

## BAB IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

This research was conducted at English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari located on Jl. A.Yani Km. 4,5 Banjarmasin. Bab ini menyajikan mengenai hasil penelitian yang berupa deskripsi masalah mahasiswa dalam pembuatan lesson plan.

The result of this research and the discussion are the data analysis result gathered during the research process. It is collected based on the result of interview and documentation which has done outside classroom to students of English Department academic year 2014.

The researcher gathered the objects about 20 students by selecting 5 students randomly in each class. Based on the result of interview, the researcher found several problems that students mostly face in creating lesson plan. They are:

- a. The format of lesson plan taught by different teachers.
- b. The procedure of lesson plan with different curriculum.
- c. The difficulty in distinguishing between *goals* and *objectives*.
- d. The difficulty in making *rationale*.
- e. The difficulty in determining approaches, methods, and techniques.
- f. The difficulty in making *while activity*.
- g. The difficulty in determining *competency standard* and *indicator*.
- h. The difficulty in determining materials.
- i. The difficulty in making assessment.

After obtaining the result of interview and finding the problems, the researcher analyzed the result of data through four steps based on case study analysis steps by Creswell. In the first step, the researcher found three categories from the identified problems. The first category is *ability*; in this category, the researcher compared the problem with the students' ability. The second one is *motivation*; from the identified problems, there are several problems which include in students' learning motivation. The last one is teacher's factor; there are some problems caused by teacher's factor who delivers the material in a learning process. Here is the table.

4.1 Table of Problems Categories

No	Problems	Categories		
		Ability	Motivation	Teacher's Factor
1	The format of lesson plan taught by different teachers			√
2	The procedure of lesson plan with different curriculum	√		
3	The difficulty in distinguishing between <i>goals</i> and <i>objectives</i>	√		
4	The difficulty in making <i>rationale</i>	√		
5	The difficulty in determining approaches, methods, and techniques	√		
6	The difficulty in making <i>while activity</i>		√	
7	The difficulty in determining <i>competency standard</i> and <i>indicator</i>	√		
8	The difficulty in determining materials		√	
9	The difficulty in making assessment		√	

The table above describes students' problem in creating lesson plan. The researcher found that the problems are caused by several factors that are divided into three categories.

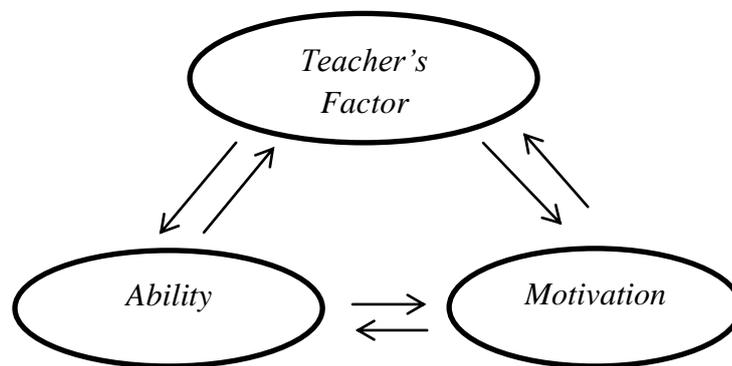
The first factor is *ability*. The five problems which include in this category shows that indeed, there are a lot of students who have low ability in understanding how to create a good lesson plan. It is caused either by their slow learning style in accepting the lesson, their absence in the subject, or the teacher's delivering style toward students which is not really effective.

The second factor is *motivation*. There are three problems which include in this category. In those problems, the students are only asked to make activities, to determine material, and to create assessment. However, the students still feel complicated. In fact, according to the researcher, those are actually easy to do. From those problems, the students just necessarily involve their brain to imagine. The problems happen because of students' less motivation in establishing their imagination.

The third factor is teacher's factor. From the two categories that are mentioned above, actually, the main factor is teacher's factor. This factor truly determines students' ability and motivation. It is about teacher's teaching style in delivering material so it can be accepted well by the students. From this teacher's factor, the students' ability can be covered, what the teachers deliver is what the students accept. However, it depends on the students' ability in accepting a lesson. Since the learning style and the understanding of material from the students are

basically different, it also happens to the teachers in which their teaching style is different as well.

From the table above, the researcher can describe a pattern about five problems in *ability* category, three problems in *motivation* category, and one problem in *teacher's factor* category. From those categories, it is known that the students are weak in *ability* and *motivation*, meanwhile in *teacher's factor*, they are not quite weak. This pattern can be described as follows:



Based on the description of the pattern above, it can be explained that *ability*, *motivation*, and *teacher's factor* are related to each other. Nevertheless, the plenty number in *ability* and *motivation* category is caused by the main factor which is *teacher's factor*. *Teacher's factor* is the most important thing in developing students' ability and motivation in learning activity.

In this kind of framework, the teacher's creativity is needed in order to be facilitator and learning guide for students. The duty of teacher is not only to give information to students but also to develop creativity in giving service and learning easiness to all of the students, so they can learn in a situation, which is fun, enjoyable, exciting, and brave to give their own opinion.

From those categories, the researcher will explain in detail about the identified problems in discussion.

## **B. DISCUSSION**

Based on the identified problems, the researcher will discuss the whole identified problems in this research entitled Students' Problems in Creating Lesson Plans (A Case Study at Tabiyah and Teachers Training Faculty of UIN Antasari Banjarmasin). Here is the discussion:

### **a. The Format of Lesson Plan Taught By Different Teachers**

The process of education cannot be separated with curriculum. It reflects some competences that will be achieved by students from every subject. Hopefully, after finishing all of the subjects that are exist in the curriculum, the students will become good graduates whose competence that is expected from the college.

Here, the problems are the ratio of teachers and students which is not balanced, and the educational background of the teachers which is not appropriate with the subject. Thus, it causes distortion of expected competence.

As we know, occasionally, one subject that we take usually will be taught by different teachers in every class. This happens especially in our campus. There are a lot of same subjects yet they are taught by different teachers. Based on the result of interview, from four classes, there is one subject which is taught by two different teachers. Definitely, the ways how the teachers deliver the material

to their students are different such as the strategy, the teaching method and the content of the lesson.

Four obligatory subjects that should be taken by English Department students as the prerequisite for joining *Teaching Practice* are the subjects which insist students to create a lesson plan.

There are two teachers who teach how to make a good lesson plan in English Department. They are Teacher A and Teacher B. According to students, both teachers teach how to make a lesson plan with different ways. Consequently, students face many difficulties in mastering how to create a good lesson plan. They have to create a lesson plan based on what the teacher teaches, without making it based on their own ability.

The material that they can accept is a little bit different. Most of them are not able to distinguish the pattern of lesson plan taught by both of the teachers. As a result, many students compare the making of lesson plan between Teacher A and Teacher B. In some students' opinion, lesson plan taught by Teacher A is easier than Teacher B. However, it is quite possible that in the contrary, lesson plan taught by Teacher B is easier as well than Teacher A.

According to the researcher, there should be coordination for all teachers who teach lesson plan. This coordination can be applied to lesson plan teaching with a same pattern. It is aimed to ease students in understanding how to make a good lesson plan, and not to make students confused with the various patterns of lesson plan. If there is no coordination, it will cause pro and contra to students when they will conduct *Teaching Practice* since they will create lesson

plan every time they will teach. Moreover, those lesson plans will be consulted again with the tutor in the related school. Nevertheless, creating lesson plan itself will be occasionally different when it is applied in a school. Therefore, the coordination should be done by every teacher, so that the form and the pattern of lesson plan will be matching, and should be appropriate with the pattern of lesson plan which is used in Indonesia as determined by the minister of education.

However, according to the researcher, essentially, the various ways in teaching and delivering materials taught by different teachers can give benefits to students. The benefits can be more knowledge and motivation to be more diligent in developing their ability in creating lesson plan.

#### **b. The Procedure of Lesson Plan With Different Curriculum**

Indonesian education has changed many educational policies. The changes done by the government hopefully can advance human resources in Indonesia in order to push the nation forward.

As we know, Indonesian education often changes curriculum. Nowadays, education system in Indonesia is applying Curriculum 2013, a new curriculum designed by the minister of education. However, it cannot be denied that the change of curriculum is not easy to apply due to a lot of educational institutions still use the previous curriculum (*KTSP*) instead of using Curriculum 2013. The reason why it happens because there are many teachers who are not ready to figure out Curriculum 2013, and also many schools which are difficult to

apply it due to the conditions of the students. Some people also argue that *KTSP* is much easier to apply in school than Curriculum 2013.

The change of curriculum is the cause of students' problem factor in creating lesson plan. As explained in previous point that students are taught how to make a good lesson plan by different teachers. The most prominent thing in this different way of lesson plan teaching is the format of the lesson plan with different curriculum. Teacher A teaches how to create a lesson plan based on Curriculum 2013, meanwhile Teacher B teaches how to create it based on *KTSP*.

According to the researcher, the problems caused by that distinct curriculum will happen when students will apply the lesson plan in *Teaching Practice* in a school, as the researcher mentioned above that not all schools can apply the same curriculum.

They will feel complicated to create a lesson plan if they are taught by a teacher about lesson plan based on Curriculum 2013, meanwhile in *Teaching Practice*, they will be randomly placed in a school where it still applies *KTSP*, vice versa.

This problem is categorized in *ability*, which the understanding of the students toward the curriculum is still not optimal. Before the students are taught how to make a good lesson plan, it will better if the teacher firstly explains in detail about both curriculums. For example, the teacher can explain about the differences and the similarities, and also the procedure of creating lesson plan based on each curriculum.

There are many differences between both curriculums, exactly in new contents that are available in Curriculum 2013 and also the aim that is quite different from *KTSP*. Curriculum *KTSP* is an active students-based curriculum which is done through approaches of exploration, elaboration, and confirmation. *KTSP* is established based on the condition of educational institutions, potential, characteristics of the region, and socio-cultural of surrounding society and student.

In the other hand, Curriculum 2013 emphasizes on affective aspect or the change of behavior. The competence which wants to be achieved is a balanced competence among attitude, skill, and knowledge, despite of the learning ways that are holistic and fun.

The difference of Curriculum 2013 especially in graduate competence aspect is the balance of soft skills and hard skills which includes aspects of attitude, skill, and knowledge as well. Meanwhile, *KTSP* emphasizes merely on knowledge aspect.

### **c. The Difficulty in Distinguishing Between *Goals* and *Objectives***

According to Mulyasa (2009), designing a lesson plan is the most important part which will determine the quality of whole learning, education, and the quality of human resources, either in the present or in the future. Therefore, no matter what the situation is, teacher should keep designing lesson plan because planning is a learning directive. Planning necessarily does before acting. By doing planning, the teaching-learning process can show its quality and can help directing the process of achieving the educational aims.

In the process of creating lesson plan, a teacher should make the educational aims clearer and more directional, either the common aims or the specific aims. Based on the result of interview, students mentioned that their problem is finding goals and objectives in the form of lesson plan taught by one of the teachers. Moreover, they are still not able to distinguish between goals and objectives.

*Goals* are the learning aims generally. Meanwhile, objectives are the learning aims specifically, by explaining in detail about learning goals that will be possibly achieved by high school students in the end of the lesson.

In fact, based on the result of interview with 20 high school students, this problem is the first point that they reveal. From 20 high school students, 85% of them stated the same thing. They were very excited when they reveal this difficulty. Hopefully, they will get the solution.

This problem is included in *ability* category. Undoubtedly, it is caused by their lack of ability in understanding every procedure in lesson plan.

According to the researcher, this problem is caused by their lack of brain stimulation in accepting a lesson. Distinguishing between goals and objectives is actually easy, as the following example:

#### 4.2 Table of Goals and Objectives

Goal	The eighth grades of junior high school will be able to develop their listening skill about narrative text and also use the target language in their daily communications.
Objectives	By the end of the lesson, the eighth grades of Junior High School are expected to be able to: <ol style="list-style-type: none"> <li>a. Identify the generic structure of the story of narrative</li> </ol>

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text in video.

- b. Develop their listening skill by watching the video about certain story related to narrative text with at least 75% accuracy in the classroom.
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Based on the example above, the material is about Narrative Text with Listening skill. The way how to distinguish between goals and objectives above is definitely clear. As in the table of goal, the goal is described generally, widely, in which the final result of the goal is still unknown. Meanwhile in the table of objectives, the goals are re-described based on the goals that want to be achieved at the end of the lesson.

According to the researcher, regarding to this problem, all they have to do is just studying diligently and looking for many examples of lesson plan to analyze.

However, it will be better if the teacher teaches procedures and steps how to make a good lesson plan by following the instruction which is valid in Indonesia. It must accomplish due to the application of lesson plan in a school and *PPL* is based on the procedure and instruction in Indonesia as well.

#### **d. The Difficulty in Making *Rationale***

Before creating lesson plan, the first step to do is creating general description about design of the lesson, as it is similar with how to create a *background* in a research. Nonetheless, it is actually the problem that students mostly face in creating lesson plan.

In the form of lesson plan taught by one of the teachers, it includes *Rationale* in the lesson plan. Rationale is a general description about design of a lesson which will be done in a classroom such as goals, methods, and approaches in teaching and learning process. It is described in a paragraph.

Similar with *goal* in the previous point, the students also feel complicated to make a general description about lesson plan they will create. They still get difficulty in describing how to conceptualize a general description in a lesson plan. In fact, *in rationale*, they just need to describe their lesson plan design generally in a paragraph.

According to the researcher, the form of lesson plan taught by one of these teachers is totally practical and easy for them whom already understand and master it. Yet, back to the researcher's opinion, it will be better if the form of lesson plan is taught based on the procedure of lesson plan instruction in Indonesia.

For further information, the researcher will show the different form of lesson as the following examples.

#### 4.3 Lesson plan based on the instruction of curriculum in Indonesia

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##### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan	: .....
Mata Pelajaran	: .....
Kelas/Semester	: .....
Standar Kompetensi	: .....
Kompetensi Dasar	: .....
Indikator	: .....
Alokasi waktu	: ....x.....menit (.....pertemuan)

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- A. Tujuan Pembelajaran
  - B. Materi Pembelajaran
  - C. Metode Pembelajaran
  - D. Langkah-langkah kegiatan Pembelajaran
    - Pertemuan 1
    - Pertemuan 2
    - Dst
  - E. Sumber Belajar
  - F. Penilaian
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#### 4.4 Lesson plan according to teacher A

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LESSON PLAN	
School	:
Class	:
Subject	:
Time Allocation	:
Topic	:
Room	:
Meeting	:
Skill	:
<ul style="list-style-type: none"> <li>A. Rationale</li> <li>B. Goal</li> <li>C. Objectives</li> <li>D. Teaching Material</li> <li>E. Approach and Method</li> <li>F. Material and equipment</li> <li>G. While Activity</li> <li>H. Backup Plan</li> <li>I. Aspect Evaluation</li> <li>J. Material</li> </ul>	

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In table 4.4, according to the researcher, the form of the lesson plan taught by one of the teachers is easier because it is not necessary to include competence and indicator since those are already included in syllabus. Based on

the result of interview, what makes it difficult is creating rationale, goals and objectives. It can be seen in the form of first lesson plan which is not involved steps how to make rationale, goals, and objectives. The aims are combined all in one instead of dividing them into general and specific aims.

The difference of the form is the obvious problem that students face in creating lesson plan in later *Teaching Practice*. The problem can be caused by a tutor in a school. As stated by Mahmudah (2015) in the previous research that a teacher in a school can feel the same: get into trouble in creating lesson plan as well. Worriedly, the tutor in the school and students of *Teaching Practice* will argue each other about this due to the dissimilarity of the form of the lesson plan.

According to the researcher, the students hopefully can master more than one form of lesson plan. It is needed to anticipate the problems that might happen when practicing *Teaching Practice* in a school.

**e. The Difficulty in Determining *Learning approach, Method, and Technique***

Learning method is a way or an effort done by teachers in order to implement the learning-teaching process to students based on the expected aims.

According to Anthony (1963) in Brown (2017:14), he stated that his concept of method was the second of three hierarchical elements, namely approach, method and technique. An approach, according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in

the classroom that were consistent with a method and therefore were in harmony with an approach as well.

Based on the conclusion stated by Anthony above, approaches, methods, and techniques are actually different but still connected to each other.

This kind of problem is categorized as *ability*. Approach, method, and technique have been taught in TEFL I. In TEFL I, students are taught to master all kinds of approaches, methods, and techniques in teaching.

According to the researcher, this problem is caused by students' lack of understanding in mastering the material. Based on the result of interview, they said that not all of the methods can be mastered. Even more, some of them are still not able to understand at all about the methods that have ever been taught by the teacher.

Consequently, this lack of understanding gets them into trouble in managing classroom and making *while-activity* in a lesson plan. It actually depends on *teacher's factor* and *motivation*. The role of teachers here is really important since the students will become a future teacher and will implement it in a school. The students are not only demanded to be independent but also necessary to be guided in mastering this material. They also should have learning motivation in mastering it since the material in TEFL is very crucial to become a teacher.

According to the researcher, regarding to this problem, teachers should give more explanation in detail about it in order to make students understand it fully.

**f. The Difficulty in Making *While Activity***

In teaching-learning process, there are many problems that should be experienced by teachers and students, such as how to build the learning process to be fun without ignoring main learning goals in order to be achieved. A high school student who learns without having any interest will complicate the process of transferring knowledge and will lead her to the fail of teaching because the aims are not accomplished. By creating enjoyable condition in the classroom, it will stimulate student's motivation and view English learning as not an obligatory but a necessary through a pleasurable learning process.

As a future English teacher, they will be demanded to make decision in a classroom. There are a lot of things that should be known by a teacher in managing classroom. So, this is not only about mastering the related subject but also how it becomes interesting and motivating. Hence, English learning becomes not boring anymore in the classroom.

*While-activity* is an activity which is done by students and teacher during the learning process. Every activity is written in detail systematically from the beginning until the end of the activity.

In this step, students are expectedly able to manage a classroom so the learning becomes enjoyable, and also corresponds with the expected goals.

However, this step is actually a part of problems which is faced by students. They said that, creating this *while-activity* is too complicated and long. Their obstacle is that they are not able to describe and imagine how to manage a class when teaching. In their opinion, this is actually conditional.

Based on the result of interview from one of the students, they will get into trouble when teaching if they are just stuck in the while activity made by themselves and before they see the condition of the class. They will be difficult to adapt with the condition of the classroom because they do not know about the high school students' ability in every material delivery. When they make an activity, they have to write the conversation in detail between the students and the teacher starting from the beginning of the lesson, material delivery dialog, until the end of the lesson.

Based on the result of interview, the researcher has the same opinion with the students and agrees with the statement. Creating *while-activity* is a step which requires a long time, and also makes students confused to imagine about the actual condition of the classroom. Despite of those obstacles, in fact, creating this *while-activity* will help teachers to support their teaching-learning process in a classroom.

Based on the principle of lesson plan by Murcia (2001:406), a good teacher is a teacher who can change learning activity whenever the unwanted things probably happen. It means that this while-activity is conditional. However, the teacher should keep making and planning while-activity in order to make it easier in doing the activity in a classroom.

#### **g. The Difficulty in Determining *Competency Standard and Indicator***

In every educational level, there must be a competency standard, basic competence, and indicator in order to know what materials that should be learned

and what goals that should be achieved. It is needed due to the implementation of structured program in every school.

The function of competency standard, basic competence, and indicator is to know students' ability, skill, and behavior so those can be specifically used to assess learning achievement and can be used as a benchmark how far students can master a certain discussion or subject.

Therefore, the role of competency standard, basic competence, and indicator in education is really important since it is considered as a directive in learning process to attain learning goals.

A *competency standard* of a subject is a description of knowledge, skill, and behavior that should be mastered after school students studying a certain subject in a certain educational level as well. *Basic competence* is a minimum knowledge, skill, and behavior that should be accomplished by students to show that they already master the competency standard. Therefore, basic competence is the clarification of a competency standard. *Indicator* is a basic competence which can be specifically used to assess learning achievement and can be used as a benchmark how far students can master a certain discussion or subject.

One of syllabi development is to formulate an indicator. Formulating an indicator should refer to basic competence based on certain subject. The result of indicator formulation can be used to develop teaching material, to design learning activity, and to plan an assessment of learning outcomes.

Basic competence and indicator have been made in a syllabus. The design of the syllabus is then made together in every educational institution.

However, in Curriculum 2013, According to Mulyasa (2014:181), the syllabus itself is already prepared by the government, either for national curriculum or regional curriculum. Therefore, the teacher should develop the available curriculum since a lot of teachers are not able to make a syllabus. Hence, it is the reason why the expected learning goals in a school cannot be accomplished well.

Based on the explanation above, it can be concluded that students have lack of understanding about every step in creating lesson plan. They are not necessarily confused to determine basic competence and indicator, because both are already included in syllabus in every subject. It will be better if they can apply Curriculum 2013 whose basic competence, main competence, and indicator in the syllabus designed by the government.

This students' lack of understanding actually depends on teacher's factor. The teacher here is still lack of explanation about syllabus and lesson plan. Regarding to this problem, a teacher is insisted to give an important role in delivering accurate information about current news in Indonesian education.

#### **h. The Difficulties in Determining Materials**

Another component that should be considered in constructing syllabus is learning material. A basic material should be designed as good as possible in order to support the competence to be achieved. The basic material is principals of learning material that should be learned by school students as an aid to accomplish the competence. It will be assessed by using assessment instrument

based on indicator of learning achievement. Since the standard of basic material has been decided nationally, then it is just copied from the competency standard book in any subject. Meanwhile, the task of syllabus developer is to give explanation or to include the basic material into a description of basic material namely learning material.

Generally, learning material is knowledge, skill, and behavior that should be mastered by learners in order to fulfill the determined competency standard.

Learning material takes place in a very crucial position from the entire curriculum. It should be prepared well so the learning activity can attain the objective. The objective should correspond with Competency Standard and Basic Competence which should be accomplished by learners. It means that the determined material for learning activity might really support in achieving competency standard, basic competence, and indicator. Learning material is chosen as optimal as possible to facilitate learners in achieving competency standard and basic competence. The important things in choosing material are kind, scope, sequence, and treatment toward the learning material.

In order to help students in making effective and efficient preparation, teachers are demanded to comprehend any aspects regarding to material development, either from philosophy, function, principle, or procedure of material development, Teachers can also measure the effectiveness of the preparation.

Based on the explanation above, the learning material has been decided in a syllabus as well as the basic competence and indicator. This problem

is categorized as motivation and also related to ability. Students' ability in understanding syllabus is apparently still not capable since they still feel complicated in determining the material. In fact, the learning material is actually available in the syllabus. This is the reason why this problem is categorized as *motivation*. Students' motivation in mastering the material is still not established well. Students also have less curiosity as well.

According to the researcher, students should be more active to ask about certain materials that are still not clear and not understandable for them.

#### **i. The Difficulty in Making Assessment**

In learning activity, the most important activity is conducting test, since a teacher is capable to recognize how far students' ability in understanding the material.

Occasionally, a teacher gets difficulty in constructing test items. It happens because test item construction requires much consideration in order to make them not too difficult, too easy, and also not confusing the school students when they want to answer them.

In constructing an achievement test, the most important thing that should be owned is the validity of the test items which will be examined to school students.

Based on the result of interview, the difficulty in making this assessment does not come from specific difficulty. The core of this problem is that the teachers are just lazy to make an assessment every meeting and also hard to

determine the assessment with the school students. They are difficult to decide whether the test items they make are easy or not, and they are also afraid when their test items unpredictably cannot be answered at all by the students.

According to Brown (2007:164) If your lesson has no assessment component, you can easily find yourself simply making assumptions that are not informed by careful observation or measurement. You must understand that every lesson does not need to end with a little quiz or a formal test, nor does evaluation need to be a separate element of your lesson. Informal assessment can take place in the course of regular classroom activity. Some forms of assessment may have to wait a day or two until certain abilities have had a chance to build. Whatever manifestation your assessment takes, make sure, after students have sufficient opportunities for learning, that you have appropriately considered how you will (a) assess the success of your students and possibly (b) make appropriate adjustments in your lesson plan for the next day.

Based on Brown's explanation above, students are given assessment not in every time a teacher teaches. It can be done either in third meeting or fourth meeting after delivering certain material.

When students conduct teaching practice in a school later, in the first and the second meeting, their tasks are to deliver and to explain the material by answering the simple examples with guidance. In the next meeting, then the teacher can make and give the test items to school students based on the previous material.

However, before giving an exercise, the teacher ought to give a brain storming firstly in order to remember the previous material. It is needed to stimulate their brain in remembering the lesson before they answer the exercise.

This kind of problem is categorized as *motivation*. Based on the result of interview, they already understand about the explanation of assessment and kinds of assessment. Nevertheless, the obstacles are just laziness and nervousness.

This problem then is categorized as *motivation*. This laziness is still applied by them in learning process. Moreover, their nervousness also still ruins them although they actually have learned much about teaching.

The solution of this problem for students is just trying to be brave and trying over again. If there is no effort to try then the students will not be capable to handle themselves. Thus, do not be afraid of being wrong because we can take a lesson from our own fault.