



STRATEGIES USED BY ENGLISH TEACHER FOR STUDENTS WITH SPECIAL NEEDS

Resa Hapitri

Institut Pendidikan Indonesia
Garut, West Java, Indonesia
Email: resahapitri@gmail.com

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Abstract.

Accommodating children with special needs as much as possible in educational institutions means that some of their needs are met. It is hoped that the education they receive will allow them to broaden their horizons in life. so they can think creatively, innovatively, and productively. No one wants to be disabled or imperfect like other children. Being disabled doesn't mean they can't do anything. Thus, this research is focused on finding the strategies faced by English teachers in teaching students with special needs. The participant involved in this study is one of the English teachers in a special-needs school who has experience in teaching English. Data was collected using semi-structured interviews. The results show that the strategies used by teachers when teaching English are a student-centered approach and the use of repetition to help students remember lessons. This study found that there are three topics about strategies used by English teacher for students with special needs, which are needed to help the researcher answer the researcher's questions. The topics are: teacher understanding of special-needs students' characteristics; teaching challenges; and teaching strategies.

Keywords: disability, english language teaching

INTRODUCTION

Nobody wants to be a disabled person. However, being disabled does not preclude them from doing anything. There are many people who, despite their disability, can have a better learning process than other students. According to Efendi (2006), the term "special needs" refers to children who are thought to have abnormalities or deviations from the average condition of normal children in terms of physical, mental, and social behavior characteristics. As a result, all humans have different needs, including children with special needs. One of these things is educational requirements. By meeting the educational needs of children with special needs, they are expected to be able to care for themselves and become less reliant on others.

Accommodating children with special needs as much as possible in educational institutions means that some of their needs are met. It is hoped that the education they receive will allow them to broaden their horizons in life. so they can think creatively, innovatively, and productively.

According to Heward & Orlansky (1992) "Children with social abnormalities are children who have difficulty adjusting their behavior to the surrounding environment." Children in this category are referred to as "barrels." According to this understanding, children classified as normal in the physical aspect include those with abnormal abilities, known as gifted children or superior children, as well as those with very low mental abilities (abnormal), known as mentally retarded.

Special education has to be one of the most difficult jobs in the teaching profession. Professionals must provide highly specialized teaching methods to assist with a wide range of different learning conditions, balance social and emotional development with solid learning progress, and ultimately prepare their students for a world that poses many real challenges and where any type of learning method has understandably been a monumental challenge. As a result, the situation appears bleak after disrupting carefully scaffolded structures and physically separating special-needs students from their dedicated educators. However, it is far from deterring dedicated educators who are working hard to help their students regardless of the circumstances. Furthermore, teachers must develop strategies in order to create a positive environment for their students.

The word "challenge" is probably the most commonly associated with the near-global movement to close schools and replace them with online education systems. Indeed, any type of special education learning method has been more difficult than most school closure journeys. The sudden and total disruption of carefully planned and often individually developed routines was by far the most significant challenge to overcome. It is supported by the realization that despite the efforts of staff and parents, many students lack the necessary tools to participate in school.

Then, education should improve teachers who teach children with developmental disabilities, as well as raise societal awareness about accepting children with special

educational needs. As a result, children with developmental disabilities require additional attention in terms of curriculum adaptation, teaching methods, and the availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds to help them adapt to the school environment.

Today, teaching English as a foreign language (EFL) to students with special needs is a difficult task for teachers. Students with disabilities have lower language skills than their peers. Students with special needs, require a different type of language acquisition therapy than students who can hear. Learning English for students with special needs differs from learning English for students who can hear. Students with special needs frequently exhibit significant delays in phoneme development, vocabulary, and syntax. Students with special needs are unable to fully interpret information in the form of sound, and this can have an impact on their reading abilities due to a lack of vocabulary caused by the sounds they are unable to process. Students with special needs prefer to be visual learners, which is difficult in an environment where the most important knowledge is provided solely through word of mouth.

LITERATURE REVIEW

Children with special needs will almost certainly face a variety of issues due to their uniqueness. Children with special needs, according to Heward & Orlansky, (1992), are children who have abnormalities or deviations from their conditions. The typical child has normal physical, mental, and social behavior characteristics. Then there is a child who has special characteristics that distinguish him or her from the majority of children without always displaying a mental, emotional, or physical disability.

Children with special needs will almost certainly face a variety of issues due to their uniqueness. Accommodating children with special needs as much as possible in educational institutions means that some of their needs are met

RESEARCH METHODOLOGY

Thus, this research is focused on finding the strategies faced by English teachers in teaching students with special needs. The participant involved in this study is one of the English teachers in a special-needs school who has experience in teaching English. To fulfill the objective of the study, the researcher used case study as the design of the study. The case study was utilized in order to describe the challenges faced by English teachers for students with special needs. It was in line with Creswell (2012), who explains that qualitative research is descriptive of what the researcher is interested in: process, meaning, and understanding gained through words or pictures. The qualitative method was considered relevant to the present research since it involved data collection for

describing the challenges faced by English teachers in teaching students with special needs.

This research was conducted on August 31st and October 21st, 2022 in a special school at SLB-B Garut located in Jalan RSU No. 62, Kelurahan Sukakarya, Tarogong Kidul-Garut, Jawa Barat. The reason for choosing the school as the setting was that this school was categorized as one of the best special schools. First, this school is A-accredited. Second, students with special needs here won many awards, including recently, four students in this school represented the District in the Dikus Talent Event (O2SN, FLS2N, and LKSN) at the Provincial and National levels, which were held in July and September 2022, and succeeded in getting first, second, and third place in various categories.

Moreover, the participant in this research was an English teacher who has taught in all English classes at SMP and SMA at SLBN B Garut since 2018. The reason for choosing this participant is that it is considered appropriate to strengthen the data to be obtained.

This study used observation and interview methods to collect the data. The researcher made direct observations on the object of research because the researcher wanted to know the activities carried out closely. Furthermore, the researcher chose passive participation, which means the researcher presented at the scene of action but didn't interact or participate. The researcher got the data by observing the teacher's strategy in providing English learning at SLBN B Garut.

In this research, the research used the semi-structured interview was used because this interview has been categorized as an in-depth interview, and the purpose was to discover problems openly. The interview was conducted in Indonesian to allow the teacher to express her ideas, beliefs, and feelings fluently. The interview explored the teachers' ideas, thoughts, and understanding about techniques and steps when teaching special-needs students in the classroom. The researcher interviewed an English teacher by using a tape recorder to record the interview.

Of 11 questions, the researcher divided them into 3 categories. They are: teacher understanding in teaching for special-needs students; English challenges teaching for students with special needs students; and strategies when teaching for special-needs students. In the first category, the researcher asks several questions based on her understanding of perceptions in teaching English. In the second category, the researcher

asks several questions about the challenges in teaching English for special-needs students, targeted to be the main researcher's questions and challenges in teaching English. Then, in the third category, last, researchers asked several questions about strategies when teaching English for special students. The questions focused on teaching approach and teaching method. The interview was conducted once, which took approximately 20 minutes to complete.

FINDINGS AND DISCUSSION

This study found that there are three topics about strategies used by English teacher for students with special needs, which are needed to help the researcher answer the researcher's questions. The topics are: teacher understanding of special-needs students' characteristics; teaching challenges; and teaching strategies.

a. Teacher Understanding of Special Needs Students Characteristics

Children with learning disabilities exist in heterogeneous group. These children are a diverse group of individuals, exhibiting potential difficulties in many different areas. For example, one child with a learning disability may experience significant reading problems, while another may experience no reading problems whatsoever, but have significant difficulties with written expression. According to Gargiulo (2015), not all students with learning disabilities will exhibit these characteristics, and many pupils who demonstrate these same behaviors are quite successful in the classroom. It is shown by the participant's statement;

"Kalau karakter dari anak sendiri itu berbeda-beda, karena setiap anak yang saya ajari juga berbeda. Misal kalau B karakternya ya mereka lebih suka dipanggil deaf sebenarnya dari pada tuner rungu, terus ada juga yang ber mental bawah walaupun anak SMA pola pikir sama mental fisik nya masih kayak anak SD, terus ada juga radaksa yang sulit yang kesulitan menggerakkan tubuh terus, terus ada autis juga".

Based on the statement above, each part of a student with special needs has different characteristics and different ways of learning. In almost all cases, a single student will not have deficits in all areas. Understanding the characteristics of children with learning disabilities is absolutely essential as a future educator in developing

prereferral interventions, making appropriate referrals, and identifying effective adaptations and intervention strategies.

b. Teaching Strategies

This issue of teaching strategies for students with special needs will often be emphasized in the two components: (1) teaching approach and (2) teaching method. Based on the interview statement.

The learning approach is anchored in the philosophical concept and the didactic method of teaching and learning strategies. This manifests the learning objectives and their orientation that include furthering knowledge, repetition and reconstruction, application, understanding, observation from a different perspective and shaping thoughts (Dart et al., 2000). The learning orientation refers to motivation for learning aimed towards achieving results or learning for its own sake. The starting point of product-directed learning is that ability leads to success while emphasizing competitiveness and outside assessment, encouraging the student to prove his ability. The starting point of learning for learning is that the effort itself can lead to success while preferring challenging assignments and self-assessment, with the emphasis on improving the learner's ability (Watkins, 2010). The teacher states the approach and line with the answer;

"Kalo strategi lapangan mungkin ya pertama pendekatan, contohnya tadi saya belajar bahasa isyarat dulu supaya dekat dengan mereka, karena kan intinya mengejar itu kan memberikan informasi bagaimana ini informasi bisa sampai..ya dengan belajar bahasa isyarat tadi, kemudian mengenal karakteristik orang-orang berkebutuhan khusus yang B khususnya, sebenarnya mereka punya bahasa sendiri agak sulit bagi kita, contohnya aja grammar bahasa indonesia kadang-kadang mereka suka kebalik mana subjek mana objek kurang lebih begitu yah jadi yang pertama;"

Language is a means to express thought and comprehension, and accordingly, attention must be paid to the difficulties between the various wordings, while quotations from the sources must be exact. Then, from the explanation above, teachers state again that;

"..kita masuk kelas kemudian memulai dengan mengobrol, itu untuk

mengambil perhatian anak-anak lah yah atau membuat anak penasaran terlebih dulu pada materi, kemudian setelah mengobrol ya lebih ke istilahnya basa-basi layah atau menarik perhatian mereka..” and believe with the best approach, students will not getting worry in the process of learning.

c. Teaching Method

The choice of appropriate teaching techniques can improve the English skills of the students in the classroom. Therefore, teachers must use appropriate methods in teaching English. Diverse learning and teaching strategies exist, such as project-based learning, contextual learning, case studies, role playing, or problem-based learning (PBL). Learning around a problem, mainly shared PBL that includes interaction, emphasizes developing cognitive skills as part of its objectives, and is significant in applying the knowledge regardless of the learner’s cultural background or social location . It is consistent with the teacher's statements; *“Metode yang sering digunakan yaitu roleplaying. Contohnya, Ibu menjadi penjual dan siswa menjadi pembeli. Kemudian, metode Contextual Learning juga misalnya kejadian sehari hari juga.”*

From the explanation above, the teaching method plays an important role in determining the success of the students. Using a good learning method, students can understand the lesson better. Another method used by teachers is repetition. It is in line with her statement;

“Paling untuk yang susahnya itu kayak kosakata, sebenarnya mereka punya bahasa sendiri agak sulit bagi kita, contohnya aja grammar bahasa indonesia kadang-kadang mereka suka kebalik mana subjek mana objek”.

The application of the repetition method can be done by teachers in the classroom both to repeat the lessons on reading and grammar. Because in reading, students will be faced with vocabulary that must be memorized, and if they do not see that vocabulary often enough or are not familiar with the vocabulary, then the students will not be able to remember the vocabulary well. It is in line with Prayoga et al., (2015), that repetition will have an impact on the ability of students who have difficulty understanding English texts. If students are given a teaching method using repetition

techniques, then students will more often deal with the same texts and vocabulary. If it is repeated, it will be easier for them to remember. Hence, learning strategies that, together with the philosophical concept that defines the learning approach, are the elements used by teachers to help students understand the information in depth. The responsibility in this case is the teacher, with the emphasis on planning, processing, and methods of implementing the learning.

The teacher had a good understanding of teaching English for students with special needs according to the result of this study. It was proven when the teacher could explain the opinion about the teacher's understanding of special-needs students' characteristics, teaching challenges, and teaching strategies. In addition, the teacher could calculate character values in the teaching and learning process, starting from the planning stage (designing a syllabus, lesson plan, and teaching materials that facilitate the needs of the teaching process).

The teacher understands the teaching method has an important role in determining the success of the students. Using a good learning method, students can understand the lesson better. Furthermore, the researcher concluded that the teacher had a good understanding of teaching English for students with special needs. It was proven by the teacher that they could explain the students' characteristics, especially disabled students of A type (Blindness) that they have to get simple learning concepts like vocabulary introduction, whereas students with C type (Autism) could have more intellectual concepts than A type. The teacher argued about the skills teaching challenges in teaching English for special-needs students is listening skills, but the teacher is looking for suitable teaching materials and methods in order to solve the students' challenges in learning English.

Furthermore, many strategies are mentioned by teachers; those are teaching approach and teaching method. The learning approach is anchored in the philosophical concept. The teachers mentioned that a student-centered approach is used in the learning process and that they use the repetition method to make students remember the lesson. Then, the teacher should cover the learning process with something special and make the students curious about what the teacher will teach.

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CONCLUSION

Each part of a student with special needs has different characteristics and different ways to approach the learning process. In almost all cases, a single student will not have deficits in all areas. Understanding the characteristics of children with learning disabilities is absolutely essential as a future educator in developing prereferral interventions, making appropriate referrals, and identifying effective adaptations and intervention strategies, and language teaching requires teachers to teach students to develop both academic and personal abilities. Also, the teacher argued that she always looks for suitable teaching materials and methods in order to solve students' challenges in learning English. And then, the use of the contemporary media will help the research to deliver the effectiveness of teaching. The teacher understands the teaching method has an important role in determining the success of the students. Using a good learning method, students can understand the lesson better.

The researcher concluded that the teacher had a good understanding in teaching English for students with special needs. It was proven by teacher could explain the student's characteristics especially disable students of A type (Blindness) that they have to get simple learning concept like vocabulary introduction, meanwhile students with C type (Autism) could have under intellectual concept than A type. Then, the strategies are mentioned by teacher, those are teaching approach and teaching method. The learning approach is anchored in the philosophical concept, the teachers mentioned that students centered approach is used in the learning process and use the repetition method to make students remembered the lesson. Then, teacher should cover the learning process into something special and make the students are curious about what teacher will teach.

Some suggestions are directed at the English teacher, government, parents, English education department students, and other researchers. The teacher should be more creative and ingenious in creating activities to inculcate students and to stimulate the students' English language skills. Besides, the teacher must also establish good communication with students, the principal, administrator, other teachers, government officials, and parents, so that the relationship gets better and strengthens.

Therefore, the government should provide the school with adequate facilities and funds to support the learning process. Therefore, as a future teacher, we should know and learn how to implement this compulsory education as well. Hence, this research is purely about teaching English as a foreign language to students with special needs. It is suggested that other researchers should study not only the concept but also other aspects. Hence, it will be useful for teachers who still have difficulties and get confused when teaching students with special needs.

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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. 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.

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.

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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