

**THE ENGLISH TEACHERS' PROBLEMS IN DESIGNING  
LESSON PLAN AT ISLAMIC BOARDING SCHOOL OF AL-  
QUR'AN HARSALLAKUM BENGKULU**

(A Case Study Conducted at islamic boarding school of al-qur'an harsallakum in  
the Academic Year 2020/2021)

**THESIS**

Submitted as a Partial Requirements For the Degree of *Sarjana Pendidikan* (S.Pd)  
in English Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu



By

**SYAKIR FARHI**  
**SRN: 1711230060**

**STUDY PROGRAM OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH AND TADRIS**

**STATE ISLAMIC UNIVERSITY OF FATMAWATI SUKARNO BENGKULU**

**2021**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN IADRS**

Alamat: J.L. Raden Fatah 'Pagar Dewa' Telp.(0736)15276.51171 Fax (0736)511171 Bengkulu

**ADVISORS SHEET**

Subject: Syakir Farhi

Nim: 1711230060

To: The Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu  
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the  
advisors, we state that the thesis of :

Name: Syakir Farhi

Nim: 1711230060

Title: The English Teachers' Problems In Designing Lesson Plan At Islamic  
Boarding School Of Al-Qur'an Harsallakum Bengkulu (A Case Study  
Conducted at islamic boarding school of al-qur'an harsallakum in the  
Academic Year 2020/2021).

Has already fulfilled the requirements to be present before the board of  
examiners (Munaqasah) to gain bachelor degree in english education. Thank you  
for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, 2021

First Advisor

Second Advisor

Dr. Svamsul Rizal, M.Pd  
NIP.196901291999031001

Ferry Susanto S.Pd, M.Pd  
NIP.1975412082014111001





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADIRIS**

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

**RATIFICATION**

This is to certify the thesis entitled : **The English Teachers' Problem in Designing Lesson Plan at Islamic Boarding School of Al-Qur'an Harsallakum Bengkulu by Syakir Farhi (1711230060)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana** in **English Education Program**.

Chairman

**Dr. Husnul Bahri, M.Pd.**  
NIP. 196209051990021001

Secretary

**Achmad Ja'far Sodik, M.Pd.I.**  
NIP. 198909302019031007

Examiner I

**Feny Martina, M.Pd**  
NIP. 198703242015032002

Examiner II

**Endang Haryanto, M.Pd.**  
NIDN. 2004058601

Bengkulu, Agustus 2021

Approved by the Dean of Islamic and Tadris Faculty

  
**Dr. Zuhedi, M.Ag., M.Pd**  
196903081996031005

## **MOTTOS**

**“Don’t look down on someone because everyone has a good side.”**

**(Syakir Farhi)**

## **DEDICATION**

I always remember the advice given by beloved father to “ be a brave person when he we are in the right line.” And my beloved mother advice to “never give up before we are success.”

They are really important for me in finishing this thesis. I am nothing without them, and of course I dedicate this thesis for all of them:

1. My Greatest GOD Allah SWT ( I really thank to Allah SWT because without blessing of Allah SWT, I’m nothing in this world, and I’m really love my God).
2. My beloved father Edi Suhermansyah S.E and My beloved Mother Ummi Kalsum. Really thanks for all love, supports, prays, attention, helps, and everything. I love you so much, you are the greatest parent.
3. My Beloved brother M. Andri Yusman S.Kom and My beloved sister Esti Alfiah M.E thanks for your supports. You are a role model that I really respect.
4. My beloved advisor Mr. Dr. Syamsul Rizal, S.Ag, M.Pd and Mr. Ferri Susanto M.Pd. You are a role model that I really respect.
5. My special women Lika Septiliana for your supports and attention so far.
6. My beloved friends Alex, Asep , Pansa, Dika, Charles, Ronald, Irfan, Rizki, Sendy , Lukman, Sean, Agung, Wedo, Rabil, Intan, Novriyani, Tri, Tatang, Penti. You’re the best .

7. My team IRO (International Relations Ship) Mr. Reko Serasi M.A, Ms  
Yeni Patriani, Darman, Adli, Pela, Friska, Veniri , Nurul And Polem .

Thanks you so much.

8. My Green Almamater

## **ABSTRACT**

Syakir Farhi, 2021. **The English Teachers' Problems In Designing Lesson Plan At Islamic Boarding School Of Al-Qur'an Harsallakum Bengkulu.**

**Advisor : 1. Dr. Syamsul Rizal S.Ag, M.Pd 2. Ferri Susanto M.Pd**

The objectives of this research were to find out and describe the English teachers' problems in designing lesson plan.

The method used in this research was Qualitative Research. Subject of this research were two English teachers in Islamic Boarding School of Al-Qur'an Harsallakum Bengkulu. Researcher used Document(Lesson Plan), Recorder, and Observation Sheet as the instrument of the research. The researcher analyzed the findings through several stages: analyzed the lesson plan using observation checklist, analyzed the record using observation sheet and lesson plan, and the give assesment and account the result using students' academic standard criteria (based on Rector's Decree No. 0353 of 2014 IAIN BENGKULU).

The teacher problem in designing lesson plan are: Teaching Method, Assesment, Instrument completeness, Learning Materials and Subject Identity. Whereas the problems in implementing lesson plan are: Problem in doing the apperception, Conveying the competency that should be reached and activity planning, Using the teaching method appropriate to the skill, Using the media effectively and efficiently, Involving students in using teaching media and resource, Developing students' enthusiasm and cheerful in learning, Giving final assesment based on the competency, Reflecting or summaring by involving students, and Following up with giving direction or task as a part of controlling.

The teachers should design the lesson plan based on the criteria given by the National Education Department, since the lesson plan designed by the teachers still not completing the criteria available..

**Keywords:** Lesson Plan

## **ABSTRAK**

Syakir Farhi, 2021. **The English Teachers' Problems In Designing Lesson Plan At Islamic Boarding School Of Al-Qur'an Harsallakum Bengkulu.**

**Advisor : 1. Dr. Syamsul Rizal S.Ag, M.Pd 2. Ferri Susanto M.Pd**

Tujuan dari penelitian ini adalah untuk mengetahui dan menggambarkan masalah-masalah guru dalam mendesain Rencana Pelaksanaan Pembelajaran.

Metode yang digunakan dalam penelitian ini Qualitative Research. Subjek penelitian ini adalah dua guru bahasa Inggris yang mengajar di Pondok Pesantren Harsallakum Bengkulu. Peneliti menggunakan Dokumen(RPP), alat perekam and Lembar observasi sebagai instrumen penelitian. Setelah itu, peneliti menganalisis temuan melalui beberapa tahap: menganalisis rencana pelaksanaan pembelajaran guru dengan menggunakan lembar ceklist observasi, menganalisis rekaman guru mengajar dengan menggunakan lembar observasi dan rencana pelaksanaan pembelajaran, kemudian menghitung hasil penilaian dengan menggunakan standar penilaian akademik berdasarkan keputusan Rektor IAIN Bengkulu nomor 0353/2014.

Hasil dari analysis: Permasalahan-permasalahan dalam mendesain RPP adalah sebagai berikut :Metode mengajar, Penilaian, Kelengkapan instrument, Materi Pembelajaran, Identitas subjek. Sedangkan permasalahan dalam mengimplementasikan RPP adalah sebagai berikut: Tidak melakukan apersepsi, Menyampaikan kompetensi yang akan dicapai dan rencana kegiatan, tidak menggunakan metode pengajaran bahasa sesuai dengan skill yang diajarkan, Tidak menggunakan media secara efektif dan efisien, Tidak melibatkan siswa dalam pemanfaatan sumber dan media pembelajaran, Tidak menumbuhkan antusias dan keceriaan siswa dalam belajar, Melakukan penilaian akhir sesuai dengan kompetensi, Melakukan refleksi atau membuat rangkuman dengan melibatkan siswa, dan melaksanakan tindak lanjut dengan memberikan arahan kegiatan atau tugas sebagai bagian remedial/pengawasan.

Kesimpulan dari penelitian ini adalah Para guru harus merancang rencana pelajaran berdasarkan kriteria yang diberikan oleh Dinas Pendidikan Nasional, karena rencana pelajaran yang dirancang oleh para guru masih belum melengkapi kriteria yang tersedia..

**Kata Kunci :** Rencana Pelaksanaan Pembelajaran.



## ACKNOWLEDGMENTS

Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled:” The English Teachers’ Problems In Designing Lesson Plan At Islamic Boarding School Of Al-Qur’an Harsallakum Bengkulu. “. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajudin, M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
5. Supervisor I, Dr. Syamsul Rizal S.Ag, M.Pd and Supervisor II, Ferri Susanto M.Pd.
6. All English lecturers and administration staffs of IAIN Bengkulu.
7. The big family of Islamic Boarding School Of Al-Qur’an Harsallakum Bengkulu.
8. All of my best friends, especially in English Program of IAIN Bengkulu 2017.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021

The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background

Lesson plan is one of the important components in teaching and learning process. It is the main task of the teacher before doing teaching process. Because, without a lesson plan, the teaching and learning process is not success. According to *Permendikbud No 65 Tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah* (2013:5) States that Lesson plan is a plan of learning activities in one meeting or more.

Before doing the learning process, a teacher should prepare a lesson plan that relates to the material which would be taught to the student. In a lesson plan, many components should be completed by the teacher in designing a lesson plan. The, a lesson plan that have been made by the have to design in teaching and learning process in the class. Because, lesson plan is a teacher guideline to get a successful in teaching process. Commonly implemented lesson plan practices include the concept or objectives to be taught, time block, procedures to be used, required materials, questions, independent practice, and evaluation (Cicek, 2013:334). A good lesson plan would support the success in the teaching and learning process in the class. Because in this lesson plan, a teacher was write a plan to teach the student in the class. Certainly that have been suitable with the student situation and condition. Suwardiyana (2013) states that “Learning

success is influenced by many factors, one of which is the designing process. Design of good learning, influenced by good planning anyway”.

Students would learn well when they learning related to what they already known, the learning process would be productive if the students are actively involved in the learning process (Dewey, John) in Majid (2008:25). So, if the student doesn't know about the lesson, the learning process would be fail.

When the researcher did the Teaching Practice Program (PPL) at Islamic Boarding School of Al-Qur'an Harsallakum Kota Bengkulu, the researcher found some problems in teaching process in the class. The researcher cannot control the class, the researcher confused to continue the lesson when the students' situation changed before learning process, and the researcher failed to make the material interesting. Whereas the researcher have been made a plan before teaching and learning process. But, in fact although the researcher has been prepared a good lesson plan before, it's not means the teaching and learning process would give successful. A lesson plan that has been made must design in the class and it is not easy to designing a lesson plan in the class. That is not only happening with the researcher. But, when the researcher followed the Pamong teacher do a learning activities, the researcher can be seen the phenomenon not only belong to the researcher, but also to the English teacher at Islamic Boarding School of Al-Qur'an Harsallakum Kota Bengkulu. So the teaching and learning process was not effective and efficient.

The phenomenon above attracted the researcher to know more the Problems of English Teacher in designing lesson plan in teaching English. So, the researcher decided to conduct research entitled “What are the English teacher’s problems in designing lesson plan in teaching English at Islamic Boarding School of Al-Qur’an Harsallakum Bengkulu.”

#### **B. Identification of the Problems**

Based on the background of the study above, the problem can be identified as the following problems:

1. The English teacher problems in designing lesson plan in teaching English.
2. The English teacher problems in implementing lesson plan in teaching English

#### **C. Limitation Of The Research**

This research only focuses on the English teacher problems in designing lesson plan at Islamic Boarding School of Al-Qur’an Harsallakum Bengkulu.

#### **D. Research Question**

Based on the background describe, it can be taken identification of problems is what are the English teachers’ problems in designing lesson plan in teaching English at Islamic Boarding School of Al-Qur’an Harsallakum Bengkulu.

#### **E. Research Objectives**

The objectives of this research are to find out and describe the English teacher problems in implementing lesson plan?

#### **F. Significance Of The Research**

The result of this research is hoped for the teacher:

1. The teacher are knowing the problems in design a lesson plan
2. The teacher are understand the steps in arranging a good lesson plan
3. The teacher can understand about the preparations that have to do before doing teaching process.
4. The teacher know that is not easy to designing a lesson plan in the class and there are many problems in designing a lesson plan in the class.

The result of this research is hoped for the students:

1. The students can easily understand a lesson plan by English teachers.
2. The students know the lessons to be given by English teachers.

## **CHAPTER II**



## **LITERATURE REVIEW**

This chapter presents brief discussions of lesson plan, teaching English, the important of a lesson plan in teaching, the concept of a lesson plan in teaching English, and reviews of previous study.

### **A. Lesson Plan**

There are several concepts of lesson plan. According to Supinah “Lesson plan is a plan that describes the procedures and organization of learning to achieve a basic competence in the content standards set out and described in the syllabus”. Similarly to Guru Gelora states that “lesson plan is plan that describes the procedures and learning management to achieve on or more of the basic competencies set out in the content Standards and describe in the syllabus”.

Murcia (403) states that “a lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly our goals for our students”. According to Wulandari said that “lesson plan is a teacher preparation should be done before teaching”. Then, Wikipedia defined that lesson plan is to describe the teacher's detail about the course of instruction is very important in one class, this is a learning plan.

According to Wiranata, said that “lesson plan is a plan that describes the procedures and learning management to achieve on or more core competencies which have been outlined in the syllabus”. This lesson

plan can be used by any teacher as a general guideline for implementing learning to learners. Because it contains detailed instructions, Meeting after meeting, the objectives, the scope of the material to be taught, teaching and learning activities, media, and evaluation should be use. Based on UU No.19 tahun 2005 in Sudirman, Lesson plan namely: a set of plans that describe the processes and procedures of organizing learning activities to achieve a basic competence (KD) defined in content and standard outlined in the syllabus.

According to Kunandar (2010:262), a lesson plan is a that describes a procedure and teaching organization to reach a basic competence that on standard of content and clarified in syllabus. Similarly to Rusman (2012:490) defined that “lesson plan is a plan that describes the procedures and organization of learning to achieve a basic competence that set out in the content standards and described in the syllabus”.

On the other hand, a lesson plan is a teacher’s detailed description of the course of instruction for an individual lesson. (Wikipedia, Accessed on the 18th of February 2021) in Suyanto, dkk (2009:3)

From many definitions above, can be conclude that: a lesson plan is a plan that describes procedures or teacher’s preparation before do teaching in learning process to reach the goal.

## **1. Components of a Lesson Plan**

In PERMENDIKNAS number 41 of 2007, there are guidance on how to make lesson plans, application, analysis, and supervision of the learning process. The guidelines are as follows:

**a. Identity of Subject**

In subject identity are class, school level identity, subject, semester, theme/skill and meeting.

**b. Standard Competency**

Competency standards contained in the 2006 English curriculum are student skills that describe the mastery of skills and attitudes in school subjects.

**c. Basic Competency**

These are several of the sub-skills that should be achieved from standard competency. This basic competency should be related to the standard competency parts and must be written correctly based on the 2006 English curriculum without editing.

**d. Indicators**

Indicator is designed by using operational verb in order to be measured and observed which covers knowledge, attitude, and skill.

**e. Objectives**

Describes the process and result of the study that is hoped to be reached by the learners based on the basic competency.

**f. Material**

It incorporates facts, concepts, principles, and procedures, and written in the form of points based on the formulation indicator of competency achievement.

**g. Time Allocation**

It is arranged based on the need for basic competency achievement and load learned.

**h. Method**

Using an environment of teaching and learning process so that the learners achieve basic competencies or set of indicators that have been set. The alternative of teaching methods adapted to the circumstances of learners.

**i. Teaching and Learning activity**

1) Pre activity

The introductory session is the beginning of attracting students' attention and providing motivation.

2) Whilst activity

This part is the teaching and learning process to reach the basic competence stage. This activity should be in interactive way, fun, inspiring, challenging, motivating learners to participate actively and provide enough space for creativity, innovation, and independence based on their interest, talents and psychological development of students.

3) Post activity



This is where the process of teaching and learning would be ended by conclusion, having review, reflecting, and scoring, and giving feedback.

**j. Evaluation**

The procedure and instrument of process evaluation and result of the study are based on competence and achievement indicators refer to the standard Assessment. It means a test could be delivered to the students after at least one topic, indicator or basic competency is already being studied.

**k. Learning Resources**

Determination of learning resources is based on the standard competency and basic competencies, learning activities, teaching materials, and indicators of achievement of competencies.

According to *Badan Pengembangan dan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. Kementrian pendidikan dan Kebudayaan* (Permendikbud No.65 Th 2013 Tentang Standar Proses), There are many components of a lesson plan:

- 1) School identity, is the name of educational unit.
- 2) Subject Identity or theme/Sub theme
- 3) Class/Semester
- 4) Topic
- 5) Meeting

#### 6) Learning objective

Are formulated based on KD operations that can be observed and measured, which include attitudes, knowledge, and skills

1. Basic competence and indicator to achievement the competence
2. Learning Material

Includes facts, concepts, principles, and procedures that are relevant, and written in the form of grain in accordance with the formulation of indicators of achievement of competence

3. Allocation of time

In accordance with the requirements specified for KD and the burden of learning achievement considering the sheer number of hours of lessons available in the syllabus and KD to be achieved.

4. Learning method

Are used by educators to create a situation of learning and the learning process so that learners reach KD tailored to the characteristics of learners and KD to be achieved

5. Learning media

In the form of learning tools to deliver learning materials

6. Can be books, print and electronic media, the natural surroundings or other relevant learning resources
7. Learning steps

The steps of learning is done through a preliminary stage, the core and cover

## 8. Assessment

From explanations above, the researcher concludes that the identity of the subject is a head of al lesson plan. Standard competence and basic competence are the specific competency that must be reached by the students in each of subject. Indicator of achievement can indicate the students' understanding about the material. The objective of teaching is the specific goals of the lesson. Media and material of teaching is something and content that can make learning process to be interesting and help the students to be able to get knowledge and skill. Method of teaching is a way to deliver the material that has been planned. Steps of teaching activities are the teacher and learners activities in teaching learning process. Evaluation and assessment are to measure whether the students understand with the material or not. So, the whole components of a lesson plan are very important to be mastered because they are related to each other. In order to be more clearly about the component of a lesson plan, the format of lesson plan can be seen in the following table (attachment).

## 2. The Purpose of Lesson Plan

According to Rusman (2012:492) said that: the purpose of lesson plan were:

- a. Gives basic foundations to the teachers and students to achieving basic competencies and indicator that have been set.
- b. Gives an overview of the benchmark short-term work in every meeting
- c. Facilitate, expedite, and improve learning outcomes
- d. To see, observe, analyze, and predict learning programs as a reference work that is logical and systematic.
- e. Due prepared using a systems approach, giving effect to the development of the student's individual

Then, Kunandar (2010:263) mention that there are many purpose of a lesson plan:

- a. Facilitate, expedite, and improve teaching and learning outcomes
- b. With a professional learning plan, systematically and efficiently, then the teacher would able to see, observe, analyze, and predict learning programs as a logical framework and planned.

Based on explanation above, the purpose of a lesson plan is to make easy and help the teacher in teaching process successfully, and then with a lesson plan the teacher have a guidelines in teaching, and not be confusing in the classroom.

### **3. The Function of Designing a Lesson Plan before Teaching Activity**

The function to prepare a lesson plan before teaching the students are a lesson plan hopes can reach a lesson better than before and then to measure exhausted the goal of the lesson. According to Rusman (2012:492) said that: “the function of lesson plan was as a guide or reference for teachers in implementing the learning activities to be more systematic, focused, and more able to achieve the learning objectives that have been set optimally”. Then, According to Kunandar (2010:263) stated that “the function of a lesson plan as a guideline for the teacher to do learning and teaching activities to be more focused and run effective and efficient”.

According to Farrell, the purposes of a lesson plan are as follows:

- a. A plan can help the teacher think about content, materials, sequencing timing, and activities
- b. A plan provides security in the sometime unpredictable atmosphere of a classroom.
- c. A plan is a log of what has been taught.
- d. A plan can help a substitute to smoothly take over a class when the teacher cannot teach
- e. Daily planning of a lesson also benefit students because it takes into account different backgrounds, interests, learning style, and abilities of the students in one class.

On the other hand, Majid (2008:22) said that: there are many functions of a plan in teaching and learning process:

- a. As the directions of activities in achieving objectives
- b. As the basic pattern in the set of tasks and authority for each element involved in activities
- c. As work guidelines for each element, both elements of the teacher and the students' element
- d. As the tools of measuring the effectiveness of a job.
- e. The material for the preparation of the data for a balance of work
- f. To save time, labor, tools and cost.

From explanation above can be conclude that designing a lesson plan is main step that must done by the teacher before doing teaching in learning process, Because a planning is a central to be a good teaching.

#### **4. The Steps in Arrange a Lesson Plan**

To make the process of teaching and learning process would be better, the teacher should arrange a good lesson plan. As a good teacher, teachers have to understand some techniques in designing a lesson plan in the class. Based on guidelines of *Badan Pengembangan dan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. Kementrian Pendidikan dan Kebudayaan*, there are many steps in arranging a lesson plan:

##### **a. Pre activity**

- 1) Orientation

Focus students on material that would be taught by showing objects of interest, provide illustration, read the news in the newspaper, animated slide shows, natural phenomena, social phenomena, or other.

2) Apperception

Provide the initial perception to students about the material that would be taught.

3) Motivation

The teacher gives an overview of the benefits of studying the material that would be taught

4) Giving of Reference

- a) In connection with the study of science to be studied.
- b) References may be an explanation and description of the subject matter of the subject matter in outline.
- c) Distribution of study groups.
- d) A description of the implementation mechanisms of learning experiences (in accordance with the plan of learning steps).

**b. Whilst activity**

- 1) Using models of learning, teaching methods, instructional media, and learning resources tailored to the characteristics of learners and subjects.

- 2) Using a thematic approach and / or an integrated thematic and / or scientific and / or inquiry and disclosure (discovery) and / or produce work-based learning problem solving (project based learning) adapted to the characteristics of competence and level of education.
- 3) Loading development of attitudes, knowledge and skills in learning integrated

**c. Post activity**

- 1) Whole series of learning activities and the results obtained to hereinafter collectively find the direct and indirect benefits from the lessons learned;
- 2) Provide feedback on the process and learning outcomes;
- 3) Conduct follow-up activities in the forms of duties,
- 4) Both individual and grub assignments, and
- 5) Inform learning activity plan for the next meeting

**LESSON PLAN FORMAT EXAMPLE**

School identity	: _____
Class/Semester	: _____
Subject	: _____



Topic : \_\_\_\_\_

Meeting : \_\_\_\_\_

Time Allocation : \_\_\_\_\_

A. Basic Competence

B. Indicator Achievement Competence

C. Learning Objective

D. Learning Material

E. Learning Method

F. Learning Steps

Activities	Description	Time allocation
Pre activity	.....	.....
Whilst activity	.....	.....
Post activity	.....	.....

G. Learning Media and Resources

1. Tools

2. Resources

H. Assessment

1. Technique

2. Form

3. Instrument (Test and Non test)

4. Scoring Standard

5. Home work

According to supinah mention that there are many steps in arranging a lesson plan:

1. Write Identity Subject, Which includes:

- a. Education Unit;
- b. Class / Semester;
- c. Subjects / Themes Lesson;
- d. Number of Meetings.

2. Write Competency Standards

Competency standard is a minimum qualification ability learners that describe the acquisition of knowledge, attitudes, and skills that are expected to be achieved at each grade and / or semesters in a subject.

3. Write Basic Competency

Basic competence is a number of ability to be controlled by the students in a particular subject as a reference to the development of indicators of competence in a subject.

4. Write Competency Achievement Indicators

Indicators of competence is behavior that can be measured and/ or observed to demonstrate achievement of certain basic competence which become a reference assessment subjects.

5. Formulating Learning Objectives

Learning objectives describe the process and expected learning outcomes achieved by students in accordance with the basic competencies.

## 6. Teaching Materials

Teaching material includes facts, concepts, principles, and procedures that are relevant, and are written in the form of grains according to the formulation of indicators of achievement of competence.

## 7. Pre-requisites transcribe material

Pre-requisites material is a material or competencies that must be owned or controlled by the students regarding the content or competencies that would be studied

## 8. Time Allocation

Learning expenses and KD achievement objectives adjust the allocation of time

## 9. Specifies the learning method to be used Instructional methods used by teachers to create an atmosphere of learning and the learning process so that learners achieve basic competency or set of indicators that have been set.

## 10. Activities of Formulating Learning

### a. Preliminary

The introduction is an initial activity in a meeting devoted to the study's focus of attention motivational learners to participate actively in the learning process.

### b. Core

Core activity is a learning process to reach KD. Learning activities conducted in an inspiring, interactive, challenging, fun,

motivating the students to actively participate and provide enough space for creativity, innovation, and independence according to their interest, talents and psychological development of students.

c. Cover

Closing an activity undertaken to put an end to the learning activities that can be done in the form of a summary or conclusion, reflection and assessment, follow-up and feedback.

## 11. Learning Outcomes Assessment

Procedures and assessment instruments and processes tailored to the learning outcomes and indicators of achievement of competence refer to the assessment standards.

## 12. Determining Media / Equipment / Materials / Learning Resources

Determination of learning resources based on standards and basic competencies, as well as teaching materials, learning activities, and indicators of achievement of competence. In this section, written all media / equipment / materials / learning resources were used during the learning process takes place.

Similarly to Kunandar (2010:264) mention that there are steps in arranging a Lesson plan:

1. Subject identity, write subjects / theme Lesson, Class / semester, Number of Meetings.
2. Competency standards and basic competency write the Competency Standards and basic competency accordance to content standard.

### 3. Indicators

### 4. Learning Materials

Include learning materials and complete with a description that has been developed in the syllabus.

### 5. Learning Objectives

The learning objectives described what the purpose of the learning. Learning objectives are taken from the indicator.

### 6. Strategies or Learning scenarios

Learning scenario is what and how strategy or scenario the delivery of learning materials to students in a focused, active, effective, meaningful, and fun.

### 7. Facilities and Learning resources

In the learning and teaching process learning tool to help students achieve the learning objectives.

### 8. Assessment and Follow-up

Write assessment systems and procedures used to assess student learning achievement based assessment system that has been developed in line with the development of the syllabus.

Then, Kunandar (2010:264) said that: there are some elements that should be attended by the teacher to arrange a lesson plan. They are:

1. Refer to the competence and basic competence that should be mastered by the students, material and sub material teaching, learning experiences that have developed in syllabus.

2. Using some approach that suitable with material that given life skill based on problem and daily environment.
3. Using the suitable method and media that close to the students direct experience.
4. Evaluation with comprehensive system examination and continually based on examination system that develop harmoniously with syllabus development

From many opinions above, the researchers concludes that in arranging a lesson plan, a teacher must understand and pay attention for each step, because it is related to each other.

## **5. The Principles of Designing Lesson Plan**

In designing a lesson plan, there are many principles that the teachers must know. *According to PERMENDIKNAS no 41 In 2007*, there are many principles in designing a lesson plan. There are:

### **a. Taking into account the individual differences of learners.**

A lesson plan prepared by taking into account differences in gender, ability early, intellectual level, interests, talent, learning motivation, ability social, potential, learning styles, emotional, special needs, learning speed, background behind the culture, norms, values, and / or environment of the learners

### **b. Encourage students to be active participation**

The learning process is designed with a focus on learners to interest, encourage motivation, initiative, creativity, inspiration, and enthusiasm for learning.

**c. Developing a culture of reading and writing**

The learning process is designed to develop a penchant for reading, a variety of reading comprehension, and expression in various forms of writing.

**d. Provide feedback and follow-up.**

RPP program design includes the provision of positive feedback, reinforcement, enrichment, and remediation.

**e. Linkage and integration**

A lesson plan established by considering the linkages and coherence between SK, KD, learning materials, learning activities, Indicators of achievement competency, assessment, and learning resources in one wholeness of experience learning. The lesson plans are prepared to accommodate thematic learning, integration across subjects, cross-learning aspects, and diversity culture.

**f. Applying information and communication technology**

Lesson plan prepared taking into account the application of information technology and communication in an integrated, systematic, and effective in accordance with the situation and conditions.

So, from explanation above, the researcher conclude that: there are six principles in designing a lesson plan that teachers must know.

There are individual differences, fostering students' participation, developing students' reading and writing habits, giving feedback, links and unity, and employing in the information and communication technology.

## **6. Some Mistake in Creating English Lesson Plan**

Mistakes are wrong action, idea, or opinion (Oxford dictionary). In this research, the mistakes mean some difficulties or problems that found by the teachers in creating a lesson plan. According to Trilestari (2012:7) some mistakes in creating English lesson plan:

### **a. Format**

In creating a lesson plan, the teacher should follow the format based on PERMENDIKNAS number 41 in 2007. It is written that the lesson plan has eleven components. The format is shown in the rule so that the English teacher could follow the general rule of creating a lesson plan (attachment).

The format mistake that is found in creating the lesson plan is not totally following the general format. From the three lesson plan analyzed in the topic lesson plan, media, and material presented on language teaching and learning evaluation class, three of them have a different format. Some of them did not complete some components of the lesson plan. For example in one lesson plan, there is no objective, no skill or theme, or no learning resource.

### **b. Content**



The second common mistake in creating an English teaching lesson plan is in terms of content. Based on the title, it should be relevant to the content. Sometimes, mistakes happen in creating the content. For example in standard competence, some lesson plans do not write in the full text of the original text taken from the 2006 English curriculum. .

**c. Objective versus Indicator.**

Some teachers argued that the objective and indicator are the same so that they are only create the indicator in lesson plan and omit the objective. Some argued that the objective and indicator are similar so that they made the same point for indicator and objective but the different is for objective, there is no subject and directly used operational verb.

For example:

**1) Indicator:**

At the end of teaching and learning process, the students are to be careful, fast and correct:

- a) To realize the purpose of news item in pairs.
- b) To tell the generic structure of news item in pairs.

**2) Objectives:**

At the end of learning process the learners are:

- a) To realize the purpose of news item text
- b) To tell generic structure of news item text

Based on *PERMENDIKNAS*, the indicator is designed to quantify a skill based on the competency that wants to be reached. While objective relates the process and result that is hoped to be achieved by the students based on the basic competency. This is clear that objectives and indicators are parallel and support each other. Some mistake in creating indicators is the use of the operational verb.

#### **d. Material**

“The materials specified in the lesson plan are extraneous to the actual described learning activities. This means keep the list of materials in line what you actually to do” (Kizlik, 2012) in Trilestari (2012:10). The material should be written in the lesson plan. It is a useful guide for which part of the activity that the students would do later. In material, there should be teaching material and learning material. Teachers omit the teaching material in the lesson plan and only create the learning material taken from the textbook. Ideally, the material in the lesson plan is a guide to what the teachers are going to teach. It is used as a note while the teaching activity is running so that the teachers could focus in line with the lesson plan.

#### **e. Language**

Language means the use of English in creating a lesson plan. The use of English sometimes imitates the Indonesian style.

Mistakes happen in language terms when teachers should translate standard competency and basic competency. It is because the term in Bahasa would be different in English content. For example, the word “berterima” would be converted as “acceptable” not “thanks”.

**f. Student’s activity.**

The PERMENDIKNAS has set the general format and components of lesson plan. Especially, design of making a lesson plan refer to the 2013 *Revisi English curriculum* (K13). Unfortunately, Some mistakes in creating lesson plan such as mistakes in form, content, objective versus indicator, material, language, student activity, basic competence, standard competence, choosing media, etc. That can make the teaching and learning process is not effective.

**7. The Problem in Teaching in the Classroom**

Based on *Permendikbud No 65 tahun 2013 Tentang Standar Proses Pendidikan Dasar dan Menengah*(2013:8) states that: implementation of learning is an implementation of the lesson plan. So, it is mean that the problems in implementing lesson plan are the problems in learning process. Implementation of learning activities include introductory, core activities and closing activities.

a. Preliminary Activities. In a preliminary activity, teacher:

- 1) Prepare students psychologically and physically to keep up the learning process,
- 2) Ask questions prior knowledge linking the material to be studied
- 3) Explain the purpose of learning or basic competencies to be achieved
- 4) Convey the scope of the material and activities according to the syllabus description explanations.

b. Core Activities

Implementation of the core activities of a learning process to achieve basic competence conducted in an interactive, inspiring, fun, challenging, and motivating (I2M3) learners to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interest and physical and psychological development of students.

c. Closing Activities

In the closing activity, the teacher:

- 1) Together with the learners and or own a summary or conclusion lesson
- 2) Assessment and / or reflection of the activities that have been carried out consistently and programmed
- 3) Provide feedback on the process and outcomes of learning

- 4) Planned follow-up activities in the form of remedial learning, enrichment programs, counseling services and / or assign tasks both individual and group assignments according to the student learning outcomes
- 5) Submit lesson plan to the next meeting

According to Zulkifli, there are several factors that cause problems when the teacher taught in the class, including:

1. The teacher do not know yet each of student characteristic
2. Lack of classroom management and organization of time
3. Teachers sometimes less able to act decisively to students who do not pay attention
4. Difficult give motivation to the students to active in learning process.

According to Sampurno (2012), there are many the teacher obstacles in the class about lesson plan. There are:

1. When the teacher make a lesson plan, he or she just imitate, and that is not appropriate with our students character
2. The teachers are confused with the lesson plan format than think about the substantive of lesson plan in the class.
3. The teachers cannot use many methodologies in learning objective.

The teachers just focus on GTM method.

Also, characteristics of a well-managed classroom is that (Wong, 2009:81) in cicek (2013:334) :

1. Students are deeply engaged with their work; possible if their roles are described and they have a goal as provided in a good lesson plan.
2. Students know what is expected; possible via routinely implemented good lesson plans.
3. There is little wasted time, confusion; possible via effective implementation of a good lesson plan
4. The climate of the classroom is work-oriented, but relaxed and pleasant; possible via good time management due to effective implementation of a good lesson plan.

#### **B. The Importance of a Lesson Plan in Teaching**

Grounding in the preparation of lesson plan is Government Regulation No.19 of 2005 on national education standards Article 20 that explains that: "planning the learning process includes the syllabus and lesson plan that includes at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes." (Rusman, 2012:492)

Then, as we know that a lesson plan is a key to get a successful in learning and teaching process. So, a teacher should be preparing a good lesson plan and it should made by his or herself with pay attention to many components and the rules in designing a lesson plan that mentioned before, consist of: a lesson plan that have the learning objective clearly and individual differences so, a lesson plan that have made can carried out suitable

to local condition. Because “learning and teaching is an attempt to teach students”(Uno and Hamzah, 2008:2).

Similarly with (Uno and Hamzah: 1998) in (Uno and Hamzah, 2008:2) said that “technical term of teaching have a plan and design essence as an attempt to teach students”. That is why, the students learn not only interact with the teacher as a source of learning, but may interact with the overall learning resources used to achieve the desired learning objectives. Therefore, learning to focus on “how to teach students”, and not on “what students are learning.”

The important of a lesson plan that mentioned above to get the learning improvement. According to Uno and Hamzah (2008:3) Learning improvement efforts conducted with the following assumptions:

1. For the improvement of the quality of learning should begin with lesson plans that take the form of instructional design
2. To design a learning need to use a systems approach
3. Instructional design plan referred to how the people learn
4. To plan an instructional design referred to the students as individuals
5. Learning undertaken would lead to the achievement of learning objectives, in this case there would be a direct goal of learning, and the learning objectives of the accompaniment
6. Final goal of the planning of instructional design is easy for students to learn

### **C. The Concept of a Lesson Plan in Teaching English**

In this case, the lesson plan is focused on English subjects. A lesson plan should include a lot of details, including information on possible problems and possible solutions that may appear during the class activity. It also steps by step instructions or teaching procedures to show what to teach and when. James M. Cooper in Khupriati W. (2011:9) has a model of teachers as make decisions.

Designing —————> Implementing —————> Evaluation

The first step that is done by teacher is designing. It means that the teacher must design a lesson plan as a preparation before doing teaching. In this step, a teacher must know what the learners need, because students is a subject in teaching leaning process. Then, the second step is implementing. In implementing a lesson plan, a teacher must consider the situation and condition to make the process of teaching learning process more effective and efficient. The last step is evaluation; the teacher must attempt the procedure and technique of evaluation.

#### **D. The Implementation of Lesson Plan**

The lesson plan that has prepared have to implement in teaching and learning process. According to PERMENDIKNAS number 41 in 2007 states that every teachers in the educational unit is obliged to design a complete and systematic lesson plan so that learning takes place in an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with the interest, talents, and physical and psycho-



logical development of students. And the, PERMENDIKNAS states that teaching process is an implementation of the lesson plan. The implementation of the lesson plan consist of Pre-Activity, Whilst-Activity, and Close-Activity.

### **1. Pre – Activity**

In the Pre-Activity the teacher:

- a. Prepare students psychologically and physically to follow the learning process.
- b. Asking questions that linked knowledge prior to the material to be learned;
- c. Explain the learning objectives or basic competences that would achieved
- d. Convey the scope of the material and descriptions of activities appropriate to syllabus

### **2. Exploration**

Implementation of the whilst-activities of a learning process for reached KD performed interactively, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interest and physical and psychological development of students. Whilst –Activities using methods that are tailored to characteristics of learners and subjects, which may include the exploration, elaboration and confirmation.

a. Exploration

In exploration activities, the teacher:

- 1) Engage learners seeking information about the breadth and depth topic of the material to be studied by applying the principles of Alaml Takambang be a teacher and learn from various sources.
- 2) Using variety of learning approaches, instructional media, and other learning resources.
- 3) Help the relation among participants and learners.
- 4) Learners with teacher, the environment, and other learning resources.
- 5) Engage learners roundly in all activities learning.
- 6) Help learners conduct experiments in the studio, field, or laboratory.

b. Elaboration

In the course of elaboration:

- 1) Get used to learners reading and writing through a variety of specific tasks that are meaningful.
- 2) Facilitating students by giving assignments, study to bring new ideas both orally and in writing.
- 3) Provide an opportunity to think, analyze, resolve problems, and act without fear.
- 4) Help learners in cooperative learning and collaborative.

- 5) Facilitating learners to healthy compete for improve learning achievement
- 6) Facilitating learners make a report conducted exploration either orally or in writing, individually or in groups
- 7) Facilitating learners to present the result of individual work and groups
- 8) Facilitating students do exhibitions, tournaments, festivals, and products produced;
- 9) Facilitating learners engage in activities that foster pride and self-confidence of learners

c. Confirmation

In activities confirmation, the teacher:

- 1) Give positive feedback and reinforcement in the form of oral, handwriting, gesture, and prize to the successful students
- 2) Confirm the results of exploration and elaboration of learners through a variety of sources
- 3) Facilitating learners to reflect to obtain learning experiences that have been conducted
- 4) Facilitating learners to get experience significant in achieving the basic competencies.

### 3. Post-Activity

In the post activity, the teacher:

- a. Together with the students and / or their own making summary / conclusion lesson
- b. Assessment and / or reflection of the activities that have been carried out consistently and programmed
- c. Provide feedback on the process and learning outcomes
- d. Planned follow-up activities in the form of remedial learning, enrichment programs, counseling services and / or give the task, both individual and group task appropriate to the learning outcomes of students
- e. Submit lesson plans to the next meeting

From explanation above, can be conclude that there three part of implementation of the lesson plan. There are pre-activity, whilst-activity, and post activity. The third part of this must be done by the teacher when the learning process sequentially. So, the learning process would run actively and efficiently.

#### **E. Reviews of Previous Studies**

Below are the result of some researches that have relationship with this research.

NO	Names	Titles	Method	Results
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1	Yosipa, Ranti 2005(UNIB)	English teachers difficulties in designing the teaching scenario based on the 2004 curriculum	Qualitative Research	She found eight difficulties in Designing a lesson plan by the teachers, there are formulating TPK, Selecting the teaching technique, media, varying media, making evaluation, and enforcing the evaluation.
2	Herawati (2007)	English teachers' problems in KTPS	Qualitative Research	She found the problems faced by the English teachers in designing teaching implementation planning, were media aspect, basic competence aspect, material aspect, teaching and learning method aspect, indicator aspect, target competence aspect, and standard competence aspect.
3	Khupriati, Yeti (2011)	The English study program students' problems in designing a lesson plan in teaching practice an academic year 2010/2011	Qualitative Research	She found that there were the problems faced by the English students in designing a lesson plan. The problems were teaching method aspect, objective of teaching, evaluation, material, teaching activity, source of learning, teaching media standard competence, and basic competence aspect.

From the review of relevant studies above, it can be concluded there are some English teacher's problems in designing a lesson plan and it is also necessary to investigate the English teacher's problems in implementing lesson plan teaching English. It is important to know the problems in implementing lesson plan, especially for the teachers to be success in learning and teaching process.

### **CHAPTER III**

## **RESEARCH METHOD**

In this chapter, the researcher would describe about research design, subject of the research, instrument of the research, technique of collecting data and techniques of data analysis this research.

### **A. Research Design**

The design of this research would descriptive (Qualitative Research). According to Cruswell (1994) in Alasta (2004:18) descriptive method is considered appropriate to describe the present condition of research subject. The procedure that describe a set of data for a group to provide enlightenment on characteristics of that group alone are referred to as descriptive method (Black:1993) in Alasta (2004:18).

### **B. Research Subject**

The subject of this research would 2 English teachers who teach in Islamic Boarding School of Al-Qur'an Harsallakum Bengkulu. Only two lesson plan and teaching process from each teacher.

### **C. Instrument of Research**

The instruments used in this research were:

#### **1. Document**

I use the lesson plan to see if it matches the material contained in the lesson plan.

## 2. Recorder

A handy cam was used to record the English teacher's activities in teaching English in the class.

## 3. Observation sheet

There are two observation sheet used in this thesis. There is one observation for the lesson plan, and the other is for the learning process. The observation sheet design based on the activities of learning process, there are pre-activity, whilst-activity, and close-activity each of which has several components. The observation sheet would be written in *Bahasa Indonesia* that scores based on students' academic standard criteria (based on the Rector's Decree No. 0353 of 2014 IAIN BENGKULU). It has five alternative responses: they are:

- a.* 80-100 = A
- b.* 70-79 = B
- c.* 50-69 = C
- d.* 30-49 = D
- e.* 0-29 = E

A set of observation sheet is made by the researcher refers to the criteria of evaluation for students teaching practice (PPL). Before it was used, the observation sheet was determining the content validity of the observation sheet. The content validity



was conducted through consultations with experts, especially a lecturer that master in education.

#### **D. Technique of Collecting Data**

The technique of collecting the data in this research are the researcher would come to the class, asked the English teacher lesson plan, and record the learning process when he or she is teaching English in the class.

#### **E. Technique of Data Analysis**

After getting all of the data, researcher would analyze the lesson plan using observation checklist, and analyze the record using observation sheet and lesson plan, and then given assessment and account the result using students' academic standard criteria (based on the Rector's Decree No. 0353 of 2014 IAIN BENGKULU). In analyzing the data, the researcher need co-researcher hands, then the conclusion wrote about the English teachers' problem in implementing lesson plan.

## **CHAPTER IV**

## **RESULTS AND DISCUSSIONNS**

This chapter described and discussed the problems of the English teachers when he or she was teaching in the class, especially in implementing their lesson plan in the class.

### **A. Results**

#### **1. English Teachers' Problems in Designing Lesson Plan**

- a. English teacher's problems in designing lesson plan on teacher-  
(Mrs.Nurlaila) are:

##### **1) Lesson plan 1**

There was no problem of T-I in the first lesson plan because it described basic competence and standard competence based on the lessons to be delivered are:

- a) List the character of learning.
- b) Explain subject matter to be presented
- c) Includes indicators of the learning competencies
- d) Includes the allocation of time to be used in the learning process
- e) Explain learning resource and instructional media
- f) Explaining the formulation of learning objectives
- g) The selection of teaching materials appropriate to the character of the students
- h) The clarity of the learning scenario

- i) Every step has been reflected in the strategies / method of learning
- j) Adjusting techniques with the purpose of learning and the completeness of the instrument clearly.

The score of this first lesson plan is A because it is in the range of 80-100 (80.75).

## **2) Lesson plan 2**

In designing the second lesson plan, T-I also did not have problem because it described basic competence and standard competence based on the lessons to be delivered are:

- a) Lists the character of learning.
- b) Explain subject matter to be presented
- c) Include indicators of the learning competencies
- d) Include the allocation of time to be used in the learning process
- e) Explain learning resource and instructional media
- f) Explaining the formulation of learning objectives
- g) The selection of teaching materials appropriate to the character of the students
- h) The clarity of the learning scenario
- i) Every step has been reflected in the strategies / methods of learning

- j) Adjusting techniques with the purpose of learning and the completeness of the instrument clearly.

The score of the second lesson plan is also A with the range 80-100 (86.25).

- b. English teacher's problems in designing lesson plan on Teacher- (Mrs.Yulita) are:

#### 1) Lesson plan 1

In the first lesson plan of T-2, it describe basic competence and standard competence based on the lessons to be delivered, included the character of learning, described subject matter to be presented, included indicators of the learning competencies included allocation of time to be used in the learning process, described learning source / instructional media, explaining the formulation of learning objectives, the selection of teaching materials appropriate to the character of the students, the clarity of learning scenarios (each step reflected a strategy / method and time allocation at each stage), and adjusting techniques with the goal of learning. However, overall the first lesson plan from T-2 still experienced problems with the assessment, the problems were:

- a) Learning assessment, in the learning assessment the teacher did not show the assessment instrument based on technique,

form, and example of instruments. The teacher just write the score of assessment.

- b) Instrument completeness was not complete, for example: question, answer, technique, and guideline for assessment. The teacher just write the score of assessment.

The score of the first lesson plan is B in the range 66-79 (72.5).

## **2) Lesson plan 2**

In the second lesson plan of T-2 has explained basic competence and standard competence based on learning skill, lists the learning characteristics, explain subject matter to be presented, lists the indicators in the learning competencies, lists time allocation which would be used in the learning process. Lists learning source or media, described formulation of learning objectives, the selection of learning materials appropriate to the character of the students, the clarity of learning scenarios (each step reflected a strategy / method and the allocation of time on each), and adjusting techniques with the first lesson plan that overall of the second lesson plan of T-2 was still experiencing problems in the assessment, the problems were:

- a) Learning assessment, in the learning assessment the teacher did not show the assessment instrument based on technique, form, and example of instruments. He was just explain about criteria and score of assessment.

- b) Instrument completeness is not complete, for example:  
question, answer, technic, and guideline for assessment.

There was no one explain in the lesson plan.

The score is B in the range of 66-79 (77-.5).

Form the evaluation of their lesson plans designed by the second teachers (T-2), the average score is B with the range 66-79 -74.58).

After evaluating all of the lesson plans designed by their English teachers of Islamic Boarding School of Al-Qur'an Harsallakum, it can be summarized that the teachers' problems in designing the lesson plan are included in the following parts:

- (2) Teaching method
- (3) Assessment
- (4) Instrument Completeness
- (5) Learning material
- (6) Subject identity (there are no lists of English skill that should be owned by the students).

## **2. English Teachers' Problem in Implementing Lesson Plan**

After finding the teachers' problem in designing lesson plans, the next data that the researcher investigated are about the teachers' problems in implementing the lesson plans that they had designed. The data were completed by doing the classroom observation. Here, the researcher

observed the teaching and learning activities once for each teacher. It is hoped that this observation can represent the three lesson plans that the teachers had designed.

The implementation of lesson plan is the teacher activities in teaching and learning process in the class. To get good results in the learning process, of course the teacher must have a good plan anyway. If a teacher has made a good plan, it is estimated that the implementation is good. There are there activities in the learning process that must be done by the teachers, namely the pre-activities, whilst-activities and close-activities. Those there sections should be carried on by teachers when teaching. However, the fact showed that the data which the researcher found, there are some problems found by the teaching and learning process. The data of teachers' problems in implementing the lesson plans in teaching and learning process are described as follows.

**a.** English teacher's problems in implementing lesson plan on Teacher-1 (Mrs.Nurlayla), were:

**1) Pre-Activity**

In pre-activity, the researcher found that the first teacher did not do the apperception activity. The teacher did not give clue such as questions to the students to link their background knowledge to the material that would be discussed in that meeting. So the students cannot guess what they would learn.

The teacher also did not convert the competency that would be achieved and the planned activity doing the teaching and learning process. The teacher did not give the signal about what the students must do, what competency that they should achieve. After greeting the students, the teacher directly comes to the whilst activity.

## **2) Whilst-Activity**

In whilst activity, the teacher implemented almost all activities. The researcher only found that in presenting the materials, the teacher.

- a) Did not use the media effectively and efficiently because she did not use the supporting media at all besides textbook. She just conveyed the material in the books and knowledge she has acquired as a teacher.
- b) In the evaluation the teacher did not do the final assessment based on the students' competence.

## **3) Post-Activity**

In the end of teaching and learning process, the teacher did not reflect or create a summary by involving students. Here, the teacher only give follow up by giving the instruction of activities or tasks as the part of remedial/control.

- b.** English teacher's problems in implementing lesson plan of teachers-2 (Mrs. Yulita) were:



### **1) Pre-Activity**

In pre-activity, the second teacher only implemented one of the two components, namely doing the apperception activity. But, the problem was: the teacher did not convey the competency that would be achieved and the planned activity during the teaching and learning process.

### **2) Whilst-Activity**

In whilst activity, there were there activities not implemented by the teacher. The activities are:

- a) He did not use the media as a tool in delivering learning materials. The medias were script text and student's worksheet. But, in the learning process he did not use them as a medias in deliver materials.
- b) He could not encourage the students enthusiastic to follow the teaching and learning process. For this reason, the class became inactive. Most students or almost all of the students just silent and listened when he explained the lesson.
- c) He did not di final assessment in accordance with the competencies of learning, so that, there was no challenge to the students about materials that have studied.

### **3) Post-Activity**

Similarly to the first teacher, at the end of the lesson, the second teacher did not do reflection and created a summary about

materials that has been taught by involving students. As we know that in the close-Activity consist of: the teacher provide opportunities for students to express opinion about material that has been studied. The teacher and students concluded materials, the teacher conveyed a moral message to the students, and greeting and praying. But, in the post-Activity, he was just greeting and praying and close the meeting.

Overall, English teacher's problems in implementing lesson plan were:

**a) Pre-Activity**

- (1) There was no apperception
- (2) Teacher didn't tell about competence that would be reached and plan activities.

**b) Whilst-Activity**

- (1) Teacher didn't use media effectively and efficiently
- (2) The teacher could not encourage enthusiasm and excitement for students to learn.
- (3) Teacher did not do a final assessment in accordance to competence.

**c) Close-Activity**

- (1) Teacher did not do reflect or create a summary by involving students

- (2) Teacher did not carry out follow-up by providing guidance activities or tasks as part of remedial / supervision.

## **B. Discussions**

After finding the data, the research could describe in detail that the English teachers of Islamic Boarding School of Al-Qur'an Harsallakum had the problems in designing and implementing lesson plan. In problems in designing lesson plan as follow: 1)Teaching method, 2)assessment, 3)Instrument completeness; 4)Learning Materials, and 5)Subject Identity. Whereas the problems in implementing lesson plan as follow: 1)problem in doing the apperception, 2)Conveying the competence that should be reached and activity planning, 3)Using the teaching method appropriate to the skill, 4)Using the media effectively and efficiently, 5)Involving students in using teaching media and resource, 6)Developing students' enthusiasm and cheerful in learning, 7)Giving final assessment based on the competency, 8)Reflecting or summering by involving students, and 9)Following up with giving direction or task as a part of controlling

The finding above tells about how important the design lesson plan. Like uno and hamzah (3008:3) said that the important of the lesson plan is a learning improvement. The learning improvement efforts conducted as follow:

1. For the improvement of the quality of learning should begin with lesson plans that take the form of instructional design.
2. To design a learning need to use a systems approach
3. Instructional design plan referred to how the people learn

4. To plan an instructional design referred to the students as individuals
5. Learning undertaken would lead to the achievement of learning objectives, in this case there would be a direct goal of learning, and the learning objectivities of the accompaniment
6. Final goal of the planning of instructional design is easy for students to learn.

On other hand, the lesson plan have many components that should be completed by the teachers in designing lesson plan. According to PERMENDIKNAS number 41 in 2007, there many components of the lesson plan: 1) Subject identity consist of educational unit, class, semester, skill, subject or theme of the lesson, meetings. 2) Standard competency, 3) Basic competency, 4) Indicator, 5) Learning objectivities, 6) Learning material, 7) Time allocation, 8) Learning method, 9) Learning activity, 10) Learning assessment, 11) Learning resource. Based on theories above, the teacher have to design lesson plan before doing teaching process. Because as we know that the lesson plan is a teacher guideline to get successful in teaching process. In designing lesson plan, the teacher have to pay attention about components of the lesson plan above. But, in fact after analyzed the data, the researcher found that the English teachers have problems in designing lesson plan. The problems were: 1) Teaching Method, 2) Assessment, 3) Instrument complements, 4) Learning materials, and 5) Subject Identity.

Actually, the teaching method is used to create teaching and learning activities in order that the students can achieve basic competency or a set of in-

dicators that are determined. The selection of teaching method should be appropriate to the students' conditions, and the characteristic of each indicator and competency that would be achieved in every subject. Here, how the teacher can create good teaching and learning atmosphere if the teacher could not design appropriate method in their teaching.

Related to the assessment, the teacher should not leave it because it is useful for the teacher to measure the level of competency achievement of the students, and it is used for designing the learning progress, and improving the teaching and learning process.

Learning material is also the important part in lesson plan because it includes facts, concepts, principles, and procedures that are relevant and written in the form of grain in accordance with the formulation of indicators of achievement of competence.

Instrument completeness is also integrated part in lesson plan, because it is used for determining what instrument that should teacher consider in evaluating the students achievement. The last, a line with subject identity, the teacher are obligated to put in the lesson plan, because it includes: Education Unit (School Level Identity); Class: Semester; Subject; Theme/skill; and meeting.

After designing lesson plan, the teachers have to implement the lesson plan when teaching English in the class. However, the teachers still have many problems in implementing it. Like in the previous part of this research, there are nine items that the teachers had problems to implement.

The first problem is doing the apperception in fact apperception is one of the important parts in pre-activity that should be done by teachers because this activity can open the students' minds about what material that they would learn. It can also help the students remind the materials that they had passed in the previous meeting because the teachers link their knowledge about the materials that they had and they would learn. Give clue such as questions to the students to link their background knowledge to the material that would be discussed in that meeting (permendiknas, 2007).

The second problem was conveying the competency that should be reached and activity planning. Here, this activity is important and useful for helping student ready to know what they should express, what they should do and what competency that they should achieve. It is hoped that the students are able to pass the material well.

The third problem is using the teaching method appropriate to the skill. In fact, the teaching methods should create teaching and learning activities so that students can have basic competencies consisting of certain indicators. The selection of teaching methods should be appropriate to the students' conditions, and the characteristics of indicators and competency that would be reached in every subject.

The final problems are related to the using the media effectively and efficiently and involving students to use it. Teaching media is useful for helping the teacher easier to convey the materials to students, and the students can understand the material more.

The sixth problem is related to developing students' enthusiasm and cheerful in learning. The enthusiastic students would create active classroom atmosphere. When the students are enthusiast to follow the class, it indicates that they are encourage to be more actively in teaching and learning process.

The seventh problem is related to giving final assessment based on the competency. Related to assessment, the teachers should do it because it is useful for them to measure the level of competency achievement of the students, and it is used for designing the learning progress, and improving the teaching and learning process. Good assessment is when it is done consistently, systematically, programmed by using test or non-test inform of written or orally.

The eight problems are related to reflecting or summering by involving students. However, this activity is really useful to know how far the students follow and understand about the materials that had been learned. When they can summarize the materials, it indicated that they attend the class. It is also useful to strengthen the students understanding about the materials.

The last problem is related to the follow up with giving direction or task as a part of controlling. This activity is useful since it gives the opportunity to students to remedy or deepening their knowledge about the materials that they had learned by doing tasks at homes. It can help the students to activate their thinking and can help them to practice even orally or written.

If the results of this research compared to the result of previous ones, it can be seen that mostly the teachers and problems in designing lesson plan.

Yosipa (2005), she found eight difficulties in designing a lesson plan by the teachers, there are formulation TPK, selecting the teaching technique, media, varying media, making evaluation, and enforcing the evaluation. Then, Herawati (2007), she found the problems faced by the English teachers in designing teaching implementation planning, were media aspect, basic competence aspect, material aspect, teaching and learning method aspect, indicator aspect, target competence aspect, and standard competence aspect. After that, Khupriati (2011), she found that there were the problems faced by the English students in designing a lesson plan. The problems were teaching method aspect, objective of teaching, time allocation, indicator, evaluation, material, teaching activity, source of learning, teaching media standard competence, and basic competence aspect.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After the data of teachers' problem in designing and implementing the lesson plans, the researcher would like to conclude that:



1. In Problem in designing lesson plan as follow: 1) Teaching Method, 2) Assessment, 3) Instrument completeness; 4) Learning materials, and 5) Subject Identity.
2. The teachers' problem in implementing lesson plan as follow: 1) Problem in doing the apperception, 2) Conveying the competency that should be reached and activity planning, 3) Using the teaching method appropriate to the skill, 4) using the media effectively and efficiently, 5) Involving students in using teaching media and resource, 6) Developing students' enthusiasm and cheerful in learning, 7) Giving final assessment based on the competency, 8) Reflecting or summering by involving students, and 9) Following up with giving direction or task as a part of controlling.

## **B. Suggestions**

The researcher would like to suggest that:

1. The teachers should design the lesson plan based on the criteria given by the national education department, since the lesson plans designed by the teachers still not completing the criteria available
2. The teachers should implement all for the components in the lesson plan. in order that the teaching and learning can take place more effectively and get better outcomes.
3. The next researchers suggest<sup>59</sup> investigate similar research by using more complete observation and getting more valid results

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