

An Analysis on Lesson Plans Developed by Indonesian Student Teachers

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1.0 Introduction

One of core component of knowledge should a teacher have is pedagogical knowledge (Richard, 2001). Pedagogical knowledge is the ability of teachers to restructure content knowledge for teaching purposes, and to plan, adapt and improvise. On the other words, pedagogical knowledge is also defined as the ability of teachers to manage the learning process of the learners which covers the following things: understanding educational principles, learners, curriculum and syllabus design, lesson planning, conducting good learning process, being able to utilize ICT in learning process and being able to give evaluation on student learning (Indonesian Educational Minister Regulation No. 16, 2007).

From those statement, it can be concluded that being a teacher is a must to be able to make preparation before teaching. The preparation that should be made by a teacher is lesson planning.

Lesson plan is a tool that can be used by teachers when delivering materials during teaching learning process. Several studies n lesson planning revealed that lesson plan is a very crucial component during teaching learning process. The importance of lesson plan in learning process is supported by Rubio (2009) who states that lesson plan makes the content and the session of teaching and learning interesting and involving. It means that lesson plan can influence the success of our teaching. Therefore, having ability in designing lesson plan is a must for teachers and students teachers as well. .

Although lesson plan can influence the success of teaching and learning process and it is regarded as an important tool for teachers, the research on analyzing lesson plan is rarely done. Researchers in language teaching seem to give more attention on research related to teaching techniques or teaching methods. That is why the writer was curious to analyze the lesson plan prepared by the student teachers of English Education Department when they had teaching practice program in the 2014/2015 academic year. In this research the writer focused on analyzing the learning objectives as one of the component on lesson plan which were written by the students on their lesson plan/

2.0 LITERATURE REVIEW

2.1 Lesson planning

Lesson plan is needed for the success of teaching and learning. That is why it is very necessary for teachers to make preparation before teaching in the form of lesson plan. What is lesson plan? A lot of experts define lesson plan differently. Lesson plan is a tool that can be used by teachers when delivering effective instruction (Chatell, 2002). In line with this definition, Jensen (2011) states that lesson plan is an extremely useful tool that serves as a combination guide, resource and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goal for our students. Lesson plan is also defined as a details description of an instructor's course of instruction for an individual lesson intended to help learners achieve particular learning objective (Barroso, K & Pon, 2014)

Based on those definitions, it can be concluded that lesson plan is a tool and guidance used by teachers when teaching a lesson in order to achieve a particular learning objective.

2.2 **Benefits of lesson planning**

Writing lesson plan has a lot of benefits. One of them is that lesson planning produces more unified lesson (Jensen, 2011). Moreover, it gives chance for teachers to think deliberately to choose their own lesson objectives, types of activities which meet those objectives, the sequence of those activities, material needed, the duration the activities may take and how the students will be grouped. Lesson planning also helps English as a second language (ESL), adult basic education (abe), adult secondary education (ase) and other instructors create a smooth instructional flow and scaffold instruction for learners (Barroso, K & Pon, 2014). In addition, teachers with a plan tends to be more confident since they are clear on what needs are to be done, how, and when (Jensen, 2011). The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided previously. When teachers understand what they need to be done, it means that they will not waste time thinking of what they are going to do next during teaching the students. As a result, the teacher's confidence will make their students respect them more then. It can also reduce discipline problem and help learners more relaxed and open learning as well.

2.3 **Basic Principles of Lesson Planning**

An effective lesson plan has basic principles. Therefore, when designing lesson plan teachers should consider the following basic principles as explained by Jensen (2001). First of all, a good lesson should have a sense of coherence and flow. It means that there must be connection between the various lessons and activities over the days and weeks of a course. It is not discrete activity. Students also need to understand the rationale of the activity and they learn best when there are transitions from one activity to the next.

A good lesson also exhibits variety which means that lesson plans should not follow the same pattern day after day to avoid students' boredom and fatigue although for most students a certain degree of predictability in terms of the teacher, classmates, and certain administrative procedures is comforting. There should be variety of topics (content), language and skills over the length of the course. The term variety also means that each daily lesson should have a certain amount of variety in terms of the pace of the class such as time spent on various activities depending on the difficulty or ease of the material being covered. The percentage of teacher-centered learning and students-centered activities should vary from lesson to lesson. There should be days when we as teachers want our students to be active, but on other days we expect them to be receptive to the new material or practice. Talking about variety, to avoid boredom of students, lesson plan should not follow the same pattern day after day.

Finally, a good lesson is flexible. It means that it is possible for teachers to change activities regardless of what the lesson plan says.

2.4 **Components of Lesson Planning**

A successful lesson plan consists of several elements: student objective, initiation/set, procedures, closure, material, and evaluation (Chatell, 2002) which will be explained as the following:

Student objective is a specific statement of what the learners will be able to do instruction. The objective made in the lesson plan must be clear and precise. If it is imprecise, either teachers or students will not be certain about what is being learned. The objective written is student- not teacher-centered. Moreover, the objective should be

stated in term of students' behavior and address the learning which is going to take place (Chatell, 2002).

According to Richard (2001), statements of objectives should have the following characteristics. First of all, objectives describe learning outcomes. Some expression like will study, will learn about, will prepare students for should be avoided in writing objectives since they do not describe the result of learning but rather what students will do during a course. Objectives can be described with phrases like will have, will learn how, will be able to. Objectives should be also consistent with curriculum aims, or basic competence of a course. In this case, only objectives that clearly serve an aim or basic competence should be included. The next characteristic is that objective should be precise. It means that objectives which are ambiguous and unclear are not useful. Finally, objectives should be feasible. It means that objectives should describe outcomes that are attainable in the time available during the course.

Initiation or set must be relevant with the objective. It is a combination of motivation, the activeness of students and bridging between the new and old learning.

The next component of a lesson plan is procedures or activities. An effective lesson plan procedures must be in line with the objective, are connected (if more than one) and reflect developmentally appropriate amount of time for the procedures. Sometimes, it is also necessary for teachers to have more than one procedure to receive one objective.

Closure is the next component of an effective lesson plan. The closure written on the lesson plan must be relevant to the objective. It is a chance to conduct the last understanding which can be done by teachers or students themselves. Closure may be also used to establish subsequent lessons which can be a bridge between one day's lesson and the next.

Moreover, an effective lesson plan should also provide a list of materials. A list of materials should be well prepared so that the teaching learning process will run smoothly. If a teacher stops his teaching in the middle of an activity because some materials are not readily available, it can be frustrating.

Evaluation is the next component of lesson plan. The evaluation stated in the lesson plan must provide evidence that students have achieved the stated objectives. Evidence may include students' work which the teacher has evaluated, checklist which are illustrated and document expected behavior in support the achievement of the learning.

Meanwhile, according to Jensen (2011), lesson plan have the following characteristics: background of the students, the objectives of the lesson, the skills to be taught, the activities, the materials and texts, time constraints, and the connections to previous to future lesson.

2.5 **Lesson Plan Developed by Indonesian Student Teachers**

As it is previously explained that an effective lesson plan has several component : student objective, initiation/set, procedures, closure, material, and evaluation (Chateel, 2002). However, on this study, the researcher only focused on analyzing one of the component that is student objectives written on student teachers' lesson plan when they had teaching practice program at senior high school. Teaching practice is one of the subjects offered for the seven semester students of English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus, Indonesia. The duration of that teaching practice is three months. This teaching practice subject or we call it as PPL is aimed as a medium for students to apply the theory of teaching and to

gain experience of teaching and educating students directly at schools before the students become the real teachers. Specifically, teaching practice has the following aims :

1. Guiding student teachers in preparing the requirements for teaching learning process, such as, preparing lesson plan, student worksheet, annual teaching programme, semester teaching programme, selection of teaching technique and method, and also media.
2. Guiding and preparing students to be able to teach based on the prepared lesson plan.
3. Reinforcing the mastery of educational material in teaching language.
4. Preparing students' mental in teaching learning process.
5. Providing students with experience how to be a good english teacher.

To be able to take the teaching practice subject, there are some requirement to fulfil by the student teachers as follows. First, the students have taken and passed with minimum grade (C) several subjects, such as: Teaching Design for Adult Learners (TDAL), Teaching Design for Young Learners (TDYL), Language Teaching Media (LTM), Speaking for Instructional Purposes (SIP) and Micro-Teaching. The students must have taken and passed at least 120 credits. Then, the students must obey the teaching practice rule.

One of the activity student teachers do in teaching practice is preparing the requirements for teaching learning process, such as, preparing lesson plan. It means that preparing lesson plan is a must for student teachers who are having teaching practice program at schools before the student teachers teach in front of the class

3.0 METHODOLOGY

3.1 Research Design

The data of this research was qualitative. The student objectives written on the student teachers' lesson plan were used as the data of this research. There were three lesson plan prepared by those students which were analyzed. The students prepared the lesson plan when they had teaching practice program at one of senior high school at Kudus regency, central Java province, Indonesia.

3.2 Data Collection

To get the data, several steps had been done by the researchers. First, informing the student teachers whose lesson plan would be analyzed. Then, copying the lesson plan made by those students. Finally, read the lesson plan carefully.

3.3 Data Analysis

After getting the data, the researcher did analysis by conducting the following activities. The first activity done by the researcher was identifying each component written on the students' lesson plan, in this case the researcher focused on the student objectives. After that, comparing student objectives written on students' lesson plan with the characteristics of statements objectives stated by Richard (2002). Finally making interpretation of the result of analysis

4.0 RESULT AND DISCUSSION

Based on the analysis, it was found out that the objectives written on the three lesson plan made by student teachers of English Education Department, Universitas Muria Kudus had fulfilled the first characteristic of writing objectives that is objective should describe learning outcomes. It can be seen from the objectives stated at the lesson plan as follows :

Lesson plan 1

Objectives : After the end of this subject, students will be able to : identify communicative purpose of short functional text in the form of letter, identify parts of letters, determine certain information on letter and write a short functional text in the form of letter

Lesson plan 2

Objectives : Students will be able to determine certain information, main idea, word meaning from a written report text correctly.

Lesson plan 3

Objectives : At the end of this teaching learning process, students will be able to answer questions of a written dialogue related to satisfaction and dissatisfaction correctly, to identify expression satisfaction and dissatisfaction, to make dialog which consists of expression satisfaction and dissatisfaction correctly.

The objectives written on those lesson plan have described learning outcomes correctly. It can be seen from the phrases which were used in those objectives, that is *will be able to*. The phrase *will be able to* describes the result of learning instead of describing activity which will be done by students during a course.

Although the objectives written on those lesson plan have fulfilled the first characteristic, but the consistency between the curriculum aims (basic competence) and those objectives does not appear especially on the first lesson plan.

Lesson plan 1

Basic competence : Responding meaning of short functional text in the form of advertisement, letter formally and informally by using written language accurately, fluently, and meaningfully in the daily life context.

Objectives : After the end of this subject, students will be able to identify communicative purpose of short functional text in the form of letter, identify parts of letters, determine certain information on letter and write a short functional text in the form of letter

If we pay attention on the basic competence stated above, the competence is related to reading skill, that is responding meaning of short functional text in the form of advertisement, letter formally and informally by using written language accurately, fluently, and meaningfully in the daily life context. However, the last objectives written on the first lesson plan is related to writing skill, that is write a short functional text. It means that the basic competence is not consistent with the objectives. Therefore, either the basic competence or the objective should be revised to make both of them are consistent.

Lesson plan 2

Basic competence: responding meaning and rhetoric steps from a simple essay of report text by using written language accurately, fluently, and meaningfully in the daily life context.

Objectives : Students will be able to determine certain information, main idea, word meaning from a written report text correctly.

The basic competence written on the second lesson plan is related to reading skill, and the objectives written are also related to reading skill. It means that basic competence is consistent with the objectives

Lesson plan 3

Basic competence : Expressing meaning of simple spoken transactional (to get things done) and interpersonal (socialization) dialogue by using spoken language

accurately, fluently, and meaningfully in the daily life context related to expression of satisfaction and dissatisfaction

Objectives :At the end of this teaching learning process, students will be able to answer questions of a written dialogue related to satisfaction and dissatisfaction correctly, to identify expression satisfaction and dissatisfaction, to make dialog which consists of expression satisfaction and dissatisfaction correctly.

Paying attention on the basic competence on the third lesson plan, the skill which will be taught to the students is speaking skill. However, on the objectives, the learning outcomes related to the ability of students to speak doesn't appear, for example students will be able to use expression satisfaction and dissatisfaction orally on a dialog. It means that the basic competence and the objectives is not consistent.

The next characteristic of stating objectives, is that the objectives should be precise, All the objectives written on those lesson plan are clear enough. None of the objective is confusing or ambiguous. Besides that all the objectives also fulfill the last characteristic, that is feasibility.

5.0 CONCLUSION

As it was revealed by previous studies that lesson plan is a very crucial component during teaching learning process. It also makes the content and the session interesting and involving. Therefore, teachers and English Education Departments' students who will be future teachers must have well understanding in preparing an effective and appropriate lesson plan.

The researcher concludes that lesson plans which were prepared by the student teachers of English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus still need improvement, especially the improvement on the consistency between basic competence and the stated objectives. However, in general all the characteristics of statements objectives have appeared on the lesson plan made the students.

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