

CHAPTER I

INTRODUCTION

This chapter discusses with phenomenon related to this research. It consists of background of the study, purposes of the research, research questions, significance of the research, definition of the key terms, and organization of the thesis.

1.1 Background of the Study

Lesson plan is an important part of the implementation of education in schools. The lesson plan is a learning design which will be applied by the teacher in classroom learning. It is a teacher's preparation for a class which is based on a curriculum or syllabus (Harmer, 2007). It is a plan made by a teacher before carrying out the teaching and learning process in the classroom. By using the lesson plan, it is expected that the teacher will be able to apply learning programmatically. With good and proper planning, the problems which could potentially arise in the learning process can be minimized. It will be able to make learning take place systematically, directed, and organized. Thus, teachers can use time as effectively as possible for the success of the learning process.

Furthermore, teacher's role is very important during the process of teaching and learning (Marzano, 2003) including providing clear instruction, designing a good planning, using variations learning methods, and empowering students. An effective teacher knows how to design lesson plan and manage a good classroom during learning activity (Wong and Wong, 2009). Regarding designing lesson plan, every teacher in an institution is obliged to compile a complete and lesson plan systematically so that learning takes place effectively. Lesson plan is a preparation that the teacher must do before teaching. A good preparation ensures that the teaching and learning in the classroom take place in a good order.

One of the recommended approaches to teaching in Indonesian context is genre based approach (Kemendikbud, 2013; Emilia, Hermawan & Tati, 2008; Emilia, 2010;

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Nurviyani, 2013). The genre-based approach is a learning model which aims to support language learning based on what has been developed in Australia and rooted in Systemic Functional Linguistic perspective. The beginning of a more language-based orientation and the introduction of a genre-based approach was the introduction of a competency-based curriculum in 2004 (Emilia, 2011a) which was caused by the influence of the type of text required in the curriculum (Ningsih & Gunawan, 2019). The genre-based approach focuses on the way of teachers teach language to students, so they can use language patterns to produce writing that has a purpose (Hyland, 2003). It aims to teach the students how to use language in written form to produce systematic and definite writing (Christie & Derewianka, 2008). In Indonesia, the genre-based approach is chosen as an alternative approach because it provides students with sufficient exposure to texts in a real communicative context to achieve communicative goals through certain communication stages (Suhardi, 2015).

There are a number of studies analyzing the GBA based lesson plan and teaching. Those studies have affirmed that first, genre-based approach has not been explored in terms of providing teacher preparation in designing effective lesson plans (Widodo, 2006). Although the genre-based approach has provided different perspectives in teaching of English, the findings of this study did not really provide a solid form of how the lesson plan should be with the incorporation of the genre-based approach. Furthermore, the lesson plan and guiding principles are intended to provide the underlying theoretical knowledge as well as a practical model for teaching this and other genres. The study of Azaz (2016) offers a model lesson plan that shows an instructional sequence of how a single genre can be effectively taught. He mentioned that genre-based lesson plan can be modeled for teaching in which it maximizes some pedagogical activities that offer further opportunities for raising the learners' awareness of genre structure. Moreover, Davies (2012) in his study stated that the genre-based approach was successfully used and incorporated into learning with novice to pre-intermediate students in this study. However, significant thought must go into

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the preparation of lesson plans to suit the specific requirements of the students, match their skills, and address deficiencies in standard genre-based approach. Furthermore, some other studies focused on genre-based approach which aimed to establish teachers' understanding and application of the genre-based approach in EFL classroom (such as Mumba & Mwanza, 2020; Pudjiastuti et al, 2014). It is found that despite teachers affirming that they understood and applied the genre-based approach in their teaching, they did not have a slight idea about the method and held misconceptions about the approach. The teachers had also limited knowledge about what approaches the syllabus recommended for the teaching of English. Another study, for example, showed that teachers recognized the idea of increasing students' awareness of language features. However, this idea was considered ineffective and time-consuming, because teachers needed to ensure that all types of texts or genres included in the curriculum are covered (Wijayanti et al, 2018). In regard to the existence of these things, it is contrary to the criteria of the curriculum process, which requires teachers to make comprehensive and methodical lesson plans to achieve these effective learning outcomes.

Regarding genre-based lesson plan and its implementation in the teaching practice, the EFL teacher tended to show difficulties of how to put the points of the genre-based approach into lesson plan and to elaborate it as included in genre-based approach. With the 2013 Curriculum policy that requires teachers to use genre-based lesson plan in the teaching and learning activities, the teacher seems to be indecisive about whether to modify her lesson plan to accommodate this approach. It was revealed in the conversations with the teacher during interview about how the teacher formulates the indicators included into the lesson plan and how to implement to the teaching in the classroom effectively. In addition, in Indonesian context, it has not yet been widely explored and implemented in secondary school level. Only a limited study (e.g. Widodo, 2006) had been conducted to find out the teacher preparation in designing effective GBA based lesson plans. Thus, this study aims at filling the gap by trying to

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investigate the way of the teacher used the genre-based approach in preparing and implementing teaching of text or genre, especially in the teaching of procedure text.

In the 2013 Curriculum, there are several texts that must be analyzed by the students, especially the structure of the text. One of the texts that the students must analyze is procedure text. Kemdikbud (2013) emphasizes that procedure text is text that contains steps to do something. By referring to the English syllabus for ninth grade of junior high school, there are two types of texts that will be taught by the teacher using a genre-based approach. The reason for selecting the procedure text in this study could not be separated from the references which was available at that time, in which the teacher would teach the text contained in the syllabus. Furthermore, implementing GBA-based lesson plan into the teaching of the text seems to pose more challenges for the teacher. In discussing a text, the teacher faced different cultures. Therefore, teaching a text does not only teach about how to use English both in written and spoken form, but also involves using language according to the context. Thus, EFL teacher is expected to be able to introduce the text from the target culture and students' own culture.

Due to the importance of teaching texts in English classroom, this study aims to provide an overview of how genre-based teaching and learning activities are planned in lesson plan. Specifically, this study looks at how teacher formulates genre-based teaching and learning activities in teacher's lesson plan. In addition, this study investigates the implementation of genre-based lesson plans in actual teaching practice. This study was done in the context of teaching a procedure text in a junior high school, which has not often been raised in research studies. Finally, this study is expected to contribute to the existing literature on the genre-based approach, which has been perceived by many teachers as a solution to various problems of teaching a text.

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1.2 Research Questions

In line with the above mentioned purposes, the study has the following questions:

- 1) How does the EFL teacher plan a genre based teaching-learning activities?
- 2) How genre-based lesson plan informs the teacher in her teaching?

1.3 Purposes of the Research

This study ought to do the following:

- 1) to investigate how the EFL teacher plans the genre-based teaching-learning activities in her lesson plan.
- 2) to find out to what extent the genre-based lesson plan informs teacher in her teaching.

1.4 Scope of the Study

This study is a qualitative with case study of an EFL teacher in the public junior high school in Padang Pariaman Regency, West Sumatera Province. The teacher was an English teacher who had been teaching since 2005. She was selected to be the participant in this study during the teaching and learning proses by using genre-based approach, specifically in teaching of genre: procedure text. Procedure text is chosen as this text is taught in ninth grade (Kemdikbud, 2006).

The data of the present study focused on the teacher's planning of genre-based teaching-learning into her lesson plan and to what extent the genre-based lesson plan informs the teacher. The data of this study were obtained from lesson plan analysis, interview, and classroom observation which was conducted from October – November 2019.

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1.5 Significance of the Study

Academically, this research describes and serves as a reference for attempts to further educational science and facts in teacher's planning of genre based teaching-learning activities in the lesson plan and to what extent the genre-based lesson plan informs teacher in her teaching. Practically, this research is expected to be beneficial for the parties. First, for teachers, it can provide teachers with information about how to plan a genre-based approach in lesson plans and to what extent the genre-based lesson plan informs teacher in her teaching. Second, for other researchers, this research can be used as a reference for conducting further research relevant to this study.

1.6 Definition of the Key Terms

There are four keywords in this study:

a. Genre-based Approach

Genre-based approach is known as an approach concentrated on teaching learners how to use language patterns for particular purposes by organizing messages and following certain social conventions (Hyland, 2003). It is a concept of text that has to make the texts effectively on social purposes, generic structures and language features.

b. Lesson Plan

Lesson plan is a learning design which will be applied by the teacher in classroom learning which is based on a curriculum or syllabus (Harmer, 2007). It is formulated before beginning the teaching and learning process in the classroom. By using the lesson plan, it is intended that the teacher can carry out teaching and learning activities in a systematic way.

c. Teaching

Teaching is an activity carried out by the teacher which aims to share knowledge and experiences together.

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d. Procedure Text

Procedure text is a kind of text that contains how, the purpose of making or doing something step by step in the right order, so as to produce the desired goal.

1.7 Organization of the Thesis

This thesis consists of five chapters where all of them will be described. Chapter one presents general description of the background of the study, research questions, purposes of the study, scope of the study, definition of key terms, and organization of the thesis. Chapter two discusses about the literature review consist of genre-based approach, lesson plan, teaching, and procedure text. Chapter three elaborates the methodology of the research which covers the research site, participants, and method of collecting and analyzing data. Chapter four describes the research findings concerned with the analysis of teacher's lesson plan and its implementation in the teaching of procedure texts: a case of applying genre based approach. The last is chapter five where conclusions from the previous chapters, limitations of the study, and recommendations for the further research are presented.