

THE USE OF LESSON IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMA N 1 AKABILURU DISTRICT

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ABSTRACT

This research was conducted to find out the application of lesson plan in teaching English at XI grade of SMA N 1 Kecamatan Akabiluru. The researcher found several problems on teacher's application of lesson plans in teaching. The teachers have to create a lesson plan before teaching. Lesson plan consists of three stages; pre, while, post and the end of teaching. Although teachers created a lesson plan before teaching. The teachers still did not apply some of Pre, while, or the end in teaching subjects. It can be seen in teaching activities, the teachers used different method in every classes but the teachers used same lesson plan for every class. In this case, the teachers did not follow the learning procedures in lesson plan although it was brought in class for each meeting. This research was designed as descriptive qualitative research. The informant of this research was the teacher who teaches English in eleventh grade of SMA N 1 Akabiluru District. The research used observation and interview as technique to collect the data. First, the researcher observed the lesson plan of teachers who are teaching in class. Second, the researcher interviewed the teachers about the lesson plan when teaching in class. Based on the result of data analysis, showed that one of the two English teachers designed of lesson plan by edited the lesson plan that had been made by someone else as well both English teachers has applied all of learning procedures of lesson plan in teaching English. In different meeting, both teachers did not fully apply the whole procedures of learning activities as those are written in lesson plan. In addition, both teachers used different way of teaching. It was found that both teachers were difficult in allocating the time for each procedures.

Keywords: *Lesson Plan, Teaching English*

INTRODUCTION

Lesson plan is a necessary component of successful in teaching process for teacher. Lesson plan helps teacher to give the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a „map“ for the teacher to follow, and to provide a record of what has been taught. Therefore, it means that lesson plan is very important for teaching in the classroom and helps the teacher thinking about the lesson in advance to resolve problems in learning. A well-prepared lesson plan gives a measure of self-confidence and minimized feelings of inadequacy.

According to Joseph and Leonard in Mulyasa, teaching without adequate written planning is sloppy and usually ineffective, because the teacher has not thought out exactly what to do and how to do it. It means that, lesson plan is an important thing to do in order to support competency formation on the student with

an optimal lesson plan. The teacher required in able organizing basic competences to be achieved by students in the teaching and learning process. In addition, by having lesson plan the teachers are encouraged to be more prepared to deal with teaching instruction with a lesson plan. Lesson plan need to be developed by the teacher as a direction or road map toward all activities to be done by the teachers and students in the classroom in order to achieve one or more specific competencies appropriately and effectively.

Therefore, lesson plan is very important for teacher in teaching. It should be prepared and developed well and systematically by the teachers in order to create effective, interesting, and fun in the classroom. By having a lesson plan, the teacher is able to manage her time, effort, and decision a resource efficiently in each meeting. Obviously, creating a lesson plan can be difficult to do and requires efforts, energy, and time to accomplish. Without lesson plan, the teacher will be difficult to teach in the classroom, cannot manage time, and what the teacher transfers to the students will not connect. Hence, a lesson plan helps teachers to save much time in the coming years since the lesson plan developed and can be applied several times without forgetting to update it.

The researcher did research at SMA N 1 Akabiluru District. Then, at SMA N 1 Akabiluru District, the facilities are available, such as multimedia-based learning, laboratory computer and IPA, hotspot area, library, sports fields and e.tc, so that is mutual support for the creation of the progress and process of independence in SMA N 1 Akabiluru District. In this SMA N 1 Akabiluru District has Accreditation "A (Very Good)". This school has 4 English teachers with S1 and S2 education. Furthermore, one indicator of the success of learning English in the school is through lesson plan that designed by teacher. Lesson plan involves decisions about the pedagogical dimensions of the lesson, but another important aspect of a lesson concerns the management of learners during the lesson. It clearly defined that, lesson plan is a draft plan that will be used as a teacher during the learning process in the classroom.

Therefore, the teacher designed the lesson plan but it not used while teaching so that the lesson plan that made by teacher is administrative conformity procedures in teaching. In fact, the teacher teaches the students unstructured. The design of lesson plans is part of teacher competencies that must be mastered. Researcher

viewed in field; there were still many teachers who considered lesson plan only as one of the requirements in teaching, without knowing the meaning design of lesson plan.

Based on the preliminary research was done by researcher that observation and interview which was done by the researcher at the first semester of second grade in SMA N 1 Akabiluru District on July, 2018. The researcher chose an English teacher in English lesson at the eleventh grade. The researcher found the teacher used and prepared lesson plan for teaching before the classroom begin. The researcher found some problems while the English teacher applied referred to lesson plan design in teaching. It was indicated that when teaching referred to lesson plan design, there were some problems occurred in the classroom. First, the English teacher was indicated to copy and paste from someone's lesson plan. The teacher designed the lesson plan by editing someone's lesson plan. Second, the teacher did not apply procedures of lesson plan appropriately based on the design she made before teaching procedures from the lesson plan. Hence, the teacher's teaching procedures in the class were not the same as the lesson plan she made and it was not balance to apply it in the class from her lesson plan design.

In conclusion, the phenomenon in the field showed that the teacher still had problems with the lesson plan she made and the application in classroom. Thus, researcher wants to conduct a research under the title "The Use of Lesson Plan in Teaching English at The Eleventh Grade of SMA N 1 Akabiluru District".

REVIEW OF RELATED LITERATURE

The Nature of Lesson Plan

Lesson plan is the guidance of teacher in teaching so that it is in accordance with the basic competency and standards of the day. Before the teacher teaching must prepare a lesson plan, therefore according to Mulyasa, lesson plan is short-term planning for estimating and projecting about what will be done by the teacher in learning, and the formation of the competence of learners. It means that, lesson plan is an important component by teacher to can control of the teaching time in learning process. Lesson plan is kind of element that should be considered for teacher teaching. In teaching and learning process, a teacher is required to prepare good preparation such as lesson plan.

Lesson plan is acknowledged critical to the success or failure of a teacher lessons should be planned within the time allotment for the subject. The term “lesson” is popularly considered a unified set of activities that cover a period, usually ranging from forty to ninety minutes. While a plan is which way, they should to go to make the lesson done well. A lesson plan prevents wandering away from the subject matter by making the teacher conscious of what they have to accomplish for the one meeting.

Accordingly, lesson plan is a set of plans that guide teachers in implementing their learning stages. Which means a lesson plan help the teacher as a unified set of activities that focuses on one teaching objective at a time? Therefore, lesson plan is one important thing that should be arranged by the teacher before they teach. Lesson plan needs to be developed by a teacher as a direction or road map towards all activities to be done by the teacher and students in the classroom in order to achieve one or more specific competencies appropriately and effectively.

Permendikbud No. 19 of 2005 concerning the national standard of education article 20, “planning the learning process includes syllabus and lesson plan that contain at least learning objectives, learning resources, and assessment of learning outcomes. Lesson plan was developed from the syllabus to direct the learning activities of students in an effort to achieve a basic a basic competencies. The teachers usually develop lesson plan referred to syllabus that decided by corporation of Education National (BSNP/Badan Standar Nasional Pendidikan) in curriculum. According to Mulyasa, curriculum is defined as a set of plan and rules of objectives, contents, materials of study as well as methods used as a guideline of teaching and learning activity instruction in order to reach the specifics goals of education. It means that curriculum is defined as a set of plan in teaching and learning activity in the class.

By arranging the lesson plan, the teachers will be successful in delivering the materials to the students. Consequently, the application of lesson plan in teaching should be concerned. It means the application is based on lesson plan that he made, specifically for English teacher. Lesson plan needs to be developed by a teacher as a direction or road map towards all activities to be done by the teacher and students in the classroom in order to achieve one or more specific competencies appropriately and effectively.

Permendikbud No. 22 of 2016 concerning the standard basic secondary education process that learning planning is designed in the form of syllabus and lesson plans that refer to content standards or learning planning including preparation of lesson plans, media preparation, assessment tool resources and learning scenarios and adjusting to the learning approach used, the purpose so that learning takes place interactively, inspiring and fun. It means, lesson plan is made based on the syllabus that has been determined by the government or the school, a teacher must make a lesson plan before entering the lesson, so that teacher teaches is not floating everywhere.

According to Wina Sanjaya, lesson plan is a plan of the program that arranged as guidance in learning and teaching and it is as a systematic record of a teacher's thoughts about what will be covered during a lesson. So, planning ahead to identify a course of action that can effectively help the students reach their goals and objectives is an important first step in effective instruction.

In addition, lesson plan is one important thing that should be arranged by the teacher before they teach. The teachers usually develop lesson plan referred to syllabus that decided by corporation of Education National (BSNP/ Badan Standard Nasional Pendidikan) in curriculum. As for what has been described above, the understanding of the lesson plan presented by E. Kosasih, said that lesson plan is a learning plan whose development refers to a particular basic competence (KD) in the curriculum or syllabus. Therefore, lesson plan is defined as a set of plan in teaching and learning activity in the class. Which means a lesson plan help teachers as a unified set of activities that focuses on one teaching objective at a time?

The Natures of Teaching English

Teaching process in the classroom involve teacher and student interaction. The class is usually started by opening the session. In the main activity, the teacher usually gave instruction to the students, elicit the students while giving the material and give feedback for the student work all involve teacher's talk. According to Brown, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. It means, teaching English very importance in education.

In teaching English, the teacher has the role very importance to educate students. The teacher will be success in teaching when the students understand about the material of the lesson and the students practice it.

REVIEW OF THE STUDIES

In supporting this research, there are several relevant studies conducted by some researchers about the implementation of lesson plan in teaching by the teacher in the classroom.

The first researcher is Mulyani (Reg. Number: 110920080010). A student of Syiah Kuala University Banda Aceh on her qualitative research on thesis title “An Analysis of English Lesson Plan Academic Year 2012/2013 at the First Semester of MAS Darul Ulum Banda Aceh”. The objective of this study was to investigate whether the English lesson plan provided by the only teacher of English at the first semester of MAS Darul Ulum Band Aceh. The qualitative data were obtained from the content analysis checklist, the questionnaire and the interview conducted to the teacher of English at the first year and the principal of MAS Darul Ulum Banda Aceh, and document. Last, the find showed that the lesson plans implementation by the teacher at the first semester of MAS Darul Ulum Banda Aceh. So, this research only analyses the implementation components of lesson plan in teaching English, not to analyses its contents of the lesson plan in teaching English.

In the next research conducted by Septi Sesorina, 2014, at Universitas Pendidikan Indonesia is entitle” The Analysis of Teaching of Teachers” in Implementing Theme-Based Instruction for Teaching English to Young Learner”. This paper investigated what aspect taken in the lesson plan in implementing Theme-Based Instruction. She analysed fifteen lesson plans by using qualitative method and descriptive case study as its framework. The data were obtained from document analysis and interview. The result of this research showed that both teachers were aware in making lesson plans, which all aspects are connected with each other, and more specifically in implementing Theme-Based Instruction, most activities have reflected the characteristics. However, improvements are needed in composing behavioural objectives encouraging students” responsibility, and producing learning outcomes.

Last, Arik Suprpto was done his research by title “The Implementation of Lesson Plan in Teaching Practices of Sixth Semester Students of English Education Department of Muara Kudus University in Micro Teaching in the Academic Year 2012/2013”. The design of this research is descriptive qualitative research. The data of this research are the teaching activities, which are written in the form of lesson plan and performed in teaching practice video. Those data will be analysed by implementing the learning steps based on the teaching practice. After analysing and calculating the data, it is obtained that the implantation of lesson plan by the teacher in teaching at class as many as 60%. Therefore, it means that he seldom used it.

Most of the researchers used descriptive qualitative design in their researchers and had conducted their researchers about lesson plan. The researchers did the same models in descriptive qualitative and focused on lesson plan. Otherwise, the research describes the Implementation of Lesson Plan in Teaching English by the Teacher at class.

RESEARCH METHOD

In accordance with the problem and focus on the above research, this research used descriptive qualitative. According to Sugiyono states that descriptive qualitative is one of the research project, which explore the object in, obvious and focus on the correct issue. This research gave the description of some situations objectively without giving kinds of experiment activities and describe the phenomenon existing in field in order to get the informant. Beside, Margono stated that in qualitative research the research-analyzed data and explained the result narratively.

This means that qualitative researchers study in their natural setting, attempting to make sense of or interpret phenomenon in terms of the meaning people bring to them and involve the study use and collection. It shows the fact systematically and the object of the research accurately. The researcher identified the used of lesson plan in teaching English by the teacher. In addition, Gay says that descriptive research determines and reports the ways things are.

In this occasion, the researcher analysed the used of lesson plan in teaching English at SMA N 1 Akabiluru District. The procedures of lesson plan in teaching show through the techniques and elements of lesson plan development.

FINDING AND DISCUSSION

Based on the description and analysis of data above, generally the researcher found the teacher had applied of lesson plan in teaching English. Both teachers had shown different teaching procedure in different meeting. On the other hand, it was found that the teacher did not fully apply the whole procedures of learning activities as those were written in their lesson plan. In some meeting, the teacher skipped some procedures and they did not teach their students according to the lesson plan they have previously prepared.

In addition, the statement above in accordance with the opinion of Joseph and Leonard in Mulyasa, teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.

Based on the analysis of the data above it can be concluded that in designed the lesson plan, lesson plan must be self-designed because it is difficult to teach well and hard to set the duration of each activity without lesson plan. Therefore, the teachers must design their own lesson plans before teaching, so that, teaching is conceptualized and runs well.

In accordance with the teachers' statement about supported by Permendikbud No. 22 of 2016. Concerning the standard basic secondary education process that learning planning is designed in the form of syllabus and lesson plan that refer to content standard or learning planning including preparation of lesson plan, media preparation, assessment tool resources and learning scenarios and adjusting to the learning approach used, so that learning takes place interactively inspiring and fun. It means, the use of lesson plan is very important because it able to help the teacher in managing the duration, activity of the class, and planning the media that is going to be used in the class. There are also other experts who supported the statement by E. Kosasih's opinion, said that; lesson plan is a learning plan whose development refers to a particular Basic Competence in the curriculum or syllabus.

In addition, based on the analysis of the data above it can be concluded that in designed the lesson plan must be guided by the syllabus, it must be taken form the. Basic Competence in the syllabus and then developed from the content

standard, so from that, the teachers must be guided by the syllabus in designed the lesson plan that will be used to conform to the curriculum that set by the school.

Therefore, the teachers statement about the procedures used in formulating learning objectives was also supported by Eunice's opinion, the objectives are the observable and measurable abilities the students will have once they successfully complete the source. Based on the analysis of the data above it can be concluded that the procedures used in formulating learning objectives, the teachers take indicators that have been made based on Basic Competency, thus, the learning objectives must be clear and can measure the ability of students in teaching and learning in the classroom.

Based on the teachers' statement about in accordance with E. Kosasih's opinion, KD should be set according to the syllabus. It means, based on syllabus. But there is also the opinion of other experts based on the standard of content of Minister of Education and Cultural affairs No. 81A year 2013, KD are several competence which have to be masters by students for a certain subject as a basic for establishing indicator of competency. Thus, analysis of the data above it can be concluded that the procedures used to formulate KD and IPK one English teachers in the school first formulating KD was taken from the content standard that have been formulated by the curriculum-making team from the center, then developing new IPK based on KD, KI which is in the standard content.

Therefore, the statement is supported by Permendikbud No. 22 2016 that the steps in preparing lesson plan, learning materials containing facts, concepts, principles and procedures that are relevant and written in the form of items in accordance with the formulation of competency indicators.

Based on analysis of the data above it can be concluded that in determining the learning material it should contain relevant facts, concepts, principle, procedures and be written in the form of items in accordance with the form of items in accordance with the formulation of competency indicators.

Based on the statements the teachers about procedures for determining learning methods supported by Permendikbud No. 22 of 2016, that steps in preparing lesson plan, learning methods, used by educators to realize the learning process, so that, students reach KD that is adjusted to the characteristics of students and IPK.

So research can determine how to determine the method of learning that should be adapted from KD in order to realize the teaching and learning process in class, to achieve KD that is tailored to the characteristics of students and KD to be achieved.

Viewed from the media used in learning the two teachers said the same thing that the media used in learning were many, could be media images, projector, blackboards, audio-visuals, cellphones. and depending on the material, in accordance with the above statement by Minister of Education and Cultural affairs Regulation No 81A year 2013, that lesson plan consists of at least the learning objectives, materials methods, evaluation, media used such as textbook, computer, internet and so forth in order to conduct teaching learning activity run well. It can be concluded that the media that must be used a lot, for example, media images, blackboards, projector, computers, internet, textbook.

I can be seen from the statements of the two teachers about learning resources. Both teachers had the same statement that learning resources could be the environment, the books in the library, textbooks, newspapers, the internet then students who search for themselves and others. In accordance with the statement of the Minister of Education and Cultural affair Regulation No. 81A year 2013, that lesson plan consist of at least the learning objectives, materials, methods, evaluation, resources of learning are based on core competency and basic competency, materials, activity and achievement indicator of competency, in this viewpoint, resources are tools, textbook, and internet. Based on the analysis of the theory above, it can be concluded that there are so many learning resources, textbook, books in the library, internet, etc.

Seen from the statements of the two teachers about how lesson plan is used as a learning guideline, both teacher said the same opinion, the lesson plan is a guideline, to make the teaching can be conceptualized the lesson plan must be understood first, the lesson plan does not have to be brought to the class. All the teacher need is to understand it. Moreover, the teachers need to know objectives of the lesson that must be achieved.

Therefore, the teachers' statements about lesson plan is used as Wina Sanjaya supported a learning guide. Lesson plan is a plan is a plan of the program that arranged as guidance in learning and teaching and it is a systematic record of a

teachers thought about what will be covered during a lesson. Based on Sanjaya and analysis of the data above, it can be concluded that the lesson plan is used only as a guideline for the teaching and learning process used by the teacher and the teaching should be adjusted to the lesson plan that was previously designed.

From the statements teacher about the application of the lesson plan in teaching, the teachers said the same thing that the application of the lesson should be in accordance with the procedure in the lesson plan that is made, but sometimes it is not adjusted according to the procedure because of seeing the situation and conditions in the classroom. The process of learning might be a little less than expected however most important thing about it is the goal of the teaching. In accordance with the statement above Wina Sanjaya. The lesson plan is a plan of the program that arranged as guidance in learning, teaching and it is as a systematic record of teachers thoughts about what will be covered during lesson that, it can conclude that the application of the lesson plan must be adjusted to the plot of the lesson plan that has been designed so that the learning process runs well.

In addition, from the statements of the teachers about assessment instrument used in learning, the assessment instrument was adjusted based on the KD made in the lesson plan, depending on the indicators, depending on the material, for examples, assessing knowledge, cognitive first, can be written and oral question and taken from KI 3. In accordance statements above supported by Minister of Educational and Cultural affair Regulation No. 81A year 2013, the lesson plan consists of at least the learning objectives, materials, methods, and evaluation, instrument based on core competency, basic competency, materials, activity, and achievement indicator of competency.

From the analysis above it can be concluded that the assessment instrument that must be used and it has is to be adjusted to KD, the materials and based on competency, materials, activity and achievement indicators of competency.

Furthermore, one indicator of the success of learning English in the school is through lesson plan that is designed by teacher. Lesson plan involves decisions about the pedagogical dimensions of the lesson, but another important aspect of a lesson concerns the management of learners during the lesson. Lesson plan is a draft that will be used as a teacher during the learning process in the classroom. Both the poor quality of learning process depends on the lesson plan designed by the teacher.

However, the results are not always as expected. In fact, on the field there are few teachers in teaching English who are not following the lesson plan and choose to teach how they like it to be. The preparation of lesson plans is part of teacher competencies that must be mastered. As researcher perspective in the field, there are still many teachers who consider lesson plan only as one of the standard requirements that must be fulfilled, without knowing the meaning and the importance of lesson plan.

The teacher did not fully apply the whole procedures of learning activities as what had been written in the lesson plan. It is probably due to some factors. For example, the teachers might feel it difficult in allocating the time. Time assumed that time is so affected by classroom atmosphere.

If the classroom atmosphere is not so good, some allocated time to the certain activities in lesson plan will be used to make the classroom atmosphere more conducive. Another possibility might be because of the student's condition. If the students misbehave and disturb the learning process, the teacher will spend more time to take care of the students rather than sticking to the procedure of the lesson plan. The material will make teacher spend a lot of time re-explain it to ensure students understand it. The research found this problem, if the beginning of teaching had bad atmosphere, then time allocation would not become as the teacher mention lesson plans.

The management of classroom time is a complex and difficult tasks for teacher, even though this problem appears to be a rather simple and straightforward. Fortunately, there is a well-develop knowledge base on the use of classroom time that can guide teacher planning. Essentially, this research was validated based on what experienced teachers have always known. The time available for instruction that appear to be so plentiful when the year begins soon becomes a scare resource. Unfortunately, what appear to the efficient use of time stems produce little, if any, students learning? This suggests that the effective use of time is just as important as the amount of time spent a topic.

CONCLUSIONS

The purpose of this research is to know how the teacher The Use of Lesson Plan in Teaching English at the Tenth Grade of SMA N 1 Akabiluru District. Based

on the researchers question about the appearance and application of lesson plan in teaching English, it can be concluded that both teachers had same lesson plan but different application. Even though both English teachers have applied their lesson plan in teaching, the teacher did not do some procedures perfectly.

The difference mostly occurs in while learning activities; it consists of observing, questioning, exploring, associating, and communicating. The first teachers used lesson plan effectively, but the second teacher did not. All of differences were found in observing activities. The first teacher used an object as media of the material; this action is suitable with lesson plan. On the other hand, the second teacher used other objects to deliver the material. However, in the learning process both teachers did not fully follow the procedures of learning activities perfectly based on their lesson plan. Thus, that allocation of time is not effective. In addition, this problem occurs because differences atmosphere class.

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