

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents conclusion and some recommendation. The conclusion of the study is drawn based on the data analysis which is discussed in Chapter Four. Meanwhile the recommendations are provided to give information as well as guidance to conduct further related research concerning the same issue. The last but not least, the recommendations are addressed to those who will get involved in the development and implementation of the lesson plan such as teachers, principals, and supervisors.

#### **5.1 Conclusion**

This study investigates how English teacher develops and implements the lesson plan as well as finds out what problems are faced by the teacher during lesson plan's development and its implementation. As discussed in Chapter Four based on the data gained from the document analysis, the classroom observations, and the interviews, the major conclusion of this study can be drawn as follows.

First, the teacher developed two kinds of lesson plan, namely sketchy and scripted-lesson plan. The sketchy-lesson plan was developed prior to the teaching-learning activities. In the sketchy-lesson plan, the teacher has actually been able to show the ability to develop a lesson note to provide a proposal of teaching learning activities for one curriculum cycle by making note on the material and teaching procedures followed the textbook. This finding supports the previous studies concerning the lesson note or the sketchy-lesson plan as a map before the implementation is decided as those proposed by Wayse (2002), Richards (1998), Piskurich (2006), Woodward (2009), and Fisher et all (2008) as mentioned in Chapter Two. Meanwhile, the scripted-lesson plan was developed upon the teaching completion. The teacher wrote a scripted-lesson plan on the template as suggested by Ministerial Regulation No 41 Year 2007 as her method to plan a future lesson by seeing and using the successful experiences when she was

implementing the sketchy-lesson plan. This finding coincides with planning a lesson after its implementation as proposed by (Cooper, 1990); and those of reflecting and recording on what teachers do and what happens during the teaching-learning activities in detail to inform subsequent classes as put forward by Partin (2009).

Second, in terms of elements of lesson plan wrote in both sketchy and scripted-lesson plan, the teacher applied a Systematic Model for designing instruction lesson plan as proposed by Gagné (1977) where in the lesson plan the teacher started her planning with identifying teaching objectives, followed by selecting material, determining procedures, and ended with the stating evaluation. Additionally, the teacher took the advantage of lesson plan template issued by Ministerial Regulation No 41 Year 2007 to write all the lesson plan's elements completely in her scripted-lesson plan. In contradictory, in the sketchy-lesson plan the teacher developed her own format and wrote only standard competence, basic competence, objective, material and teaching procedure as her lesson plan's elements. The method of developing her own format in the sketchy-lesson plan is in line with the previous findings of lesson planning by Piskurich (2006) and Petrina (2007) that there is 'no correct' way to write a lesson plan and there is no 'single, universal' format to give a clear picture of what a teacher intends to do and achieve in the teaching-learning activities. Yet, the elements stated in the sketchy-lesson plan is not parallel with the elements of lesson plan proposed by Brewster (2003) that a lesson plan format should at least typically cover a description of students, a statement of objectives, a description of procedures, materials to be used, and the evaluation.

Third, the findings gained from the observation revealed that both the sketchy and scripted-lesson plans were not used as proposal for action during the teaching-learning activities. This is irrelevant to the theory proposed by Brown (2001) that lesson plan acts as framework of teaching but also an overall guide teaching for activities; Woodward (2001) and Scott & Ytreberg (2000) that lesson plan helps teacher to anticipate the potential problems occur during teaching-learning activities. Yet, the teacher used the textbook as her teaching guidance.

This means that the teacher deviated from her lesson plans and misinterpreted lesson plan. This finding support previous studies related to lesson plan by Jalongo, et al. (2007), Rivers (1981, cited by Brewster et al., 2003) suggesting that some teachers consider lesson planning as as a worksheet, a handout, or a textbook.

Fourth, from the interview, it was revealed that the teacher considered lesson planning found to be useless for she could follow textbook for engaging her students in learning English and she could rely on her imagination when she was about to teach a lesson. This self-conviction coincides with the like claimed by Woodward (2009) and Richards (2002) that many teachers teach successful lesson based on the mental planning. Then, it was also revealed that in general the teacher knew how to develop lesson plan. Yet, her lesson plans were made by copying from others merely to fulfill the administration demand and to satisfy the expectation of the principal. This is in line the reason of developing lesson plans claimed by Brewster et.al. (2003) that the external reason of developing lesson plan is to fulfill the administrative requirement that is demanded by the principal, and to provide accountability of the teacher's professionalism by giving 'a record of work' which can be shown to the observer or examiner.

Finally, it was also revealed that the teacher faced difficulties in developing and implementing the lesson plan, among others, the objectives, the contents, the procedures, and the evaluation. All these suggest that English teachers need enhancement and guidance related to the main issue. The findings of this study support the findings of Alwasilah (2012), and Adam & Tulaeisewicz (2005) who mentioned that there are deficiencies in teachers' professional and pedagogical competence.

## **5.2 Recommendations**

In line with the topic under discussion which is about the development and the implementation of the lesson plan and the findings as elaborated above, the following recommendations are worth considering.

First, with regard to the development of lesson plan, it has been mentioned that the teacher faced pressing problems in developing components of lesson plans into a scripted-lesson plan. In response to this, English teachers school association (MGMP) at school level and regency level should provide teacher with training and development to guide English teachers in developing the lesson plan.

Second, in terms of the implementation of the lesson plan covering the objectives, the contents, the procedures, and the evaluation as the teacher's assurance of the success of classroom instruction (Hill and Flynn, 2006; Piskurich, 2006; Battersby and Gordon, 2007, see also Finnocchiario, 1988), it is suggested that the English teachers should consult the works of others published in various scientific journals both printed and soft-copy files.

Third, in order to boost English teachers mastery in the development and the implementation of the lesson plans, it is recommended that the English teachers as individual are willing to enlarge their knowledge on developing as well as implementing the lesson plan by attending lesson study activities, seminars or workshops. Besides, it is also suggested that the principal and supervisor periodically supervise the teachers and provide direct guidance to improve the teacher's professional and pedagogical competence.

Finally, this study was conducted in two months close to the end of the semester it was inevitable some limitations emerge. One of them is due to the participant of the study. This study merely involved an experienced English teacher in a school. This has affected the result of document analysis, observation, and interviews. Therefore, it is recommended that the other researchers who are interested in this issue conduct the research at the beginning of new semester where teachers are typically required to develop the lesson plans; and involve beginner teachers and more experienced teachers to be the participants so that it allows more clarity on both how to develop and implement lesson plans.