

CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter 4 has presented the findings which are found from the document analysis, classroom observation, and interview. This upcoming chapter presents the conclusion which is drawn based on the data analysis and recommendation which are afforded to give information as well as guidance to conduct subsequent related research concerning the same issue. In addition, the recommendation are addressed to those who are getting involved in the development and implementation of the lesson plan such as teachers, principals, and supervisors.

5.1 Conclusion

In regards to the purposes presented in this study that are to investigate how English teacher develops and implements lesson plan as well as to identify the teacher's difficulties in designing it, the following section draws the conclusion of the findings. The conclusions are drawn from three instrumentations; document analysis, classroom observation, and interview as follows.

First, the teacher applied Systematic Planning Model suggested by Reiser & Dick (1996) in which the lesson plan was developed based on 7 steps. Those steps were identifying instructional goal, identifying objective, planning instructional activities, choosing instructional media, developing assessment, and implementing instruction. As mentioned in Chapter 3, the lesson plans designed by the teacher were analyzed based on basic principles proposed by Jensen (2001) and Woodward (2001) and its element as suggested by Reiser & Dick (1996), Richards (2001), Gagne (1992), and Regulation of Ministry of Education No.65/2013. Documentary data indicated that the teacher missed to fulfill some indicators of basic principles such as the teacher did not relate the lesson with another subject and local wisdom, provide different variation to suit different situation, state remedy and enrichment activity, and explain the function of ICT

used in a particular activity. It is not parallel with Jensen (2001: 407) who argued that the basic principles are essential in designing good lesson plan.

Furthermore, in terms of analysis of elements of the lesson plan, it can be concluded that the teacher fulfilled all elements as suggested by Reiser & Dick (1996), Richards (2001), Brown (2001), and Regulation of Ministry of Education No.65/2013. It is in line with Brewster (2003) that a lesson plan should cover at least statement of objectives, materials to be used, and teaching procedures, the evaluation. Nevertheless, from the documentary data found that the teacher seemed could not distinguish between learning indicator and learning objective. Hence, the teacher stated the same statement of both of them which is irrelevant with Richards (2001), Brown (2001), Harmer (2007), and Woodward (2009). Both of learning indicator and learning objective constructed by the teacher did not cover affective domain which again irrelevant with Reiser & Dick (1996) and Posner (1992). In addition, the teacher used textbook as the main source in teaching and adopted all the material from it. It is not parallel with Brown (1995) who stated that in selecting material the teacher can use three methods that are adopting, adapting, and developing material.

Second, regarding the data gathered from classroom observation, it was found out that the teacher did not use the lesson plans as guidance in teaching. This is not accordance with Harmer (2007) and Boikhutso (2010) that the lesson plan is a framework for the teacher in teaching, Woodward (2009) that the lesson plan can reduce uncertainty and panic feeling in delivering material; and Jensen (2001) that the lesson plan determines a professionalism of a teacher. Nonetheless, the teacher allow the textbook to do planning or in other words he used textbook as his guidance in teaching. This finding supports theories and studies related lesson plan by Harmer (2007), Puspendari (2008), and Badriah (2013). In addition, the findings indicated that the teacher used appropriate time allocated as suggested by McArdle (2010) that the initial part of teaching procedure should take 10 percent of time allotment, 70 percent for core activity, and the rest for closing activity.

Third, the data from interview revealed that the teacher made lesson plan only for fulfilling administrative requirement which was demanded by the principal. He could imagine how he would teach his students by reviewing the material provided in the textbook. This finding supported Woodward (2009) and Jensen (2001) that many teachers were successful in creating effective teaching-learning activity by doing mental-plan. Furthermore, in general, the teacher understood how to develop lesson plan as well as the element stated in lesson plan. Nevertheless, the teacher confessed that he together with English teachers' association adopting the lesson plans from internet and some of them were modified based on students' needs. This finding is in line with Brewster et al. (2003) that the external reason of designing lesson plan is to fulfill administrative demand and to determine the professionalism of the teacher (Jensen, 2001; Harmer, 2007).

Finally, from the interview data, it was also revealed that the teacher had difficulties in developing and implementing lesson plan such as distinguishing learning indicator and learning objective, determining material and method, constructing main activity and assessing students' performance. This finding is parallel with Reiser & Dick (1996) that the teacher spent the greatest amount of time in constructing main activities in lesson plan. Besides, the reason that the teacher did not design lesson plan by himself was because he had not joined any seminar or training regarding developing lesson plan based on the current curriculum yet. This is supported theory by Brown (1995) that the teacher should be familiar with the curriculum in designing lesson plan. Above all, the teacher needs more augmentation and supervision in term of developing and implementing lesson plan which supports the findings of Harmer (2007), Jensen (2001), Badriah (2013), and Puspendari (2008).

5.2 Recommendation

With respect to the development, the implementation and the difficulties faced by the teacher as described by the findings as elaborated above, there are some recommendation as mentioned below.

First, in terms of development of the lesson plan, the teacher together with English teachers' association (MGMP) whether at school level or regency should provide seminar or training to supervise English teachers in developing lesson plan.

Second, regarding the implementation of lesson plan in the classroom including learning objective, material selection, teaching procedure, and evaluation, as the essential part of effective classroom instruction (Reiser & Dick, 1996; Brown, 1995; Jensen, 2001), it is suggested that the teacher consults with other more experienced and creative teachers to improve his way of teaching. Besides, to improve their pedagogical competence, the teacher should do reflection in every teaching by learning from various sources including online journals or other colleagues. Furthermore, the teacher should be brave in doing something new in teaching.

Third, regarding development and implementation lesson plan, the teacher should enlarge his knowledge by attending seminar or workshop regarding the lesson studies and write action research to examine his way in teaching. Besides, the principal is also suggested to provide seminar particularly seminar in term of introducing current curriculum to the teacher. This seminar is expected as guidance for the teacher to improve their professionalism.

Finally, this study has some limitations to be considered. First, this study was conducted for one month in the middle of semester which covered four meetings of observation. Besides, the participant of this study was only one English teacher who did not follow any particular seminar or training regarding the current curriculum. Those limitation affected to the data gathered from document analysis, classroom observation, and interview. Therefore, it is recommended that the other researchers who are interested in conducting the similar research regarding this topic to conduct the research at the beginning of the semester and carry out more meeting of observation. Furthermore, the participant of the further study should be considered as well including pre-service, beginner, or experienced teacher. By doing so, the intelligibility of the data can be obtained with respect to development and implementation of lesson plans.