CHAPTER I

INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings (A) Background of the Study, (B) Research Questions, (C) Objectives of the Study (D) Significance of the Study, (E) Scope and Limits of the Study (F) Definition of Key Terms.

A. Background of Study

Teachers are expected to design a lesson plan. The lesson plan is very important in teaching learning process, because the lesson plan is an equipment of learning. The function of lesson plan is to give effective teaching learning process that suitable with something that planned. Lesson plan become a guideline for teachers to conduct the teaching learning process from the beginning to the end of the teaching process. In designing lesson plan there should be interrelation between indicator, goal, material, and evaluation of learning.

One of the components in lesson plan is indicator that is derived from basic competency which consists of signals, performance, and response that is shown by students. Indicator is formulated with operational verb that can be measured and

1

¹ Nerita, siska dkk. (2013), Thesis: "Analisis rencana pelaksanaan pembelajaran (RPP) Biologi berkarakter kelas XI dan XII SMA Negeri untuk standarisasi RPP di kota Sawahlunt". (Program Studi Pendidikan Biologi (STKIP) PGRI Sumatera Barat), 2

observed. The indicator is basic of lesson plan to arrange equipment of assessment.² The indicator is very important because it is the standard to measure in teaching learning process is effective or not. Indicator is guideline for teachers because success or not in learning process also is seen from equipment of learning. This statement is supported by Harmer, as cited by Margana in his journal, stated that "The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching learning." In other word, indicator is the most vital thing in lesson plan (RPP) because indicator is very important in teaching learning process, it is good standard measurement in teaching learning process.

In addition, it can be said that indicator becomes one of significance factor that decide the success of teaching learning process and indicator is that guide students' activities in the class. According to Sulistianingsih on her thesis said that indicator is something that cannot be left in lesson plan. Indicator of competence is also characteristic of something that becomes criteria of competence which is if the indicator cannot be proven, then that competence is not called success.⁴

_

²Firdaus, kurikulum Tingkat Satuan Pendidikan Konsep dan Implementasinya di Madrasah, (Yogyakarta: Pilar Media, 2007), 129.

Margana, "Developing Lesson Plan for Secondary Levels: Problems and Solution". *Proceeding, Revitalizing English Teachers' Professional Development*. The 9th JETA National Conference, 154

⁴Frida Sulistianingsih, Thesis: "Analisis kemampuan guru dalam mengembangkan indicator menurut tingkatan Taksonomi Bloom pada RPP maple PAI kelas IV di MI Lanatus Shibyan Mangkang Kulon ajaran 2012/2013". (Semarang: IAIN Walisongo, 2013), 32.

Good indicator will influence competence of successful in learning process because in this case the students will capable to master the materials that delivered by teacher. By that reason the students not only memories, but also can exhume and find materials more and they will capable to master competence well until goal of learning will be achieved well.⁵

The details of indicator in lesson plan influence the students more to develop the students' comprehension in material that is delivered by the teacher. In teaching learning process, the teacher should capable to make interesting learning, it is developing of indicator. Developing indicator in lesson plan that made by students of PPL 1 class of English Education Department of UINSA Surabaya not yet fulfilled the criteria of making good indicator. In this case the researcher needs to research this problem to know about good indicator or not.

The indicator needs to research because many students in PBI (English Education Department) of UINSA Surabaya take PPL 1 getting difficult in formulating indicator of lesson plan (RPP). This case was known when the researcher interviewed some students take PPL 1 class at English education department of UINSA Surabaya. From seven classes (A-G) of PPL 1 class of English Education Department of UINSA Surabaya, the researcher only took one class, it was C class. The researcher took this class, because in this class lot of students more than other classes. There are 13 students of C class. The interview did on 24th-26th of March

 5 E. mulyana, Kurikulum Tingkat Satuan Pendidikan, (Bandung: PT Remaja Rosdakarya, 2008), 212.

2015 before the researcher starts this research. Seven students said that they have difficulties in developing indicator, because sometime in adapting competences that have to be achieved and the lesson materials is difficult. Some students felt difficult in developing indicator when they choose operational verb that used and suitable with students' condition. By those problems the lecturers of PPL 1 class have to check the students' lesson plan always finds fault in indicator of lesson plan where the students make many fault in making indicator.

Good indicator is that include all of domains such as cognitive, affective, and psychomotor domain. When those three domains are achieved, the students will know material and they can apply the concept from the materials become their characteristics. Based on those reason, developing indicator is strategies to measure and increase learning quality in class. Thus is needed developing indicator be able to become orientation from teacher and school in developing standard of competence and basic competence of each lesson. If we as candidate teacher before become the real teacher, we must know things on preparation to teach before in class. One of them we must know the way of developing good indicator of lesson plan because indicator is purpose of learning.

Based on the reason above, researcher was interested to find out deeply about how the indicators on lesson plan are made by students of PBI that taking PPL 1 class. So the researcher interested to find out about "Students' ability in developing indicator of language learning in PPL 1 class".

B. Research Questions

In this research, the researcher wants to examine the students' ability in making indicator of lesson plan. Based on the background of the study above, the researcher will have two problems of the study. Those are:

- 1. Are the indicators in lesson plan developed by students fulfilling the good criteria?
- 2. What are the students' difficulties in developing indicators in their lesson plan?

C. Objectives of the Study

Considering the statements of the problems in this research, this study wants to know about students' ability in formulate indicator of lesson plan in PPL 1 class at English Education Department faculty of education and teacher training state Islamic university of Sunan Ampel Surabaya. In order to answer it, it is necessary to analyze:

- 1. To know whether the indicators in lesson plan designed by students fulfilling the good criteria or not.
- 2. To know the students' difficulties in developing indicator in their lesson plan.

D. Scope and Limitation

In this research, the researcher focuses to know the students' ability in developing indicator of lesson plan which are students' difficulties in developing indicators and indicators made by students fulfill good criteria. These students are the

students are taking PPL 1 class of English Education Department at Islamic university Surabaya (UINSA).

The limitation of this research is how the students in developing indicator of lesson plan were good or not and what are the students' difficulties in developing indicator. In this case, the researcher takes one class from seven classes of PPL 1 class at English Education Department of UINSA Surabaya. The class is C class because this class has lot of students than other classes. The C class has thirteen students until the researcher took this class.

E. Significance of the Study

This study is expected to make the students aware about their ability of developing indicator in Lesson Plan (RPP). After the students know their ability, the researcher believes that they will strugle to improve it. Then, it is also useful for the department to reflect the success of applied curriculum, especially PPL 1 class. In addition, it can be a reference for the lecturers of English Education Department UIN Sunan Ampel that teach in PPL 1 class dealing with how they should teach and direct their students.

It is also important for the department to know the students' ability in developing indicators of Lesson Plan (RPP) in order that the department can sure whether the students are ready or not as true teacher when they graduate from English Education Department of UIN Sunan Ampel Surabaya. If the students' ability in

developing indicator of Lesson Plan is already known, the department can design a strategy on how to make the students as teachers in the future have that good requirement.

F. Definition of Key Terms

Here are the definitions of the following terms based on the researchers' perspective or in other words the terms below are defined operationally.

- 1. **Ability**: *Ability* is what you are capable of doing. Motivation determines what you do. Attitude determines how well you do it. Ability that mean in this research is the competence of students to make good indicators in lesson plan.
- 2. **Indicators of lesson plan: Indicator** is as guiding in teaching learning process. This indicator is one of part from lesson plan. **Lesson plan** is the road map or framework used to plan and conduct every class from first meeting to final exam⁷. *Indicator of lesson plan* that mean in this research is a learning standard purpose that want to be reached by the teacher as the measurement whether the teaching learning process (in written form).
- 3. **PPL 1**: micro teaching class in which students supposing themselves as the real teacher.

_

⁶ Lou Holtz (American Football coach)

⁷Jack H. Shrawder, "Planning a Successful Lesson; A teaching for success Focalite" *Teaching learning*, (http://teachingforsuccess.com), accessed on April 4, 2015), 3.