classroom.
7. All lesson plans contain assessment tools. This is in line with the assessment standard mentioned in Decree of Minister of National Education No. 20/2007.

The assessment procedures in all lesson plans include written and oral test. However, a test item in one of the lesson plans mismatched the objectives of the instruction. In setting assessment procedure, a participant stated that the assessment was based on three domains of learning, also the materials that she taught in the lesson. However, interview with a participant revealed that she sometimes had issues in developing the assessment procedure.

5.2. Recommendation

This section presents some recommendations offered based on the findings in this study. The recommendations are as follow:

1. Even though the participants showed positive attitude toward the procedure of lesson planning and have implemented the procedure of lesson planning in the process standard mentioned in Decree of Minister of National Education No. 41/2007, the teachers still need to improve their competences. As the findings previously presented in Chapter 4 revealed that there were some mismatches between some elements of the lesson plans, it is suggested that the teachers pay more attention to the details in developing their lesson plans in the future.
2. The study involved a small number of participants, only three EFL teachers in a vocational school. It is recommended that a future study will involve a large number of subjects.