

## CHAPTER I

### INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study. Then, the problems are formulated along with the objectives of the study. It is continued by the significance of the study to inform how the results of the study will be useful. Some limits about what are included in this study are given in the scope and limit of the study. Finally, the last part is the definition of key terms.

#### **A. Background of Study**

All teaching and learning processes aim at reaching goals and objectives which have been set. Students' understanding on the instructional material may be regarded as one of the main point of those processes. However, the ultimate purpose of teaching is to assist students to become independent and self-regulated learners.<sup>1</sup> To achieve the point, the participation of both teachers as the educators and students as the learners is needed. As Harmer said in his book, "learning is a partnership between teachers and students."<sup>2</sup> Each of them has their own role in order to attain a successful learning.

Teaching is such kind of process which needs to be prepared well and properly. That is why, not only the process itself but also the preparation play

---

<sup>1</sup> Richard I. Arends, *Learning to Teach 7<sup>th</sup> edition*, (New York: McGraw-Hill, 2007), 17

<sup>2</sup> Jeremy Harmer, *How to Teach English*, (Essex: Longman, 1998), 9

very important point in the success of teaching. Subarman states that a teacher at least must have three basic competences. They are competence of understanding subject or instructional materials, planning a teaching and learning program, and applying the teaching and learning program.<sup>3</sup>

Subarman further explains that the competence of planning a teaching and learning program is teachers' ability in constructing a lesson unit and other needed materials, such as teaching instruction, worksheet, and teaching media.<sup>4</sup> There are usually some instruments in which teachers need to develop before teaching. They are usually called as "means of teaching", including syllabus, lesson plan, semester program, annual program, detail of effective weeks and hours, and the media of teaching. Those instruments will ease teachers to carry out the teaching process and are expected to succeed it.

This study takes lesson plan as the object of the research. It is because lesson plan is the starting point of teaching process. All activities in the teaching process go from the lesson plan. Lesson planning takes an important part in a successful teaching. Aggarwal states that "one of the most important point in good teaching is good lesson planning".<sup>5</sup> Lesson planning is the mental readiness of a teacher to present an effective and valid lesson. A teacher who is

---

<sup>3</sup> Enggus Subarman, *Kemampuan Dasar Guru dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 1992), 30

<sup>4</sup> Enggus Subarman, *Kemampuan Dasar Guru dalam Proses Belajar Mengajar*, 30

<sup>5</sup> J.C. Aggarwal, *Principles, Methods, and Techniques of Teaching*, (New Delhi: Vikas Publishing House Pvt. Ltd., 1996), 322.

not well-prepared or well-planned tends to become deficient and targetless in teaching.

It is also stated by Jeremy Harmer that “for the teacher, a plan – however informal – gives the lesson framework, an overall shape.”<sup>6</sup> It means that a lesson plan will give a picture for a teacher about what s/he is going to do in the class, the problems s/he may confront, and even the solution s/he may have. Lesson planning will help teachers a lot in conducting a teaching and learning process.

Some experienced teachers may have an ability to think and make a quick decision which brings them to the conviction that they do not need to plan their lessons. However, even if the plans are very informal, most of them keep preparing lessons throughout their careers. On the contrary, the case may be different for the new teachers with less experience. They may need formal plans to conduct their lessons. Those lesson plans will help much in reminding them on what they have to do and keeping them on the track. As Jeremy Harmer further explains:

In the classroom, a plan helps to remind teachers what they intended to do – especially if they get distracted or momentarily forget what they had intended. Finally, planning helps because it gives students confidence: they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.<sup>7</sup>

---

<sup>6</sup> Jeremy Harmer, *How to Teach English*, 121.

<sup>7</sup> Jeremy Harmer, *How to Teach English*, 121.

Harmer's explanation contains at least two keywords. They are "remind teachers" and "gives students confidence". "Reminding teachers" means that a lesson plan will help teacher keep on track and stay on what they expect to teach. In addition, "Giving students confidence" means that by having a lesson planning, the teachers will get students' full reliance which leads them to respond positively towards the teachers.

According to Petty, lesson planning is not a science, but an art. It means that there is no ideal lesson to achieve any given set of objectives. However, there are some matters which remain significant, such as: the lesson should be planned to achieve objectives, the lesson should be logically structured, and the plan should suit the students' characteristics.<sup>8</sup>

Reading Petty's statement, it can be concluded that although how to plan a lesson is not standardized, it remains important for teachers to plan. It is because the instructional objectives can be achieved through logically and well-structured planning. Therefore, designing lesson plan either formally or informally needs to be done by teachers in order to attain the goal and objectives of the teaching and learning process.

As the object of the research, this study takes lesson plans designed by the pre-service English teachers who are the English Education Department students taking Internship Program year 2012 IAIN Sunan Ampel Surabaya.

---

<sup>8</sup> Geoff Petty, *A Practical Guide Teaching Today*, (Cheltenham: Nelson Thornes, Ltd, 2004), 422.

English Education Department of IAIN Sunan Ampel Surabaya is rated as a new department. It just exists for around 5 years. For that reason, it is considered as necessary to know the ability of the students, especially in designing lesson plans.

These students being the focus on this study had already taken Internship Program which required them to teach the real students at several formal schools in Surabaya and Sidoarjo. They may graduate immediately and be real teachers at formal schools. Therefore, they need to know to what extent their ability in carrying out the teaching and learning process, including designing a good lesson plan.

Internship Program is a part of PPL (Praktek Pengalaman Lapangan) program in Faculty of Tarbiyah to implement various pedagogical theories by having teaching practices and other educational tasks at schools.<sup>9</sup> The program consists of two phases:

1. Microteaching (PPL 1)

It is the stage where the students have to practice teaching in small group among their own friends or several real students of Elementary School or High School who are present for the sake of it. It is also usually known as *peer teaching*. It takes 2 credits.

---

<sup>9</sup> Tim Penyusun Pedoman PPL II Tahun 2012, "Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2012 Fakultas Tarbiyah IAIN Sunan Ampel Surabaya", unpublished book, (Surabaya: Fakultas Tarbiyah IAIN Sunan Ampel Surabaya, 2012), 1

## 2. Internship Program (PPL 2)

It is the stage which requires students to teach the real students at the real formal schools. It is commonly called as *real classroom teaching*. PPL 2 takes 4 credits and only can be taken by those who have already passed Microteaching (PPL 1).

Based on the data from Faculty of Education and Teacher Training, 66 formal schools around Surabaya and Sidoarjo have cooperated in the internship program and are used by the students to do teaching practice. They consist of 9 Primary Schools, 26 Junior High Schools, and 31 Senior High Schools. The primary schools are especially for Islamic Primary Education Department students. Meanwhile, other majors such as the students of English Education, Islamic Education, Arabic Education, Mathematic Education, and Islamic Pedagogical Education do the internship program at Junior and Senior High Schools.

This study focuses on the English Education Department students' ability in designing lesson plan. Therefore, the researcher tries to analyze the lesson plans designed by them during Internship Program year 2012. There are 59 students of English Education Department joining the internship program. They are dispersed in 36 High Schools around Surabaya and Sidoarjo.

There are several similar studies taken before. One of them is the study conducted by Faruq in 2011. The study entitled "Analisis Dokumen Rencana

Pelaksanaan Pembelajaran (RPP) Mapel Rumpun PAI di Kelas Tinggi Hasil Buatan Guru-Guru MIN Wonoketingal Karanganyar Demak (An Analysis of Lesson Plans of Islamic Subject in Higher Classes Made by Teachers of State Islamic Elementary School Wonoketingal Karanganyar Demak)” aimed at knowing whether the lesson plan for Islamic subject designed by teachers of MIN Wonoketingal Karanganyar Demak was complete and developed based on the syllabus and national curriculum. The result of the study showed that the lesson plan designed by teachers of MIN Wonoketingal Karanganyar Demak was not complete and developed based on the syllabus. The missing parts were mainly subject identity, indicators, time allocation, teaching method, learning procedures, and assessment.<sup>10</sup>

Another similar study was done by Asfaw for his Master Degree in 2002. The study entitled “Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone” analyzed teacher-made lesson plans of English for 7<sup>th</sup> grade in Kafa Zone. The study found that the lesson plans were not powerful enough to guide and inform the user. Therefore, the lesson plans prepared by teachers were not dependable to guarantee successful teaching.<sup>11</sup>

---

<sup>10</sup> Umar Faruq, “Analisis Dokumen Rencana Pelaksanaan Pembelajaran (RPP) Mapel Rumpun PAI di Kelas Tinggi Hasil Buatan Guru-Guru MIN Wonoketingal Karanganyar Demak”, unpublished thesis, (Demak: Institut Agama Islam Negeri Walisongo, 2011)

<sup>11</sup> Abebe Asfaw, “An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone”, unpublished thesis, (Addis Ababa: Addis Ababa University, 2002)

The difference between this study and the previous ones is the subject of the research. The previous studies analyzed the lesson plans designed by the in-service teachers, while this study focuses on those designed by the pre-service teachers. In-service teachers are those who have a teaching license and are teaching in their own classrooms.<sup>12</sup> Meanwhile, pre-service teachers are students of a tertiary institution who have not completed their teaching qualifications and are accomplishing the teaching practice requirements of the pre-service professional education courses.<sup>13</sup>

Furthermore, the previous study which was done by Asfaw not only focused on knowing the quality of the lesson plans designed by the teachers, but also how the teachers applied the lesson plans in conducting teaching. Meanwhile, this study only focuses on knowing the quality of the lesson plans designed by the pre-service English teachers.

The analysis on the pre-service teachers' competence, such as in designing lesson plan, is regarded as important because those teachers are still in the process of learning. Therefore, they can still improve themselves in term of teaching competence before they become real teachers at the real schools.

Furthermore, the result of this study is expected to be able to give them a picture

---

<sup>12</sup> [www.udayton.edu/education/bombeckcenter/glossary.php](http://www.udayton.edu/education/bombeckcenter/glossary.php), retrieved on Tuesday May 21<sup>st</sup> 2013 at 11.09 am

<sup>13</sup> ACT Government Education and Training, *School Teacher Qualifications*, published module, 2009. 2., retrieved from [http://www.det.act.gov.au/\\_data/assets/pdf\\_file/0007/74995/School\\_Teacher\\_Qualifications\\_updated.pdf](http://www.det.act.gov.au/_data/assets/pdf_file/0007/74995/School_Teacher_Qualifications_updated.pdf) on Tuesday May 7<sup>th</sup> 2013, at 11.57 am

of their ability in designing lesson plan so that they will be able to make some improvements.

## **B. Statement of the Problem**

This study focuses on the following main research question: “To what extent is the pre-service English teachers’ ability in designing lesson plan?”. The main research questions is divided into three subquestions:

1. How is the quality of the lesson plans designed by the pre-service English teachers?
2. What are the strengths and the weaknesses of the lesson plans developed by the pre-service English teachers?
3. What are the causes of those strengths and weaknesses?

## **C. Objectives of the Study**

This study aims at finding out the extent to which is the pre-service English teachers’ ability in designing lesson plan. The description of it is divided into three sub-objectives:

1. To describe the quality of the lesson plan designed by the pre-service English teacher is.
2. To describe the strengths and the weaknesses of the lesson plans designed by the pre-service English teachers.

3. To explain the causes of those strengths and weaknesses.

#### **D. Significance of the Study**

1. For Students of English Education Department

Both the students who have already taken Internship Program and the ones who will take the next Internship Program are assumed to be able to take benefits from this study. For those who have already taken the Internship Program, this research can be used as a means to know how their lesson plan is. Moreover, it is expected that they can use the result of this study to reflect on their work and make correction for better work next time. Meanwhile, the result of this study is also expected to give a picture for the next students who will take the Internship Program in the following years about what lesson plan that schools require look like and how they have to design the better one. Therefore, the students will be able to perform better than their seniors in teaching.

2. For Lecturers of English Education Department

Since the result of this study will describe the quality of the lesson plans designed by the pre-service English teachers, including its strengths and weaknesses, as well as the causes of them, the writer hopes that the lecturers are also expected to be able to take benefits from this research. Reading the result of this study, the lecturers will know to what extent the ability of their

students in designing lesson plan. From that point, they can find the problems the students confront in designing lesson plan. Furthermore, they will have an image of how to create a better teaching and learning process to solve the problems.

#### **E. Scope and Limit of the Study**

The writer limits the study on the lesson plans designed by the pre-service English teachers. They are the English Education Department students of State Institute for Islamic Studies Sunan Ampel Surabaya who took Internship Program year 2012.

#### **F. Definition of Key Terms**

To avoid misunderstanding and misinterpretation of the terms used in this study, the following definitions are given:

##### 1. Extent

In this study, extent means the level of pre-service English teachers' ability in designing lesson plan. The description of it is explained according to their lesson plans which are analyzed based on the criteria of good lesson plan set by National Ministry of Education and Harmer's theory.

## 2. Quality

In this study, quality means the level of the lesson plan perfection including the presence of all its components analyzed from lesson plan analysis rubric set by National Ministry of Education and Harmer's theory of formal plan.

## 3. Pre-service English Teachers

Pre-service teachers are students from a tertiary institution who have not completed their teaching qualifications and are completing the teaching practice requirements of the pre-service professional education courses.<sup>14</sup> It means that pre-service English teachers are the English teacher candidates. In this study, they are the students of English Education Department taking internship program year 2012, IAIN Sunan Ampel Surabaya. The internship program requires them to teach at the real schools.

## 4. Designing Lesson Plan

It is one of teachers' basic skills in which they have to plan their daily lesson and put their idea in the written form. Teachers may plan and design either each meeting or directly some meetings in a lesson plan.

## 5. Pre-Service English Teachers' Ability in Designing Lesson Plan

It is one of the teacher's pedagogical competences. This study focuses on analyzing the ability of the pre-service English teachers who are the students of English

---

<sup>14</sup> ACT Government Education and Training, *School Teacher Qualifications*, published module, 2009. 2., retrieved from [http://www.det.act.gov.au/data/assets/pdf\\_file/0007/74995/School\\_Teacher\\_Qualifications\\_updated.pdf](http://www.det.act.gov.au/data/assets/pdf_file/0007/74995/School_Teacher_Qualifications_updated.pdf) on Tuesday May 7<sup>th</sup> 2013, at 11.57 am

Education Department taking internship program year 2012, IAIN Sunan Ampel Surabaya in designing lesson plan.