

## **CHAPTER I INTRODUCTION**

This chapter includes an introductory explanation of the study. It will cover the background information relevant to the study, the research questions, the purpose of the study, the significance of the study, and the thesis organization.

### **1.1 The Background of the Study**

Lesson planning is important and has a pervasive influence on successful teaching-learning activities (Brown, 2001, p.149). It is during the planning process that a framework to select goals is provided; activities and assignments relevant to knowledge, skills, and attitudes are developed (Cooper 1990). In addition, appropriate assessments that make the planning process complete are designed (Hunter, 1994, p. 87 cited by Jalongo et al., 2007, p. 42). Research has found planning skills are essential part of successful teaching (Haynes, 2010; McArdle, 2010). A carefully prepared plan develops the pupils to a maximum level in the time available (Husain, 1990, p. 32), and promotes student achievement (Jalongo, et. al 2007). Furthermore, it helps teachers to fulfill the essential elements of good teaching such as shape the space, time and learning they share with students (Woodward, 2009, p.1).

Teachers at every level are typically to prepare lesson plans that aid the organization and delivery of their daily lessons (Cooper, 1990. p. 7) to assure a successful lesson (Richards and Renandya, 2002, p. 27). There are different approaches in lesson planning. Some teachers prefer to construct detailed typed outlines; others rely on the brief notes that are hand written (Haynes, 2010, p. 65). Regardless of the method, the teachers tend to use more or less the same format to develop lesson plans (Piskurich, 2006 see also McArdle, 2010, p. 82). To start off, a lesson plan blank or template may be helpful. This blank format sheet typically includes: title/heading, standard of competence, basic competence, performance indicator, teaching objectives, materials, time allocated, teaching method,

procedures, assessment, and sources (Ministerial Regulation No. 41 year 2007, pp 6-8; McArdle, 2010). In short, Brewster (2003) describes planning lessons as one with clear objectives, a range of activities, is enjoyable for the students and appropriately challenging (p. 231).

Lesson planning becomes an important measure of teacher's competence (Kwo, 1988). A teacher with pedagogical and professional competence can demonstrate the ability to bring about the intended learning outcomes (Cooper, 1990, p. 3). Yet, lesson planning is often neglected, underutilized, misinterpreted, or poorly executed (Jalongo, et al., 2007, p. 43). Rivers (1981, p. 484, cited by Brewster et al., 2003, p.231) argues that some teachers consider lesson planning as collecting a number of more or less interesting ideas. Some others see lesson planning as a worksheet, a handout, a textbook, or a classroom game ([www.englishclub.com](http://www.englishclub.com)).

Likewise, previous findings show that many teachers have substandard lesson planning skills. For example, Alwasilah (2012) reports that 65% out of 130,000 of EFL teachers' mastery on lesson planning remain appalling. Jalongo et al. (2007) mention that many teachers develop poor lesson plans. Woodward (2009, p. 3) explains most teachers were concerned about lesson planning. On one hand, beginner teachers tended to worry that planning lessons take too long and, that there were too many things to consider. Experienced teachers tended to remark that to planning they to be found boring. In short, findings show that many teachers are in the state of not having enough professional and pedagogic competence. As a result of this they do not see lesson planning as an ultimate step to improve the effectiveness of teaching and learning (Richards, 2002 p. 112).

Considering the apparent deficiencies (Adam and Tulaeisewicz, 2005) in teachers' lesson planning skill and research on lesson planning has not been well observed, the aim of this study is to investigate how English teachers develop and implement the lesson plans. By doing so, it aims to bring to light the source of their difficulties in lesson planning.

## **1.2 The Research Questions**

In line with the background above, this study attempts to address the following questions:

1. How does an English teacher develop lesson plans?
2. Does an English teacher implement the lesson plans in their teaching-learning activities?
3. What problems are faced by English teachers in developing the lesson plan?

## **1.3 The Purpose of the Study**

Based on the research questions outlined above, the purposes of this study are to:

1. Investigate how the English teacher develops the lesson plan.
2. Investigate the implementation of the lesson plan in teaching-learning activities.
3. Examine the difficulties faced by the English teacher in developing the lesson plan.

## **1.4 The Significance of the Study**

This study is of great significance for three reasons. First, theoretically this study can enrich the literature on lesson planning in the context of English teaching in Indonesia. Secondly, practically, this study may provide teachers with practical strategies in developing and implementing lesson plans in order to improve their quality of teaching. Finally, professionally, it is hoped that findings of this study be used as a basic information for the improvement in lesson planning.

## **1.5 The organization of the thesis**

This thesis consists of five chapters.

Chapter 1 introduces the background of the study, the research questions, the purposes of the study, the significance of the study, and the organization of the thesis.

Chapter 2 presents the theoretical framework that has shaped this study. It covers the lesson planning, the value of lesson planning, the components of the lesson plan, and the implementation of the lesson plan.

Chapter 3 describes the research methodology of this study. It covers the research problem, the research design, research site and participants, data collection and data analysis.

Chapter 4 presents data presentation and analysis.

Chapter 5 provides the conclusion of the findings and recommendations for further study.

