

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background which talks about the importance of a lesson plan and the reason why the writer wants to conduct this research. The research problem, the aims of the research, and the significance of the study are also written as well in this chapter as important things to be known by readers.

### **1.1 Background**

A lesson plan is a learning strategy as a creation corresponds to a specific Basic Competency or in Indonesian it's called Kompetensi Dasar (KD) in the curriculum or syllabus (Kosasih in Nurzain, 2015). It is created in the context of teacher teaching standards so that the implementation of the strategy can be more specifically targeted to the Basic Competence (KD). Therefore, lesson plan is important and besides being useful for the teachers as a guideline, lesson plan is also useful for predicting the success of learning, anticipating the possibility that will occur in the learning process, optimally utilizing learning resources and organizing a systematic learning activities (Kurniasih, Imas and Berlin Sani, 2014).

With rapid advancement of science and technology today, education plays a crucial role in shaping the character and abilities of students to achieve their life goals. One of the factors that influence the quality of education is the quality of teaching presented by teachers. In the teaching process, lesson plans or learning plans become one of the most important elements. Therefore, systematically

arranged planning is needed in designing an appropriate lesson plan and teachers are required to be able to design a creative plan based on the requirements and circumstances of their students, A well-constructed lesson plan ensures that the learning objectives are achieved effectively and efficiently.

Generally, the availability of lesson plans in each subject at every level of education in Indonesia has been provided directly by Indonesian Ministry of Education so that teachers can use it as a reference in designing a lesson plan for their classes. The availability of the lesson plans certainly makes it easier for teachers to design a lesson plan. But in fact, this also turns out to result in a lack of teacher competence in designing or developing an effective lesson plan that has been modified based on the conditions and needs of students in their respective classes because many teachers take practical paths such as asking friend's lesson plans file and download it from google or internet (Fitriani Nur, et all, 2020). So that, when the teacher carrying out the learning process in class there is a discrepancy between the lesson plans used with the implementation of learning

.In the context of English language teaching in high schools, the Ministry of Education and Culture has issued guidelines for the preparation of lesson plans. However, several studies have shown that not all teachers follow these guidelines and only copy or paste lesson plans from other sources without modifying them according to the needs and conditions of their classes.

The Ministry of National Education needs to give instructions for more character in the lesson plan components (Irafahmi and Lestari, 2016). The first step is the addition and or modification of learning objectives such that learning

not only aids students in achieving Basic Competence (KD) but also shapes their character. Second, learning activities should be changed or added in such a way that character-building activities are included. The third is the addition and or modification of achievement indicators such that there are also indications for the character development of learners. The fourth is the addition and/or modification of assessment methods to have methods that can gauge and or build character.

Based on the facts stated above, the writer conducted a research on a lesson plan designed by English Teachers at four Senior High Schools in Kupang City. This research aims to analyse the lesson plans made by English teachers in high schools and the extent to which what extent they follow guidelines and modify their lesson plans. Therefore, the results of this research can provide useful information for English teachers in high schools to prepare better lesson plans that are suitable for their needs and classroom conditions. This research uses a qualitative approach by collecting data through observation, interviews, and document analysis. The data obtained was analysed using qualitative descriptive analysis techniques to identify the extent to which the lesson plans made by English teachers in high schools follow the guidelines and are modified. Additionally, this research also discussed the factors that influence teachers in making lesson plans. Through this research, it is expected to contribute to the development of English language learning in high schools through the preparation of better and more effective lesson plans. At last, all concepts stated above then led the writer to conduct a research under the title "A Study on Lesson Plans Designed by English Teachers at Senior High Schools in Kupang City".

## **1.2 Research Problems**

- 1) Do English teachers modify the lesson plan following the guidelines based on the Ministry of National Education?
- 2) What are the components of the lesson plans modified by English Teachers?
- 3) What are the reasons teachers modify those components?

## **1.3. Aims of Study**

The aims of this study are:

- 1) To know if English Teachers modify their lesson plans following the guidelines based on the Ministry of National Education or not.
- 2) To describe components of lesson plan modified by the teachers.
- 3) To know the reasons why the teachers modify those parts of the lesson plans.

## **1. 4. Significance of Study**

The significance of this study is divided into two benefits; the implication's benefits for the next researcher and the application's benefits for senior high school teachers.

### **1.4.1. Implication**

The results of this research are expected to be the subject of study for the development of learning planning, especially in designing a lesson plan by teachers and can be used as a foundation to improve quality of education in Indonesia. The results of this research is also expected to support the theory of

Priakusuma, Hasim and Husin (2013) that modification is one effort that can be done by the teachers so that the learning process can be more effective and lesson plan can use a guide, direct, and teach students who previously could not become able, who were lacking skills to become more skilled.

#### **1.4.2. Application**

In realm of application, the results of this research are expected to be useful for the parties as follows:

##### **1.4.2.1. For Schools**

The school can find out and evaluate the quality of the lesson plan designed by the English teacher as learning guidelines. After that, the school can make research results as an evaluation for improving the quality of the English teachers to be able to design better English learning.

##### **1.4.2.2. For English Teachers**

Teachers can learn whether or not their lesson plans adhere to the curriculum standards through this research. Following that, the instructor can feel more comfortable creating a lesson plan that is more creative and varied.

##### **1.4.2.3 For the Researcher**

With this study, the researcher can learn more about how are English lesson plans actually prepared in the field. Researchers may use this fact as a provision and inspiration to create a future effective lesson plan.