

# CHAPTER I

## INTRODUCTION

This chapter presents the introductory explanation that serves to give outline of the research. The first step to begin with, before going further to the complexity of this study, it is better to take a look at the introduction of the study first. This chapter covers the background of the study, research questions, purpose of the study, scope of the study, the significance of the study, clarification of the related terms, and organization of the paper sections that present a general description of the content of each chapter.

### 1.1 Background of the Study

Since the demand of Kemdikbud (Kementrian Pendidikan dan Kebudayaan Republik Indonesia), lesson planning has become a burning issue in Indonesian education system due to several changes of educational policy. The changes of educational policy affect lesson planning that corresponds to the prevailing curriculum. These changes are hoped to be able to improve students' quality as competitive generations for the betterment of the nation in educational field. In attempts to enhance the field of education in Indonesia, developing students' competencies in learning is one of the ways of improving the students' quality which is affected by planning a set of instruction in a systematic way before teaching (Reiser & Dick, 1996) that can influence successful teaching and learning process (Brown, 2001). As a result, lesson planning has been a turmoil and challenge in Indonesian education system, especially to teachers who desire to implement a certain approach that can be very time-consuming to gain students' attention for successful teaching and learning to help improve students' quality (Helle, Tynjala & Olkinuora 2006; Frank, Lavy & Elata 2003), and is oftentimes neglected (Haynes, 2007).

The negligence of lesson planning is most likely due to teachers who seem to have an ability to think on their feet which results in allowing them to believe that lesson planning is unnecessary, time-consuming and is a part of mere formality for the school administration (Harmer, 2007; Reiser & Dick, 1996).

Moradan and Pourasadollah (2014), in their research, found that the majority of older, experienced and less educated teachers stated that they think lesson planning is unnecessary and they don't usually use a lesson plan in the classroom. Nevertheless, the Regulation of Ministry of Education and Culture (Permendikbud) Number 103 highlights that lesson planning is the teachers' obligation which functions as the axis for the improvement of national education system. In relation to this, Kemdikbud asserts that the learning process which has been well-planned using a systematic set of written instructions will be beneficial in uplifting the educational achievement of the students.

Parallel to the importance of lesson planning to the field of education in Indonesia, lesson planning shows how qualified a teacher is in teaching their students. However much a teacher is experienced, a teacher could only do little of teaching without prior planning of the lesson (Fuaidi, 2016). A lesson plan that meets the expectation of the students' learning outcomes shows a teacher's quality as an effective educator. As our world becomes more challenging, a teacher's role is important in educating the students especially in English as the international language which is still oftentimes perceived by Indonesian students as a difficult language to master. Teachers are required to present effective teaching if they are to improve students' achievements and develop the skills that the students will need to be career ready in this century. Consequently, teachers are required to be capable in committing their role properly and succeed to teach English to students in order to be able to compete with people around the world (Jejen, 2011).

As mentioned beforehand, the students' acquisition in English language is hinged upon the teacher's quality in educating their students and prior planning of the lesson represents teacher's quality for the improvement of student achievement. In relation to this, it has been confirmed by several studies which are related to the connection between teacher's quality and student's achievement that teacher's quality is identified as the school's most important factor in student achievement which has given cumulative and residual effects on student learning (e.g. Rivkin, Hanushek, & Kain, 2005; McCaffrey et al., 2003; Rowan, Correnti, & Miller, 2002). However, teacher's job that involves the planning of instruction

which is equally important to presenting effective teaching, is to plan a lesson in interactive and motivating ways for students to participate actively, not the conventional teaching that teachers most commonly taught.

Based on the traditional ways of teaching issue, teachers need to find an interesting way to boost the students' motivation to study a foreign language in the classroom. Being the focus of attention all the time will only give little chance for students to take much responsibility for their own learning (Harmer, 2007), especially when teaching adolescents who have a reputation for being the most difficult learners and having lack of motivation (Ur, 1996). In relation to this, Project Based-Learning is one of the ways that has been widely used in teaching and learning English that is designed to engage students in real-world problems. Through the implementation of Project-Based Learning, the students' motivation will be increased by having the urge to complete a project as their final assessment. Therefore, it is important for teachers to plan their lesson carefully using the correct approach and design appropriate lesson plans for the expected result in improving student's quality in this globalized era.

In relation to lesson planning, there are few studies which are focused on teacher's lesson plans. The first study discussed teachers' lesson plans to teach young learners which aimed to find out to what extent the aspects have reflected the proper implementation of a specific approach which have been able to optimize students' learning achievement. The result showed that the lesson plans need to be evaluated due to the absence of several components (Sesiorina, 2014). Subsequently, another study related to teacher-made lesson plans' appropriateness as a guide to create successful classroom interaction in Ethiopia revealed that most of the lesson plans were not appropriate for successful interaction and the lesson plans are not used by the teachers in actual classes (Asfaw, 2002). Last, a study was conducted related to teachers' difficulties in implementing the changing of curriculum in Indonesia. The result revealed that many teachers were still having difficulties in designing a lesson plan and deciding appropriate approaches to be used to gain students' active participation in the classroom (Irenewaty, 2015).

After looking at several issues on lesson planning in which the teachers often find it unnecessary to plan a lesson, teacher's conventional way decision to teach, and other issues related to lesson planning, the researcher intended to undertake a study which explores how teachers make lesson plans and their challenges in designing them. There are numerous studies related to lesson planning that have been conducted in many countries and Indonesia, but unfortunately, the ones related to lesson plan analysis of a specific approach of teaching are still under-explored, especially the ones that deal with lesson plans in Project-Based Learning implementation contexts. Because of that, the research is conducted to fill the gap in which previous studies have missed and also focusing on how teachers cope with the challenges in the designing process of Project-Based lesson plan in order to provide information for teachers in designing Project-Based lesson plans.

## **1.2 Research Questions**

In line with the background of the study stated beforehand relating to the benefits of lesson planning in teaching and learning process and Project-Based Learning as one of the approaches to teach English to students, this study is undertaken to answer the following questions.

- a. How do teachers make Project-Based lesson plans?
- b. How do teachers cope with the challenges in designing a Project-Based lesson plan?

## **1.3 Purpose of the Study**

In line with the research questions above, this study is conducted to discover how teachers make Project-Based lesson plans and to investigate how teachers cope with the challenges in the process of designing a Project-Based lesson plan in order to provide information for teachers in designing Project-Based lesson plans.

## **1.4 Scope of the Study**

This study will be focused and limited to teacher-made lesson plans prepared for students to investigate how teachers make Project-Based lesson plans as guides for teachers aimed to provide information for the teacher in designing Project-Based lesson plans. This study also focused on discovering the ways teachers cope with the challenges in designing a Project-Based lesson plan to teach English as a foreign language to Senior High School students. Two teachers were involved in this study who taught for 8 meetings under two Project-Based lesson plans to bind the lessons. Some underlying frameworks used in this study have been drawn from related experts such as Linse and Nunan (2005), Brown (2000), Moon (2000), Reiser and Dick (1996).

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

This study is particularly to look at teachers' lesson plans in more depth to implement Project-Based Learning to High School students at one Senior High School. This study is hoped to give some beneficial contribution to the field of teaching and learning English, especially to help English teachers in designing a Project-Based lesson plans by providing reliable information related to Project-Based lesson planning. Through this study, the teachers are expected to carry out their Project-Based lesson plans, focusing on how the lesson plans are organized and the teachers' ways of coping with the challenges in the process of designing their Project-Based lesson plans. However, by completing this study, the teachers are also expected to be aware of how essential a lesson plan is in teaching and learning process which gives both teachers and students numerous advantages for the improvement of teaching and learning in the classroom. Generally, the researcher hopes that this study will be beneficial for the other researchers that will conduct lesson planning in Project-Based Learning field of research.

### **1.6 Clarification of Terms**

In order to avoid misinterpretation in understanding this study, the researcher has determined the two major terms that need to be clarified in this study which are lesson plan and Project-Based Learning.

The first one to begin with is lesson plan. A lesson plan can be defined as a guidance of teachers which is based both on teacher's ideas about what will be appropriate and on what the syllabus teachers are working towards expects them to do which are not based only on the teacher's understanding of language and topics or sequential tasks, but also on perceptions of students' needs and wants for successful teaching.

The second major term in this study is Project-Based Learning. Project-Based Learning is Project-Based Learning (PBL) has been referred to as a "model", "approach" or a "technique", or as "learning" or "teaching" in which student plan, design, and carry out a project that produces a product that have real-world application beyond the classroom.

## **1.7 Organization of the Paper**

This paper is presented in five chapters. Each chapter is divided into some subtopics that will elaborate the investigated issues. The explanation of what each chapter discusses about is elaborated below.

The first chapter of this study is Introduction. This chapter contains a brief explanation about the background of the study, research questions which cover the statements of the problem, purpose of the study, the scope of the study, the significance of the study, clarification of related terms which cover two major terms namely lesson plan and Project-Based Learning, and the last part is the organization of the paper which presents a general description of the content of each chapter from this study.

The second chapter of this study is Literature Review where the theories underlying the study are elaborated. Chapter II presents some conceptual frameworks of lesson plan, Project-Based Learning, and lesson planning in Project-Based Learning. For the lesson plan framework, there are more explanations of the features and functions of lesson plan, and introduction of the components of lesson plan. Further explanation regarding Project-Based Learning namely the characteristics of Project-Based Learning, advantages of Project-Based Learning, and the steps of Project-Based Learning are also provided in Chapter II.

Last, there are more explanations on lesson planning in Project-Based Learning framework which are included in this chapter.

Chapter III presents the Research Methodology. In this chapter, explanations about the research design, site and respondents, data collection, data analysis, and research procedure of the study are provided.

Next, Chapter IV reports the Findings and Discussion of the study based on the collected data. The data in this chapter were analyzed using the theoretical framework elaborated in Chapter II.

Lastly, Chapter V presents the Conclusions of this study. This chapter also presents recommendations or suggestions as contributions for English teaching and learning, and also for further studies on the same field.