

CHAPTER I

INTRODUCTION

A. Background of Research

Tarbiyah and Teachers Training Faculty is one of faculties which can bear candidates of future professional teachers. In order to produce capable and high professional graduates, they require wide insight, broad knowledge, and actual information that are able to enrich their knowledge of education.

Being a professional teacher is not an easy thing to do. Moreover, it will be more difficult if it is done without having an adequate knowledge. Reading books and studying in a classroom are definitely not enough to transfer the required knowledge. Experiencing knowledge directly to a certain field is an important thing to do in completing and carrying out our existing weaknesses instead of gaining knowledge just from reading books and studying in a classroom.

In an attempt to achieve that purpose, Tarbiyah and Teachers Training Faculty itself has implemented an educative program namely *Teaching Practice*. This program will train students to become a teacher and will send them to some schools, either junior high schools or senior high schools. Certainly, they will teach and deliver material and also interact with the high school students as well. *Teaching Practice* program is conducted for sixth semester students by having enough *SKS* and completing certain subjects that is determined by each department, especially in English department.

In English department, there are several subjects that must be taken by students as a requirement for joining *Teaching Practice* program. Those subjects are Curriculum Material Development (CMD), Instructional Design, TEFL I, TEFL II, Language Teaching Media, and Language Learning Assessment. In these subjects, students are taught about several kinds of approaches and methods in teaching, curriculum, syllabi, lesson plan, and classroom teaching practice. These absolutely can be students' preparation in implementing *Teaching Practice*.

In order to make *Teaching Practice* program more successful, a teacher must prepare learning and teaching devices. They can be in form of lesson plan to facilitate the teacher and to give her reference in delivering material to her students. This lesson plan is considered as an aid for teacher to help students in achieving learning goals.

Becoming a professional teacher is not easy. There are a lot of things that should be prepared by a teacher before delivering a lesson. One of them is preparing lesson plan. A teacher is obligated to master how to create a lesson plan for the sake of meaningful learning and successful objectives in teaching and learning process.

Government Regulation number 19 year 2005 regarding to process standard indicates that a teacher is expected to develop a lesson plan. It is also clarified by *Peraturan Menteri Pendidikan Nasional (Permendiknas)* number 41 year 2007 about Process Standard which regulates planning of learning process which implies teachers to develop a lesson plan, especially in primary and secondary educational level formally, either in package system or semester credit

system (*SKS*). Every teacher is obligated to construct a lesson plan completely and systematically so the learning activity can happen interactively. Optimistically, it can challenge and motivate students to participate actively in the classroom and also give them enough space to establish their creativity and autonomy based on their interest, talent, physical growth, and psychology.

Fundamentally, constructing a lesson plan is aimed to design students' learning experience in order to achieve learning objectives. The implementation of the planning activity in learning process is an effort to determine various activities that will be done in a classroom regarding to the objectives of learning process that has been decided in the lesson plan. In the context of competence-based education, the objectives are the competences which should be owned by students so the lesson plan itself is an attempt to decide which activities that will be applied to achieve the expected competences which are cognitive, affective, and psychomotor.

According to Mulyana (2012: 1), the reason why designing a lesson plan is important because it can help the teacher to think about a lesson before it is taught to students so the difficulties in learning and teaching activities can be predicted and solved. The teacher can organize many kinds of facilities, devices, teaching media, time and content to facilitate her in achieving learning objectives as effective as possible and to connect the objectives and the procedures with the whole objectives of the lesson. Using a lesson plan according to educational experts is effective enough to enhance students' quality.

According to Muslich (2008: 45), Lesson Plan is a lesson planning for each unit of subject that will be implemented by a teacher for teaching and learning activity in a classroom. Based on this lesson plan, hopefully a teacher is able to deliver a lesson systematically. A lesson plan should have high implementation rate. Without good planning, the learning target will be difficult to attain maximally. Therefore, the ability in making a lesson plan is the first step that should be mastered by teachers and candidates of teachers. Moreover, it is believed as the estuary of entire science theory, basic skill, and deep comprehension about learning objects and learning situation.

On the contrary, nowadays, there are a lot of students who will join *Teaching Practice* and have taken the mentioned subjects above feel complicated in making lesson plan as the preparation of teaching practice. Plenty of them complain and avoid meeting the problem of creating lesson plan. In their opinion, lesson plan is a thing that is difficult to create and to do. In fact, the lesson plan itself is a very crucial component in their later teaching. Thus, it is really worried that they cannot accomplish the learning objectives excellently. Besides, there are a lot of them who do not even know the benefit and the purpose of designing a lesson plan.

In previous research by Mahmudah (2015) that the constraints of a teacher on making lesson plan is difficult to determine strategy, time allocation and learning media. Which in determining the strategy of the teacher must adjust to the student's ability and the solution of the constraints is the teacher should increase special attention to students who have less ability. The next obstacle is

the determination of time allocation where it is difficult to divide the time by implementing school activities outside the hours of study, the solution is to utilize the time available to implement the lesson. And the last is to determine the learning media, which makes the learning media must be tailored to the characteristics of learners. The solution is to consider the abilities, intelligence, and knowledge possessed by learners.

From previous research it was known that, not only students who will implement PPL alone who find it difficult in making lesson plan. In fact it turns out that is true to be a teacher even though still have problems in making lesson plan.

Whereas later when going to implement the PPL, they will be asked every day to make lesson plan in a single meeting with different purposes and materials.

In Holy Qur'an Surah Al-Baqarah Verse 286 reveals:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا

مَا اكْتَسَبَتْ... [٢:٢٨٦]

Based on the verse above, Allah implies that He will not give any burden to us which we cannot hold it. It means that every problem and obstacle that Allah gives to us must be able to solve and handle. It depends on ourselves whether we can face it or not by our own effort. Thus, it can be concluded from the verse that every problem must have a solution.

Nevertheless, some of students apparently cannot solve the problem and choose to run instead of finding the solution. As recently, one of English department's students even chooses to quit from studying due to his incapability to finish the subject and the task especially related to lesson plan. In his opinion, there are too many tasks of making lesson plans to do in every week. One thing that can be speculated from this phenomenon is that the student has lack of understanding about creating a lesson plan, especially in English.

Based on the phenomenon and explanation above, the writer is interested to conduct the research entitled "Students' Problems In Creating Lesson Plans". This research will answer what kind of problems and difficulties that students mostly face in creating lesson plan.

B. Statements of Problem

Problems faced by students in making a lesson plan is no longer a taboo. Coursework can't be separated from the manufacture of a lesson plan. Many of them complain whenever consultation with the supervisor, annoyed at the streak and blame. In fact, they were confident that the lesson plans they make are correct and in accordance with procedures. Sometimes even their own lesson plan like a burden on their minds. Actually, what is difficult in making lesson so much going problems faced by students.

C. Research Questions

Based on the statement above, researcher propose a question what are the problems faced by students in making a lesson plan.

D. Objective of Research

Based on the statement of the problem above, the objectives of the research is to find out the problems faced by students in making lesson plan.

E. Significance of Research

The result is expected to have advantages, such as:

1. Enrich the knowledge and experience of the authors in this particular study.
2. Provide information and knowledge about the problems of students in making a lesson plan.
3. Provide motivation to the students of English education that is not afraid to face problems in making a lesson plan.
4. Provide a valuable contribution to all English teachers in the English Department to improve the teaching and learning of English, especially in the subjects concerned with the lesson plan.
5. Consideration for education administrators as input to enhance and improve the quality of teaching writing.
6. Provide information and considerations for researchers in the future.
7. Enriching literary sources in the library UIN *Antasari* Banjarmasin.

F. Scope of Research

In this research, the researcher limits the problem only about the English students who have taken courses CMD (Curriculum Materials

Development), Instructional Design, TEFL I, TEFL II, Language Teaching Media, and Language Learning Assessment in English Department UIN *Antasari* Banjarmasin.

G. Definition of Key Terms

In order the misinterpretation does not occur when exploring the content of this research, the researcher needs necessary to explain several key terms :

1. Students are materials that will be used as subjects in this study, the students in English Education Department academic year 2014, in *Tarbiyah* and Teachers Training Faculty of UIN *Antasari* Banjarmasin.
2. Lesson plan is drafting a strategy of systematic and organized to plan lessons. The objective of this lesson plan is for teachers to have a clear plan for teaching in the classroom or if the teacher concerned is not present in the classroom, another teacher can replace teaching because there are clear timetable.
3. Case Study is a type of research that aims to gain a deep understanding. Methods to understand the individual who is done in an integrative and comprehensive way to obtain a deep understanding of the individual and the problems he faced with the goal of the problem can be resolved and obtain good self-development.