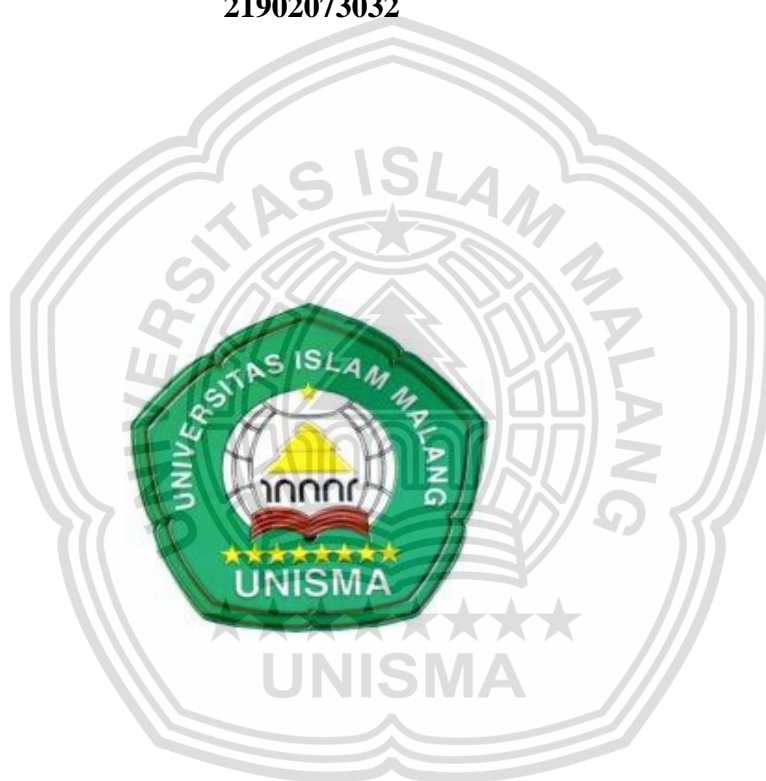




**THE DEVELOPMENT AND IMPLEMENTATION OF LESSON PLAN IN THE
TEACHING OF ENGLISH AT SMA AR-ROHMAH**

THESIS

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ABSTRACT

Mukhlas, 2021. The development and implementation of lesson plan in the teaching of English at SMA AR_ROHMAH DAU. Thesis, English Education Department, Post Graduate Program. University of Islam Malang: Advisor (1) Prof. Hj. Utami Widiati, M.A., Ph.d.

Keywords: *Teaching of English, Lesson Plan, Development, Implementation.*

The research analyzed the development and implementation of lesson plan in the teaching of English at SMA AROHMAH DAU. The research expounded the process and steps in developing lesson plan and the difficulties faced by teacher in implementing the lesson plan in the process of teaching and learning activity. The subject of this research were the first-class English teacher at SMA AR-ROHMAH DAU.

The objectives of the research are to investigate how the English teacher develops the lesson plan and to investigate the difficulties faced by the English teacher in implementing the lesson plan. The method of the research is qualitative to analyze the data. The technique of collecting data is documentation studies and interview with the first-class English teacher and interview the teacher with some questions.

The findings of the research indicated that, firstly, the first-class English teacher has some steps to develop lesson plan. Those are identifying the learning objectives, planning the specific learning activities, planning to assess student's understanding, planning to sequence the lesson in an engaging and meaningful manner, creating a realistic timeline, planning for a lesson closure, modifying the used teaching-method, combining the motivation section inside, maximizing the sophisticated technology toward the implemented lesson plan, and evaluating the process of implementation of lesson plan. Second, the difficulties faced by the teacher in implementing the lesson plan are controlling the students, measuring the quality of the student's capacity, noisy condition and lack of time that tend to happen when the process of teaching-learning activity has been done yet.

CHAPTER I

INTRODUCTION

This chapter contains an introductory explanation of the study. It will cover the background information relevant to the study; the background of the study, the statement of the problem, the objective of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

The global growth of English language learning has necessitated the development of successful instructional approaches. English language teaching of educational models has incorporated the requirement for effective teaching tactics, including strategies to motivate pupils. As the country's cultural and socioeconomic complexity grows, educators and school administrators must acknowledge that people from different cultures learn in different ways, employ different intelligences, and focus on different aspects of the educational model.

Cooperative learning strategies have been proposed as a means of dealing with major differences in the learner population. Understanding individual differences in cognitive processing and the implications for curriculum creation, instructional process, and the teacher/student interaction as a whole is one of the key difficulties for educators today (Herrold, 2017).

A lesson plan is one of the essential components that English teachers must consider. It serves as a guideline to ensure that the teachers' instructions lead to the desired result. Furthermore, the objectives, themes, materials, time

allocation, level, type of method employed, activities, and the manner in which the assessment is conducted are all interwoven in it.

Research has established that planning skills are an essential element of successful education. A well-planned program develops students to their full potential in the time available and promotes student achievement. It also assists teachers in meeting the essential elements of good teaching, such as shaping the space, time, and learning they share with students (Brown, 2001).

According to the book *Classroom Teaching Skills* (Cooper, 2013) to ensure a successful lesson, teachers at all levels are expected to prepare lesson plans that aid in the organization and delivery of their daily lessons. There are various approaches to lesson planning. Some teachers prefer to create detailed typed outlines, while others rely on handwritten notes.

Noticing some cases happened in the implementing method, teachers tend to develop lesson plans in more or less the same format. To begin, a lesson plan blank or template may be useful. This blank format sheet usually includes the following information: title/heading, standard of competence, basic competence, performance indicator, teaching objectives, procedures, assessment, and sources. In summary, Brewster (2009) defines lesson planning as one that has clear objectives, a variety of activities, is enjoyable for the students, and is appropriately challenging.

Lesson planning becomes an important measure of teacher's competence. A teacher with pedagogical and professional competence can demonstrate the ability to bring about the intended learning outcomes. Nevertheless, lesson

planning is often neglected, underutilized, misinterpreted, or poorly executed. Hafid (2017) argues that Some teachers consider lesson planning as a more or less interesting collection of ideas. Other people regard lesson planning as a worksheet, a handbook, a textbook, or a school game.

Similarly, previous research has revealed that many teachers have poor lesson planning skills. For example, (Sucuoglu, 2017) states that 65 percent of 130,000 EFL teachers' mastery of lesson preparation is still poor. He mentions that many teachers develop poor lesson plans. Sucuoglu explains most teachers are concerned about lesson planning. On another hand, beginner teachers tend to worry that planning lessons take too long, then there have been too many things to consider.

Experienced teachers tend to make a note when the boring condition happens in the process of teaching in the class. In summary, the data of Sucuoglu's research in China clearly demonstrates that many teachers lack sufficient professional and pedagogic skills. As a result, they do not consider lesson planning to be the final stage in improving teaching and learning effectiveness.

Considering the apparent deficiencies in teachers' lesson planning skill and research on lesson plan has not been well developed, according to Sukirman (2014) the subject comprehension and pedagogical skills of Indonesian education and science teachers are considered to be at a low level. In order to change this situation, some universities and schools have begun to implement collaborative activities under the aegis of Indonesian Marine Science and Techno Park

(IMSTEP). The recipient institutions under IMSTEP were the Faculties in UNY, the Indonesia University of Education (UPI) in Bandung and the State University of Malang (UM).

Furthermore, the researcher in this research tries to reinvestigate the various problem on developing the lesson plan and expound deeply the problem on when the teacher implements the lesson plan in the class. This research takes place setting in one of the secondary schools in Malang.

1.2 Statement of the Problem

Based on the background the study above, the researcher should address some questions:

1. How does English teacher develop the lesson plan?
2. What difficulties are faced by English teacher in implementing the lesson plan?

1.3 Objective of the Study

Based on the statement problem above, the researcher has some crucially important purposes. Those main objectives of the research are:

1. To investigate how the English teacher develops the lesson plan.
2. To investigate the difficulties faced by the English teacher in implementing the lesson plan.

1.4 Scope and Limitation of the Study

Scope is a range of thing that the subject organization (Oxford Learners' Pocket Dictionary, 2003). The scope of this study focuses on the development and

implementation of lesson plan in the teaching of English at SMA AR-ROHMAH DAU.

Limitation is potential weaknesses or problem with the study identified by the researcher (Creswell J. W., 2012). In this study, the researcher limits the research on only one teacher of the first class related to the development and implementation of lesson plan in the teaching of English.

1.5 Significance of the Study

This research is significant for three reasons. To begin with, this research can theoretically contribute to the literature on lesson plan preparation in the context of English teaching in Indonesia. Second, this research may equip teachers with practical ways for planning and implementing lesson plans so that they can improve their teaching quality. Finally, it is hoped that the outcomes of this study will be used as a starting point for improving lesson design.

1.6 Definition of Key Terms

In order to have a clear understanding of the terms used in this study, the researcher provides some definition of key terms in the research study:

1. Teaching : Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given (Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pincas, 2003).
2. Lesson Plan : In Permendikbud Number 65 of 2013 concerning to the process standards, it is stated that the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings. RPP was



developed from the syllabus to direct the learning activities of students in an effort to achieve Basic Competence.

3. Development: An improvement - qualitative, quantitative, or both - in the use of given resources
4. Implementation: an instance or act putting some variable things into action: the process of making something active or effective.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter present about conclusion and suggestion. The conclusion is related with the findings of research in each focus. There are two focuses in this research:

6.1 Conclusion

This study examines how an English teacher develops lesson plan in teaching of English at SMA AR-ROHMAH DAU and the difficulties faced by the teacher in implementing the lesson plan at SMA AR-ROHMAH DAU. The researcher has concluded main conclusion of this study that can be explained as follows:

Firstly, the first-class English teacher at SMA AR_ROHMAH DAU do some processes to develop lesson plan in order to get a successful teaching in the classroom. It is important to be practiced when an English teacher want to implement the lesson plan in his or her classroom.

Those processes of development are: identifying the learning objectives, planning the specific learning activities, planning to assess student's understanding, planning to sequence the lesson in an engaging and meaningful manner, creating a realistic timeline, planning for a lesson closure, modifying the used teaching-method, combining the motivation section inside, maximizing the

sophisticated technology toward the implemented lesson plan, and evaluating the process of implementation of lesson plan.

Second, there are some difficulties faced by the first-class English teacher when implementing the lesson plan in the class. Those are controlling the students, measuring the quality of the student's capacity, noisy condition and lack of time that tend to happen when the process of teaching-learning activity has been done yet.

Furthermore, in this research based on the discussion serves one of the most effective ways to overcome such problems or challenges is by evaluating the lesson plan and the result of its implantation. Then, building the strong motivation is that it can be analyzed which is not only teaching material reasons, but also motivating students to build up their minds.

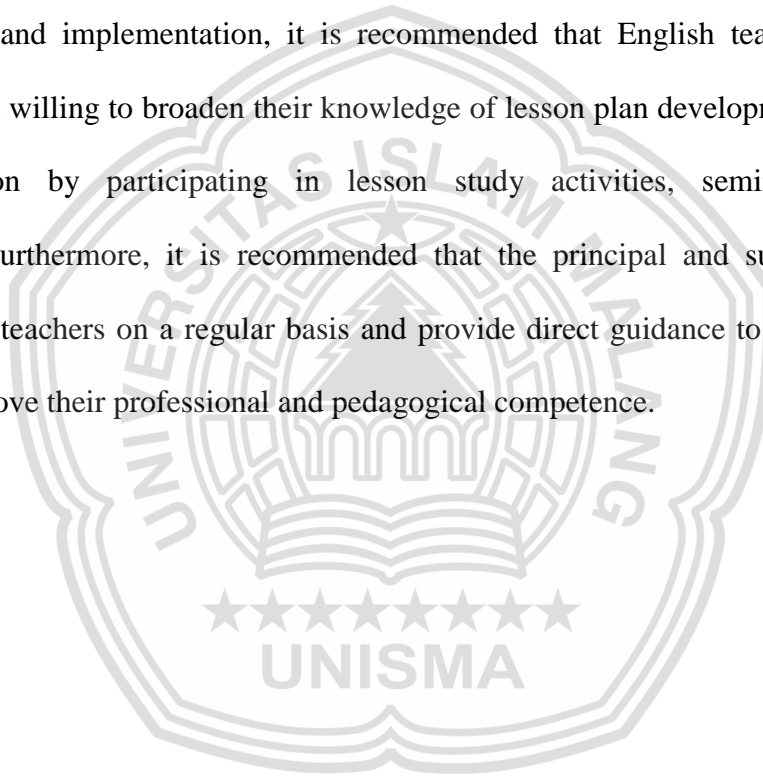
6.2 Suggestion

The following suggestions are worth examining in light of the current issue, which is about the development and implementation of the lesson plan, as well as the above-mentioned discussion.

First, in terms of lesson plan development, it has been stated that the teacher encountered pressing difficulties in combining components of lesson plans into a scripted-lesson plan. As a result, English teachers' school associations at the school and regency levels should give training and development to English instructors to assist them in preparing lesson plans.

Second, it is suggested that English teachers consult the works of others published in various scientific journals, both printed and soft-copy files, in terms of the implementation of the lesson plan covering the objectives, contents, procedures, and evaluation as the teacher's assurance of the success of classroom instruction.

Third, in order to improve English teachers' mastery of lesson plan development and implementation, it is recommended that English teachers as individuals be willing to broaden their knowledge of lesson plan development and implementation by participating in lesson study activities, seminars, or workshops. Furthermore, it is recommended that the principal and supervisor supervise the teachers on a regular basis and provide direct guidance to help the teachers improve their professional and pedagogical competence.



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