

CHAPTER I

INTRODUCTION

A. Background of the Study

Lesson plans are developed to facilitate the teaching and learning process under the direction and guidance of school, college, or university and its staff member. In *an Interactive Approach to Language Pedagogy* by Brown stated that lesson plans are set of activities that cover a period of class room time, usually ranging from forty to ninety minutes (2001: 149).

It shows that lesson plans are a planning of learning system in a period of class room time. That time is from forty to ninety minutes. The lesson plan is arranged by some activities in class room.

Another definition of lesson plan is given by Supinah (2008: 26) in *MGMP Penyusunan Silabus dan Rencana Pelaksanaan Pembelajaran (RPP) Matematika SD dalam Rangka Pengembangan KTSP (Kurikulum Tingkat Satuan Pendidikan)*. She says:

Rencana Pelaksanaan Pembelajaran (RPP) adalah rencana yang menggambarkan prosedur dan pengorganisasian pembelajaran untuk mencapai satu kompetensi dasar yang ditetapkan dalam Standar Isi dan dijabarkan dalam silabus. Lingkup Rencana Pelaksanaan Pembelajaran paling luas mencakup 1 (satu) kompetensi dasar yang terdiri atas 1 (satu) indikator atau beberapa indikator untuk 1 (satu) kali pertemuan atau lebih. Rencana Pelaksanaan Pembelajaran sekurang-kurangnya memuat tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar, dan penilaian hasil belajar.

Lesson plans in Supinah's definition have a purpose to achieve one basic competency which is written in content standard. A lesson plan is developed for maximal one basic competency. Every lesson plan has more than one indicator in

one meeting or more. She describes that it must have some contents such as goal of learning process, materials method of learning, sources, and assessment.

From all statements, it can be inferred that lesson plans are planning of teaching in a time and contains the activities. Lesson plans are made by a teacher which is suitable with students need and condition of class.

On the other hand, all lesson plans must be standardized based on the regulation of the government. It relates to the process and quality of lesson plans itself. The standard of lesson plans here refers to *PERMENDIKNAS (Peraturan Menteri Pendidikan Nasional) number 41 in 2007*. The decision of education ministry of Indonesia as regulation could be seen from the quoted statement below:

Standar proses adalah standar nasional pendidikan yang berkaitan dengan pelaksanaan pembelajaran pada satuan pendidikan untuk mencapai kompetensi lulusan. Standar proses berisi kriteria minimal proses pembelajaran pada satuan pendidikan dasar dan menengah di seluruh wilayah hukum Negara Kesatuan Republik Indonesia. Standar proses ini berlaku untuk jenjang pendidikan dasar dan menengah pada jalur formal, baik pada sistem paket maupun pada sistem kredit semester. In Permendiknas (2007: 1)

Process standard is part of standard rules to improve the development of education. These standards are provided to be used by the teachers in developing lesson plans arrangement, implementing learning process, assessing the result of learning, and maintenance learning process. Process standards are provided to be used by the teachers in learning, and maintenance learning process. The teachers should use these standards. Those are also intended to achieve the effective and efficient learning process.

There are some steps that must be followed by the teachers in developing lesson plans. It starts with content standard and standard competency of graduates. Content standard is made by the government in *PERMENDIKNAS number 24, 2006* and standard competency of graduates is made by the government in *PERMENDIKNAS number 6, 2007*. Both of them have a function to arrange the syllabus. Syllabus is made by a team in every town. Member of each subject have to make team and schedule to arrange the syllabus. It is named *MGMP (Musyawarah Guru Mata Pelajaran)*. English team meets every Tuesday in Surakarta. They usually invite the professor or experts of education to arrange the syllabus. After the syllabus is finished, this team sends the syllabus to all schools in Surakarta.

Syllabus is reference to make the lesson plans. The lesson plans are arranged by every teacher in a school. A teacher has to arrange the lesson plans base on the students need and the condition of class since every school has different conditions. They are like ability, knowledge, facility, and place. The teachers must be smart in arranging the lesson plans.

Lesson plans have some parts. Brown (2001: 149) stated that lesson plan is divided lesson plan into 6 parts. They are goals, objectives, material and equipment, procedures, evaluation, and extra-class work. Brown makes simple lesson plans to all teachers. Still the same as Brown theory, the government regulation (*PERMENDIKMAS number 41, 2007*) divided into 11 parts. There are identity of subject, standard competency, basic competency, indicator, goal, material, time, method, learning activity, evaluation, and source.

Later on, the writer found that the teachers' lesson plans are not based on government regulation even they do not find difficulties in teaching. The work of lesson plans created by teachers of English especially in *SMA Muhammadiyah* senior high school are not suitable with the standard of lesson plans, mainly in genre of text.

Supported by government regulation about lesson plans, there are three functional texts in XI grade of second semester *SMA Muhammadiyah* of Surakarta. They are narrative, hortatory exposition, and spoof.

The writer is interested in conducting research related to the lesson plans in *SMA Muhammadiyah* of *Surakarta* because first, many lesson plans made by English teachers do not have standard on genre. Second, there are many mistakes in part of lesson plans on genre. Third, the English teachers could not mix and match how to make the lesson plans on genre. Fourth, there are some gaps in part of lesson plans on genre. Fifth, there have not qualities in English lesson plans on genre.

From all reasons, the writer researches the quality of lesson plans. The writer looking for the weaknesses and the strengths in Lesson plans. The writer hopes that the results of this research encourage the teachers to improve their lesson plans.

Based on the phenomena above, the writer is interested in conducting a research related to quality of lesson plans entitled *A Study on the Quality of Lesson Plans on Genre Developed by SMA Muhammadiyah English Teachers of Surakarta*.

B. Previous Study

In this research, the writer finds four previous studies to know this research position of this research.

The first previous research was conducted by Hadi who graduated from postgraduate school in foreign language *Muhammadiyah University of Surakarta* (2011) entitles *Development Curriculum of National Standards School (Site Study in SMP N 40 Semarang)*.

The main purpose of this research is to describe the curriculum development model of NSS (National Standard School). However, the specific objectives of this research are (1) determine and analyze the curriculum at national standard school, and (2) determine and analyze the development of curriculum at the National Standard School. The type of the research is qualitative. The main informants of research are the principal, vice principal of curriculum, and mention how many teachers.

The results of this research are that the Implementation of curriculum development in *SMP N 40 Semarang* is based on several principles: (1) centered on the potential of learners, (2) diverse and integrated, (3) responsive to regional development, (4) relevant to the needs of life, (5) comprehensive and continuous, and (6) lifelong learning. Curriculum in *SMP N 40 Semarang* is Education Unit Level Curriculum (KTSP), which refers to the National Education Standards to ensure the achievement of national education goals. The aim was to improve the academic sphere such as to improve students' academic value as well as to develop educators. In the curriculum, curriculum structure is an important part in

the implementation of learning. Curriculum structure of KTSP that is used on *SMP N 40 Semarang* consists of subjects, local content, and development. In the curriculum there are educational calendar, syllabus, and learning development plan (RPP). Curriculum development in schools in general refers to the National Education Standards to ensure the achievement of national education goals. In the national education standards consist of standard content, process, competence of graduates, staff, facilities and infrastructure, management, financing and educational assessment. The development of the curriculum has two objectives namely the national education goals and objectives at the level of education and education units.

The second previous research was conducted by Aziza graduated from *Muhammadiyah University of Surakarta* (2010) entitles *A Study on Teachers' Lesson Plans in SMPIT Nurhidayah, Surakarta Viewed from School Level-Based Curriculum*.

This study aims to evaluate whether or not the teachers' lesson plans of grade VII in 2007/2008 academic year for the first semester made by the teachers of *SMPIT Nurhidayah*, The result of the data analysis shows that the content of the lesson plans has two compatibilities with the basic principles of School Level – based Curriculum. It is found on the second and fifth principles. The teachers wrote the lesson plans based on the unit on her guide book. There are four meetings in one lesson plan. The competencies both standard competencies and basic competencies, were not separated based on meeting.

The third previous research was conducted by Sukiran graduated from *Muhammadiyah University of Surakarta* (2010) entitles *The Implementation of Kurikulum Ttingkat Satuan Pendidikan in the Teaching of English (A Naturalistic Study in SMK Negeri 2 Surakarta)*.

The objective of the research is to describe the implementation of KTSP in the teaching of English in *SMK Negeri 2 Surakarta*. The research was carried out from January to April 2010. It is a qualitative research in the form of naturalistic study. The object of the research is the teaching and learning activities of English in *SMK Negeri 2 Surakarta*. The implementation of KTSP has some supporting factors from the syllabus and creativities of teachers' teaching strategy.

However, the findings reveal that the implementation of KTSP has some weaknesses factors, too. Those are from adaption of new curriculum and teachers' character. Dealing with its supporting factors of KTSP, the teachers have rights to arrange their syllabus which are appropriate to the school's need and the condition and the teachers are free to improve and apply any teaching strategy which is the most appropriate and effective for the students to learn. The weaknesses factors of implementing KTSP is that it needs time to make adaptation since it is as a new curriculum and the teachers' point of views toward KTSP are not easy to change due to their perspective of previous curriculum.

Anyhow, there are some impacts of the implementation of KTSP to the instructional process in *SMK Negeri 2 Surakarta*, to the teachers' teaching strategy, and the students' learning intensity. The research finding of this study implies that the implementation of KTSP in teaching English increases the

intensity of students to learn. Therefore, it is recommended that (1) the teachers should not only increase their communicative competence, but also have to change their point of view of the KTSP implementation. (2) The school as the educational institution should complete the school with some learning facilities such as sets of multimedia and provide more skillful and competent teachers. (3) The government should take into account the readiness of the lower department and schools in KTSP implementation, and (4) the other researchers develop some dimensions which have not been developed in this research.

There are differences between the previous studies and this research. The first, Hadi analyzed the development of curriculum at national standard school at *SMP N 40 Semarang*. He describes the curriculum development model of NSS. The main informants or research are the principle, vice principal of the curriculum and teachers.

The second previous study, Aziza explained the teachers' lesson plans with the principle of school level-based curriculum in *SMPIT Nurhidayat Surakarta*. They compare the teachers' lesson plans with the principle of school level-based curriculum.

The third previous study, Sukiran described the implementation of KTSP in the teaching of English in *SMK Negeri 2 Surakarta*. The implementation of KTSP has some supporting factors from the syllabus and creativities of teachers' teaching strategy. The teachers have rights to arrange their syllabus which are appropriate to the school's need and the condition and the teachers are free to

improve and apply any teaching strategy which is the most appropriate and effective for the students to learn.

In this research, the writer researches the lesson plans developed by English teachers in *SMA Muhammadiyah Surakarta*. It discusses about quality of the indicator, the design of learning activities, and the design of evaluation.

C. Limitation of the Study

The writer takes the data in *SMA Muhammadiyah in Surakarta*. The writer will do a research in the quality of lesson plans developed by *SMA Muhammadiyah* English teachers. In this research, the writer limits the study in three *SMA Muhammadiyah*. They are *SMA Muhammadiyah 1*, *SMA Muhammadiyah 3*, and *SMA Muhammadiyah 5* in *Surakarta*. The objects are lesson plans by English teachers. Lesson Plans are the concept of lesson plans in three *SMA Muhammadiyah in Surakarta*.

D. Problem Statement

Related to the background of the study, the problems which are proposed by the writer as follows.

1. How are the qualities of the indicator on genre formulated by the teachers of *SMA Muhammadiyah*?
2. How are the qualities of the design of learning activities on genre by the teachers of *SMA Muhammadiyah*?
3. How are the qualities of the design of evaluation on genre by the teachers of *SMA Muhammadiyah*?

E. Objective of the Study

In this research, the writer proposes three major objectives to be described as follows.

1. To describe the qualities of the indicator on genre formulated by the teachers by the teachers of *SMA Muhammadiyah*?
2. To describe the qualities of the design of learning activities on genre by the teachers of *SMA Muhammadiyah*?
3. To describe the qualities of the design of evaluation on genre by the teachers of *SMA Muhammadiyah*?

F. Benefit of the Study

By doing this research, many benefits can be gained. These benefits include theoretical and practical benefits.

1. Practical Benefit

The result of the analysis:

- a. Provide the teachers knowledge about the concept of lesson plans.
- b. Give contribution to the student of English Department on how to design lesson plans.
- c. Provide description about the real ability of the teachers in designing lesson plans for the government.

2. Theoretical Benefit

The results of the analysis contribute to the theory of:

- a. Planning the teaching and learning process of English.
- b. Developing the concept of appropriate teaching and learning process.

c. Inspiring to design lesson plans in varieties.