CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theory related to the topic of the research. It is about teaching and learning. To be more specific, this review of related literature discuss the essential of education, teaching and learning and its component, the role of teacher, learner and media, the teaching document, the lesson plan, its definition and importance, and also lesson plan guide. This chapter also presents several similar studies taken before. The analysis conducted in this study relies on some theories discussed in this chapter.

A. Review of Related Literature

1. Teaching and Learning

Based on Oxford dictionary¹, teaching is "imparting knowledge or to instruct (someone) how to do something". In his book, Brown defines teaching as "guiding and facilitating learning, enabling the learner to learn, setting the condition for learning."² Teaching also shows and helps someone to learn how to do something, gives instructions, guides in the study of something, provides knowledge, causes to know or understand.³ In other

http://oxforddictionaries.com/definition/English/teaching

 ² H. Douglas Brown, *Principles of Language ... 7* ³ H. Douglas Brown, *Principles of Language Learning and Teaching 4th Edition*, (Longman: Pearson education, 2000), 7

words, teaching is one of the ways to help and guide someone to have more understanding about something using some particular instructions and knowledge.

Based on Schivener, teaching is managing a well-organized performance in which one has:⁴

A stage on which to perform... a show to present... an audience watching your every move... a character to step into... when you're on the stage. "being" the teacher, you're not playing yourself.

It can be concluded that teaching is one activity which needs many preparations before doing it.

In addition, a similar definition of teaching according to Banks is "an active process in which one person shares information with others to provide them with the information to make behavioral changes."⁵ By knowing these definitions, it can be known that teaching assist someone to make his/her behavior better by providing information to be considered.

According to Haynes, teaching includes three activities.⁶ The first step consists of activities before teaching a class which relates to planning and preparation. The second activities in the classroom include classroom management, teaching, and learning. The last activities take place after the

⁴Jim Schivener, *Classroom Management Techniques*, (New York: Cambridge university press, 2012), 37

⁵Teresa Banks. *Teaching-Learning Process: Assess, Plan, Implement, Evaluate, and Document.* (North Carolina Department of Health and Human Services, 2000), 1

⁶ Anthony Haynes. *The Complete Guide to Lesson Planning and Preparation*, (New York: Continuum International Publishing Group, 2010), 1

lesson assessment, with linked activities and task. It can be inferred that by conducting those three steps, it will help the planner to make a better teaching.

Based on Kimble and Garmezy, "learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice."⁷ This is because according to Banks, teaching and learning is "a planned interaction" which can cause behavioral change that is not a result of maturation or concurrence.⁸ It can be inferred that teaching and learning process is inseparable activity to create behavioral changes by practicing, studying, understanding and providing knowledge and information.

2. The Role of Teacher

The important role of teacher is to help the learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials which can be adapted, combined, and mixed those materials and also monitor the progress and students' need and finally evaluate them.⁹ Based on Harmer, in the class, the teacher has five important roles.¹⁰

a. As controller

They have responsibility to control the class and the activity. They are usually in front of the class to lead the students.

⁷ As cited in H. Douglas Brown, *Principles of Language*... 7

⁸ Teressa Banks, *Teaching-Learning Process*...1

⁹Kenji Kitao, *Selecting and Developing Teaching/Learning Materials*, The internet TESL Journal, Vol. IV, No.4, 1997 accessed on <u>http://iteslj.org/Articles/Kitao-Materials.html</u> on Sunday August 10, 2014 ¹⁰Jeremy Harmer, *The practice of English Language teaching 3rd edition*, (Essex: Longman, 2007), 108-110

b. As prompter

They are involved in role-play activity. In this role, the teachers are intense to encourage the students to think productively because they will not directly give the truthful answers, but they suggest some alternative choices which relate to the answer.

c. As participant

They stand back from the activity and let the learners concern with the activity and only get involved later to provide feedback and/or correct mistakes. Sometimes the teachers act not only just as an instructor but also as a member of the activity.

d. As resource

They are as the source of some information that the learners want to know when they need that information in the middle of activity.

e. As tutor

They are combining the roles of prompter and resource. It means that the teachers both take position in the activities among the students and as the source of any information.

According to the nature tasks of the teacher, Saikh and Khoja have similar descriptions about the roles of teacher in personal learning environment (PLE).¹¹ They are explained below:

¹¹ Zaffar ahmed shaikh and shakeel ahmed khoja, *Role of Teacher in Personal Learning Environment*. (Digital Education Review, 2012), No. 21, 29-30

1) The planning and design aspect.

It is related with how to organize students' PLEs, design learning activities, create learning areas, manage instructional decisions, and solve programming difficulties. The teachers should plan and prepare course design, promote teamwork in design process, define procedures of instructional design, conduct students' needs assessment, present content and questions, in-line existing courses with PLE requirements, creation interactive content, ensure course design works with technology, etc.

2) Instruction and learning

It is related to informative and cognitive aspects of instruction in PLE settings. The teachers do not only act as a tutor to guide the students, evaluate the learning process, observe students' performance, but also as advisor to give some suggestion to the students, etc.

3) Communication and interaction.

It is related to the learners' rapport with peers, other students, and the teachers. The duties are to foster peer learning and social communication, understand, be a tutor of collaborative learning activities, respond or underpin student involvement, promote learning and create climate for learning, ensure participation, stimulate and control discussion, and measure the efficacy of learning processes, etc.

4) Management and administration.

It is related with capability which allows developing and adapting organized actions such as motivate and understand the students' need, respond to students' interest quickly, and conducting communication and deliberate participation.

5) Use of technology

It is related to practical awareness of support services, social computing applications, open access and proprietary software, data analysis and design skills.

3. The Role of Learner

Learners should be the center of instruction and learning.¹² The learners are as important as teachers, materials, curriculum, methods, or evaluation because they are designed for the learners and their needs.¹³

According to Brooks and Brooks, the learner controls their own learning themselves.¹⁴ Furthermore, they also explain that the learners also share their opinion and viewpoints and demonstrate their knowledge in many ways. In the classroom setting, Brooks and Brooks stated that the learners would ask questions and express their interest during the activities, and the learners also make decisions and share ideas confidently. As the result, learners can achieve

¹²Kenji Kitao. Selecting and Developing Teaching...

¹³Kenji Kitao. Selecting and Developing Teaching...

¹⁴ Accessed from <u>http://en.wikibooks.org/wiki/constructivism %26 technology/individual learners</u> on Friday, August 8, 2014 at 6:05

the outcomes of teaching and learning process through completing those learning activities.

4. The Role of Material

Materials are used to facilitate learning for better result. Based on Allwright, the materials are aimed to teach students to learn, to be resource for ideas and activities for teaching and learning, and give teachers suggestions for what they should do.¹⁵ Furthermore according to O'Neill, materials are suitable for the students to review and prepare their lesson.¹⁶ He emphasizes that the textbooks help teaching and learning.¹⁷ Also, most educators generally agree that the creative use of variety of instructional materials will increase the probability that student would learn more, retain better and bring about the skills they are expected to perform.¹⁸ In conclusion, the materials could help the learners to be more independent in understanding the lesson and developing the skills they may execute. The materials give both teachers and students space to be more confident during the teaching and learning process.

According to Cunningsworth, the role of materials especially course books in language teaching as¹⁹:

1. A resource for presentation materials whether spoken or written.

¹⁵ As cited in Kenji Kitao, Selecting and Developing Teaching...

¹⁶ As cited in Kenji Kitao, Selecting and Developing Teaching ...

¹⁷As cited in Kenji Kitao, Selecting and Developing Teaching...

¹⁸J. A. Adewoyin, *Introduction to Educational Technology*, (Lagon: John-Lad Publisher Limited, 1991), 23

¹⁹ Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Heninemann, 1995), 7

- 2. A source of activities for learners' practice and communicative interaction.
- 3. A reference for learners on grammar, vocabulary, pronunciation and so on.
- 4. A stimulation tool and ideas in classroom activity.
- 5. A syllabus which can reveal the objectives of the learning which have been determined.
- 6. A support for those novice teachers who has less experience in teaching and less confident.

It can be concluded that the materials are vital elements in every almost teaching and learning program. The materials give both teachers by providing the basis for the content of the lesson and learners by serving the basis for learners' input and practices.

- 5. English Teaching Document Based on 2013 Curriculum and International Cambridge Curriculum
 - 1. English Teaching Document Based on 2013 Curriculum

As one of the purposes from the government to implement the newest curriculum, SMP Muhammadiyah 5 Surabaya applies the 2013 curriculum. It is a well designed curriculum to prepare Indonesian students by applying an active teaching and learning process (KBM).²⁰ Based on education and culture minister's regulations

²⁰ <u>http://id.wikipedia.org/wiki/Kurikulum 2013</u>, accessed on Tuesday, September 23rd 2014

(PERMENDIKBUD) paragraph 77 the curriculum is an operational document to facilitate development, implementation and curriculum assessment document. It consists of curriculum document of every educational program, curriculum document of every subject, a curriculum implementation guide, textbook, teacher's book, and other documents.

In this latest curriculum, the government which has coordinated with the education and culture minister has designed the instructional documents to support the implementation of the curriculum. The government has prepared a document of the curriculum, the syllabus, the main competence, the basic competence, the student's book, and the teacher's book.²¹ However the teachers still have a big responsibility to improve and develop the lesson plans from the syllabus. They should develop the lesson plans whether individually or collectively in teacher's subject conference (MGMP)²² because according to Gegne, a well-prepared teacher has a good preparation before lesson to show their professionalism.²³ This means that the professionalism of the teacher in managing and preparing the lesson plans help the teacher to be well prepared in teaching and learning process.

²¹ <u>http://www.kemdikbud.go.id/kemdikbud/artikel-menyongsong-penerapan-kurikulum2013</u> accessed on Tuesday, September 23rd 2014

²² <u>http://kemdibud.go.id/kemdikbud/berita/1005</u>, accessed on Tuesday, September 23rd 2014

²³ As cited in Nurkaisah Tanjung, Unpublished Thesis, "Hubungan Kemampuan Merancang Pembelajaran dan Sikap Terhadap Profesi Guru dengan Kemampuan Mengajar Guru-Guru Bidang Studi IPS di SMP Negeri Kota Sibolga,." (Medan: Universitas Negeri Medan, 2006)

2. English Teaching Document Based on International Curriculum

The international curriculum in this case is Cambridge curriculum. Cambridge educational programs and qualifications are "deliberately designed to be flexible so that they can be used by schools and school systems in ways that best meet local needs".²⁴ It means that the Cambridge curriculum could be modified and applied based on the students' need and characteristics.

This curriculum has provided the teaching document from the Cambridge official management to make it easy to be applied. Those Curriculum materials and resources to support teachers in the delivery of subject curricula are well designed. The teaching resources which like syllabus, schemes of work, teacher guide on planning and teaching, textbook and publisher resources, and example candidate responses (standard booklets) are included in Cambridge curriculum development. In addition, the exam preparation materials included past question papers, examiner reports, grades threshold, and mark schemes are also required.²⁵ This means that the teachers and the school do not have any responsibility in designing the curriculum and the teaching documents because the Cambridge curriculum affairs have provided the teaching document

²⁴ <u>http://Education.cambridge.org./as/whats-new/Cambridge-news/2013/03/implementing-the-curriculum-with-cambridge</u>, accessed on Tuesday, September 23rd 2014

²⁵ <u>http://Education.cambridge.org./as/whats-new/Cambridge-news/2013/03/implementing-the-</u> <u>curriculum-with-cambridge</u>, accessed on Tuesday, September 23rd 2014

included lesson plan. However the school still has rights to modify and combine this curriculum with another curriculum especially 2013 curriculum with the students need and school's characteristic although most of teaching documents are well designed.

6. The Definition of Lesson Plan

Psychologically, according to Lorin, planning in teaching and learning is a process of the teachers to visualize and design an outline to guide their proceedings in the future.²⁶ Meanwhile, planning, according to Scrivener, is "imagining the lesson before it happens which includes prediction, anticipation, sequencing, organizing, and simplifying."²⁷ Planning helps most teachers to predict what they will perform by using a guide.

In teaching and learning program, the teachers need a guideline of teaching procedures called lesson plan. As stated by Anderson, lesson plan is a document that describes what will happen and when, during the specific period of class.²⁸ When the teachers make lesson plan, they try to develop the preparation of teaching and learning process carefully.

Furthermore, Harmer stated 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

²⁶ Lorin W. Anderson, *The Effective Teacher*, (Singapore: McGraw Hill Book Company, 1989), 47

²⁷ Jim Scrivener, *Learning Teaching 2nd edition*, (Oxford: Macmillan, 2005), 109

²⁸ Cristina Patricia Fuentes Valentino, *Language teaching and learning in ESL education*, (Charlotte, North Carolina: Kona Publishing and Media Group, 2010), 62

react to-whatever metaphor teachers may use to visualize and create the identity. $^{\rm 29}\,$

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.

According to O'Bannon, a lesson plan is a teacher's complete course's explanation and description of instruction for one class.³⁰ He further explains that details may be varied depending on the teacher's preference, covered subject, and students' interest and need. This statement means that a lesson plan is designed for guiding teacher to run the activities based on the students' need, the subject, and the school system related with it.

Arrends also states similar definition regarding lesson plan. According to him, daily lesson plan outlines what content to be taught, motivational techniques to be used, specific steps and activities for students to be done, the materials needed, and the evaluation process.³¹ The lesson plan should provide those criteria in order to achieve the goals of instructional objectives of the lesson.

According to Hamm and Adams, a good lesson plan provides the teacher with a reservoir of well-reasoned questions, activities, direction for

 ²⁹ Jeremy Harmer, *The practice of English Language teaching 3rd edition*, (Essex: Longman, 2001), 308

³⁰O'Bannon, B. <u>"What is a Lesson Plan?"</u> Innovative Technology Center, (The University of Tennessee, 2008), Cited in <u>http://en.wikipedia.org/wiki/Lesson plan</u> assessed on Monday, March 17, 2014 at 4:06

³¹Richard I. Arends, *Learning to Teach* 8th edition, (Singapore: McGraw-Hill, 2009), 120

exploration, and alternative assessment techniques.³² Lesson plan is like a tour guide and provides clear instruction, related question and appropriate technique of assessments.

In conclusion, all of those statements are basically similar. As the object of this study, the lesson plan is as same as the statement of O'Bannon. It is a comprehensive description of the teaching for one class. Details will vary depending on the teacher's preference, subject being taught, and the students' need. A good lesson plan is outlining the teachers about the content of the materials to be taught, the techniques to motivate learners to be used, wellarranged procedure and activities for students to be done, the instructional materials and the evaluation process to be utilized in the classroom.

This study will clarify the content of the lesson plans which have been developed by the teachers of SMP Muhammadiyah 5 Surabaya. The descriptions related to the content, the techniques, the specific procedure and activities for students, the instructional materials and the evaluation process to be utilized during teaching and learning process.

7. The Importance of Lesson Plan

Regarding the importance of a lesson plan, although in different terms, several scholars, had said almost the same thing. The teachers should have excellent guide before the class begins because lesson plan is planning,

³²Mary Hamm and Dennis Adams, Activating Assessment for All Students: Innovative Activities, Lesson Plans, and Informative Assessment. (United Kingdom: Rowman and Littlefield Education, 2009), 109

organizing and designing the content will be presenting, and preparing to perform successfully in the classroom.³³

Woodward stated some reasons why the teachers should plan courses and lessons, including the following:³⁴

- 1. Thinking things deeply before teaching helps to reduce doubt or uncertainty feelings and motivates teachers to be more confident.
- 2. It can increase confidence for the students who pick up a feeling of purpose, progression and consistency.
- 3. It helps teachers to comprehend what research they need to do.
- 4. It reminds teachers to arrange materials beforehand to make it easier and organize them in appropriate time and activity in classes.
- 5. It can be shared with the students and try to congregate their thoughts and ideas with the teachers.
- 6. Plans can be used in lessons to get started, and prompt memory, and help the teachers to answer student questions.
- 7. Working on planning after lessons, as well as before, ensures that the class will get a reasonable mixture of different kinds of materials, content and interaction styles through the course.
- 8. Course and lesson planning help the teachers in developing a personal style to represent the art of development of lesson plan.

³³ Cristina Patricia Fuentes Valentino, Language teaching and learning ...61

³⁴Tessa Woodward, Planning Lessons and Courses: designing sequences of work for the language classroom,. (Cambridge: Cambridge University Press, 2001), 181

As stated by Hamm and Adams, "a well-designed lesson plan will take the teachers throughout the whole journey to tell them where to stop, where to review, what assignment, etc."³⁵ By having lesson plan, a teacher has taken a giant step toward "owning" the content she/he teaches and methods used.³⁶

Moreover, Milkova said that a lesson plan is the instructor's map of what students need to learn and how it will be done effectively during the class time.³⁷ As a result the students know what lesson will be learned, how to understand it, and how to use it. This statement means that if the teachers do not have lesson plan, they will have no idea how to manage the class, conduct the lesson and assess the learners' work.

Furthermore, Brown said that lesson planning is regarded as a vital element of the teaching and learning process. He further stated that orderly planning almost always yields better result in teaching.³⁸ From that statement, it can be concluded that planning lesson will get the better result of teaching and learning process.

Amin stated that developing lesson plan brings several advantages in pre-, whilst-, and post-teaching. They are described as follows:³⁹

³⁵ Mary Hamm and Dennis Adams, Activating Assessment ... 109

³⁶Cristina Patricia Fuentes Valentino, Language teaching and learning... 61

³⁷Stiliana Milkova. *Strategies for effective Lesson Planning*, (University of Michigan: Center for Research on Learning and teaching, 2014), retrieved from <u>http://www.crlt.umich.edu/gsis/p2_5</u> on Friday, 21 March, 2014 at 6:37

³⁸G. Brown, *Micro Teaching*. (London: Methuen and Co. Ltd, 1975), 23

³⁹ Muhammad Amin, Serba-Serbi Pengajaran Bahasa Buku 2, (Surabaya: Edufutura Press, 2010), 77-78

- 1. Pre-teaching: as the informer to a teachers focusing all activities which they will do during the teaching and learning process.
- 2. Whilst-teaching: as a compass or guideline, especially for new teachers with less experiences of teaching, to convey the learning activities in the class.
- 3. Post-teaching: as a reference to reflect the process and activities which have already done. The reflection is really essential to improve the quality and effectiveness of the next learning process.

From all of those statements regarding the importance of lesson plan, Amin's opinion is quite familiar among English teachers. Lesson plan is important because it guides and reflects 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 especially in international class.

8. Lesson Plan Guide

Though a lesson plan may contain a lot of main and specific elements, most scholars; Hamm and Adams⁴⁰, Valentino⁴¹, Haynes⁴², Harmer⁴³ and Chatel⁴⁴ agree that a lesson plan should indicate the objectives to be achieved (products of the learning), the content of the presentation, the procedure

⁴⁰Mary Hamm and Dennis Adams. Activating Assessment For...111

⁴¹Cristina Patricia Fuentes Valentino, Language teaching and learning... 63

⁴²Anthony Haynes, The Complete Guide to Lesson Planning and Preparation, 65-66

⁴³Jeremy Harmer, *The practice of English Language teaching 4th edition*, 371-374

⁴⁴Regina G. Chatel, *Lesson Planning & Analysis: Including Analysis of Implementation & Samples of Student Work*, (U.S. Department Of Education: Educational Resources Information Center, 2002)

included activities and methods, the main materials and supported materials even homework and resources that help achieve the objectives and the assessment techniques.

According to Barosso and Pon in TEAL (Teaching Excellence in Adult Literacy), the lesson planning has different model.⁴⁵ It is called as WIPPEA Model, an acronym that stands for Warm-up, Introduction, Presentation, Practice, Evaluation, and Application. They are described below:

- 1. Warm-up assesses preceding knowledge by reviewing previous materials relevant to the current lesson, introduce an activity that reviews previously learned content, and also include an activity that focuses on the topic to be taught.
- 2. Introduction provides a broad overview of the content and concepts to be taught and focuses the learners' attention on the new lesson.
- 3. Presentation to teach the lesson content and concepts, create an activity to introduce the concept or skill and then introduce information through a variety ways using visuals, realia, description, explanation, and written text and check learners' understanding of the new material and make modification in lesson procedures if necessary.
- Practice acts as models of the skills and provides opportunities for guided performance.

⁴⁵ As cited in TEAL Center Staff, Effective Lesson Planning, 1-2

- 5. Evaluation helps the instructor to assess each learner's attainment of the objective, include oral, aural, written, or applied performance assessments and omit the word bank for more advanced students.
- 6. Application provides activities that facilitate learners to practice their knowledge to their own lives.

This study analyzes the content of the lesson plans, the strategy used in developing lesson plans, the specific procedure and activities for students, the instructional materials and the evaluation process to be utilized during teaching and learning process.

9. Difficulties in Developing Lesson Plan

Developing a lesson plan takes thinking and practice. There are some problems might find when teachers and planners develop the lesson plan. According to Gafoor and Farooque, those difficulties are specifying the educational objectives, deciding and allotting the time, identifying and developing proper learning aids, sequencing the lesson, and using appropriate teaching methods.⁴⁶ The similar statement also stated by Kizlik which explained that the most common problems in developing lesson plan are specifying the objectives, the selection of the lesson assessment, the selection

⁴⁶ Gafoor and Umer Farooque, *Ways to improve lesson planning: A Student Teacher Perspective*, (Maharaja Madakarinayaka: India, 2010)

of the materials and choosing the students activities.⁴⁷ It can be inferred that when develop a lesson plan, the planners and the teachers may find some difficulties related with its components.

B. Previous Study

There are some studies related with lesson plan. The first research was conducted by Asfaw, done in 2002 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.⁴⁸

The second study was conducted by Herny in 2013. It was done in SMKN 8 Malang. He analyzed the formats of the lesson plans which were aligned by two different curriculums. The results showed that the English syllabus and lesson plans are influenced by the vision and missions of the school and the curriculum used for English subject was combined the curriculum of SMA and SMK. In addition, the formats of the syllabus and lesson plans apply the criteria of KTSP syllabus and lesson plan using character values. The procedures of the syllabus do not completely follow the criteria of KTSP while

⁴⁷ Bob Kizlik. "Five Common Mistakes in Writing Lesson Plans(and How to Avoid Them)", accessed on <u>www.educationoasis.com/instruction/bt/five common mistakes.htm</u>, on Tuesday, 27th January 2015

 ⁴⁸Abebe Asfaw, Thesis, An Analysis of Lesson Plans: The Case of English Teaching in Kafa Zone,
(Addis Ababa: Addis Ababa University, 2002)

the procedures of lesson plans follow the criteria based on KTSP. In fact, the developed lesson plan does not take significance roles in determining the learning outcomes of the students and are only the documentation of school administration.⁴⁹

The third study in 2012 was conducted in SMAN 3 Malang by Nurichsania. The result of the study showed that the teacher did not implement and develop her English syllabus and lesson plan in accordance with SBI regulation ruled by Education and Culture Minister. Furthermore, the teacher's syllabus and lesson plans have not satisfied all criteria in developing syllabus and lesson plans based on KTSP yet.⁵⁰

The next study was conducted by Kodriyah in 2011 at two national junior high schools, SMPN 1 Malang and SMPN 5 Malang. The researcher concluded the result of this study which showed that the teachers have already developed the competence standards and basic competence, the learning indicators, learning objectives, time allotment, the instructional materials, the teaching and learning methods, and the teaching and learning procedure, the assessment based on the KTSP curriculum to comprehend the curriculum to achieve the students' competences.⁵¹

⁴⁹Herny Istiqomah, Thesis, "The Development of English Syllabus and Lesson Plans at SMK Negeri 8 Malang", (Malang: Fakultas sastra Inggris Universitas Negeri Malang, 2013)

⁵⁰Nurichsania, Nina Amalia Thesis, "A Study on The Implementation of an English Syllabus and Lesson Plan in SMAN 3 Malang", (Malang: Fakultas sastra Inggris Universitas Negeri Malang, 2012) ⁵¹Kodriyah, Lailatul, Thesis, "An Analysis of Lesson Plans on Teaching Speaking at National Junior High Schools with International Standards (SBI) in Malang", (Malang: Fakultas sastra Inggris Universitas Negeri Malang, 2011)

The next study was a research dealing with designing a lesson plan which conducted by Rini in 2013. Her study focused on student teachers of English Education Department of The State Islamic Institute for Islamic Studies Surabaya. She tried to explore the quality of the lesson plan which has been made by student teachers. The result described that the ability of the pre-service English teachers in designing lesson plans are quite good although there are some missing parts.⁵²

The difference between those studies with this study is that the subject of the study is the level of the school; senior high school and vocational high school. Meanwhile, this study is conducted in junior high school which although the same as the last study which is conducted by Kodriyah, her study was focused on KTSP curriculum while this study is focused on integrated curriculum.

Furthermore, the previous study by Asfaw was focused on knowing the quality of the lesson plans designed by the teachers, and how the teachers applied the lesson plans in conducting teaching, while this study focuses on how the teachers develop the lesson plan using the integrated curriculum, Cambridge and 2013 curriculum.

The difference between this study and Rahayu's study is the subject of the study. This study is conducted in junior high school while Rahayu's study

⁵²Rini Budi Rahayu, Thesis, "An Analysis of Pre Service teacher ability in designing lesson plan at English Education Depatment of State Institute for Islamic Studies Surabaya", (Surabaya: Institut Agama Islam Negeri Sunan Ampel Surabaya, 2013)

was conducted in the state Islamic studies of bachelor degree. She analyzed the quality of the lesson plan designed by the students of pre-service teachers of English Education Department. Meanwhile this study conducts to describe how the teacher develops the lesson plan using integrated curriculum. Moreover, this study focuses on teachers in one of junior high school with special treatment using integrated curriculum.

In conclusion, the lesson plans in this study focuses on the development of its component regarding with the curriculum alignment of Cambridge and national curriculum called 2013 curriculum. This study also concentrates to the junior high school teachers in that special which apply this kind of curriculum. The researcher will analyze how the teacher develop the lesson plans and to know whether they ensue the alignment curriculum. Furthermore, the researcher wants to describe some difficulties in developing the lesson plans.