



THE ROLE OF LESSON PLAN AS AN EFFORT TO IMPROVE THE QUALITY OF TEACHERS IN TEACHING ENGLISH

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Abstract.

This study is aimed to (1), determine the role of teaching English. (2) prove that the use of lesson plan gives effect toward improvement of teacher's quality in teaching, especially for teaching English. This study is a classroom action. The subject of this study is English teachers of SMA Negeri 5 Garut. Techniques of collecting data are by using observation, interviews and documentations. The result of observation and interview with the English teachers in SMA Negeri 5 Garut stated that all English teachers have arranged and used the lesson plan, and obtained data. From the six English teachers who do not understand about the role of lesson plan there are only 2 persons, while 4 other English teachers have understood the role of lesson plan in teaching English. But, in improving and implementation, it is constrained by several factors as I explain in the discussion. But, in practice, English teachers will make effort with existing abilities and collaborate with other teachers to keep contributing the best services to students in accordance with syllabus and English teaching plan and teach based on the lesson plan that accordance to condition and student's characters in the present and the future. So, from this study, we can take a conclusion that a lesson plan gives big effect in improving English teachers' qualities especially teachers in SMA Negeri 5 Garut and others in general.

Keywords: lesson plan, teacher's quality, teaching

INTRODUCTION

The teaching and learning process is the essence of education. According to William Barton (1995:21), "Teaching is the guidance of learning activities, the purpose of teaching is to help the students to learn." Which means that teaching is a guidance for learning activities. Teaching is aimed at helping students learn. But in fact, the practice in the classroom, teaching is very complicated. The teacher plays main role in teaching, because the teacher guides students in their learning process.

Teaching success depends on two factors, namely teachers and students. The reciprocity of the two is very helpful for students to gain knowledge. To make teacher teaches successfully, teachers must plan their teaching carefully.

Seeing that, there is still a lot of teachers who doesn't care enough about the important of the lesson plan. Which it's very crucial to understand. Having the understanding the importance of lesson plan would help the teachers to get an effective teaching and learning process. The effectiveness of teachers in the classroom are clearly influenced by the quality of their preparations. The preparation is called the lesson plan.

Without the planning, what will be taught to our students? The instructional goals will be difficult to achieve. The students will not well directly teach. The unplanned teaching and learning process would make some obstacle in making an effective teaching and learning. The influence of the lesson plan can be felt by teachers and students. For teachers who teach English, the teaching plan is a complicated procedure that the teacher must go through which contains learning scenarios that include; school, subject, and class/semester data; subject matter, time allocation, learning objectives, basic competencies and indicators of competency achievement, learning materials, learning methods, media, learning tools and resources, learning activity steps, and assessment. While the effect for students who learn English, the teaching plan shows the students that their teachers have taken time to think about the class and the needs of the students in the learning process.

In teaching English, a teacher who uses a good lesson plan will make English learning run effectively, because the teacher has succeeded in creating learning scenarios that are able to create conditions for students to be able to develop English communication very well as a result of what has been learned. Including providing motivation so that students have the enthusiasm to learn English(Douglas, n.d.). Of course, the way to motivate students to learn English well is by providing material with interesting themes, a variety of diverse subjects, always providing more practice than theory, interaction/communication in the teaching process and don't forget to give praise for what students have done in learning.

To achieve these goals, the teacher must also pay attention to several components in teaching such as; First, the teacher must formulate the objectives to be achieved in teaching, second, the teacher must choose the right material in teaching so that the teaching objectives can be achieved properly. Third, teachers must determine teaching techniques and methods as well as the use of learning media to convey material to their students. Finally, the teacher must carry out an evaluation or assessment to measure the

ability of student learning outcomes after students follow the learning process. In teaching English, the teacher must be able to choose the teaching components so that the teacher can measure the ability, understanding and mastery of students in English. In this case, it is clear that the teaching plan is the main key to the success of teachers in improving the quality of their teaching, including teaching English. In relates to the description above, the writer is interested in taking the title: "The role of lesson plan as an effort to improve the quality of teachers in teaching English". This research is aimed to figured out the importance of lesson plan and its obstacle.

LITERATURE REVIEW

Learning Implementation Plan (RPP) is a lesson plan per unit that will be applied by the teacher in classroom learning activity. In the general learning guidelines for the implementation of the 2013 Curriculum, it is stated that the lesson plan (RPP) is a lesson plan developed in detail from a particular subject or theme that refers to the syllabus. According to Usman, the function of the teaching plan is a reference for carrying out the teaching and learning process in the classroom to be more effective and efficient.

Lesson is the important thing in the system of teaching. It helps every part of the educational system to see the process of teaching and learning. It can be used to monitor teachers' work, whether they teach as planned or not. Lesson plan also helps teacher to make some decision, if they are not well prepared or they are deliver the material as planned.

METHODOLOGY

In this study, the researcher used a qualitative descriptive approach, namely research which results were in the form of data descriptions through collecting facts and interviews conducted by selecting correspondences by researchers with instruments from the researcher himself. Boghdan & Biklen (1975), qualitative research is a procedure that produces descriptive data in the form of speech or writing and the attitudes of the people being observed.

The researcher chose descriptive qualitative, because the purpose of this study was to determine the extent of the role of the lesson plan in teaching English, and to prove that the use of the lesson plan had an effect in improving the quality of teachers in teaching, especially for teaching English. The participant of this study is the researcher himself. Researchers as human instruments determined the focus of research, selected correspondences as data sources, collected data, assessed data quality, analyzed data, interpreted data, and made research conclusions. Research instruments are in the form of interview guidelines, observations and guidelines for analysis of conformity to the components of the Learning Implementation Plan, the correspondences were selected by the researchers themselves by adjusting the correspondences to what the researchers would examine. So, getting information from various information and various sources and used as the basic for the design and theory to be made, therefore the selection of correspondences was carried out by purposive sampling where the correspondences were determined by researchers with a total of 6 correspondences. Researcher is very

concerned about the selection of correspondences purposively which is used as the basis for determining objects that may be used (Basrowi & Suwandi, 2008).

The data analysis technique was carried out by using qualitative descriptive data analysis techniques from Miles and Huberman. This data analysis was carried out in three stages. Activities in data analysis from Miles and Huberman's techniques include data reduction, data presentation, and the conclusion/verification stage. The data obtained from the field is quite a lot, for that it is necessary to record carefully and in detail. It is necessary to analyze the data through data reduction.

As for the validity of the data, the researcher used triangulation. Triangulation is the most commonly used method of checking the validity of data, this method is done by utilizing something other than the data for checking or as a comparison against the data. According to Wiersma & Jurs (2009), "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures." Triangulation in testing can be interpreted as checking data from various sources at various times. Here the researcher uses two triangulations, namely data triangulation and researcher triangulation.

FINDINGS AND DISCUSSION

The result of this study showed that the English teachers of SMA Negeri 5 Garut prepared and used a Learning Implementation Plan (RPP) in teaching English subjects at SMA Negeri 5 Garut. It can be seen from their routines while at school and carrying out their roles as teachers. Not only from the routine of teaching at school, but also from all the activities they carried out by English teachers.

The following are some descriptions related to the implementation of learning plans in learning English, namely:

- a) Teacher readiness in implementing the 2013 curriculum-based Learning Implementation Plan. Teachers must have readiness to accept changes in the lesson plans and must be ready to apply learning according to the lesson plans based on the 2013 curriculum because as professional teachers they must be able to carry out their duties with existing provisions and regulations. Abramenska, (2015) said, in carrying out the learning process, the teacher needs to create the right way to make it looks interesting, and not boring, so that students have high motivation to learn.
- b) With the different characters of the students, the teacher must be able to achieve the planned learning objectives. Judging from the results, teachers at SMA Negeri 5 Garut can overcome this and the characters of the students than can support and motivate the implementation of learning in accordance with the lesson plans that have been compiled based on the 2013 curriculum.
- c) Teacher constraints in using lesson plans based on the 2013 curriculum.

There are several difficulties that many teachers experience in learning are:

- (1) difficulty in developing Learning Implementation Plans, (2) preparing learning materials, (3) using interesting media, (4) making students unfocused (5) applying variations of learning methods, (6) providing responses, (7) providing motivational

stimuli, (8) evaluate learning comprehensively. The role of the 2013 curriculum learning implementation plan has indeed helped and overcome all the problems that exist in the learning process. English teachers at SMA Negeri 5 Garut have implemented it in the process of learning English, but it is not optimal because there are several obstacles, namely the incomplete facilities and infrastructure at SMA Negeri 5 Garut. These obstacles can hinder the achievement of learning objectives. Even so, the students still support the learning process so that English learning can be delivered clearly and students can understand the learning process.

In making lesson plan, English teachers are experiencing difficulties, until now, most of the teachers still find the difficulty to adapt the K13 system where the teacher's role is more dominant as a facilitator while students are required to be more active with their 5M, in contrast to KTSP which only consists of three components; exploration, elaboration and confirmation.

1. The first problem lies in the students' passivity to contribute further and become dominant in the English learning process. Some students still adhere to the notion that English is a 'scary' subject. This has a lot of impact on the core activities of the Learning Implementation Plan related to the realm of questioning or asking questions. Because basically, when they want to ask something, other questions such as "What should you say" or "What do you call it in English" will appear first. Of course this can become something that affects their interest in asking questions. For example in the first step, namely observing, when the teacher wants to teach material related to learning listening, The teacher must use a media in the form of projector and also a loudspeaker to display a video that has sound, either in the form of a song or a simple conversation. While on the basic concept of listening, what students do, they should only listen to the sound, and students do not need to watch the video. Because it will divide their concentration. Because beside listening to what they hear, they also have to pay attention to the content of the video.
2. The second problem, the passivity of students is also caused by the mastery of English vocabulary or students' vocabulary which is still lack and limited. Meanwhile, K13 requires English teachers to use English during the teaching and learning process. Although basically the English used by the teacher must be guided by Teacher Talk, it means that the English spoken by the teacher must be simple and clear. But what if the sentence spoken by a teacher is separated from the concept of Teacher Talk? Of course this will make students more confused because the teacher's speech may be too fast, it sounds like 'mumbling', using complex sentences or using sentences with past tense patterns. As a result, the class will be quiet and can cause students misunderstand.
3. The third problem relates to the application of the Scientific Approach. Indeed, from the name itself we can guess that this method tends to be more suitable when it is used in teaching Mathematics and Natural Sciences and other branches of science. As for its application in teaching linguistics, it tends to be complicated and seems a bit forced.

4. The fourth problem relates to the teacher's ability to understand the design of the K13 Learning Implementation. Back to the realm of questioning, where at this step there are several English teachers -maybe there are other subject teachers too - who are still 'floating' regarding who is asking who or who is answering. One sample is a copy of the Learning Implementation Plan which states that it is the teacher who does the questioning or asking questions here, this is more or less contrary to the purpose of the K13 Scientific Approach where in this step students should develop critical thinking patterns to create meaningful questions to ask to their teachers. However, in teaching English, the tendency of students to ask questions is hardly ever be if the teacher does not take the initiative to provoke students to ask questions.
5. Then in the associating and networking step, the teacher's understanding of student grouping also needs to be considered. What make difference between these two steps is actually quite significant. But in fact, there are still some teachers who are wrong in understanding these two steps. Associating includes the reasoning of individual students who are connected to the reasoning of other students in the group, while networking is broader, because the results of the reasoning of a group consisting of several individual students are presented and linked to other groups to conical to a conclusion.

CONCLUSION

From the results of this study, researcher can draw conclusions

1. Teaching plan is very important in teaching especially teaching English. Without a teaching plan, the teaching and learning process will not run well and the learning objectives may not be optimally achieved.
2. From the result of observations and interviews, two of the six English teachers who teach at SMA Negeri 5 Garut still do not understand very well in implementing the K13-based

Learning Implementation Plan in their classrooms, and they prefer to mix the Scientific Learning method with the previous learning method. used in KTSP because they consider it more effective.

Some of the problems above may not only be found in English teachers, but also in teachers of other subjects such as Indonesian, Social Studies and others. Even if it is examined more deeply, there are still many other problems that may be faced by teachers in Indonesia, especially English teachers related to the application of K13 with their Scientific Approach.

First, in this case, it is better for the government to review a curriculum, learning methods, and the readiness of teachers at schools before implementing the curriculum in Indonesia. Because apart from that there are some subjects that are not suitable for using the Scientific Approach such as English, although in fact some teachers have attended MGMP training in the district. However, most teachers in rural areas and on the outskirts of the city still have not mastered the nature of the Scientific Approach contained in K13 itself, including at SMA Negeri 5 Garut itself.

Second, there must be an effort from the principal in improving the performance and quality of teachers in implementing lesson plans based on the 2013 curriculum. The principal plays an important role at schools to improve teacher performance in implementing lesson plans based on the 2013 curriculum, the principal should provide his own reward and counselling or workshop regarding making lesson plans for English teachers and other teachers. The conclusion of this study relates to the objective of this study. This study hopefully will help and provide further knowledge about the importance of the lesson plan and how to improve it for better teaching and learning activity.

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