

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theory related to the topic of the research. It is about planning in teaching. To be more specific, this review of related literature discusses plan and planning in general and lesson plan, including the definition, the importance, the components of lesson plan, and lesson plan in Indonesian education context. This chapter also presents several similar studies taken before. The analysis conducted in this study relies on some theories discussed in this chapter.

A. Plans and Planning

Planning can be defined as what teachers do when they are planning. Psychologically, planning is a process in which teachers visualize and create a framework to guide their actions in that future.¹ When teachers have planned, it means that they have plans what to do in the classroom. Meanwhile, planning, according to Scrivener, is imagining the lesson before it happens. It includes prediction, anticipation, sequencing, organizing, and simplifying.²

There are two styles of planning which are incremental planning and comprehensive planning. Incremental planning is the one for small portion of time, teachers try out the plan and make modifications as necessary.

¹ Lorin W. Anderson, *The Effective Teacher*, (Singapore: McGraw Hill Book Company, 1989), 47.

² Jim Scrivener, *Learning Teaching 2nd edition*, (Oxford: Macmillan, 2005), 109

Meanwhile, comprehensive planning means a long-term plan, teachers plan for entire units providing them with some sense of “big picture”.³

There are several sorts of planning that teachers do. They can organize it based on either the time or the content. Time-based planning are yearly, term, weekly, and daily planning. Meanwhile, course, unit, and lesson planning are content-based planning. Anderson further explains in his book that according to teachers, unit planning, weekly planning, and daily planning are the most important types of planning.⁴ Looking at Anderson’s statement about this, it means that lesson plan which is planned daily is very significant for teachers.

In constructing lesson plan, there must some points which need to be considered. Woodward plainly states that planning lessons and courses include the following matters:⁵

1. Considering the students
2. Thinking of the content
3. Materials and activities that could go into the lesson
4. Taking notes and writing these down
5. Thinking carefully about those

³ Lorin W. Anderson, *The Effective Teacher*, 48.

⁴ Lorin W. Anderson, *The Effective Teacher*, 48.

⁵ Tessa Woodward, *Planning Lessons and Courses*, (Cambridge: Cambridge University Press, 2009), 1

6. Cutting things out of magazines and anything else that you feel will help you to teach well and the students to learn a lot, i.e. To make sure your lessons are good.

In addition, Scrivener proposes a number of general areas to consider regarding lesson planning. They are described as follows:⁶

1. Atmosphere

It visualizes the characteristic atmosphere, the look of the lesson, and the experience of the lesson that any one specific student will feel like.

2. The learners

It describes how the lesson engages the learners, whether they enjoy having the lesson, as well as if they benefit from it.

3. The aims

They are what the learners will achieve and what the teachers are hoping to achieve themselves.

4. The teaching point

It is the subject matter of the lesson including the skills and language areas which the students will study, and the topics that the teachers will deal with.

5. The tasks and teaching procedures

⁶ Jim Scrivener, *Learning Teaching 2nd edition*, 109-110

It depicts the things that the learners will do, the activities that will go, and what sequence they will come in.

6. The challenge

It defines what in the lesson will challenge the learners.

7. Materials

It deals with texts, recordings, pictures, exercises, role cards, and others that the teachers will use during the lesson.

8. Classroom management

It relates to how the teachers manage the classroom. It involves classroom instruction, seating arrangement, and time allocation.

The same opinion is also stated by Amin concerning some considerations of planning lesson. According to him, the following elements must be considered in developing lesson plan:⁷

1. Students

This element includes the age, gender, interest, language level, learning style, and social and cultural background.

2. Curriculum

Having known about the curriculum enables teacher to develop lesson plan properly because a curriculum contains a set of regulation about goals,

⁷ Muhammad Amin, *Serba-Serbi Pengajaran Bahasa Buku 2*, (Surabaya: Edufutura Press, 2010), 78-81

basic competence, basic materials, and the way used as the reference to achieve the education goals.

3. Kind and form of assessment

By knowing the form and the characteristics of the test which students will have, a teacher is expected to be able to introduce the form and kind of the test either directly or indirectly.

4. Time allocation

A teacher will be able to arrange and manage the activities which s/he will do in the class perfectly and effectively if s/he knows the time allocation s/he has.

5. Material

It is the point of the teaching and learning process. All teachers must expect that their students finally comprehend the material which has been taught well. That is why it is very important for the teachers to know well the material they will present in the class before teaching.

6. Learning facilities

It is necessary to know what facilities are available in the class where the teachers will teach because it is directly related to the way how the teachers convey the materials to the students.

B. Lesson Plan

1. Definition

Lesson plan is a set of planned activities in learning process to reach a certain goal.⁸ In Indonesian context, especially in the implementation of KTSP (Kurikulum Tingkat Satuan Pendidikan), as cited by Amin, Mulyasa explains that “lesson plan is defined as a plan describing the procedures and management of learning to achieve one or more basic competence determined in the Content Standard and explained in the syllabus”.⁹

According to Aggarwal, a lesson plan is considered as a blue print, a guide map for action, or a comprehensive chart of classroom teaching learning activities. Aggarwal describes it as elastic but a systematic approach to teaching of the concepts, skills, and attitudes.¹⁰ In this case, a lesson plan can be defined as a teacher’s daily plan of activities to be conducted in a teaching and learning process.

The same definition of lesson plan is proposed by Lester as quoted by Kochhar. Lester states that a lesson plan is actually a plan of action. According to him, it is the heart of effective teaching in which the teacher indicates the objectives of the lesson, the materials to be taught,

⁸ Muhammad Amin, *Serba-Serbi Pengajaran Bahasa Buku 2*, 76

⁹ Muhammad Amin, *Serba-Serbi Pengajaran Bahasa Buku 2*, 76

¹⁰ J.C. Aggarwal, *Principles, Methods, and Techniques of Teaching*, 322

and the effective methods to be applied to achieve the instructional objectives.¹¹

Arrends also states similar definition regarding lesson plan. According to him, daily lesson plan outlines what content is to be taught, motivational techniques to be used, specific steps and activities for students, the materials needed, and the evaluation process.¹² It means that a lesson plan is a description of expected teaching and learning process and outcomes.

Furthermore, Harmer explains that 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 metaphor teachers may use to visualize and create that identity.¹³ From Harmer's statement, it can be concluded that a lesson plan is such a teacher's ideas and creativity to provide and create a lesson in which the students can engage to.

All of those statements regarding lesson plan are basically similar. However, the lesson plans which became the object of the research are exactly the same as what Arrends states. It is the daily outline of the

¹¹ S.K. Kochhar, *Methods and Techniques of Teaching*, (New Delhi: Sterling Publishers Private Ltd, 1985), 188

¹² Richard I. Arends, *Learning to Teach 8th edition*, (Singapore: McGraw-Hill, 2009), 120

¹³ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (Essex: Longman, 2001), 308

content which is to be taught, the techniques used, the specific steps and activities for students, the aids needed, and the evaluation process.

2. The Importance of Lesson Plan

As quoted by Callahan, Burton states that lesson plan is a device for keeping the teacher on the track of a carefully planned unit.¹⁴ Though it helps teachers identify aims and anticipated problems, it is not a script to be followed slavishly.¹⁵ It means that the teachers may have changes as necessary based on what is going on in the class. However, lesson plan is very advantageous.

Developing lesson plan brings several advantages in pre-, whilst-, and post-teaching. They are described as follows:¹⁶

1. Pre-teaching: as the informer to a teacher concerning all activities which s/he will do during the teaching and learning process.
2. Whilst-teaching: as a compass or guideline, especially for new teachers with little experience of teaching, to bring about the learning activities in the class.

¹⁴ Sterling G. Callahan, *Successful Teaching in Secondary Schools*, (Glenview: Scott Foresman and Company, 1966), 171

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 308

¹⁶ Muhammad Amin, *Serba-Serbi Pengajaran Bahasa Buku 2*, 77-78

3. Post-teaching: as a reference to reflect the process and activities which have already done. The reflection is really important to improve the quality and effectiveness of the next learning process.

In another way, Anderson plainly states that there are some reasons why teachers plan. They are:¹⁷

1. Planning reduces anxiety and uncertainty
2. Planning provides a learning experience for teachers
3. Planning permits teachers to accommodate individual differences among students
4. Planning gives structure and direction to teaching
5. Planning is required of some teachers

Hansen, as cited by Callahan, explains that daily lesson plan is useful, because:¹⁸

1. It encourages the planner to relate the objectives procedures singled out for daily presentation to the overall objectives and procedures of the unit
2. It permits making the daily adjustment necessary for effective teaching
3. It encourages a vivid and up-to-the-minute recall of the content of the unit

¹⁷ Lorin W. Anderson, *The Effective Teacher*, 47

¹⁸ Sterling G. Callahan, *Successful Teaching in Secondary Schools*, 171.

4. It encourages specific planning needed to meet problems related to classroom control, motivation, and differentiated instruction

From all of those statements regarding the importance of lesson plan, Amin's opinion is quite familiar among the pre-service English teachers. Lesson plan is important to guide and reflect the teaching and learning process. Therefore, it will keep them on the track and can be used as a reflection to improve the quality of the next teaching process.

3. The Components of Lesson Plan

3.1 The Main Components

A formal lesson plan is often divided into three distinct sections. They are:¹⁹

1. Background information about the class, the teacher, the materials, and the overall aims of the lesson
2. Language analysis of items that will be worked on in the class
3. A detailed chronological stage-by-stage description of the intended procedure for the lesson

Though a lesson plan may contain a lot of main and specific elements, most experts agree that a lesson plan should indicate the instructional objectives, the instructional materials, the procedure, the

¹⁹ Jim Scrivener, *Learning Teaching*, 118

media, and the assessment technique. As Brown lists key questions in planning, he indirectly points out the content of a lesson plan. They are:²⁰

1. What kinds of things do you want the pupils learn?
2. What are your precise instructional objectives?
3. What is the most appropriate sequence of the topics and the tasks (procedure)?
4. What are the most appropriate methods?
5. How should the teaching and learning be evaluated?

3.1.1 The Instructional Objectives

An objective is an intent communicated by a statement describing a proposed change in learner – a statement of what the learner is to be like when s/he has successfully completed a learning experience.²¹ As cited by Mager, Withmore states that “the statement of objectives of a training program must denote *measurable* attributes, *observable* in the graduate of the program, or otherwise it is impossible to determine whether or not the program is meeting the objectives.”²²

²⁰ G. Brown, *Micro Teaching*, (London: Methuen and Co. Ltd., 1975), 24

²¹ Robert F. Mager, *Preparing Instructional Objectives*, (Belmont: Fearon Publisher, 1984), 3

²² Robert F. Mager, *Preparing Instructional Objectives*, 3

In other words, Mager states that a course or instructional objective describes a desired outcome of a course.²³ Meanwhile, Harmer further explains that the best classroom aims are specific and directed towards an outcome which can be measured.²⁴ It means that objectives or aims should reflect what the teachers hope the students will be able to do, not what the teachers are going to do.

3.1.2 The Instructional Materials

The instructional materials are the part of the lesson plan which the students are expected to master. The instructional material is one of the important components in the learning process to help students achieve the objectives.²⁵ For this reason, it has to be predetermined and wisely arranged in terms of pedagogical and psychological principles. Therefore, the content of the lesson has to be selected and organized so that the students can take in easily.

Richards states that the choice of a particular approach to content selection depends on the following matters:²⁶

1. Subject-matter knowledge
2. The learners' proficiency levels

²³ Robert F. Mager, *Preparing Instructional Objectives*, 6

²⁴ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 314

²⁵ Ali Mudlofir & Masyhudi Ahmad, *Pengembangan Kurikulum dan Bahan Ajar*, (Surabaya: LPTK Fakultas Tarbiyah IAIN Sunan Ampel, 2009), 143

²⁶ Jack C. Richards, *Curriculum Development in language Teaching*, (The Edinburgh Building: Cambridge University Press, 2001), 148

3. Current views on second language learning and teaching
4. Conventional wisdom
5. Convenience

Furthermore, Mulyasa explains several principles which must be considered concerning how to choose and determine the instructional materials. They are the orientation to the instructional objectives and competence, the relevance, the efficiency and the effectiveness, the fundamentality, the flexibility, the continuity and equilibrate, the validity, the importance, the interest level, and the satisfaction.²⁷

Meanwhile, the instructional materials should be organized and arranged well. They should be sequenced in correct order and systematized. Therefore, if there is prerequisite among the instructional materials, it will not make students difficult to comprehend the materials.²⁸

3.1.3 The Procedure

A statement of the intended procedure of the lesson is the essential part of a plan. Furthermore, Harmer states that the list of

²⁷ Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: PT Remaja Rosdakarya, 2011), 165-167

²⁸ Ali Mudlofir & Masyhudi Ahmad, *Pengembangan Kurikulum dan Bahan Ajar*, 183.

activities and procedures are the main body in the lesson.²⁹ It is often done as a list of separate stages, with indications of what the teachers will do, what the students will do, how long the teachers expect it to last, what kind of interaction there will be, and what the aims of each stage are.

Ur proposes a guideline for ordering the components of the lesson. They are described as follows:³⁰

1. Putting the harder tasks earlier

It is quite significant to put the tasks that demand more effort and concentration earlier on the lesson and the lighter ones later. It is because the students are fresher and more energetic earlier, and get progressively less as it goes on.

2. Having quieter activities before lively ones

If one of the central lesson components is something quiet and reflective, it is better to put it before the lively one. The consideration is that it can be quite difficult to calm down a class who has been participating in lively and interesting activity. However, “stirring” activity can go early to refresh and

²⁹ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 315

³⁰ Penny Ur, *A Course in Language Teaching: A Trainee Book*, (The Edinburgh Building: Cambridge University Press, 1999), 97

help students get into the right frame mind of learning when they come in exhaustion and boredom.

3. Thinking about transition

If the lesson has sharp transition, for instance, from a reading-writing activity to an oral one, it may help to have such a brief transition activity which makes the move smoother.

4. Pulling the class together at the beginning and the end

The lesson will be good if it starts with general greetings, organization, and introduction of the day's program, then ends with full-class "rounding off" activity. Therefore, it contributes to a sense of structure.

5. Ending on positive note

The point is to have the students leave the classroom feeling good. It can be done by having joke, concluding what the students have achieved or positive evaluation of something the class has done, and giving the task that will generate the feeling of satisfaction.

3.1.4 The Media and Equipment

Since teaching media and equipment enhance the students' understanding on the instructional materials, the selection of appropriate teaching media and the utilization are two basic tasks

that teachers have to do. It may seem a trivial matter to list the materials needed, but according to Brown, good planning includes knowing what the teachers need to take with them or to arrange to have in their classroom.³¹

3.1.5 The Assessment Techniques

The term “assessment” is used to indicate what activities that the teachers design to check whether the learners have understood and comprehended what they have learned. Assessment can be carried out through assigning homework, class activity, observation, and other related techniques. According to Brown, without this component, the teachers do not have any means to assess the success of the students and make adjustments in the lesson plan on the next day.³² It indicates that assessment has important role in a lesson plan.

3.2 Harmer’s Theory of The Formal Lesson Plan

According to Harmer, a formal plan should indicate several elements. They are class description and timetable fit, lesson aims,

³¹ H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd edition*, (Longman,), 164

³² H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd edition*, 164

activities, procedures, and timing, as well as problems and possibilities that may arise.

3.2.1 Class Description and Timetable Fit

A class description contains about who the students are, and what can be expected from them. Moreover, it provides information about how the group and how the individuals in a class behave.³³

Meanwhile, timetable fit describes where the lesson fits in a sequence of classes, the before and after. The information about how the class has been feeling and what kind of activities they have got involved in, can be included. All those factors should have affected teachers' planning choices for the lesson.³⁴ The following are the example of class description and timetable fit:

³³ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 313

³⁴ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 314

Figure 2.1
The Example of Class Description

CLASS DESCRIPTION

The class consists of 35 students, who are 20 girls and 15 boys. They are a strong intermediate level and 11th grade students of Science and aged between 16 and 18. They seem to be highly motivated in participating in this language class and enthusiastic in taking a part in Classroom tasks.

Some of them tend to be active and pay more attention to the teacher, they are Aldo (male) who is the strongest learner one, Keyna, Tania, Melly, and Mia (all are female). They are strong at speaking, confident, active in participating in every activity, speak fluently and have good pronunciation.

Few of them are relatively quiet but they have the same ability as their friends above such as Indah and Calvin. The rest of them also have a good knowledge in English and they would be more active when they are in pair or group work.

In general, most students seem to have high motivation and like activities that require them to move away from their seat. Also, I notice that they like competitions.

Figure 2.2
The Example of Timetable Fit

TIMETABLE FIT

The lesson takes place from 7.00 to 8.30 am on Wednesday and Friday. In the past three lessons, the students have been discussing the issues of journey and travelling – how people adapt to different travelling environments. They have listened to an interview with someone who lives in a bus and travels around the country looking for places to park it. They have been looking at vocabulary and expressions related to travelling. They have revisited a number of past tenses, including the third type of conditional sentence. Next week, the class will start working on a 'Crime and punishment' unit which includes a courtroom role-play, with work on crime-related lexis, and passive constructions.

3.2.2 Lesson Aims

Lesson aims have to reflect what the teachers expect the students will be able to do, not what the teachers will do. The best classroom aims are specific and directed towards an outcome which can be measured.³⁵

A lesson often has more than one aim. The teacher may have an overall objective that it is to improve students' reading ability. However, the specific aims are to give students practice in reading both for gist and for detail, to give students practice in drawing an inference, and to use guessing strategies to find the meaning of difficult words.

3.2.3 Activities, Procedures, and Timing

The list of activities, procedures, and the time which is taken for each of them are the main body of a formal lesson plan. The teachers also need to include the aids they are going to use, and show the different interactions which will take place in the class.³⁶

The procedure of activities, as well as the timing and the interactions between the teacher and the students can be described as follows:

³⁵ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 314

³⁶ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 315

Figure 2.3
The Example of Teaching Steps

No.	Activity	Aids	Interaction	Procedure	Time
1.	Group decision-making	Pen and paper	T – Ss	• Teacher asks students to list 5 things they would take into space with them	1'
			S, S, S	• Students make their lists individually	2'
			S ↔ S	• In pairs, students have to negotiate their items to come up with a shared list of only 5 items to take to a space station	3'
			T – Ss	• Teacher encourages the group to compare their lists	3'

3.2.4 Problems and Possibilities

A good lesson plan contains the prediction of potential problems and the solution dealing with them. The teachers also need to include some alternative activities in case they find it necessary to divert from the lesson sequence that has been set.³⁷

Here is the example of how to describe the problems which may arise and the solution:

³⁷ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, 316

Figure 2.5
The Example of Possible Problems and Solution

Anticipated Problems	Possible Solution
☒ Students may have problems with my instruction.	☒ I will check their understanding of my instruction by asking “what should you do?” or I will give an example.
☒ Students may not be able to guess what kind of expression they find in the dialogue.	☒ I will lead them by asking “do you use this expression for asking someone’s idea? Or for stating idea?”

4. Lesson Plan in Indonesian Education Context

4.1 Types of Lesson Plan

In Indonesian education, there is no constant regulation in constructing lesson plan. National Ministry of Education (Menteri Pendidikan Nasional) does not delimitate how the teachers should develop their lesson plans. However, there are two sorts of lesson plans that have been common to teachers. They are “character-based lesson plan” and “non character-based lesson plan”. Each of them is described as follows:

1. Character-based Lesson Plan

It is the newest model of lesson plan which is very popular among teachers. In character-based lesson plan, the teachers are supposed to insert several moral and character values in the learning activities they set. The following is the format of character-based lesson plan:³⁸

RENCANA PELAKSAAN PEMBELAJARAN (RPP)

Sekolah/Madrasah :
 Mata Pelajaran :
 Kelas/Semester :
 Standar Kompetensi :
 Kompetensi Dasar :
 Alokasi Waktu :
 Indikator Pembelajaran :
 Tujuan Pembelajaran :
 Karakter siswa yang diharapkan :
 Materi Pembelajaran :
 Metode Pembelajaran :
 Langkah-langkah Kegiatan Pembelajaran :

Langkah Kegiatan	Pengorganisasian			Pengembangan Diri
	Kelas	Waktu	Penilaian	
1. Kegiatan Pendahuluan				
2. Kegiatan Inti a. <i>Eksplorasi</i> b. <i>Elaborasi</i> c. <i>Konfirmasi</i>				
3. Kegiatan Penutup				

Alat/Sumber Belajar :

Penilaian:

Indikator Pencapaian Target	Penilaian		
	Teknik	Bentuk Instrumen	Contoh Instrumen

³⁸ Tim Penyusun Pedoman PPL II Tahun 2012, "Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2012 Fakultas Tarbiyah IAIN Sunan Ampel Surabaya", 35-36

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Format Kriteria Penilaian :

1. Produk (hasil diskusi)

No.	Aspek	Kriteria	Skor
1.	Konsep	*semua benar	4
		*sebagian besar benar	3
		*sebagian kecil benar	2
		*semua salah	1

2. Performansi

No.	Aspek	Kriteria	Skor
1.	Kerjasama	*bekerjasama	4
		*kadang-kadang bekerjasama	2
		*tidak bekerjasama	1
2.	Partisipasi	*aktif berpartisipasi	4
		*kadang-kadang aktif	2
		*tidak aktif	1

3. Lembar Penilaian

No.	Nama Siswa	Performan		Produk	Jumlah Skor
		Kerjasama	Partisipasi		
1.					
2.					
dst.					

Mengetahui,20.....
Kepala Sekolah/Madrasah Guru

(.....)
NIP/NIK:

(.....)
NIP/NIK:

The point of its kind of lesson plan is that the teachers have to integrate the character values into the instructional materials.³⁹ It means that the teachers should create any activities which contain

³⁹ Muchlas Samani & Hariyanto, *Pendidikan Character*, (Surabaya: PT Remaja Rosdakarya, 2012), 144

and can improve students' character values, such as discussion activity to drill the students to be cooperative and tolerant, presentation to drill the students to be confident and modest, and others.

National Ministry of Education has launched 9 pillars of character value which can be further developed in the lesson plan:⁴⁰

- a. Loving God and all His creatures
- b. Being independent and responsible
- c. Being honest and diplomatic
- d. Being respect and well-mannered
- e. Being generous and cooperative
- f. Being confident and working hard
- g. Leadership and justice
- h. Being kind and modest
- i. Being tolerant, peaceful, and unite

2. Non Character-based Lesson Plan

It is the old model of lesson plan. In such kind of lesson plan, the teachers do not need to insert any moral and character value in their learning activities. Even though, there is the newest model of

⁴⁰ Muchlas Samani & Hariyanto, *Pendidikan Character*, 106

lesson plan which is character-based lesson plan, some teachers still use it. The following is the format of non character-based lesson plan:⁴¹

RENCANA PELAKSAAN PEMBELAJARAN (RPP)

Mata Pelajaran	:
Satuan Pendidikan	:
Kelas/Semester	:
Materi	:
Standar Kompetensi	:
Kompetensi Dasar	:
Indikator	: 1.
	2.
	3.
	dst.

Deskripsi Materi :
Pelaksanaan Pembelajaran :

Waktu	Kegiatan	Metode / Strategi	Media
	Kegiatan Pendahuluan		
	Kegiatan Inti		
	Kegiatan Penutup		

Alat/Sumber Belajar :

Evaluasi :

Mengetahui,20.....
Kepala Sekolah/Madrasah Guru Bidang Studi
.....

(_____)

NIP/NIK:

(_____)
NIP/NIK:

⁴¹ Tim Penyusun Pedoman PPL II Tahun 2012, “Pedoman Praktik Pengalaman Lapangan (PPL) II Tahun 2012 Fakultas Tarbiyah IAIN Sunan Ampel Surabaya”, 34

4.2 The Essential Indicators of Lesson Plan's Components

There are five main components of lesson plan which need to be concerned. The accessor team of “Teacher Certification Program” in Indonesia even centralizes the assessment of the teachers’ lesson plans to those five aspects. They are the formulation of instructional objectives, the organization of instructional materials, the selection of learning source and teaching media, the scenario or procedure of teaching process, and assessment technique.

4.2.1 The Formulation of Instructional Objectives

The following is the essential indicator and its description of good instructional objectives:⁴²

Table 2.1

Essential Indicators of Instructional Objectives Formulation

No.	Essential Indicators	Description
1	The clarity of objectives	The formulation of objectives does not cause double interpretation.
2	The formulation range completeness	The formulation of objectives contains at least the component of learners (may implicitly) and the behavior which is the result of learning. Such behavior is formulated

⁴² Masnur Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, (Jakarta: Bumi Aksara, 2007), 68

		into the form of operational verbs and material substance.
3	The suitability between objectives and the basic competence	The instructional objectives are developed from the basic competence which is in the curriculum.

4.2.2 The Organization of Instructional Materials

The following table describes the essential indicators and its description of the instructional materials:⁴³

Table 2.2

Essential Indicators of Instructional Materials Organization

No.	Essential Indicators	Description
1	The suitability between materials and the instructional objectives	The materials are selected based on the instructional objectives or the competence which will be achieved.
2	The suitability between materials and the characteristics of students	The extent of instructional materials suits the characteristics of the students (including fast and slow learners, high-motivated and less-motivated learners). The students having different ability should be given the different learning service,

⁴³ Masnur Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, 68-69

		for instance: variation in the organization of materials, giving illustration, and the use of terms. It will come in the scenario/procedure of teaching process.
3	The sequence and the systematization of the materials	The structure of instructional materials is based on the characteristics of subject/lesson, for example: hierarchy, procedural, chronology, or spiral.
4	The suitability between materials and time allocation	The possibility of the materials can be achieved in time allocated.

4.2.3 The Selection of Learning Resource and Teaching Media

The selection of learning source and teaching media is also significance aspects which need to be considered in developing lesson plan. Here is the essentials indicators and its description:⁴⁴

Table 2.3

Essential Indicators of Source and Teaching Media Selection

No.	Essential Indicators	Description
1	The suitability between learning	The learning source and teaching media which are selected can be used

⁴⁴ Masnur Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, 69

	source /teaching media and the instructional objectives	to achieve the instructional objectives or the competence which have been set, for example: book, module, audio visual, and others.
2	The suitability between learning source /teaching media and the instructional materials	The learning source and teaching media which are selected enable students to comprehend the materials, for instance: abacus used for mathematic, flashlight, globe, and ball used to illustrate the process of eclipse, and others. The learning source and teaching media are described in detail and suitable with the instructional materials.
3	The suitability between learning source /teaching media and the characteristics of students	The learning source and teaching media which are selected are suitable with the level of cognitive development, affective characteristics, and motoric skill of the students.

4.2.4 The Scenario/Procedure of Teaching Process

The following is the essential indicators of how the procedure of teaching process is supposed to be structured:⁴⁵

⁴⁵ Masnur Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, 70

Table 2.4

Essential Indicators of Teaching Procedures

No.	Essential Indicators	Description
1	The suitability between learning methods and strategies and the instructional objectives	Learning approaches, methods, and strategies used are relevant to achieve the instructional objectives and the competence which have been set.
2	The suitability between learning methods and strategies and the instructional materials	Learning methods and strategies selected can ease the students to comprehend the instructional materials
3	The suitability between learning methods and strategies and the characteristics of students	Learning methods and strategies selected are suitable with the cognitive development, affective characteristics, and motoric skill of the students.
4	The completeness of steps in each learning stage and its compatibility with time allocation	Each learning stage has to show the steps and proportional time should be given for each, for example: 5-10% of time is for introduction, 70-80% is for the main lesson, and 10-15% is for closing.

4.2.5 The Assessment Technique

To have a good lesson plan, the following essential indicators of the assessment technique should be completed:⁴⁶

Table 2.5

Essential Indicators of Assessment Technique

No.	Essential Indicators	Description
1	The suitability between the assessment technique and the instructional objectives	For example, writing test is to measure the comprehension of material, performance test is to measure performance skill, and the scale of attitude is to measure attitude.
2	The clarity of the assessment procedure	The procedure of initial, process, and last assessment is described clearly, including the method which is used (test or non-test).
3	The completeness of assessment instrument	All assessment instruments which are used are attached, for example: questions, rubric, and answer key.

C. Review of Previous Study

Dealing with this study, there is a similar study taken before. It is a study conducted by Asfaw for his Master Degree. The study entitled “Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone” was done in

⁴⁶ Masnur Muslich, *Sertifikasi Guru Menuju Profesionalisme Pendidik*, 71

2002. The study analyzed teacher-made lesson plans of English for 7th grade in Kafa Zone. From this study, the researcher, Asfaw found that the attention given to the importance of lesson plan is negligible. According to the findings of the study, 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.⁴⁷

The other similar study is the one 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” 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.⁴⁸

⁴⁷ Abebe Asfaw, “An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone”, unpublished thesis, (Addis Ababa: Addis Ababa University, 2002)

⁴⁸ 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)

Another similar research was done by Widyastono in September 2011. The study entitled “Kemampuan Guru dalam Menyusun Kurikulum Tingkat Satuan Pendidikan” was to get information about teachers’ ability to enact the school-based curriculum. The research was conducted to 150 teachers from Jakarta, Bekasi, Depok, Bogor, and Tangerang. The result of the study indicates that the teachers’ ability in writing up the school-based curriculum (syllabus) which encompasses standard of competence, basic competence, instructional materials, learning activities, indicators, assessment, time allotment, and learning resource, was quite poor.⁴⁹

The difference between those studies and this one is that the research subjects were “in-service teachers”, while this study will take “pre-service teachers”, especially the English teachers as the research subject. Besides, the distinction between this proposed study and the one done by Widyastono is that he analyzed teachers-made syllabus. Meanwhile, this proposed study will analyze lesson plans. Syllabus and lesson plan are two different things, but they are overlapping each other.

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.

⁴⁹ Herry Widyastono, “Kemampuan Guru dalam Menyusun Tingkat Satuan Pendidikan”, published journal, Vol. 18, No. 3 September 2012, (Jakarta: Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan, 2012)

Meanwhile, this study only focuses on knowing the quality of the lesson plans designed by the pre-service English teachers.

Besides, another similar study is an ongoing research conducted by Dewi. The study entitled “The Pedagogical Competence of Student Teachers at English Education Department of State Institute for Islamic Studies, Surabaya” is trying to find out the level of the students teacher’s pedagogic competence. The difference between these studies is on the subject of the research. Dewi takes the students teacher as the subject. They are the English Education Department who are still taking Microteaching class (PPL1). Meanwhile, this study takes the pre-service English teachers who have already taken Internship Program (PPL2) at real formal schools. In addition, Dewi does the research on all aspects of the pedagogic competence, but this study is only focusing on the teachers’ ability in designing lesson plan.