

THE IMPLEMENTATION OF ENGLISH TEACHERS' LESSON PLAN IN TEACHING AND LEARNING PROCESS IN ASHHABUL YAMIN BOARDING SCHOOL

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ABSTRACT

The purposes of this research were to find out how appropriate the lesson plan designed by the two teachers with the standard of a lesson plan and how appropriate the lesson plan designed by the two teachers with its implementation. The researcher used qualitative approach in the form of descriptive qualitative in this research. The informants of this research were two English teachers in Ashhabul Yamin Boarding school who taught at MTS and MA level. The data were obtained by document analysis, observation sheet and interview. The result of this research showed two findings. First, there was inappropriate between lesson plan designed by the two teachers with a standar of a lesson plan. Teacher A missed core competence, subject matter, and attachment. Meanwhile, Teacher B missed the indicator of competences achievement, the media, the sources, aspect attitude in assessment and attachment. Second, there was inappropriate between lesson plan designed by the teacher with its implementation. Both teachers did not follow the lesson plan in teaching and learning process, such as the method, the media, the steps of teaching and sometimes they did not assess students based on the aspect that they planned in the lesson plan.

Keywords: English Language Teaching, Lesson Plan, Teaching and Learning Process

INTRODUCTION

Teaching is an activity in transferring knowledge by a teacher to students. The teacher is a person who guides and provides knowledge. The students are those who receive knowledge tranferred by the teacher. According to Raja gopalan, teaching is regarded as both an art or science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Now, in teaching and learning process, Indonesia uses 2013 curriculum. According to Minister of Education and Culture Regulation No. 22 year 2016 about the standard of education process, the important learning principles in the 2013 curriculum is that students find out not to be told. One thing that is emphasized in implementing the 2013 curriculum is the use of scientific approach as an approach in

teaching and learning process. Hence, the teacher must be able to create effective learning in which students are active in the process as the 2013 curriculum expected.

One aspect which influences the effectively teaching is lesson plan designed by teachers. Brown in Septi (2014) stated that lesson plan as a set of activities which represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson. The importance of designing a lesson has been stated by many experts. Yuliana (2019) pointed out that lesson plan is an important aspect in teaching for the teachers and students in learning process. Firstly, it helps teachers to convey the learning materials. Secondly, arrange the teaching activities systematically. Thirdly, expect the effectiveness of teaching. Her theory confirms Harmer's statement in Septi, he highlights two important points of why to plan a lesson. Firstly, lesson plan is a guidance for teachers to refer to. Secondly, it relates to teacher's relationship with students.

Based on preliminary research on August 2021 in Asshabul Yamin Boarding School, the researcher did observation to the classroom with two English teachers at that school. The researcher found some problems in implementing the lesson plan. On class observation with first teacher, the teacher opened the class as usual. She was checking student attendance, then directly discussed the material on that day. There were no media and no student-centered activities in the learning process. The teacher just explained the material until the lesson was over. The teacher closed the lesson by asking for students' homework about material learned in the previous meeting. The teacher did the same thing for the other classes.

Meanwhile, On the class observation with the second teacher, the teacher opened the class as usual. She was checking student attendance, then directly asked student to did exercise in the book. After that the teacher and students discussed that exercises together while the teacher explained the material related to the exercise. Next the teacher asked students to did next exercises in the book until the lesson over. The time allocation that has been arranged by the teacher in the lesson plan was not sufficient for its implementation because the were some students who have not finished doing the exercise but they still have to collect the exercises to the teacher. For the other classes, the teacher also did the same thing.

In the next visiting, the researcher interviewed the two English teachers. The first teacher said, sometimes the method which have been set in lesson plan was not applied in the implementation because of the level of the students understanding. She also said, there were several materials were not suitable to use scientific method. On the another hand, the second teacher said, it was not easy to formulate what will be done in the learning activity. The teacher found it was difficult to develop interesting learning activities. So that the teacher often used the same pattern in determining the learning activities even though the implementation is often different from what was planned.

These phenomenon above finally bring the researcher to describe the implementation of the English lesson plan in teaching and learning process in Asshabul Yamin Boarding School.

METHOD

Research Design

Creswell (2009) stated that, qualitative research means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. In this research, the researcher uses qualitative approach. The design of this research is descriptive. Descriptive concerned with the assessment of attitudes, opinion, demographic information, condition, and procedures. Therefore, the researcher used descriptive qualitative study to find out and describe the appropriateness of the lesson plan made by the teachers with its implementation in teaching and learning process in Ashhabul Yamin Boarding School.

Subject of the Research

Informant is the person who gives and explained the information about phenomena of this research. This research is conducted in Ashhabul Yamin Boarding School. There were 3 English teachers at that school. The researcher chose two English teachers as the informants of this research because the other teacher did not give permission to research her class for some reasons.

Instrument of the Research

The instruments that the researcher used in this research were document, observation sheet and interview. To answer the first purpose of this research, the data were collected from document in the form of lesson plans. Then, to answer the second purpose, the data were collected from observation by joining in the learning process and using observation sheets. Meanwhile, to complete the unanswered data from observation, the researcher did interview.

Technique of Data Collection

In the first stage of the data collection, the researcher used document as the instrument. The document was lesson plan made by the teachers. The researcher asked for the lesson plan from the teacher. The second stage, the researcher did observation. The researcher joined the classes and followed the learning process. In the learning process, the researcher paid attention to how the teacher implemented that lesson plan. The last stages conducted with interview two English teachers. In this section, the researcher interviewed the two English teachers and asked several questions about their lesson plan and its implementation. The researcher recorded and screenshotted the interview process.

Technique of Data Analysis

After all the data was collected, the next step was to analyze the data. As Miles and Huberman's stated several steps of data analysis.

- a. Data collection: The researcher collected the data through document, observation and interview.
- b. Data reduction: The researcher resumed the data to make it focus on the purposes of this research and reduced the unnecessary data in order to decide whether the data is relevant or not with this research.
- c. Data display: The researcher displayed the data in table and narrative form that consist of the appropriateness of the lesson plan designed by the teacher with the theory and its implementation in teaching and learning process.
- d. Conclusion: the conclusion is the result of the finding based on the purpose of this research. The researcher described the conclusion from the data and information that have been obtained.

RESULTS

The appropriateness of the lesson plan with the standard of a lesson plan

The researcher asked for and analyzed teachers' lesson plan to know the appropriateness of the lesson plan with the standard of a lesson. There were 6 lesson plans which were collected from Teacher A and Teacher B. 3 lesson plans from Teacher A and 3 lesson plans from Teacher B.

a. Analysis of lesson plan from Teacher A

Based on 3 lesson plans that have been analyzed, the researcher divided it into two classifications. First, there were 8 indicators that were in accordance with the standard of lesson plan. Namely, identity, basic competence, objective, method, media, source, step of teaching and assessment. Second, there were 3 indicators which were not appropriate to the standard of lesson plan, namely core competence, subject matter, and attachment.

From the appropriate indicators with the standard of a lesson plan, Teacher A filled identity completely from the name of school, subject, class/semester, subject matter and time allocation. She formulated basic competence and formulated learning objectives referring to these basic competences. She also provided media as tools to deliver the material and she wrote the source of the material to be taught. In the step of teaching, she provided the learning activities with opening, core and closing activities.

Further, Teacher A provided method in the lesson plan. She used discovery learning and lecture method. For assessment, she evaluated students' attitude, knowledge and skill. Hence, we do not know whether the assessment based on the basic competence and the material have been taught or not.

Next, The 3 components which were not appropriate with the standard of a lesson plan were core competence, subject matter, method and attachment. From three lesson plans which were collected, the teacher did not formulate the core competence at all.

So, we can not see whether the basic competences were formulated referring the core competence. She also did not provide the subject matter in the lesson plan. From that, we don't know whether the material contains facts, concept, principle and relevant procedures or not. Meanwhile, for attachment she did not provide the instruments to assess students' attitude, knowledge and skill.

b. Analysis of lesson plan from Teacher B

From 3 lesson plans collected, Teacher B designed one sheet lesson plan as ordered by the minister of education and culture in December 2019. She combined core competence, basic competence and method used in formulating the learning objective. The table below presented these three lesson plans because the pattern of each lesson plan also was same.

Based on analysis result, there were 8 indicators were in accordance with the standard of lesson plan, such as identity, basic competence, objective, subject matter, method, step of teaching, assessment and attachment. Meanwhile there were 3 indicators did not formulate by the teacher, namely core competence, media and source. She did not formulate the core competence. She also did not use media as a tool to help her in the learning process. She as well did not provide source of the material.

The Appropriateness of the Lesson Plan with the Implementation

a. Observation result of implementation lesson plan from Teacher A

Observation result of topic: offering help

There were 4 indicators missed by the teacher, namely method, media, and steps of teaching. The method was teacher-centered. Meanwhile, in the lesson plan, she formulated discovery learning and lecture method. Hence, there was inappropriateness between the method formulated and the method implemented.

Next the media, there was no media in the implementation. Meanwhile Teacher A provided Hp, laptop, in focus and computer in the lesson plan. At least, she should use one of these media. So the media in the lesson plan and the implementation was not appropriate.

Furthermore, in the step of teaching. Teacher A only did opening activity as same as with the lesson plan. In the core activity, she followed all the steps, except the last step. In the last step of the core activity, she planned to ask a student to conclude the material. Then, in the close activities she did not follow the steps. She planned to ask question about the material being studied and ask students to do exercise. In fact, she directly asked students to do exercise. Therefore the steps of teaching in lesson plan were not appropriate with its implementation.

Last, Teacher A assessed two of the aspects of assessment as 2013 curriculum expected, which were knowledge and skill. It means, she did not assess students attitude. She asked students to do exercise based on the material being taught to

assess students' knowledge. Then, she asked one of the students to speak in every meeting in front of the class to assess students skill.

Observation result of topic: Applying for A Job

There were 4 of 7 indicators which were not appropriate with the lesson plan. The indicators missed were method, media, steps of teaching and assessment. The method was still teacher-centered. Meanwhile in the lesson plan she formulate discovery. The media in the learning process was a laptop, but the teacher did not use it because the battery was low. It means she prepared the media but unexpectedly she forget to charge the battery. So, what was planned in the lesson plan was not impelemented.

Forward, in the step of teaching, she did the same pattern with the first lesson plan. She only did opening activity as same as with the lesson plan. After that in the core activity, she just explained about the material to the students. Meanwhile, in the lesson plan, she provided learning acivities which encouraged students to be active in the learning. Hence, the students were not active because the learning process was teacher-centered.

Last, in the assessment, in this topic the teacher did the same assessment as as the first lesson plan. she only assessed students knowledge and skill. Meanwhile, she planned to assess students attitude in lesson plan.

Observation result of topic: Breaking News

The researcher found teacher A still missed 4 indicators which she had written in the lesson plan. They were method, media, the steps of teaching and the assessment. The method was still teacher center. Then, there was no media in the learnng process as the teacher designed in the lesson plan.

Furthermore, in the step of teaching, she also only did opening activity as same as with the lesson plan. After that, in the main activity, she just explained about the material to the students. In the learning, the students were not active because the process was teacher-centered. One more thing, the teacher did not give the students assigment after teaching. She did not provide the instruments of assessment. She also did not ask students to do exercise in the book after teach the material. So the teacher did not make sure wheter the learning objectives have been achieed or not.

b. Observation result of implementation lesson plan from Teacher B

The researcher presented the implementation of lesson plan “stating capability and willingness” and “Expression suggestion” in one table below because the teacher did the same pattern in the implementations.

The observation result of topic: Stating Capability and Willingness and Expression Suggestion

There were 5 indicators which were appropriate with the lesson plan. Such as the time allocation covered the material be taught. The material based on the basic competencies that will be achieved. The material contained fact, concept, principle and procedure. The teacher used book as a source.

Furthermore, she also gave assessment as she planned in the lesson plan. She assessed students knowledge by exercise and assessed students skill by asked students to read dialogue. She did not assess students' attitude because she did not plan it in the lesson plan either.

In the another side, there were 2 indicators were not appropriate with the lesson plan. They were method and step of teaching. She did not use the method which she formulated in the lesson plan. Meanwhile, she always tried to involve the students be active in the learning activities. The processes were she explained the material first. Next, she asked students to do exercise in the book. After that she asked some students to write their answer on the whiteboard based on the number of the question. Then, she discussed the exercise with the students while explained the material again..

Last, in the step of teaching, she followed the opening activity as she planned. In the main acitivity she explained the material and asked students to do exercise. After that, the teacher and students discussed the exercise together while connecting the questions with the material. In the closing acitivity she asked students to answer the next exercise until the time was over without discusse it. Then she asked students to collect their exercise. Meanwhile in the lesson plan she provide learning acivities with through literacy, critical thinking, collaboration, communication and creativity.

Observation result of topic: Expression Obligation and Prohibition

The observation result was almost same with the other topics observation result. In the steps of teaching, Teacher B also did the same pattern with other observations. Such as she explained the material. Next, asked students to do exercise. After that she disscused it with the students while she connected the question with the material that has been explained. Then in the closing activity she asked students to do next exercise until the time was over.

The difference between the first and second lesson with the third lesson was in the aspect of assessment. She gave assessment as she provided in the lesson plan, but she only assessed students knowledge. She did not assess students skill as she did in the others lesson plan. Whereas, in the lesson plan she provided assessment base on aspect knowledge and skill. In the fild, She assessed students' knowledge by asking students to do exercise. In the others obervation she assessed students' skill by asking students to read the dialogue.

DISCUSSION

The Appropriateness of the Lesson Plan with the Standard of a Lesson Plan

Based on document analysis above, there were some components which teachers missed in designing the lesson plan. They were core competence, indicators of competencies achievement, subject matter, media, source, assessment and attachment.

The first, is core competence. Teacher A did not formulated it in the lesson plan. Core competence is on of several componets that should be formulated in the lesson plan. The core competence can quote from Minister of Education and Culture Regulation No 21 in 2016. The competence include spritual, social, knowledge and skill. If the teacher did not formulate the core competence in lesson plan, we dont know whether the basic competences which students will be achieved in the lesson plan is reffering to the core competencies or not.

The second is the indicators of competencies achievement. Teacher A formulate the indicators but Teacher B not. 2013 curriculum expected teachers balance 4 aspect that exist in the core competences in formulating the basic competences and indicators of competences achievement. The two English teachers only focused on the students knowledge and skill in formulating basic competence and indicators of competences achievement. If the teachers did not formulate the indicators in the lesson plan we dont know what are specifict things should students achieve in the material being taught.

The third is subject matter. Teacher A did not attach the material in the lesson plan. teacher should provided the material in the lesson plan. so that, we can see the relationship between the material and the basic competencies/indicators that students will achieve.

The fourth is media. Media is one of components that should be provided in the lesson plan. Media is a tool that help teacher in delivering the material in the learning process. Teacher A provided the media in lesson plan but teacher B did not. The media used by Teacher A seems to qualify as a tool used to assist in the process of delivering learning material.

The fifth is source. Teacher A wrote the source of the learning in the lesson plan but Teacher B did not. Source is also a component which must be stated in the lesson plan. The source can be book, internet and environment.

The sixth is assessment. The two teachers provided assessment in their lesson plan. Teacher A assessed students in three aspect as 2013 curriculum expected. They are aspect of attitude, knowledge and skill. Meawhile Teacher B only assessed aspect knowledge and skill. Meanwhile, Students' attitude has to be assessed to fullfill KI.1 and KI2. 2013 curriculum expected not only create intellegent students. but also create students with good charracter.

The last is attachment. Attachment is the last components that should be provided in lesson plan. It serves as a complement in learning. Such as materials and instrument of assessment. The two English teachers did not prepare other instrument to assess students

skill and attitude. Meanwhile Teacher B attached the learning material in each of her lesson plan.

The Appropriateness of the Lesson Plan with its Implementation

The components which can be observed in the learning activities were identity, subject matter, method, media, steps of teaching and assessment. From these 7 components, there were 4 components which were inappropriate between the lesson plan and the implementation. They were method, media, step of teaching and assessment.

The first is method. 2013 curriculum expects students to be active in learning. So, it requires teachers should use scientific method in the learning. The two English teachers stated use discovery learning approach in the lesson plan. Meanwhile in implementation they did not apply it. They taught students with lecture method. They explained the material and then asked students to do the exercise. It means, the method were not allowed students be active.

The second is media. In several observation Teacher A has ever brought a laptop in the learning but she did not use it. In the other side, Teacher B did not use media in implementation as she has not provided it in her lesson plan. The teachers should prepare media before teaching because it can helps teaching in teaching and support the achievement of the learning objectives.

The third is step of teaching. base on several observations The two teachers teach with opening, core and closing activity but they never follow the step of teaching that they been written in lesson plan. They also always use the same pattern in teaching. because of that, the students look bored and not interesting to learn English. The teachers have to designed creative learning activity and follow the steps. So that, students will more interesting in learning.

The last is assesment. 2013 curriculum expects students not only gain knowledge but more emphasis moral and make students have good character. Teachers have to balance attitude, knowledge and skill. Base on several observation, the two English teachers almost always ask students to do exercise after they explain the material. The aspect of assessment only focus on the knowledge and skill. Teacher A almost always assesses students' skill in every meeting by asking them to speaking in front of the class. She also always assessed students knowledge by asking them to did exercise in the book. Teacher B did the same assesment. Meanwhile based on three lesson plans from teacher A and teacher B. There was each one lesson plan assesment that does not appropriate with its implementation .

Thus, based on several lesson plan with the implementation there was inappropriate between the two. Indeed Jensen stated one of three principle in lesson plan is flexiblility, but it can happen for some reasons. If there is continous discrepancy between lesson plan and its implementation, it means that there is no banefit from designing the lesson plan. Hence the teachers should designed lesson plan carrefully as a guide to help them in teaching and learning process.

CONCLUSION

According to the finding and discussion above, there was inappropriate between lesson plan with its implementation. the researcher concluded, the teachers had lack information about the standard of a lesson plan such as in formulating core competence and indicator, providing the media, the source and the aspect of assessment. In the implementation, the teachers did not use the media, the method as they stated in the lesson plan. they also did not follow the step of teaching and did assessment based on the lesson plan that has been made.

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