

# CHAPTER I

## INTRODUCTION

This chapter briefly discusses the main issues for conducting this study including background of the study, purpose of study, research questions, the significance of study, and thesis organization.

### 1.1 Background of the Study

A lesson plan for an English teacher is essential because it will determine how he/she implements teaching and learning activities in the classroom. However, some teachers believe that lesson plan is unnecessary (Harmer, 2007: 156). Some teachers allow course book to do the planning for them (though in reality, most teachers will look at the textbook before they take it into class) (Harmer, 2007: 364). Without using any lesson plan in teaching, the teacher has no distinct objective to be obtained at the end of the lesson. Even, both teacher and students may fail in achieving the objective of the course. Furthermore, the teacher may not bring necessary material or equipment in teaching. Without necessary material and equipment, the teacher may waste time in teaching and may connect the lesson with preceding and subsequent lessons poorly.

In line with Harmer (2007: 156), Badriah (2013: 87) found that English teacher in Indonesia also revealed that lesson plan was useless for she/he could follow textbook for engaging her/his students in learning English. Furthermore, after being interviewed, unfortunately, several English teachers revealed that the lesson plans were only one of professionalism requirements to be prepared. They do not really realize that actually lesson plans play a very important role in teaching-learning process.

In addition, English teachers in Indonesia encounter difficulties in designing lesson plans. Chodidjah (2012: 34-35) found that there were two factors which led the teachers got difficulties in designing lesson plans. First, the government demanded the teachers to develop their own curriculum for their own school. They only had little sources since the guidelines from the government was

still too broad. Second, teachers were given ‘relatively new’ approach called genre-based approach and most of them had limited idea on its implementation in the classroom. Those barriers lead the teachers into the difficulties in determining objectives in lesson plan.

Moreover, previous findings show that English teachers developed poor lesson plan because they got difficulties in designing it (Tashevskaja, 2007; Puspadari, 2008; Gafoor & Farooque, 2010; Permana, 2010; Chodidjah, 2012, and Badriah, 2013). In India, Gafoor & Farooque (2010) found that 81% of English teachers got difficulties in specifying the educational objectives, 69% of them got difficulties in choosing learning experiences which is appropriate to the learners, and 38% of them got difficulties in choosing suitable teaching methods.

Lesson planning has a pervasive influence on successful and effective teaching-learning activities (Brown, 2001: 149; Sriyono: 2013: 70; Robertson & Acklam, 2000: 4). A plan gives a framework for the lesson and helps teachers remind what they intended to do (Harmer, 2007: 156; Martinez & Cordona, 2012:16; Richards & Rodgers, 2001: 24). In other word, a plan is a map which helps students as well to ensure their confidence of their teachers who are teaching them (Harmer, 2007: 364-365) because students expect their teachers to be professional in teaching (Robertson & Acklam, 2000: 4). Therefore, every English teacher is demanded to possess capability in constructing appropriate lesson plans (John, 2006: 484) based on the criteria established by particular institution.

Lesson planning is not only important in constructing effective teaching-learning, but also involve the reflection of the teacher to examine what they have just taught (Murphy, 2001: 501; McKay, 2010: 1). Scripting the lesson plan helps teachers to be more specific in their planning (Brown, 2001: 152), organizes content, material and method (Gafoor & Farooque, 2010: 4), makes smooth transition between activities (McKay, 2010: 1), and makes process of transferring knowledge more effective and easy (Permana, 2010: 1). Moreover, in designing lesson plan, teacher should be familiar with the curriculum, understand students’ language needs, determine the terminal objective and purposes of lesson, choose

suitable methodology and techniques carefully, decide appropriate exercises, etc. (Brown, 2001: 152).

In developing a lesson plan, English teacher should construct it completely and systematically to establish interactive, inspiring, joyful, challenge, efficient, active learning and to provide opportunities for students to be creative based on their own interest (Syahmadi, 2013: 68; Reiser & Dick, 1996: 3; see also Regulation of Indonesia Ministry of Education and Culture No. 65/ 2013). Since a lesson plan reflects effective teaching and learning activities, there are several basic principles in constructing it. Lesson plan should be coherence and flow, exhibits variety, flexible (Jensen, 2001: 406), use previous knowledge, consider individual difference and give feedback (Nation & Macalister, 2010: 37-65 see also Regulation of Indonesia Ministry of Education and Culture No. 65/ 2013). Further explanation regarding principles in designing lesson plan is provided in chapter 2.

Regarding the background aforementioned, this study attempt to investigate how English teacher develops and implements the lesson plans. Moreover, the identifying of English teacher's problems in constructing lesson plan is the purpose of this study as well.

## **1.2 Statement of Problem and Research Questions**

In line with the purposes of study aforementioned, this study attempts to address the following questions:

1. How does the English teacher develop lesson plans?
2. How does the English teacher implement the lesson plans in the classroom?
3. What are the English teacher's problems in designing lesson plans?

## **1.3 Purpose of the Study**

Based on the background above, this study aims to:

1. Investigate how an English teacher develop lesson plans.
2. Investigate how the English teacher implements the lesson plans in the classroom.

3. Identify teacher's problems in designing lesson plans.

#### **1.4 Limitation and Scope of the Study**

This present study is limited in investigating the development of lesson plans designed by English teacher. Those lesson plans are analyzed based on the basic principles of designing lesson plan and its essential elements. Furthermore, this study is restricted in investigating the implementation of lesson plans in the classroom which concerns on three areas of activities; pre-activity, main activity, and post-activity. Coincided with the investigation of developing and implementing lesson plan, this study also tries to identify the difficulties faced by the English teacher in designing it.

#### **1.5 Significance of the Study**

This study is expected to give beneficial contribution from various perspective; theoretical, practical, professional, and policy benefit.

Theoretically, the findings of this study are expected to provide useful information and literature on lesson planning in the context of teaching English in Indonesia, particularly in developing and implementing lesson plan in an EFL classroom.

Practically, the results of this study would provide the appropriate information for English teachers who develop and implement lesson plan in the classroom in improving their quality in teaching.

Professionally, it is hoped that the findings of this study can be used by the English teachers especially the teacher in the research site to improve their appropriate lesson plan based on its principles and its elements.

The last, the results of this study are expected to give beneficial contribution to the stakeholders about the information of developing and implementing lesson plans and the difficulties faced by English teacher in designing it in Indonesia. So, the government can concern on how to overcome the problems occurred.

## **1.6 Thesis Organization**

This thesis is organized into five chapters. Chapter I is an introduction which covers background of the study, purpose of the study, research questions, significance of the study and thesis organization.

Chapter II elaborates the theoretical framework underpinning the study, including the definition of lesson plans, the reason for planning, and format of the lesson plan

Furthermore, the outline of research methodology, covering research design, research site and participant, data collection techniques, and data analysis is elaborated in Chapter III.

Chapter IV presents and analyzes the data gathered in the study. The findings of the data is elaborated in this chapter and the discussion of the result as well.

Finally, Chapter V provides conclusions and recommendations for both English teachers and teachers' supervisor.