

CHAPTER I

INTRODUCTION

This chapter introduces background of the present study. It includes research question, aim of study, scope of study, method of study, design of study, and clarification of terms.

1.1 Background of Study

As far as we are all concerned, teachers play important roles in language teaching (see Harmer: 2002). One of the teachers' roles is as a lesson planner. In this role, teachers have to plan what they and their students will be doing in the classroom (Reiser and Dick: 1996). In Indonesian context, this is a manifestation of what Act 19/2005 outline that teachers are expected to be able to develop instructional processes into lesson plans. In other words, teachers' task is not only teaching but also designing a complete and systematic lesson plan.

Everything can possibly happen in the classroom but teachers can manage the situation by designing a lesson plan. According to Clark and Dunn (cited in Reiser and Dick: 1996), lesson plan plays a critical role in teaching and learning since it considerably affect classroom situations. As insisted by Shavelson (cited in Reiser and Dick: 1996) a decision made in planning a lesson profoundly influence teachers' classroom behavior as well as the nature and students' outcomes.

There are some reasons why teachers have to make lesson plans, as Moon (2008) proposes, namely, practicality, professionalism, accountability and

confidence. Practicality means that lesson plan serves as a guide or a map for teachers. It helps teachers prepare their lessons, organize their time, and take account of different learners' needs. A good lesson plan should be resourceful that it guides teachers to anticipate the problem found in the classroom. Professionalism, on the other hand, means that having a lesson plan helps teachers to know whether students have achieved their teaching objectives. It deals with monitoring, assessing, and improving teaching processes. Accountability deals with how teachers manage their students' records about students' instruction. Lesson plan helps teachers provide a public record of what have been done which demonstrates teachers' ability not only to school authorities but also to inspectors, other teachers, and parents. Finally, lesson plans have something to do with teachers' confidence. A lesson plan helps teachers to sort out how to run the class, which then allow teachers to feel more confident.

Developing effective teaching materials is of a considerable interest among teachers. Reiser and Dick (1996) offer an approach to help teachers developing systematic planning. This approach constitutes principles, i.e. identifying the general goals and specific objectives clearly, planning instructional activities that are intended to help students attain those objectives, developing assessment instruments which measure those attainments, and revising the lesson plan in response to the result of students' performance and attitude as outlined in the objectives. A systematic planning may result in effective instruction which enables students to acquire specified skills, knowledge, attitudes (Reiser and Dick: 1996).

One of the focuses in learning English is forming grammatically correct sentences. Grammar is a description of rules that govern how sentences are formed (Thornbury: 1999). Understanding grammar can help someone forming sentences and making meaning (Thornbury: 1999).

There have been studies concerning the issue of teaching grammar to children. Moon (2008) is the one who proposes an alternative method of teaching grammar to children in a friendly way. This method focuses on teaching grammar contextually. It consists of three steps, i.e. Meaning, Use and Form. Teachers help students developing their internal grammar by giving them chance to practice and use language. In addition, teachers can help students notice language and become aware of language patterns (Moon: 2008).

In designing a lesson plan particularly teaching grammar, there are six aspects of lesson plans should be taken into consideration, e.g. instructional goals, instructional objectives, instructional activities, instructional media, and assessments, and instruction revision (Reiser and Dick: 1996). This study attempts to find out what aspects are taken into teachers' lesson plan based on the theory proposed by Reiser and Dick (1996).

1.2. Research Question

Based on the background above, the research problem will be focused on: what aspects are taken in developing lesson plan for teaching English to young learners?

1.3 Aims of Study

Based on the question formulated above, the study was conducted to identify aspects that are taken in developing lesson plan for teaching English to young learner.

1.4 Significance of Study

According to Harmer (2002) lesson plan is the art to unite elements in teaching. Therefore, what students will do and achieve as well as what teacher will do in the classroom become clear. Lesson plan can be a map of teacher and student to achieve the goals.

The result of this study is expected to be a beneficial contribution for the Department of English Education as well as language teaching. This is study also provides references for elementary teachers so that it can contribute to betterment language teaching. Finally, it serves useful information for the department to prepare their students to deal with problem that can possibly occur particularly in designing lesson plans.

1.5 Scope of Study

This study focuses on the description and analyses of main aspects of lesson plan, i.e. goal, objectives, instructional activities, instructional media and instructional assessment. In doing so, the writer will describe six lesson plans developed by MUF's teacher.

6. Method of study

This section consists of design of the study, site and respondents, data collection, procedure of study and data analysis.

1.6.1 Design of the study

This study is largely qualitative since it is aimed at finding aspects of lesson plan taken into teacher' lesson plan which cannot possibly quantified.

1.6.2 Site and Respondents

Four teachers of one of elementary school situated in Western Bandung become the respondent of the study. Those teachers are purposively chosen since they currently teach classes adopting MUF framework in developing lesson plans.

1.6.3 Data Collection

Document analysis and interview serve as data collection technique. These instruments are used to identify aspects of lesson plan taken into teachers' lesson plan.

1.6.3.1 Document analysis

Document analysis examines teachers' lesson plan which amounts 24 lesson plans. This technique is intended to identify what aspects of lesson plan are taken into teachers' lesson plan. Those lesson plans are then analyzed by using the checklist on aspect of lesson plan by Reiser and Dick (1996) and Moon (2006)

1.6.3.2 Interview

To avoid misconception about what is found in the document, interview is carried out. Interview session is conducted by using open-ended structure interview. This is helpful since the interview session goes naturally like daily conversation so that the interviewees (teachers) do not feel reluctant to tell the truth.

1.6.4 Procedure of Study

The procedures of this study are as follows:

6.4.1 Collecting the document

6.4.2 Analyzing the aspect of lesson plans within the framework proposed by Reiser and Dick and Moon.

6.4.3 Interviewing the respondent

6.4.4 Identifying the data from the result of the interview

6.4.5 Concluding the findings

1.6.5 Data Analysis

The results of document analysis and interview transcription serve as research data. The data are then analyzed based on the theory proposed by Moon (2008) and Reiser and Dick (1996).

1.7 Clarification of Terms

1.7.1 Grammar is a description of the rules that govern how a language's sentences are formed (Thornbury: 1999)

1.7.2 Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to-whatever way teachers use to create that identity (Harmer: 2002).

1.7.3 MUF stands for Meaning Use Form. This framework can assist children to develop internal grammar by giving them appropriate opportunities to practice and use language and, can help them to notice language and become aware of patterns in language.

1.8. Organization of paper

This study is organized into five chapters:

Chapter 1 contains background of study, research question, aim of study, significance of study, scope of study, method of study, clarification of term and organization of paper. Chapter 2 discusses theoretical bases of aspect of lesson plans and some research relating to this study. Chapter 3 provides the application of research based on the methodology explained in the chapter one. Chapter 4 presents the analysis and discussion of research findings. Finally, Chapter 5 discusses conclusion of the study. Suggestions for further study are also offered.