

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Lesson planning is an important step that needs to be done by a teacher before carrying out the learning process. Teaching learning process can be interpreted as a method of giving insight or skills from the teachers to students. To get decent results from conveying knowledge or skills, the teacher must know successful teaching and learning process. At the end of 2012, the Indonesian Minister of Education announced these changes the latest curriculum is called the 2013 curriculum. This curriculum change will be applied at all extent of education from primary to secondary.<sup>1</sup>

Neisari and Heidar stated “The thoughts of every teacher in planning a lesson is usually expressed in a lesson plan. The lesson plan describes in detail the learning process which consists of material to be taught, method, time, place, and student’s evaluation.”<sup>2</sup> Saputri also stated however, even though teachers have realized that lesson plan is an

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<sup>1</sup> Habib Habiburrahim, “A Review of the Department of English Language Education Curriculum Development”, *Journal of Language, Education, and Humanities*, Vol.6, No.1, (January, 2019), p. 1-14.

<sup>2</sup> Neisari and Heidari, “The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers’ Attitudes”, *International Journal of Foreign Language Teaching and Research*, Vol.2, No. 5, (Spring 2014), p. 367.

important step in the teaching and learning process, they still have difficulty in making it. The curriculum always changes make the teachers are difficult to adjusting the lesson plan with the new provision. The teachers are difficult to adjust the lesson plans with the new curriculum.

They confused in arranging the lesson plans because the teacher need to change the syllabus. It was proven the research by Hujjaturrahmah (2019)<sup>3</sup> that showed the lesson plans are not relevant because the teachers have some obstacles in teaching reading process. The obstacles faced by the teachers are lack of media, time allocation and curriculum changing. Based on the research by Hujjaturrahmah (2019)<sup>4</sup> the problems faced by English teachers in implementing lesson plans on teaching reading class. Related to research finding the problem that faced by the teachers are: (1) Lack of media learning (2) The students are not active in learning process (3) Curriculum changing and (4) Lack of teachers training about lesson plan arrangement.

Several research in EFL context indicated that EFL teachers faced some trouble in making a lesson plan in terms of formulating learning outcome, acquisition, choosing materials, specifying learning activities

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<sup>3</sup> Hujjaturrahmah S, "An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan", (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019).

<sup>4</sup> Hujjaturrahmah S. "An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan", (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019), p. 44.

and learning resources. Time allocation and developing assessment procedure. Specifying learning method and media.<sup>5</sup>

Formulating a learning outcome is a statement of what a student can expect to attain or achieve as a result of the educational process that is, what do we expect our students to know or be able to do upon completion of a course, sequence of courses, or a program. The most valuable learning outcomes are the result of faculty-negotiated agreement about what students should be able to do or know. Outcomes must specify an end result to be achieved rather than an action (program, process, etc.) to be implemented. Program Outcome statements should identify overarching concepts, not specific objectives from course syllabi. State learning outcomes using concrete language that describes measurable (either qualitatively or quantitatively) actions.

The learning acquisition process is the way new information (new input) go through our memory and reach the long-term memory. From the neurological point of view, the process is a 4 step cycle. Here it is: (1) An input gains the attention and it stands out from the crowd of input. This happens because the content is personally relevant, surprising or contradictory that now engaged (2) Watch, reflect about the input,

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<sup>5</sup> Saputri, "English Teachers' Difficulties in Designing Lesson Plan Based on 2013 Curriculum", Vol 3, No. 2, (September 2019), 368

evaluate it and make sense of it: how it can be useful for solving a problem, or what it can be applied to the real life, for instance (3) Take an action by applying the information it is learned and then practice. This originates new experience (4) Assess the new experience (what worked, what didn't work, how it could do better) and adjust according to the output. Now fine tune personal adaptation of the original information. This personal variant of the input begins the cycle again.

Choosing materials that make a list of all necessary materials and ensure they are available well in advance of the lesson. If a lesson requires use of shared materials or spaces (such as computer labs or shared electronics), make sure to reserve these spaces and confirm their reservation. Keep materials together in a secure space and labeled for your lesson, and have extra available. Include any links or media that are necessary for your lesson, as well as materials needed. Ensure your sites are bookmarked and playlists are compiled in advance.

Plan the specific learning activities by prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different

applications or problems, and to identify strategies that check for understanding.

The lack of willingness and learning media are not really interesting, the teachers did not use the media to attract the students' interest in learning and the student's lack of vocabulary. Therefore, it disturb time allocation in learning process assessment of studying are as follows: attitude, knowledge, and skill. The assessment of attitude means the teacher must get information about characters of student. The assessment of knowledge is measuring authority of students. The assessment of skill is measuring a skill from students. It means, teachers must design an assessment based on the regulation and principle of assessment technique.

A systematic plan for using media and technology certainly demands that the methods, media and materials be selected systematically in the first place. The selection process has three steps: (1) deciding on the appreciate method for the given learning tasks (2) choosing a media format that is suitable for carrying out method (3) selecting, modifying or designing specific materials within the media format.

From those findings, it can be seen that designing a lesson plan is challenging for EFL teachers. But, although it is difficult and challenging, teachers still need to take notice of steps in preparing a lesson plan an

ideal lesson plan. In preparation step, teachers should attention some steps in compiling a lesson plan. Before planning any daily lesson the teacher should; 1) read material that is relevant to what will be taught. 2) Think about the objectives and procedures to be used. 3) Think about the difficulties students will face so that teachers can adjust the material to be given. 4) Pay attention to the time required for each stage learning to be enforced by the teacher. 5) Ensuring that the teacher provides sufficient time for the interaction between teachers and students. 6) Each teacher tries to add variations activities in learning.

The 2013 curriculum based on the Minister of National Education Regulation Number 103 year 2013 mentioned various components that serve as guidelines for teachers in making the lesson plan for the 2013 curriculum. They are main competence (KI), basic competence, indicator, objective, materials, teaching activity, assessment and resources. In order to expand the lesson plan, teachers should notice these stages: analyzing syllabus, identifying learning material, determining learning aims, developing learning activity, formulating assessment, determining time allocation, and determining learning sources.<sup>6</sup>

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<sup>6</sup> Wiji Hidayati, "Attachment of the Minister of National Education Regulation Number 81 a Year 2013", *Kerangka Dasar Dan Struktur Kurikulum*, Vol 6, No. 2 (Maret-April 2016)

In learning process based on the 2013 curriculum, the lesson plan focuses on student's center. It pays more attention to what students get and product in the classroom. Therefore, it can be the best way to train the students to be more independent. The teacher just gives the instruction and explains the material, while the students do the activity based on their daily life. All the activity that accrued in the classroom is based on the lesson plan that designed by the teacher.<sup>7</sup>

Furthermore, teachers also need to consider students' abilities, interests and number, teachers' learning management, teaching methods, and habits, learning material, and facilities and time available. Learning Management System (LMS) is an essential tool for university students because it helps them to keep up with their coursework, get instant notifications regarding exams, quizzes, and their daily assignments. Similarly, instructors have an easier time reaching out to their students out of class hours and can instantly update them with coursework issues.<sup>8</sup>

So, in conclusion, that in making an ideal lesson plan, there are several steps that must be done by the teacher. Good preparation can minimize the hassles in making a lesson plan. After the teacher plans the

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<sup>7</sup> Hujjaturrahmah S, "An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan", (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019), p. 2.

<sup>8</sup> Salah Al-Sharhan et al. "Utilization of Learning Magement System (LMS) Among Instructors and Student", *Journal International* (January 2020), p.21.

teaching process, they will inevitably implement the plan during the process.

The 2013 curriculum is prepared to produce a generation who is ready to face the future challenge. Therefore, it is arranged to anticipate the development for the future. The main point of the curriculum heads for the students have more ability in observing, questioning (interviewing), reasoning, and communicating or presenting what they have obtained or understood after learning the subjects. Hopefully, through this approach the students have better competence on affective, psycho motoric and cognitive. They will be more creative, innovative, and productive, so they can be successful in facing many problems and challenges for their better future. The teaching-learning at a school is organized interactively, inspiringly, exciting, challenging, motivate the students to participate actively. It also gives more spaces for their initiative, creativity, and independence agree with their talent, interest, physical and psychological development. Hence, every school must carry out the plan, the process and the assessment of teaching-learning to increase the efficiency and the effectiveness of the graduates competence achievement. The plan of teaching-learning is designed in the form of syllabus and lesson plan referred to the content standard. It consists of the arrangement of a lesson plan, preparation of the media, the learning



sources, the assessment instrument and the teaching-learning scenario. To design the syllabus and lesson plan, the teacher must adapt the approach used.<sup>9</sup>

Map of problems faced by teachers at State Junior High School of 03 Maja in implementing the 2013 curriculum includes teacher problems in achieving standards: content, process, graduation, and assessment standards. Teachers face problems in achieving content standards, namely: lack of understanding of the curriculum structure and organization of basic competencies in English subjects problems in achieving content standards, namely: teachers do not understand basic competencies, teachers do not understand the grouping of core competencies in State Junior High School, the teacher still feels that the contents of the teacher's book do not match the contents of the students' books; The teacher finds it difficult to manage time because of the scope of the material between subjects too broad, one sub theme is not finished in one week; It is related by pre-interview with an English teacher at State Junior High School of 03 Maja, Mrs. Enok Humairoh, she said:

“There is no available time allocation, because the material, in addition to achieving sufficient absorption, the available time is not enough because it often requires interesting explanations”<sup>10</sup>

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<sup>9</sup> Muljani and Lutfiana, “The English Teachers’ Understanding of The English Curriculum 2013”, *dalam Dialetika: Jurnal Pendidikan Bahasa Inggris*, Vol.8, No.2 (September, 2020), p. 162-163.

From the interview above, the teacher find it difficult to arrange lesson schedules because every week the content is always changing; teachers find it difficult to implement integrated thematic learning; teachers do not understand how to embed concepts without the help of appropriate teaching aids such as the use of information technology (IT) - based media; teachers have difficulty increasing students' enthusiasm because they are accustomed to just explaining theories; teachers have difficulty monitoring the level of student ability.

Teachers face problems in achieving process standards, namely: teachers find it difficult to compile and develop lesson plans, develop indicators in accordance with basic competencies; the teacher does not understand the application of the scientific approach in learning; teachers have difficulty implementing constructive learning; teachers find it difficult to determine learning media, especially those based on information technology (laptops and LCD); teachers find it difficult to allocate time for remedies.

Teachers face problems in achieving passing standards, namely: teachers do not understand the development of the dimensions of student attitudes; the development of each dimension of self-development is not

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<sup>10</sup> Interview with Mrs. Enok Humairoh, an English teacher for class VII ,on April 5, 2021

followed up at home; teachers have difficulty activating students to be confident in expressing something; teachers have difficulty knowing the level of understanding of students; teachers have difficulty observing students in interacting with the social and natural environment; teachers have difficulty integrating character education in all learning; teachers have difficulty giving assignments in an abstract realm.

Teachers face problems in achieving assessment standards, namely: teachers find it difficult to make assessment instruments both test and non-test, especially in measuring the realm of attitudes; teachers find it difficult to fill in the assessment format, especially the recapitulation of values to be descriptive; teachers find it difficult to carry out the assessment process because of the large number of students; teachers do not understand authentic assessment; the teacher finds it difficult to compile a rubric that is in accordance with basic competencies; teachers find it difficult to process the results of the assessment to determine student learning progress and to determine student learning difficulties; the assessment process is not yet fully understood by the teacher, for example, the implementation of analysis is rarely carried out.

One of skill that should have the teachers is teaching reading comprehension. Reading is one of the skills that stresses on understanding of word in passage. Anderson stated that “reading is the most important

skill to be learnt by students because by reading they can get greater progress and attain greater development in all academic areas. To comprehend a reading selection thoroughly, a person must be able to use the information to make conclusion and read critically and creatively to understand the figurative language, determine the authors' purpose, evaluate the ideas presented, and apply the ideas to actual situation. All of the skills involve thinking process"<sup>11</sup>.

Furthermore, Hedgcock and Ferris states that reading is a complex interaction of cognitive processes and strategies used by the reader and various types of information contained in the text. In that process, the readers integrate their existing knowledge with the information containing in the text and context of the reading situation. In other word, reading is an interaction between knowledge and experiences of an individual reader and the characteristics of a given text<sup>12</sup>.

The focus of this teaching approach is a through explanation and the ability to teach multiple strategies simultaneously. The teacher explains and demonstrates a strategy, which includes how to use the strategy and why it is useful. The clarity of the teacher's explanation is

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<sup>11</sup> Beny Hamdani, "Teaching Reading Through Reciprocal Teaching Method", *Celtic: A Journal of Culture, English Language Teaching, Literature & Linguistic*, Vol. 7, No. 1 (June, 2020), p. 23-34.

<sup>12</sup> Beny Hamdani, "Teaching Reading Through Reciprocal Teaching Method", *Celtic: A Journal of Culture, English Language Teaching, Literature & Linguistic*, Vol. 7, No. 1 (June, 2020), p. 34.

important in helping the student become successful in the learning process. If teaching “question asking,” the teacher may say “good readers ask questions when reading which will help them remember and understand what they read”. If a good reader finds they do not know the answers to their questions, they will stop and reread to look for the answers before they continue with reading.<sup>13</sup>

So, most of student in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary school. Those factors can be categorized into two major factors, from students and the other parties surrounding the students. The factor from outside the students are related to the teaching technique/method, material and media. While students’ factors are related to vocabulary, interest and reading strategy.

The factors which come from the students can be the obstacles of reading comprehension. The first factor is related to the students’ vocabulary mastery. The limited vocabulary items of the students will be main problem of extracting the message of the text. The second one is about the students’ interest. This factor is closely related to the students’ motivation. When the reading activity cannot catch the students’ interest,

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<sup>13</sup> Hujjaturrahmah S, “An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan”, (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019), p. 3-4.

they may have low motivation to go through the reading process. The last factor from the students is their ability in implementing reading strategy. They don't use any reading strategy effectively although they may know some reading strategies to gain information from the text.

Based on the description above, the researcher found that not all teachers can develop a reading lesson plan that is suitable with the regulation of making lesson plan. Some of them develop the reading lesson plan, but they are not accordance with its implementation. For this reason, this study is focused **“An Analysis of the Lesson Plans on Teaching Reading Comprehension at SMPN 03 Maja”**.

## **B. Identification of The Problem**

Based on the background of the problem described above, it can be identified several issues such as:

1. Teachers face problems in achieving content standards, namely: lack of understanding of the curriculum structure and organization of basic competencies in English subjects.
2. Teachers face problems in achieving process standards, namely: teachers find it difficult to compile and develop lesson plans, develop indicators in accordance with basic competencies.

3. Teachers face problems in achieving passing standards, namely: teachers do not understand the development of the dimensions of student attitudes.
4. Teachers face problems in achieving assessment standards, namely: teachers find it difficult to make assessment instruments both test and non-test, especially in measuring the realm of attitudes.
5. The limited of vocabulary items of the students.
6. Lack of interest and motivations in reading.

### **C. Statement of The Problem**

Based on the identification of the problem above, the statement of the problem, are:

1. The suitability of the lesson plan with the implementation of learning in classroom.
2. The lesson plan used is based on the 2013 curriculum for teaching reading comprehension

### **D. Research Questions**

Research Questions based at the descriptions said and implied within side the studies history above, studies questions are given:

1. Are the lesson plans relevant with the teaching reading comprehension?

2. What are the problem faced by English teachers in implementing the lesson plan on teaching reading comprehension?

### **E. The Aims of The Study**

Based on the research questions above, the aim of this study are:

1. To know the relevant of lesson plans and its implementation in teaching reading comprehension.
2. To analyze the problem faced by English teachers in implementing the lesson plan on teaching reading comprehension.

### **F. Significance of the Research**

This research will contribute some positive benefits to teachers.

Then the following are the benefits as follows:

1. For Teachers, the result of research can be additional information for the teachers in develop the lesson plans.
2. Future researcher, for the other researchers, they can use this research paper as the reference to conduct the related research.

### **G. Previous Study**

Previous study there are numerous preceding research associated with the subject to assist this studies. The first have a look at is performed via way of means of Hujjaturrahmah, entitled “An Analysis of Lesson



Plans on Teaching Reading at SMKN 1 Tapaktuan”<sup>14</sup>. The cause of this have a look at is to decide approximately the relevance of lesson plan and its utility in coaching studying. This study used descriptive qualitative studies. To benefit the vital of the information, the researcher used remark, interview and record evaluation. The player of this studies had been 3 English instructors of the college. The end result of the have a look at, it may be comprehensible that there are numerous additives of lesson plan aren't applicable with the lesson plan to its utility and the English instructor's trouble in making use of the lesson plan on coaching studying. The lesson plan now no longer well matched due to the fact the researcher have a few resistances in coaching studying procedure. Depends at the studies locating the trouble that confronted via way of means of the lecturers are: deficiency of gaining knowledge of media, time allocation, converting of curriculum, low instructor education at the instruction of lesson plan. The instructor now no longer have sufficient facts to make a terrific lesson plan. Therefore, the instructor now no longer were maximal in adapting the lesson plan with its utility.

Based at the studies above, the researcher reveals the similarity with its studies, including, this studies talks approximately evaluation of

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<sup>14</sup> Hujjaturrahmah S, “An Analysis of Lesson Plans on Teaching Reading at SMKN 1 Tapaktuan”, (Thesis Faculty of Education and Teacher Training, UIN Ar-Raniry Darussalam Banda Aceh, 2019).

the lesson plan and its implementation. There are a few variations among my have a look at and her have a look at. First, the evaluation of lesson plan that target one object it's far on coaching studying, even as my have a look at cognizance to all of English instructor's lesson plan. Second, my studies became performed while coaching on-line gaining knowledge of then her studies does now no longer coaching on-line gaining knowledge of.

The second study is carried out by Miftah Farid (Indonesia University of Education) at 2014. It is a qualitative study entitled "Teachers Difficulties in Lesson planning based on School-Based Curriculum".<sup>15</sup> Its goals to image the lecturers' instruction earlier than executed a lesson in phrases of devising gaining knowledge of sports to executed in classroom, mainly in placing signs and dreams, deciding on substances and media, devising the coaching strategies, executed college students' assessment and to research the problems confronted via way of means of the lecturers in making plans lesson. He acquire the information via non directive interviews and record evaluation using a few classes approximately systematic making plans. The end result of this have a look at is the instructor have were given the resistances in locating well

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<sup>15</sup> Miftah Farid, "Teachers Difficulties in Lesson Planning Based on School-Based Curriculum". (Paper English Education Program, Faculty of Language and Arts Education Indonesia University of Education, 2014).

matched substances for the scholars because of the dearth of aid books for vocational college.

The similarity among this research is the researcher gain attempted to discover the resistances of the instructor in making lesson plan. The distinction of this have a look at is the utility of the curriculum.

## **H. Framework of Thinking**

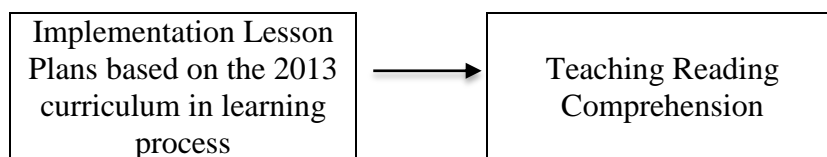
In learning process based on the curriculum 2013 the lesson plan focuses on student's center. It pays more attention to what students get and product in the classroom. Therefore, it can be the best way to train the students to be more independent. The teacher just gives the instruction and explains the material, while the students do the activity based on their daily life. All the activity that accrued in the classroom is based on the lesson plan that designed by the teacher.

Furthermore, teachers also need to consider students' abilities, interests and number, teachers' learning management, teaching methods, and habits, learning material, and facilities and time available. So, in conclusion, that in making an ideal lesson plan, there are several steps that must be done by the teacher. Good preparation can minimize the hassles in making a lesson plan. After the teacher plans the teaching process, they will inevitably implement the plan during the process.

The Curriculum 2013 is prepared to produce a generation who is ready to face the future challenge. Therefore, it is arranged to anticipate the development for the future. The main point of the curriculum heads for the students have more ability in observing, questioning (interviewing), reasoning, and communicating or presenting what they have obtained or understood after learning the subjects. Hopefully, through this approach the students have better competence on affective, psycho motoric and cognitive. They will be more creative, innovative, and productive, so they can be successful in facing many problems and challenges for their better future. The teaching-learning at a school is organized interactively, inspiringly, exciting, challenging, motivate the students to participate actively. It also gives more spaces for their initiative, creativity, and independence agree with their talent, interest, physical and psychological development. Hence, every school must carry out the plan, the process and the assessment of teaching-learning to increase the efficiency and the effectiveness of the graduates competence achievement. The plan of teaching-learning is designed in the form of syllabus and lesson plan referred to the content standard. It consists of the arrangement of a lesson plan, preparation of the media, the learning sources, the assessment instrument and the teaching-learning scenario. To

design the syllabus and lesson plan, the teacher must adapt the approach used.

In learning English there are four skills should be mastered by the learner. One of them is reading. Reading is one of the skills that stresses on understanding of word in passage. Reading is the most important skill to be learnt by students because by reading they can get greater progress and attain greater development in all academic areas. To comprehend a reading selection thoroughly, a person must be able to use the information to make conclusion and read critically and creatively to understand the figurative language, determine the authors' purpose, evaluate the ideas presented, and apply the ideas to actual situation. All of the skills involve thinking process. The factors in reading comprehension can be categorized into two major factors, from students and the other parties surrounding the students. The factor from outside the students are related to the teaching technique/method, material and media. While students' factors are related to vocabulary, interest and reading strategy. Based on explain above, it can be illustrated framework of thinking below:



**Figure 1.1 Framework of Thinkin**

