

CHAPTER I

INTRODUCTION

A. Background

Planning is the first step that each teacher must take in order to successfully prepare and think about a topic. However, some teachers may ask why they should plan a lesson before arriving to school. One of the most important duties that teachers perform is planning. Planning is one of the most important tasks done by teachers. Thus, detail planning is essential for both inexperienced teachers and experienced teachers, careful planning contributes to the success of all teachers. Careful planning is a primary factor in developing a good discipline for teachers. Therefore, good teachers should always plan carefully about what they are going to do, how they intend to do it, what they hope to achieve, and what has been done. So, a Lesson plan is key. Because a structured plan will produce effective learning and can achieve the objectives of the learning. But, the student also take a rule in achieving the learning objectives. Motivated learners can learn foreign language more effectively and can bear high expenses and make sacrifices in order to achieve their goals in learning english (Hafis, 2016).

A lesson plan is a detailed description of a lesson prepared by a teacher before they begin teaching it. Hinkel (2015:141) states that a Lesson plan is a detailed and timed description of the course of instruction for one class it is constructed by the teacher to guide instruction and manage class time. In conclusion, the lesson plan is one of the guides for teachers teaching-learning in the classroom. Which, teachers are required to can design or plan lessons before the process of learning, so that learning activities carried out by the teacher run smoothly.

There are some types of lesson planning. Sharma and Chandra (2003) develop lesson plan into three types which call them psychological types as follows knowledge lessons, appreciation lessons, skill lessons. In this research, the researcher investigated teacher's lesson planning types, because lesson plan

is important in increasing the quality of education. A lesson plan allows a teacher to effectively manage their time, effort, and resources. Therefore, the teacher should attend to the types of lesson plan because each lesson has types to follow to be able to teach clearly and achieve the goals.

Many studies have been conducted by researchers related to lesson planning. Research conducted by Nesari (2014), for instance, the sample consists of 93 teachers. As the results showed that English teachers agreed with utilizing lesson plans also no significant difference was observed among teachers' views concerning the given variable. The findings revealed that due to the importance of lesson plans, holding specialized workshops may provide information for developing better course plans.

Followed by Sesorina (2016) The study reports the investigation of the aspects taken in the lesson plan in implementing Theme-Based instruction, As many as 15 lesson plans. The findings of this study can be concluded that both teachers were aware of the importance of designing English lessons in which all five aspects (goals, objectives, activities, media, and assessment) were all intertwined. Then, Hanane (2016) this study was conducted at Biskra University. The objectives of this study are to minimize discipline problems and to improve effective classroom management through the effect of the lesson plan. As a result, the student's questionnaire results found that the lesson plan is indeed helpful in managing the teacher's classroom.

Furthermore, Farida *et al* (2018) this study was conducted at Syah Kuala University. This study employed a descriptive qualitative method using observation sheets, an interview guide, and a study of documents to collect the data. Two lesson plans were analyzed based on six meeting observations. The findings showed that the lesson plans developed by the teachers were appropriate with the 2013 Curriculum. Another research was conducted by Hairunisya (2018) the study was conducted at college. The review and assessment were conducted on 60 lesson plans developed by teachers who were the respondents in this study. The research method used is the qualitative method. The results showed that none of the lesson plan components belonged

to the category of excellent quality. The lesson plan is more functioned as the fulfillment of administrative requirements, rather than as a guide in the implementation of learning. The learning process is implemented well, the assessment of the learning process is closely related to the results of the assessment of the competence of teachers conducted on input evaluation. The quality of learning is influenced by the condition of students, schools that have students with high passion and high motivation to learn, the implementation of learning will be conducive. Another thing is the lack of material presented by the teacher on the core activities of learning.

From those previous studies, there have been some studies conducted in universities especially, at college related to lesson planning. However, a limited study has been conducted to Senior high school teachers especially in Islamic contexts. This study focuses on exploring the types of lesson plans applied by English teachers at SMA Islam Hisada.

B. Research Question

Based on the research background above, the research problems can be formulated as below:

1. What are lesson planning types applied by English teachers at SMA Islam Hisada?

C. Research Purpose

Based on the research problems above, the research purposes in this research are:

1. To find out lesson planning types applied by English teachers at SMA Islam Hisada.

D. Significances of The Research

The findings of this research, the researcher hopes that the result of this research will be useful for the reader, especially:

1. Headmaster

The headmaster can instruct the teachers how different types of the lesson plan.

2. Teachers

The researcher hopes that the result of this research will be referenced for the teachers to understand the types of the lesson plan. It also helps teachers to overcome the problem that teachers make lesson plans.

3. Next Researchers

For the next researchers, this study can be as an additional reference who wants to conduct similar research and they can cover up the limitation of this research.

E. Scope of Research

In order to focus on the research systematically, the researcher specified the scope of research in the restriction. There were two focuses on the scope of research as follow:

- 1. Research Variable**

Variable can be interpreted as elements and measurements related to the topic of research. According to Tavakoli (2012:700) variable is something that may vary or differ from person to person or from object to object. The variable of this research is using a single variable that is investigating lesson planning types applied by English teachers.

- 2. Terminology**

To conduct this research, the researcher used several terms in the research. The explanation of the terms has been discussing below:

- a. The Investigation is the action of investigating something or someone.
- b. A lesson plan is a classroom management guide that assists a teacher in facilitating the teaching learning process.
- c. Teacher of SMA Islam Hisada

SMA Islam Hisada is one of senior high school in Siantan Hulu that located in Kebangkitan Nasional Street, Pontianak city, West Borneo

province. Teacher of SMA Islam Hisada is the teachers that as the participants in this research.

d. Descriptive Research

According to Suryana (2010) Descriptive research is focused to make a description systematically and accurately based on facts about a certain object. A form of research aimed at describing something. Something like the form, activity, characteristics, change, relationships, and differences in something.