

CHAPTER I

INTRODUCTION

This chapter presents an overview of the research explaining the importance of this research and it is also supported by theories relating to this research. This chapter consists of research background, the research questions, the research purposes, the significances of the research, rationale, and research method.

A. Background

Should EFL teachers make a lesson plan before teaching? EFL teachers involved in teaching English as a foreign language where English is not the primary language. In this case, a lesson plan guides the EFL teachers in reaching the target that should be achieved by the students. According to Harmer (2007), there are two important points of planning a lesson. *Firstly*, a lesson plan is a guide for teachers when teaching in the classroom. *Secondly*, it relates to the teacher's relationship with students.

Lesson plan reflects how effective the EFL teachers teach. According to Wong (2009), an effective EFL teacher should: (1) have positive expectations for students' success, (2) know how to design lessons reflected in the lesson plan, (3) manage the classroom well. It is not only designing the materials but also managing the whole things relating to the English learning process as Norland & Pruett-Said (2006) stated that a good teacher must consider what the goals of the activities and how it can be a long-term. However, designing and managing language teaching-learning are not easy. According to Brown (2001), designing and managing a language learning classroom need teachers' specific skill and proficiency. One of

the ways is through making a lesson plan. An English lesson plan is different from other lesson plans in other courses. As Richards and Rodgers (1986) claimed that there are four language skills to be interpreted in English lesson plan and implementing it in the classroom: listening, speaking, reading, and writing.

Lesson plans developed in Indonesia refer to the syllabus and the syllabus refers to the curriculum. There is a rule organizing the arrangement of making a lesson plan included in *Permendikbud Nomor 81A Tahun 2013 Lampiran IV*, in lesson plan at least there are learning aim, learning material, learning method, learning source, and assessment.

For some teachers, implementing a lesson plan might be easy. Ganta (2014) claimed there were 50 English teachers observed and they expressed that lesson plan was necessary and made teaching easy. Implementing the lesson plan was not a difficult task so that they could implement it well.

However, among lesson plans and their implementation do not necessarily match each other. For example, research written by Sesorina (2014) indicated that two teachers had been able to implement almost all aspects of the lesson plan but there were two characteristics frequently neglected: (1) encouraging students responsibility, and (2) producing learning outcomes. This also happened to the teachers at MTsN 1 Sukabumi, SMP Negeri 1 Bojongpicung, Cianjur, and SMP Negeri 1 Selaawi, Garut. Most teachers taught the students inappropriate with the lesson plan.

Thus, it accomplishes that not all the aspects of the lesson plan can be conducted well. Based on the fact, it is interested to explore the phenomenon. Until recently, there is no specific research conducted in the school. That is why this research is going to be conducted with the title **EFL TEACHERS' IMPLEMENTATION ON USING THEIR LESSON PLANS (A Multiple Case Study at MTsN 1 Sukabumi, SMP Negeri 1 Bojongpicung and SMP Negeri 1 Selaawi)**

B. Research Questions

- 1 How do the EFL teachers implement their lesson plans?
- 2 What is the EFL teachers' perception to the implementation of lesson plan in the classroom?

C. The Research Purposes

- 1 To identify the conformity between the lesson plan and the learning process
- 2 To know the EFL teachers' perception to the implementation of lesson plan in the classroom

D. The Significances of The Research

This research will give some significances for educational subjects. *Theoretically*, this research is important to the EFL teachers in teaching English using lesson plan because it is not as easy as the EFL teachers think and it could help them plan a good lesson plan. *Practically*, this

research will help the EFL teachers implement their lesson plans in their EFL classroom.

E. Rationale

1. EFL Teachers

Teaching English to students as a foreign language is not easy. Teachers should analyze the students' language needs first. According to Krieger (2005), the materials and resources which will be taught should be modified, adapted, and accomplished with the students' condition in order to fit students' language needs. English as a foreign language should focus on students' understanding of the lesson. It may confuse the students because they do not usually use that language.

According to Brown (2001), "language activities are considered crucial both to promote students' understanding and to carry out the effective lessons, they are what teachers and students do in order to achieve a specific learning aim." According to Maxom (2009), teaching English as a Foreign Language depends on the place it is taught and who the students are. Teaching English as a foreign language should be adjusted to the policy in the country and the students' condition.

Based on the explanation above, it is concluded that EFL teachers' is an English teacher who can accomplish the learning activities with the condition of the country and the students. Therefore, the teacher should have an innovation to teach English as a foreign language in order to make the learning process is appropriate with the conditions.

2. Lesson Plan Implementation

Lesson plan is an important part of learning process. According to Yildirim (2003), lesson planning is an important process for a teacher since it is such a reflection on what to teach, how to teach, and how to evaluate. Every process in learning process should relate each other and be in accordance with the students' condition.

According to Coppola et al (2004), a lesson plan is the primary foundation of educational structure and core of education. While according to Spratt, Pulverness, and Willias (2005), "lesson plan is a series of course plan providing direction for a teacher of what kind of materials of study to be taught and how to teach them". Without lesson plan, EFL teachers may be confused of what they have to do to teach the students.

According to *Permendikbud Nomor 65 Tahun 2013* about the standard process, a lesson plan is a plan of learning activity for a meeting or more. Lesson plan develops from syllabus to guide the learning activity to reach *Kompetensi Dasar*. Thus, a good lesson plan should follow the rules from *Permendikbud No. 81A Tahun 2013* and there should be conformity between the lesson plan and the implementation in the classroom.

A good lesson plan is something that is looked like big but consists of detailed information for the learning process. In addition, Farrell (2002) stated that

“a lesson plan is a unit which it is a correlated lessons sequence around a particular theme or it also can be specified as a teacher’s thoughts systematic record about what will be covered during a lesson”

The lesson plan should cover all the needs in the learning process According to Richards (1998), a lesson plan should address, (1) Concept to be taught and it is told to the student what they will learn, (2) Time blocks, (3) Procedures to be used for instructional design, (4) Materials needed, (5) Student task, and (6) Evaluation, applications, and student understanding, to check student understanding

F. The Research Method

1. Research Design

Qualitative research method was used in analyzing EFL teachers’ implementation on using their lesson plans because this research is more concerned with describing the result According to Creswell (2012), qualitative data collection is more than simply deciding on whether you will observe or interview people In addition, Punch (1998) stated that qualitative research is empirical research where the data are not in the form of numbers Although qualitative is about describing things but sometimes the quantity of the data is needed to support the research

A multiple case study was adopted in this research According to Creswell (2007), several teachers are selected in order to get a broader view on how EFL teachers implement their lesson plans and to answer the research questions

Thus, based on the explanation above qualitative research method was used in this research to describe the EFL teachers' implementation on using their lesson plans.

2. Research Site

This research was conducted in MTsN 1 Sukabumi, SMP Negeri 1 Bojongpicung, Cianjur, and SMP Negeri 1 Selaawi, Garut. Those schools were chosen because they represented the main problem in this research and represented the other similar schools.

3. Participants of the Research

This research was conducted to the six EFL teachers in State MTsN 1 Sukabumi, SMP Negeri 1 Bojongpicung, Cianjur, and SMP Negeri 1 Selaawi, Garut. There were two EFL teachers for each school to be observed. The participants were chosen because they fit the purpose of this research.

Moreover, purposive sampling technique was used in choosing the participants. According to Creswell (2012), by using purposive sampling technique individuals and sites are intentionally chosen to learn or understand the central phenomenon. Using this sampling technique, people who can best help understand the phenomenon can be chosen. Creswell adds there are nine types of purposeful sampling and theory or concept sampling is chosen because it generates and discovers a theory or

specific concepts within the theory. This sampling occurs before data collection.

4. Collecting Data techniques

In this research, there are three data collecting techniques used: interviews, documents, and observations (see Creswell, 2012).

1. Interview

In this research, an interview was conducted to six participants to identify the teachers' perception to the implementation of a lesson plan and how the implementation itself. The kind of interview used was semi-structured and also conducted individually named one-on-one interview. According to Kvale (1996) cited in Creswell (2012), semi-structured interview permits us to address the issue of trust while maintaining an openness feeling. It was used because the answers from the participants can be developed and it could reduce plagiarism risk from each participant.

The outline of the questions for interview was EFL teachers' perception to the implementation of the lesson plan from their point of view, EFL teachers' innovation on developing the lesson plan, the importances of a lesson plan, EFL teachers' preparation before teaching English using lesson plan, and how the implementation of the lesson plan in the classroom (See Appendix I).

2. Documents

After interviewing, the participants' documents were asked and checked. The additional information to identify the conformity between the lesson plans used and the learning process was documents. It was the participants' lesson plans conducting before the observation in the classroom. A valuable source of information in qualitative research could be documents. According to Creswell (2012), documents consist of public and private records that qualitative researchers obtain about a site or participants in a study.

3. Observation

The main collecting data technique conducted to identify the conformity between the lesson plans and the learning process was observation. According to Spradley (1980) cited in Creswell (2012), "observation represents a frequently used form of data collection, which the researcher is able to assume different roles in the process". It was conducted in the classroom with observing the way the participants solve the problem and their implementation when teaching using the lesson plans. (See Appendix 1)

After all collecting data techniques were conducted, the result of analyzing the EFL teachers' implementation on using their lesson plans was concluded and described. Collecting the data was conducted appropriately with this following scheme

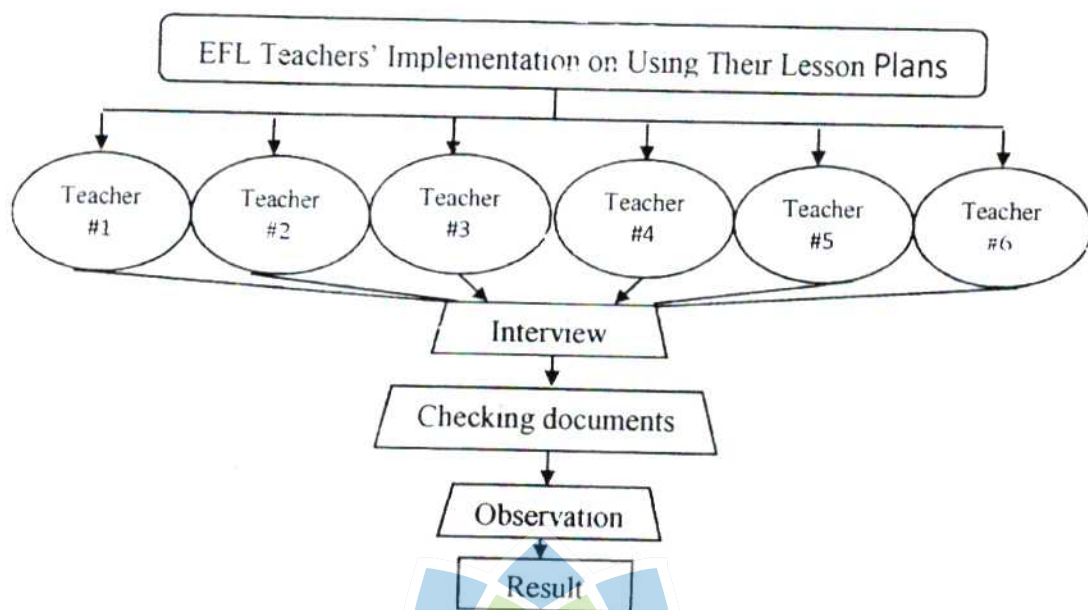


Figure 1 | Research Scheme

5. Data Analysis

Data analysis in this research was conducted by following six steps from Creswell (2012) (1) preparing and organizing the data for analysis, (2) engaging in an initial exploration of the data through the process of coding it, (3) using the codes to develop a more general picture of the data descriptions and themes, (4) representing the findings through narratives and visuals, (5) making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings, and (6) conducting strategies to validate the accuracy of the findings. Triangulations was also applied to check the trustworthiness of data analysis.

The participants lesson plans were analyzed qualitatively. The analysis focuses on the suitability with the rule of *Permendikbud No 81A Tahun 2013*.

However, the data from interview and observation were recorded by the video camera to take all the moments during the interview and learning process. Afterwards, the data were categorized into some categories and each category was coded. After all data had been coded, the data was transcribed. Finally, the result was in a transcription form.



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