Designing A Lesson Plan

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A. Introduction

A teacher may ask himself 'Should I write a lesson plan and why? Some may write their daily teaching plans in very elaborate formats. The others do the planning in their heads, planning the lesson just a couple minutes before teaching. For beginner teachers lesson planning may take too long time so that they may do it because the supervisor or school administrators ask them to do so. Even experienced teachers may think that writing down the planning is boring - 'I have done the lesson too many times.'

Lesson plans are systematic records of teacher's thoughts about what will be covered during a lesson (Richards and Renandya, 2002: 31). There are some reasons to write down a lesson plan. They are internal and external reasons. Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the school principal, supervisors, or to fulfill the administrative requirements.

Writing down the planning can benefit English teachers in the following ways:

(1) A plan can help the teacher to think about the content, materials, sequencing, timing, and activities

(2) A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of a classroom

(3) A plan is a log of what has been taught.

(4) A plan can help a substitute to smoothly take over a class when the teacher cannot

teach.

(5) In the classroom a plan can help to remind the teachers what they intend to do.

(6) A plan shows the students that their teacher has devoted time to think about the class and they will respond positively.

(Harmer, 1998: 121 & Purgason in Richards and Renandya, 2002: 31).

B. Basic components of a lesson plan

The main components of a lesson plan show what the lesson is for (the aims) and what the teachers will do during the lesson and how they will do it (procedures), and with what. In addition, before teachers write what components should be in a plan, there are some questions needed to be able to answer as follows (Harmer, 1998: 123-124).

1. Who exactly are the students for the activity?

The students' age, level, cultural background and individual characteristics have to taken into account. Teachers often put a section called the description of the students at the beginning of the plan to remind themselves what they know about their students.

2. Why do you want to do it?

There must be a good reason for taking an activity into classroom, not because the teacher likes it or it looks interesting.

3. What will it achieve?

Teachers should know that an activity must have an aim/aims. It might give the students greater understanding on new words/vocabulary, or it might enable students to speak fluently, or it might provide the students with better strategies to understand a story.

4. How long it will take?

Thinking about the time allocated in one lesson is an essential part of a lesson. Many teachers indicate or write the timing on the lesson plan.

5. What might go wrong?

During the teaching and learning process, there might be problems arising. The identification of the problems may influence the activities. Therefore, the anticipated problems should be put into the plan.

6. How does it work?

Teachers may have procedures firmly fixed in their minds but they need to think carefully about the mechanics of the activity. Therefore, they need to put the procedures in their plans and indicate what kind of activity it is.

7. How will it fit with what comes and after it?

Teachers have to be sure that they have reasonable vision of the overall shape for the lesson and that is composed of related scraps.

In general, the basic components of a lesson plan include several parts. They are (1) procedures, (2) timing, (3) interaction patterns, and (4) homework (following-up activities), level and number of learners, (5) timetable fit, (6) aims, (7) assumptions, (8) anticipated language problems, (9) possible solution, (10) teaching aids, materials, equipment.

Meanwhile, based on the Regulation of National Education Ministry of Republic of Indonesia, Number 41, Year 2007 about Standard of Process, lesson plan, which is derived from the syllabus is developed to lead the teaching and learning process to the achievement of a Basic Competence. The lesson plan must be complete and systematic to guide the teacher to conduct an interactive, inspiring, interesting, challenging, and motivating lesson so that the students will actively participate and be creative in the learning process. The lesson plan may be designed for one or more meetings.

In developing a lesson plan, there are some principles to consider. The lesson plan should reflect the teaching and learning process which is (a) facilitating individual needs and background, such as gender, interests, motivation, proficiency level, norms, and their social background, (b) encouraging the students to participate actively that the process of teaching and learning is learner-centered, (c) developing reading and writing habits, (d) giving feedback and follow-up activities, and (e)

implementing integrated, systematic, and effective communication and information technology. In addition, a lesson plan must be systematic that its components are related and integrated.

The regulation says that a lesson plan should consist of the following elements.

(a) lesson identity

It contains education level (elementary school, junior high school, or senior high school), semester, program, name of the subject or theme, and the number of students.

(b) Standard of Competence

(c) Basic Competence

(d) Indicators for competence achievement

(e) Objectives

(f) Teaching materials

(g) Time allocation

(h) Teaching method

(i) Teaching procedures

The teaching and learning procedures mainly consist of three steps, i.e. Introduction, Main activities, and Closing.

C. Steps of designing a lesson plan

To design a lesson plan, there are some significant steps to follow.

1. Studying Standard of Content carefully to get information on all about the teaching of English for each level of schools (SMP/MTs, SMA/MAN, SMK).

2. Quoting the Standard of Competence and understanding it.

Standard of competence means the students' minimal competence qualification describing the students' knowledge, attitude, and skills achieved in each level of each subject. There are some terminology and concepts that the lesson plan designer has to carefully understand. For instance, one of the standard

competences states "*Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk* recount, narrative *dan* procedure *dalam konteks kehidupan sehari-hari*". The words 'fungsional pendek dan teks monolog sederhana' can be sometimes confusing and the teacher has to know their different characteristics.

The teacher also has to be able to identify characteristics of different text types, such as recount, narrative, and procedure. 'Monologs' and 'dialogues' are two different concepts that may cause problems particularly in selecting the input texts.

3. Quoting Basic Competencies

Basic Competence is a number of competence achieved and as the reference for developing indicators. There are also some basic concepts used in Basic Competencies.

4. Formulating the indicators

Indicators are learning behaviors that can be measured and observed to show the achievement of basic competence. So that the indicators are formulated using operational and observable action verbs.

5. Formulating aims

Aims are what the teachers want the learners to learn or be able to do at the end of a lesson, a sequence of lessons or a whole course. To identify and select the most appropriate aims, teachers need to refer to Standard of Competence and Basic Competence. What the learners already know and what they need to know should be also considered.

The following are some examples of the process of developing lesson plans.

Example 1

Standar Kompetensi (Standard of Competence)

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk   recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar (Basic Competence)

5.1   Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Indicators (Indicator)	Materi Pelajaran (Teaching Materials)	Langkah Kegiatan (Procedure)	Evaluation
Mengenali unsur unsur yang harus ada dalam iklan lowongan pekerjaan	Unsur-unsur yang ada dalam iklan (judul, jenis pekerjaan, syarat-syarat dan cara lamaran, tanggal dan alamat, pengirim iklan	Guru menunjukkan 3 iklan lowongan pekerjaan	Matching format iklan dan isinya
Menyebutkan isi iklan	Vocabulary	Membahas kosa kata misalnya dengan elicitation technique	
Mengenali struktur kalimat dominan	Struktur kalimat yang biasa ada dalam iklan	Membahas struktur pola kalimat yang biasa dijumpai dalam iklan	Melengkapi kalimat Menggaris bawahi kata kerja dsb
Mengenali fungsi sosial (kegunaan iklan dalam kehidupan sehari-hari	Berbagai teks dan fungsi sosialnya		

Example 2

Standar Kompetensi (Standard of Competence)

Berkomunikasi dengan Bahasa Inggris setara Level Novice

Kompetensi Dasar (Basic Competence)

1. 1 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun

Tujuan

Mendeskripsikan orang secara lisan sesuai dengan keperluan berkomunikasi

yaitu untuk mengenali orang yang belum dikenal

Indicators (Indicator)	*Materi Pelajaran (Teaching Materials)*	*Langkah Kegiatan (Procedure)*	*Evaluation*
Mengenali unsur unsur iklan lowongan pekerjaan	*Unsur-unsur yang ada dalam iklan (judul, jenis pekerjaan, syarat-syarat dan cara lamaran, tanggal dan alamat, pengirim iklan*	*Guru menunjukkan 3 iklan lowongan pekerjaan*	*Matching format iklan dan isinya*
Menyebutkan isi iklan	*Vocabulary*	*Membahas kosa kata misalnya dengan elicitation technique*	*Menjawab pertanyaan tentang isi iklan*
Mengenali struktur kalimat dominan	*Struktur kalimat yang biasa ada dalam iklan*	*Membahas struktur pola kalimat yang biasa dijumpai dalam iklan*	

6. Writing the teaching materials

According to Tomlinson (1998), material is anything which is used to help to teach language learners and presents or informs about the language being learned. Materials can be in the form of a textbook, a workbook, a CD, a video, a photocopied handout, a newspaper, a paragraph written on a white board, etc. There are four main areas of language learned: grammar, vocabulary, pronunciation, text and discourse (including language functions).

7. Selecting appropriate teaching method and media

Communicative Language Teaching becomes the popular teaching method implemented in the language teaching process in schools in Indonesia. There are some models of Communicative Language Teaching (CLT). Richards (2006) categorizes the methodologies of CLT into Process-Based Instruction and

Product-Based Instruction. Some models will be explained in the next part.

Teaching aids or media are the resources and equipment available in the classroom, or can be brought into the classroom (Spratt, et al, 2005). Instructional media may serve at least two roles (Newby, Stepich, Lehman and Russell, 2000: 103). First, instructional media serve to facilitate students learning. By using instructional media teachers can (a) provide a stimulus-rich environment presenting for example vicarious experiences from another country, (b) add meaning to words, for example, in the case of a picture accompanying a description of an object, (c) demonstrate a process in the case of motion media and sequential skill visuals such as the process of installing a new gadget or making something, and (d) increase student interest and motivation to learn through the use of color, sound and motion. Second, instructional media serve to provide information for testing and evaluation purposes. For example, teachers can use a photograph when they want to test if their students can identify differences between two objects or describe an object in a paragraph. They can also use a series of pictures to test if students can put them in a sequence according to the story presented to a narrative text. When students are to describe their responses to the events leading up to a problematic situation, they can use a series of pictures depicting the events and the problematic situation.

Instructional media can be classified in different ways. Seen from the sensory channel, they may be classified into visual, audio, and audiovisual. Meanwhile, seen from the design, they may fall into the following types (Newby, Stepich, Lehman and Russell, 2000: 103): real objects and models, text, audio, graphics, video, and multimedia. Each will be described below and examples will be provided when necessary.

8. Planning the steps/ procedures of teaching
9. Planning the evaluation

D. Types of teaching procedures

Communicative Language Teaching (CLT) has been widely implemented because it is based on the general principles of communicative competence as the goal of second language learning, and communicative syllabus and methodology as the ways for achieving this goal. Two of the trends of communicative methodology are PPP (Presentation, Practice, and Presentation) and Text-Based Instructions, and they are popular in the English as the foreign language teaching in Indonesia.

The lesson that is based on PPP has a language aim. In a PPP lesson the teacher presents new language in a context, gets students to practice it in controlled practice activities, and asks the students to use the new language in less controlled activities, in a communicative way (Spratt, et al, 2005). They also state that PPP approach gives students opportunity to practice language in a safe learning environment to minimize mistakes. Therefore, it can build the students confidence.

In a PPP lesson there are nine steps that may be followed (Spratt, et al, 2005: 63).

- The teacher first contextualizes the new language, i.e. puts it into a situation which shows what it means.
- The teacher makes sure that the students remember previously studied language needed to practice the new language by eliciting, and by doing a choral drill.
- The teacher presents the new language and the students just listen.
- The students then say sentences including the new language in a very controlled or restricted practice activity, i.e. one in which they can use only the new language and without making mistakes.
- The teacher tells students about the grammatical use of the new language.
- The teacher asks the students concept questions, i.e. questions that check their understanding of the use or meaning of the new language.
- The students carry out another controlled practice activity.
- The students do less controlled or freer practice using the new language.

Communicative competence is viewed as the mastery of functions also needed in the communication. Vocabulary and grammar are chosen according to the

functions taught. The sequence of activities in the PPP lesson cycle then can be used to present and practice functions (Richards, 2006: 50).

PPP sees communicative competence as the mastery of language features and functions, while Text-Based Instruction, or Genre-Based Approach, enables the learners to have communicative competence that involves the mastery of different kinds of written and spoken texts used in specific contexts. According to Feez and Joyze (1998), TBI is based on an approach to teaching language involving:

● teaching explicitly about the structures and grammatical features of spoken and written texts

● linking spoken and written texts to the cultural context of their use

● designing units of work focusing on developing skills in relation to whole texts

● providing students with guided practice as they develop language skills for meaningful communication through whole texts

The texts included in the curriculum (School-Based Curriculum) are:

A. Short functional texts: e.g. Announcement, advertisement, invitation, memo, letters (personal and business letters), conversations, etc.

B. Essays:

(1) for junior high schools: descriptive, procedure, recount, narrative, report

(2) For senior high schools: recount, narrative, procedure, descriptive, news item, report, analytic and hortatory expositions, spoof, explanation, discussion, review, popular and authentic literary works.

The cycle of teaching and learning activities in TBI consists of five stages, i.e. Building the context, Modeling and deconstructing the text, Joint construction of the text, Independent construction of the text, and Linking related texts. Feez and Joyce (1998: 28-31) give the following description how the cycle is implemented.

10

Building the context

In this stage students:

- are introduced to the social context of an authentic model of the text-type being studied
- explore feature of the general cultural context in which the text-type is used and the social purposes the text-type achieves
- explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learners need

Context-building activities include:

- presenting the context through pictures, audio-visual material, realia, excursion, field trips, guest speakers etc.
- establishing the social purpose through discussions or surveys
- cross-cultural activities
- related research activities
- comparing the model text with other texts of the same or contrasting type

Modelling and deconstructing the text

In this stage students:

- investigate the structural pattern and language features of the model
- compare the model with other examples of the text-type

The sample at each level of language are outlined in the following table.

Text-level activities	● Presentation activities using devices such as charts, board, LCD etc. ● Sorting, matching, and labelling activities ● Activities focusing on cohesive devices
Clause-level activities	● Presentation and practice activities relating to the

	grammatical features of the text
Expression-level activities	● Oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type

Joint construction of the text

In this stage:

● students begin to contributing to the construction of whole example of the text-type
● the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently

Joint construction activities include:

● teacher questioning, discussing and ending whole class construction, then scribing onto board or OHT
● skeleton texts
● jigsaw and information gap activities
● small group construction of texts
● dictogloss
● self-assessment and peer assessment activities

Independent construction of the text

In this stage:

● students work independently with the text
● learner performances are used for achievement assessment

Independent construction activities include:

● listening tasks e.g. comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions

- speaking tasks e.g. spoken presentation to class, community, organization, workplace, etc
- listening and speaking tasks e.g. role plays, simulated or authentic dialogues such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions
- writing tasks which demand that students draft and present whole texts

Linking to related texts

In this stage students investigate how what they have learnt in this teaching/learning cycle can be related to:

- other texts in the same or similar contexts
- future or pat cycles of teaching and learning

Activities which link the text-type to related texts include:

- comparing the use of the text-type across different fields
- researching other text-types used in the same field
- role-playing what happens if the same text-type is used by people with different roles and relationships
- comparing spoken and written models of the same test-type
- researching how a key language feature used in this text-type is used in other text-types

The following is an example of a lesson plan based on Text-based Instruction.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMP/MTs ....
Kelas/Semester   : VII/1
Mata Pelajaran   : Bahasa Inggris
Jenis Teks   : *Announcement* (*Short Functional Text*)
Keterampilan   : Menulis
Alokasi Waktu   : 2 x 40 menit (1 pertemuan)

A. STANDAR KOMPETENSI
Menulis
6. Mengungkapkan makna dalam teks tulis fungsional sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. KOMPETENSI DASAR
Menulis
6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. TUJUAN PEMBELAJARAN
Pada akhir kegiatan pembelajaran baik secara sendiri-sendiri, berpasangan, maupun berkelompok kecil, peserta didik dapat menulis *announcement* dengan tepat.

OR

Pada akhir kegiatan pembelajaran baik secara sendiri-sendiri, berpasangan, maupun berkelompok kecil, peserta didik dapat memberi pengumuman secara tertulis dengan tepat.

D. INDIKATOR

Peserta didik dapat:
1. mengeja kata-kata yang terkait dengan objek atau kegiatan yang ada disekitar sekolah, dan kata kerja, kata depan (adverb) yang menunjukkan waktu dan tempat dan kata lain yang relevan dengan pengumuman dengan tepat
2. menggunakan kalimat imperative dan kalimat pasif dengan tepat
3. menggunakan kalimat *simple future tense* dengan tepat

E. MATERI AJAR
I. Input texts:
Teks *announcement* mengenai kegiatan sekolah. Contoh:

ANNOUNCEMENT

Join our choir rehearsal every Saturday at 12.30 in the school hall. All students are invited.
Thank you.

Ms Diah
Coordinator

II. Generic structure of the text
III. Vocabulary
Kosakata yang berkaitan dengan *announcement* mengenai kegiatan sekolah. Contoh:
choir rehearsal, sports activities, intensive practice, competition, match, dsb.

IV. Grammar

Tatabahasa yang biasa digunakan dalam *announcement* mengenai kegiatan sekolah. Contoh: kalimat perintah (*Join our choir rehearsal …*), kalimat pasif (*All students are invited*), dsb.

F. METODE PEMBELAJARAN (Communicative Language Teaching: Text-based Instruction)

The Four–Stage Technique
1. Building Knowledge of Field
2. Modelling of Text
3. Joint Construction of Text
4. Independent Construction of Text

G. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

a. Salam
b. Presensi
c. Apersepsi
d. Informasi tujuan pembelajaran dan bahan

1. Kegiatan Inti

a. Building Knowledge of Field
1) Peserta didik mengeksplorasi kegiatan-kegiatan di sekolah yang diinformasikan melalui *announcement*.
2) Peserta didik berbagi pengalaman tentang di mana *announcement* dapat ditemukan selain di sekolah.
3) Peserta didik saling menginformasikan isi *announcement* yang pernah mereka baca.
4) Peserta didik membaca sebuah *announcement* dan memahami isi yang biasa dituliskan dalam sebuah *announcement*.

b. Modelling of Text
1) Di bawah bimbingan guru, peserta didik mempelajari contoh *announcement* yang diberikan oleh guru.
2) Peserta didik berlatih menemukan tujuan *announcement*.
3) Peserta didik berlatih menganalisis organisasi *announcement*.
4) Peserta didik mengkaji (diperkenalkan dengan) kosakata dalam *announcement*.
5) Peserta didik mengkaji *grammar* dalam *announcement*.

c. Joint Construction of Text
1) menuliskan kembali sebuah contoh *announcement* untuk melatih kemampuan menulis dengan spelling yang tepat
2) melengkapi sebuah *announcement* yang belum lengkap dengan kata-kata yang tepat.
3) menyusun kalimat-kalimat menjadi sebuah *announcement*.

2. Kegiatan Penutup

a. Guru dan peserta didik membuat simpulan pembelajaran.
b. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilaksanakan
c. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
d. Guru memberikan tugas rumah
e. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya.

H. SUMBER BELAJAR

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E. Conclusion

Teachers will get advantages by designing lesson plan before they teach because it is a record that can remind the teachers what to teach and the steps done during the teaching. Moreover, the teachers will do the teaching more systematically, help the teachers particularly in unpredictable situations. There are some main components of a lesson plan. In Indonesian Education context, the components should be based on the government regulation as stated in Standard of Process as regulated by the government in Peraturan Menteri Pendidikan Nasional Indonesia RI No. 41, Year 2007. To make it clear and systematic, designing a lesson plan should include several steps from studying the Standard of Content to planning the evaluation. The current trend of teaching approach implemented in teaching English in Indonesia is Communicative Language Teaching (CLT). There are some teaching methodologies under this approach, such as PPP and Text-Based Instruction.

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