

## CHAPTER 1

### INTRODUCTION

This chapter focuses on giving introductory explanation of the research. It presents background of the research that shows how the higher demand on better English education requires higher professionalism i.e. how teachers are required to have the ability to plan, organize and manage instruction effectively, so that the students can reach maximum learning achievement.

#### **1.1 Background**

Currently, in primary schools in Indonesia English is taught as one of the preferred curricular contents. It is taught officially from grade 4 as mandated by Act No.19/2005. By this act, Indonesian government demands a better English education for students since they are in the early grade. On the other side, many people realize that English is very important for their children, and the children as students have opinion that English is good to learn. Moreover, the students think that they need it for their socialization with their peers in modern way. It is a good indication, that English is accepted in Indonesia and the students have a great motivation to learn English. For these reasons, English teachers are demanded to have the ability to plan, organize, and

evaluate English teaching and learning process effectively in order to get a maximum students' achievement.

Furthermore, as explained by Border and Note (1992), an effective instruction is an instruction that meets students' needs and characteristics, and accommodates students' learning style. This demand requires English teachers to have professionalism. Based on qualification of teachers' professionalism stated in detailed in Act of RI No.14 2005, Juridical Foundation of Indonesian National Education System, about professionalism of teachers and lecturers, to be considered professionalism, teachers should have four competences: pedagogic competence, personality competence, social competence, and professionalism competence. It means, teaching cannot merely be meant as giving knowledge to students, but also maximizing students' achievement.

There are many good approaches and techniques in teaching and learning process that can bring students to maximum achievement, rather than conducting the effective teaching, teachers often find failure maximizing students' achievement. The teacher seems confronted with the task of providing a wide experience for students. As insisted by Mulyasa (Mulyasa, 2007), some teachers still find difficulties to plan a lesson. Therefore, although the teachers have already chosen the best approaches in teaching, they cannot maximize their students' achievement yet, because each of the

learning stages in the classroom is not planned well. Undeniably, planning a lesson is a fundamental thing to do. It can be seen that planning a lesson is not an easy task to do. Planning a lesson can initiate effective teaching if every aspect is developed from systematic principles. Systematic planning is planning an instruction based on four principles i.e. identifying students' needs in the form of objectives and goals, designing a planning in the form of activities, evaluating instruction and assessing students' achievement, then revising and improving the instruction for a better instruction later. According to Reiser and Dick (Reiser and Dick, 1996) there are six aspects of systematic lesson plan: instructional goals, instructional objectives, instructional activities, instructional media, and assessments, and instruction revision.

Regarding positive effect of having systematic lesson plan in maximizing students' learning achievement, this research attempts to find what aspects are taken into teachers' lesson plans. It would be examined whether the three teachers' lesson plans utilized systematic lesson plan or not.

## **1.2 Reason for Choosing the Topic**

Maximizing students' learning achievement starts from planning a lesson systematically, therefore, the decision to conduct the research entitled *Lesson Plans for Teaching English to Young Learners* considered noteworthy. Hopefully, conducting this research gives valuable inputs to the development of English for young learners, especially in improving quality of English for

young learners. Another reason of choosing the topic is because there are still a few researches related to lesson plan for teaching English to young learners discussed.

### **1.3 The Scope of the Research**

Since this research puts planning as a systematic process started from identifying purpose of instruction, planning a design, evaluating, and improving quality of instruction, the scope of the research is identifying the instructional goals, objectives, then moving to activities, instructional media, and assessments.

### **1.4 Research Question**

There is one research question to be discovered in this research, i.e. “What aspects that are taken into teachers’ lesson plans for teaching English to young learners?”

### **1.5 The Aims of the Research**

The research is aimed at identifying aspects taken into teachers’ lesson plans for teaching English to Young Learners.

### **1.6 Significance of the Research**

The result of the research is expected to be a beneficial contribution for the English education department and English language teachers. There are some reasons why this research considered significant. Firstly, since this research is

aimed at discovering a real condition in the field of how teachers plan a lesson, this research can provide information for the department of a real portrait of aspects taken into lesson plans for teaching English to young learners. This way, hopefully it can contribute to answer education current needs. Secondly, planning a lesson is the first step to maximize students' achievement in learning activities; hence, this research can give some beneficial inputs to the development of developing lesson plans especially for elementary schools' teacher, and the government as the policy maker in developing curriculum and syllabus. Thirdly, this research can provide valuable information for respondents about what aspects should be included in lesson plans for teaching English to young learners.

### **1.7 Site and Respondents**

Since this study is descriptive study in a case study framework, in-depth information was obtained from three teachers from two different elementary schools in Bandung Kulon, namely school A and B.

Based on the assumption of School Cluster of Bandung Kulon (KKG), school A is considered the most favorite school in Bandung Kulon, while school B is less favorite school. Furthermore, data from Regional Office of Education of Bandung Kulon show that school A is accredited A, while school B is accredited B. The range of elementary classes taught by the teachers is grade four, five, and six. These grades were chosen because in

those grades, as stated in Act no.19, English is mandated to be introduced to students of grade four, five, and six.

The detailed information about the site and respondents can be read in chapter three.

## **1.8 Methodology of the Research**

A brief explanation about methodology of the research which consists of research design, data collection techniques, procedures of the research, and data analysis is described below:

### **1.8.1 Research Design**

Since this study is aimed at finding detail information about the teachers' lesson plans, the research used qualitative method for its organization, and applied descriptive case study as its analysis approach. The method and the framework systematically and accurately describe and illustrate the situation happens on the research.

The data was gained by archival school official document i.e. lesson plans and interviews. The document analysis was done through relating what had been found in the documents to what had been stated in theory of instructional planning that is formulated by Reiser and Dick (1996), Gagne et.al (1992), Richard (2001), Cameron (2001) and Woodward (2001). Meanwhile, the interview was done through open structure interview.

### **1.8.2 Data Collection and Techniques of the Research**

Reliability and validity of a research is very important. Thus, data collection was obtained from examining archival document and interview.

#### **a. Examining Archival Documents**

To get the data, this research examined archival document i.e. teachers' lesson plans. The data from documentation were identified then analyzed in detailed.

#### **b. Interview**

To avoid misconception about what has been found in the document, interview was utilized. The interview session was conducted by using open ended structure interview, since the interview session went naturally like daily conversation, the interviewee i.e. the teachers were not be reluctant to tell the truth.

The instruments used in the research were checklist for document analysis and an interview guideline. Checklist was used to check the presence of five essential aspects of a lesson plan in the lesson plan.

### **1.8.3 Procedure of the Research**

The data were gained through several steps as follow:

1. Observing schools
2. Collecting the lesson plans
3. Categorizing the aspects of the lesson plans
4. Analyzing the lesson plans

5. Completing the information from the data of the research through interview
6. Retyping the result of the interviews from the recorder
7. Identifying the data from the result of the interview
8. Classifying the result of the information based on the category and analyzing the answers of the interviews
9. Interpreting the answers of the interviews
10. Presenting the result descriptively.

#### **1.8.4 Data Analysis**

The gained data both from document and interviews were analyzed into several steps. Aspects that would be the framework of its analysis were the aspects that were taken into the three teachers' lesson plans. More specifically, all aspects: objectives, activities, instructional media, and assessments were identified with theory presented by Reiser and Dick (1996), Gagne et.al (1992), Richard (2001), Cameron (2001) and Woodward (2001). They were adapted and combined in order to analyze the documents.

Generally, the documents were analyzed into four steps. The steps were defining the categories that would be investigated, identifying the categories, interpreting the categories, and presenting the data descriptively.



Similar to document analysis, the data from open-ended questions gained through interviews were analyzed using several steps. They were transcribing the participants' answers into the data sheets, categorizing the answers into some the criterias, synchronizing the answers with the document analysis, interpreting the categories into general conclusion. The data from the interview were retyped and identified, and then they were categorized and interpreted based on the related theories.

### 1.9 Clarification of the Terms

To avoid misunderstanding, some key terms are defined as listed below.

1. *Teaching English to Young Learners (TEYL)* is one of English teaching programs that is proposed to fill the special needs of young learners. (Emmit, 2006 cited in Labaiky, 2007).
2. The term '*Young Learners*' refers to primary school students grade 4 to 6, aged eight to eleven years old.
3. The term '*Instruction*' refers to teaching and learning process.
4. The term '*Systematic Planning*' refers to planning an instruction that is based on four principles, i.e. identifying students' needs in the form of objectives and goals, designing a planning in the form of activities, evaluating instruction and assessing students' achievement, then revising and improving the instruction for a better instruction later

5. The term '*Effective Instruction*' is an instruction that motivates students to learn, affirms the presence of validity of diverse learning style and maximizes the climate or conditions for learning in the classroom.

### **1. 10 Organization of the Paper**

The research is organized into five chapters: introduction, theoretical background, research method, finding, discussion, conclusion and suggestion.

The first chapter is introduction. It presents background of the research that discusses how teachers should have the ability to plan, organize, and manage instruction effectively, so that the students can get a maximum learning achievement. This chapter also covers research questions, scope of the research, reason for choosing the topic, research methodology, the aims of the research, the significance of the research, site and respondent, clarification of the key terms, and organization of the paper.

The second chapter is theoretical background. It provides the theoretical frameworks which are served as the basic investigating of how lesson plan should be formulated and some widely accepted researches which closely related to this research. The main frameworks were adapted from Reiser and Dick (1996) and Cameron (2002). The other theories were from Woodward (2002), Pinter (2006), Mooney (2000), and Harmer (2006), Richards (2002), Linse (2005).

The third chapter, research method, explains why the research needs to employ documentation and interview. Afterwards, some notions of a good lesson plan for teaching English to young learners are delivered as categories to analyze whether or not the teachers' lesson plans are suitable for the students and can bring students to the effective teaching and learning. Main Theory frameworks used were adapted from Reiser and Dick (1996) and Cameron (2002).

The fourth chapter, discussion, reports the findings and discussion of the research based on the collected data. It was aimed at giving detailed portrait of the teachers' lesson plan in two different primary schools in Bandung Kulon. What aspects that were taken in their lesson plans were analyzed deeply used the categories that were adapted from the theories.

The fifth chapter, conclusion and suggestions, gives conclusion of the research and draws some suggestions as a contribution for English teaching and learning. The chapter explained the aspects that were taken into the teachers' lesson plans whether it suitable to the students characteristics and needs, so that the students could get effective instruction. Besides, this chapter presents suggestions for both of the teachers and Indonesian government as the policy maker who has the authority of educational policy in Indonesia.