CONDUCTING TEACHING ACTIVITIES IN JUNIOR HIGH SCHOOL BY NOT PROVIDING AN OFFICIAL DOCUMENT OF LESSON PLAN

Pudu Ngurah Rusmawan
STKIP PGRI Pasuruan
E-mail: afatah72@gmail.com

ABSTRACT

The systematic lesson plans are guiding the teachers to provide the effective teaching process. It is like a direction of what the teacher should do during conducting teaching activity. The lesson plan can convey teachers’ performance in their classes in a good way. Unfortunately, many teachers still do not have enough capability to design systematic lesson plan because the teachers get difficulties in interpreting basic competences; therefore, they make a lesson plan incorrectly. The preliminary study conducted in one private junior high school, in fact, the teacher carried out the teaching activities in that school without providing official document of lesson plan. For this reason, this study aims to discuss how the teaching activities carried out by the teacher without official document of lesson plan at junior high school in Porong to achieve the basic competence. This study was conducted in the classroom of VII-1 in a natural setting, therefore, the appropriate design was qualitative research design. The subject of the study was the English teacher. To collect data, the researcher used observation. The data gained from the observation were described and analyzed to answer the research questions. The results of the study showed that the teaching activities were carried out by the teacher without providing official document of lesson plan were poor. The expectation of the basic competence of writing descriptive text had been failed to be reached. The teacher’s opening, main, and closing activities were poorly organized there were so many weakness could be found.

Keyword: Teaching Activities, Lesson Plan, junior high school

Introduction

Many teachers still do not have enough capability to design their syllabus or lesson plan. Mahir (2011) described how the teachers in vocational school developed each unit of lesson plans. The result was the teacher’s lesson plan could be considered as incorrectly developed. Most of the teachers made mistakes in constructing sub-basic competence, the indicators, the classroom activities (teaching activities and learning activities), the material or learning resources and the assessments.

Wahyuni (2011) also reached similar conclusion in her study of the teachers’ ability to develop their lesson plan. She found that the teacher’s lesson plans did not include sub basic competence and sub-sub basic competence in their organization that might help the teachers to focus teaching activities and learning activities on one competence only. Therefore, she concluded that the teacher’s lesson plan was incorrectly developed.
In addition Visensia (2011) reported that English teacher’s lesson plan in elementary school level at the sixth grade was incorrectly organized. She found that the teacher lesson plan did not attach entitlement “competence or skill” such as: listening, speaking, reading, and writing as well. Indicators were not formulated correctly. Thus, instructional objectives were false.

If the teacher could not formulate the indicators and instructional objectives well, the other components of the lesson plan such as teaching activities automatically would be inappropriate, because the basic competence and the indicators have a strong influence to the other components of the lesson plan.

Most of the teachers get difficulties in designing a lesson plan because they do not comprehend first what they should do with the basic competence. According to Susanto (2010b:14) the problem that always occurs in designing a lesson plan design not only the teacher has ill qualification but also the basic competence is difficult to be interpreted. This happens because the basic competence which has been issued by BSNP (Badan Standar Nasional Pendidikan) is too complex. It contains more than one goals.

The basic competences do not focus on one competence. Richards (2001) proposes that planning goal must be clearly described and specific. In addition, Dick and Carey (2009:25) suggest the formulation of basic competence; (1) it consists of clear statement of learner performance outcome expectations, (2) it is able to be reached through teaching process and learning process in a short time or not consuming a long time period in one semester, (3) it is specific (it does not consist of two or more objectives which is relevant or not). In line with Kemp et al. (1994) recommends the formulation of basic competence should be specific, short term goal, attainable during a course, meaningful, and not ambiguous. Many experienced teachers often reduce lesson plans to a mental map or short outline (Gafoor and Farooque, 2010).

The systematic lesson plan will guide to provide the effective teaching process. A Lesson plan aims to help remind the teachers what they intended to do (Harmer, 2007a:156). The purpose of the teacher’s lesson plan is to plan the students learning experience to achieve the teaching objectives. Constructing a systematic lesson plan is very important because a lesson plan has strong influence in showing the teacher performance in the classroom.

The key element in the developmental process of a systematic lesson plan is placed in basic competence. It should be in one clear statement objective (Depdiknas, 2007). If the teachers understand what they should do with the basic competence, they can develop well the indicator. The teacher should formulate the instructional objective based on the indicator as the result, the teachers know what are going to teach because instructional objective encompass the teaching activities. The teachers require designing systematic lesson plan before they will carry out the teaching activities.

While the teachers are conducting teaching activities, lesson plan should accompany them to remind what the teacher should do exactly in the
The lesson plan also can give clear teacher instructor role. The teacher should organize and plan great activity to help their students producing language themselves (Harmer, 2007b:278). The teacher should be able to provide effective teaching activities to the seventh graders because they are in the basic level of junior high school.

One junior high school in Porong, a small city 30 kms from Surabaya East Java Indonesia, there is a teaching phenomenon in which the teacher does not provide herself with an official document of lesson plan. This led the observer for knowing the process of teaching activities there. After the preliminary observation is conducted, it is indicated that the teacher teaches by not providing document of lesson plan as the guidance to provide effective teaching activities. This phenomenon led the study to investigate how the teacher implements teaching activities without providing official document of lesson plan.

It is necessary to investigate how the teacher teaches without providing an official document lesson plan because it enables us to understand descriptions of teaching activities without providing an official document of lesson plan whether the teaching activities fulfill the learning indicators or not. Based on above explanation, the researcher tries to find an answer to the following problem: To what extent is teaching process carried out by the teacher who does not provide herself with an official document of lesson plan?

As stated before, the preliminary study conducted in one private junior high school has revealed teaching phenomena in which the teacher does not provide herself with an official document of lesson plan. For this reason, the research questions are:

1. How does the teacher carry out the opening teaching activities?
2. How does the teacher carry out the main teaching activities?
3. How does the teacher carry out the closing teaching activities?

**Method**

This study was conducted in the classroom of VII-1. The class where the data were collected, it consisted of thirty eight students and one teacher. The subject of the study is the seventh grade’s English teacher of private junior high school in Porong. The data collection activities were conducted during the classroom teaching activities. The observation was done in four times.

The observer sat at the back of the class, took note the events to obtain the process of classroom activities, and recorded the teacher verbal behavior with mobile phone device during the classroom teaching activities. The observer put the device in his pocket in order to not disturb the teacher and the students. The structured observation sheet was used. It was developed from the systematic lesson plan. The Structured observation contained several teacher’s activities should done by the teacher in the form of checklist.

Checklist produced nominal data (Susanto, 2010b:64). It shows the label of observation for the example 1 showing done, 2 showing not done, 3 showing good, 4 showing poor. This numeric data just show the existence or not exist from the indicators of observation. The researcher had
analyzed by identifying the label in form of word. The reflection of the structured observation also added to support the procedure of data analysis. The data analysis was continued after data collection.

While the teacher was teaching without an official document of lesson plan, the observer took note and recorded what the teacher has spoken in the classroom. The teacher may have a preparation before she enters the classroom such as the materials and the indicators of teaching activities in her thought. The basis of the observation was the appropriateness between what the teacher had done in the classroom teaching activities without an official document of lesson plan to reach the basic competence and the indicators of teaching activities which was developed by systematic lesson plan. This data was used to answer the first, second, and third research questions.

**Finding and Discussion**

The teacher taught the English subject of the second semester in the classroom VII-1. The teaching activities were followed by thirty eight students and one teacher. When the lesson had started yet, the students made noise by chatting with their friends because they waited the teacher’s coming. Then, after 3 minutes the bell as the symbol of the changing of the subject, the teacher came to class and the students began to keep silent.

In every meeting, the teacher teach in the class, she always does not provide an official document of lesson plan but the teacher is as well known to the students as discipline, patient, and kind teacher. Sometimes the teacher should deliver the material used Indonesian language unless the students did not understand what material would be delivered by the teacher. This happened because the students had little prior knowledge of the target language. The students’ capacity in retaining the vocabulary of the target language was limited; furthermore the students were highly dependent on the teacher for models of language. It showed that the teacher used teacher centered approach.

The basic competence would be achieved by the teacher was expressing the meaning and the rhetorical steps in the simple short essay by using a variation of written language accurately, fluently and acceptably to communicate with the surrounding environment in the form of descriptive text. That basic competence should be formulated into systematic indicators as the follows: knowing the generic structure of descriptive text, choosing the title of composition, construct the framework of the composition, finding or collecting the information, developing identification, developing description, editing the composition, and the last was writing final draft.

Indicators is the key to develop the teacher’s opening, main, and closing activities. The opening teacher’s teaching activities that could be developed from the indicator, they were greeting, checking the students’ attendance list, checking students’ preparation mentally, checking students’ preparation physically, stimulating students’ motivation, living the classroom, explaining the competence, and explaining the indicators. These opening teaching activities should be performed by the teacher in the classroom.
The opening teaching activities would continue in the main teaching activities. The main teacher’s teaching activities that could be developed from the indicator, they were providing various example of descriptive text, guiding the students to select the title, directing the students to make framework, directing the students to develop identification and description, helping the students to write descriptive text, checking the progress of the students’ work, asking the students’ difficulties one by one.

The last was the teacher’s closing activities that could be developed from the indicator, they were supporting the students to finish the assignment as good as possible, directing the students to collect their task, doing assessment process and product toward students’ task, concluding the main activities the teacher, doing the reflection of what have learned by the students, directing the students to present their final draft, directing the students to continue practice at home.

**The Opening Teaching Activities**
The teacher carried out the opening teaching activities by greeting, asking the students’ preparation during the opening classroom teaching activities, checking the student’s attendance list, stimulating students’ motivation, and living the classroom. The teacher activities in preparing the student’s mental, stimulating the students, and living the classroom were good but the teacher did not prepare students’ preparation mentally and physically, explain the competence of what will be learned, and explain all of the complete learning objectives. In addition, she also did not explain clear and detailed indicators that would be learned and did not show obvious steps to learn the competence. In general, the teacher ability to conduct the opening activities were poorly organized because there were still so many weaknesses could be found.

**The Main Teaching Activities**
The teacher carried out the main teaching activities by directing the students’ to develop identification and description. The teacher’s main teaching activities was relevant with the basic competence but others important relevant activities were missed such as the teacher did not providing various example of descriptive text and directing the students to develop framework, asking the students’ difficulties one by one. The way of the teacher directed the students to develop identification and description, helped the students to write descriptive text, and checked the progress of the students’ work was poor because the student was still got confused what they should do. Although the students were confused the teacher still directed the student to do the assignment without asking the students’ difficulties one by one. The expectation of basic competence of writing descriptive text had been failed because not all completed learning objective had been delivered by the teacher to accomplish the basic competence.

**The Closing Teaching Activities**
The teacher carried out the closing teaching activities by directing the students to collect their task, giving feedback toward students’ task, and directing the students to continue practice at home. The teacher’s closing activities by supporting the students to finish the assignment as good as
possible, concluding the main activities and directing the students to present their final draft was poorly organized because her direction was ignored by the students. In general the teacher’s ability to conduct the closing activities were poorly organized there were so many weakness

**Conclusion and suggestion**

Based on the result and discussion, the researcher has reached to the conclusion because the teaching process is carried out by the teacher by not providing an official document of lesson plan, the teaching learning has proceeded in poor way. The teacher’s teaching opening, main, and closing activities did not fulfill the basic competence. There are so many indicators developed from the systematic lesson plan of what criteria should be done in conducting opening, main, and closing teaching activities by the teacher had missed to be done. It can be concluded the teachers’ abilities of conducting teaching activities were poorly organized.

The teacher also explained the material deeply and clearly but some of the students still got confused. The teacher was wrong to make the right decision in carrying out the teaching activities plan without an official document of lesson plan because she needed to develop systematic lesson plan before conducting the main teaching activities. It is better for the teacher to design a systematic and applicable lesson plan the teachers must be able to elaborate, visualize, and specify the competence standards and basic competences.

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