

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching learning process is a process of interaction between the learners, teacher, and source of study in an education domain. It means that teaching is a process of education between learners and teacher that make the learners understand the knowledge of the education sources. It needs to be planned, implemented, and evaluated so it can be carried out effectively and afficiently.

There are five components of successful teaching process, namely objective, method, material, evaluation, and media. Objective is the final destination that will be reached after the teaching learning process. Method is the way to reach the objective in teaching learning process. Material is the subject that will be learned by the students. Evaluation is the reflection of the teaching learning process. And the last, media is the teaching learning tool which supports the process of understanding the material. Those components parts must match each other. The five components contained in the lesson plan as the teacher's plan which describes the procedure and organization to reach a basic competence.

In Indonesia, the teaching learning process is regulated by the education regulaion or PERMENDIKNAS (*Peraturan Menteri Pendidikan Nasional*) *number 41 in 2007*. It is stated in the regulation that:

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)

The standard process includes planning of the teaching learning process, the implementation of teaching learning process, and assesment of the teaching and monitoring. Those are used to make the teaching process effective and efficient.

One of the parts of standard process is planning of the teaching learning process. Planning teaching learning process includes syllabus and lesson plan. Brown (2001:149) stated that lesson plans are set of activities that cover a period of class room time, usually ranging from forty to ninety minutes. Ahmad, a senior teacher in Cairo, in his blog ([http://www.slideshare.net/ cougar35/what-is-a-lesson-plan](http://www.slideshare.net/cougar35/what-is-a-lesson-plan). Accessed on 14 of march 2012 at 11.50.), stated that:

A lesson plan is a frame work for a lesson. If you imagine that a lesson is like a journey, then the lesson plan is the map. It shows where you start, where you finish the rote to take to get there. Lesson plan are product of teachers thoughts about their classes what they hope to achieve and how they hope to achieve it.

A lesson plan is developed by a teacher to guide a class instruction. The teacher must design a lesson plan of the subject that describes the teacher preparation to teach the lesson in the class. All of the steps and materials of the teaching learning process must be written down in the lesson plan. It is used for the better process in the class. In the English lesson plan, the teacher makes the planning of the teaching English lesson, which is about what the

teachers do in class to manage the class, so that teaching learning process reaches the objectives stated.

A good lesson plan requires the principles of making lesson plan, namely: (1) the lesson plan must show the differences between the learners, (2) it motivates the learners to make active participation, (3) it develops reading and writing culture, (4) it also needs the relation and suitability with the material, (5) the lesson plan can apply the information technology (IT) and communication.

In making a good lesson plan, teachers can follow the standard process of the education regulation in Indonesia number 41 in 2007. The lesson plan is arranged in the standard process. In the standard process there are some points that must be presented in the lesson plan. The teaching procedures of the lesson plan must involve exploration, elaboration, and confirmation. Those points are involved in the main activities.

Based on observation in SMA of Surakarta, the writer finds some teachers do not make a lesson plan before teaching in the class. Some of them make lesson plan, but there is lesson plan that the form is not in line with the new regulation of making lesson plan.

This phenomenon makes the writer interested in analyzing the lesson plan of English lesson. The writer chooses the lesson plan of English developed by the teachers of Senior High School in Surakarta. The writer is interested in analysing lesson plan of English lesson in Senior High School because the English lesson materials in the Senior High School is considered difficult and

complex. It is compatible with the regulations or not, and how far the teachers expand the lesson plan to teach the complex materials in Senior High School. In this research, the writer applies the education regulation in Indonesia especially the standard process of education in Indonesia because this standard arranges the form of the lesson plan. Thus, the writer entitles her research “*An Analysis of Lesson Plan Designed by Senior High School English Teacher*”.

B. Problem Statement

Generally, the problem is stated as “How is the quality of English lesson plan designed by the teacher in senior high school?” This general question is specified into the following subsidiary questions:

1. How is the quality of the design of indicators formulated by English teachers of SMA in Surakarta?
2. How is the quality of the design of the teaching procedure formulated by English teachers of SMA in Surakarta?
3. How is the quality of the design of the evaluation of teaching learning process formulated by English teachers of SMA in Surakarta?

C. Objective of the Study

Generally, the objective is to describe the quality of English lesson plan designed by the teacher in senior high school. Specifically, it describes:

1. The qualities of the indicator formulated by the teachers of SMA in Surakarta?
2. The qualities of the design of teaching procedures formulated by the teachers of SMA in Surakarta?
3. The qualities of the design of evaluation formulated by the teachers of SMA in Surakarta?

D. Limitation of the Study

In conducting this study, the writer limits the study only on the suitability of indicator, teaching learning procedure, and evaluation of lesson plan application in the senior high school with standard process in education regulation or PERMENDIKNAS (*Peraturan Menteri Pendidikan Nasional*) number 41 in 2007. The lesson plans are designed by English teachers of second grade in senior high school in Surakarta, on the term II in academic year 2011/2012. In this reaserch, the writer limits the study in five SMA in Surakarta. The limitation is used to make the research easier, clearer and more focuss on the objective of the study.

E. Benefit of the Study

The writer hopes that her research about lesson plan will give some benefits for the writer herself and the readers in general. The research is expected to give benefit for:

1. Theoretically
 - a. Giving contribution to develop education regulation.
 - b. Giving more information about lesson plan that suitable with standard process to the readers.
2. Practically
 - a. The result of this research can be used by the English teachers of senior high school and other teachers, and the learners of English education program. They can use the theory when they make lesson plan in order to make the suitability with the education regulation.
 - b. The finding of the study could be good input for readers in understanding lesson plan.
 - c. The elaboration of this research may be useful as references for another researcher to conduct a study for the same topic.

F. Research Paper Organization

The writer arranges research paper organization in order to make the readers easily understand the content of the research paper. In this research, the writer organizes the research paper into five chapters.

Chapter I is introduction. The chapter concerns with the background of the study, previous study, problem statement, objective of the study, limitation of the study, benefit of the study and research paper organization

Chapter II is theoretical review. The chapter consists of notion of the lesson plans, guidelines for lesson planning, the principle of beginning make

the lesson plans, PERMEN, lesson plans based on PERMEN number 41, In 2007, indicator and objective, learning material, procedure, and evaluation.

Chapter III is research method. It consists of type of research, object the research, data and data source, method of collecting data, and method of analyzing data.

Chapter IV is research finding and discussion. The chapter concerns with the data of the reasech and the analyze of the data.

Chapter V is conclusion and suggestion. The chapter consists of the conclusion of the research and the suggestion of the research.