

CHAPTER I INTRODUCTION

This chapter presents the introduction of the study. It delineates background of the study which explores the motivation behind the study, related research under the topic of investigation and the importance of the topic. The rest of this chapter focuses on research purposes, research questions, significance of the study, definitions of the keys terms, and organization of thesis.

1.1 Background of the Study

This research investigates development of two lesson plans and its implementation in the teaching and learning process in one vocational school in Majalengka with the involvement of two vocational English teachers. This research is conducted based on the consideration that many teachers in the site have constructed their lesson plans but they are unsure whether their lesson plans are properly constructed. And the two participants teachers are those who concern about making a plan in advance before conducting their teaching. They also have developed their lesson plans more completely than other English teachers in the site. Therefore, this research hopefully may give a contribution to other teachers in the site especially in developing a lesson plan.

The importance of lesson planning in the teaching learning process has been noted by many researchers such as Reiser and Dick (1996), Brown (2001), Farrel (2002), Harmer (2007b), and Sundayana (2010). (i) Lesson plan describes the teaching behavior that will result in student learning by helping teachers think about the content, materials, sequencing, time, and activities (Reiser & Dick, 1996). (ii) Lesson plan supports the feeling of secure to the teachers when unpredictable things happen in their classroom (Brown, 2001: 149).

(iii) Lesson plan describes events of what will be taught, controls the class when teachers can not teach. It accomodates differences of students' background, interest, learning style and abilities in one class (Farrel, 2002: 30-31). (iv) Lesson plan gives teachers a framework of the lesson, reminds them what they intend to do in case they forget, and shows students that the teachers have spent their time thinking about their class (Harmer, 2007b). (v) Lesson plan may help teachers create effective and enjoyable learning situation (Sundayana, 2010).

Further, under the Regulation of Minister of Education no. 41, 2007 on Standard of Process, a lesson planning is an obligatory duty of every single teacher in each unit of Education in Indonesia. A lesson plan should be constructed in a complete and systematic way in order to conduct a learning process in a creative, inspirative, enjoyable, and challenging atmosphere (ibid).

Studies on lesson planning in Indonesian context have revealed some contributions to the improvement of teaching and learning process in general. A study about an English lesson plan and its implementation in Pangkalpinang which were analysed with Genre-based approach showed its strengths as well as weakness (Puspendari, 2008). In addition, another study on improving teachers' competence in developing their lesson plans through a workshop (Nunuh, 2011) revealed that the workshop influenced teachers' improvement in developing their lesson plans. This study may function as a follow up of the previously mentioned study.

Furthermore, a study on development and implementation of lesson planning in a senior high shool in West Java (Badriah, 2013) found three findings. (i) A sketchy-lesson plan was developed to see the framework of the teaching unit. (ii) A scripted lesson plan was constructed to record the teaching learning in the classroom for future lesson. And (iii) there were constraints in developing a lesson plan: difficulty to develop aims and objectives, right content, proper teaching

method, and create proper evaluation. Those findings support the secondly mentioned study in a way that training on developing lesson planning may improve teachers' competence.

All studies above have been conducted within the EFL context of senior or secondary schools in Indonesia. As much as this research concerns, little study has been focused on the research of lesson plan development and implementation in the EFL vocational school context in Indonesia. Considering the lesson plan important roles in the teaching and learning process as well as the different context of teaching and learning (whether it is vocational, senior high school or junior high school), studying the lesson plan viewed from vocational school is worth investigating. Therefore, this research was conducted to serve this purpose and aimed to explore the development of lesson plans constructed by two vocational teachers and its implementation in the teaching learning process. This study is almost similar to the one conducted by Badriah (2013) but in different context.

1.2 Purposes of the Study

As above mentioned, this study was carried out in order to achieve the following purposes.

1. To explore the development of lesson plans written by two vocational English teachers;
2. To elaborate implementation of the lesson plans in the classroom.

1.3 Research Questions

The study was conducted in order to answer the following research questions.

1. How do the teachers construct their lesson plans?
2. How do the teachers implement the lesson plans in the classroom?

1.4 Scope of the Study

Ratna Utari, 2014

An Analysis of English Lesson Plans and Their Implementation in The Teaching Learning Process

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This study focuses on an analysis of English lesson plans development and its implementation in the classroom by using a systematic instruction compatible with vocational secondary education. The systematic instruction is based on the one proposed by Sundayana (2010) adapted from Reiser & Dick's (1996) systematic planning process. The adaptation of systematic planning is used because it suits the context of EFL in vocational schools in Indonesia.

In the adaptation of systematic learning, teachers construct their lesson plans by conducting needs analysis, identifying Standard of Competence (SC) and Basic Competence (BC), formulating learning indicators and objectives, materials, activities, and assessment, implementing the plans, learning evaluation, and learning revision (Sundayana, 2010). Related to this study, it will be noticed whether or not the participant teachers employ the adapted systematic planning.

In implementing a learning plan, a procedure of exploration, elaboration and confirmation (Standard of Process, 2007; Sundayana, 2010) process is used as a reference. Such processes are in line with WIPPEA (TEAL center (2010) adapted from Hunter, 1982), in which teachers are supposed to conduct their teaching by following the steps of warming-up, introduction, presentation, practice, evaluation and application. Related to this study, it will be reported whether or not the participant teachers implement the procedure.

1.5 Significance of the Study

This study is significant to the theory, the educational practice and the professional development of English education especially to the context of EFL in vocational schools. Theoretically, this study is expected to be able to provide more understanding in terms of the development of EFL lesson plans and their implementation especially in vocational high schools by applying systematic learning. Practically, this study is expected to stimulate teachers of English in

vocational high schools to be aware of and to improve the way they develop and implement their lesson plans.

1.6 Operational Definition

1. English lesson plans refer to the document (s) of English learning plans made by participant English teachers at a vocational high school.
2. An adapted systematic planning process is defined as a model of a language teaching program (here lesson plans) construction as a framework which focuses on students' mastery of competency of English according to their level and unit of study as their learning outcomes or objectives.

1.7 Organization of Thesis

This thesis is organized into five chapters. Chapter I is introduction which focuses on the background of the study, research aims, research questions, scope of the study, significance of the study, operational definition and organization of the thesis. Chapter II discusses theoretical aspects which guides this study. Those aspects include lesson planning, development of lesson plan, and implementation of the learning plan. Conclusion to the chapter is also provided. Chapter III elaborates research methodology comprising research purposes and research questions, research design and method, research setting and participant, data collection and data analysis. This chapter is ended with conclusion of the chapter.

Chapter IV describes the findings and discussions of the study which is divided into two main sections of how the participant teachers construct their lesson plans and how they implement their plans. The first section is based on analysis on first interview and documents of lesson plans. The second section is based on observation and second interview. This chapter is completed with conclusion of the chapter. Chapter V presents conclusion drawn from the previous chapter, limitation of the study, and recommendation.