

THE DEVELOPMENT OF GUIDELINES FOR THE ARRANGEMENT OF CHARACTER-BASED ENGLISH LANGUAGE LESSON PLAN FOR THE TEACHERS OF JUNIOR SECONDARY SCHOOLS IN SURAKARTA CITY: A PRELIMINARY STUDY

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Abstract

The final objective of this research is to produce guidelines for character-based English language lesson plan for the teachers of Junior Secondary Schools in Surakarta city. This research employed Research and Development (R&D) method comprising three phases, namely: exploration phase (Year 2012), model development phase (tahun 2013), and model evaluation phase (Year 2014). In the first phase, the existence and quality of the prevailing guidelines for the lesson plan arrangement were studied as a basis for drafting a prototype of the guidelines for the arrangement of character-based English language lesson plan. As many as 56 English teachers of Junior Secondary Schools in Surakarta city were involved in the research. The results of the research show that (1) the guidelines for the lesson plan arrangement made by the government are designed for all subject matters and are general in nature; (2) the lesson plans arranged by the teachers of Junior Secondary Schools in Surakarta city still contain many weaknesses; and (3) special or specific guidelines for the arrangement of character-based English language lesson plan are required for the teachers of Junior Secondary Schools in Surakarta city.

Keywords : Guidelines, lesson plan, English language, Junior Secondary Schools, character-based

1. INTRODUCTION

In Law Number 14 of 2005 on Teachers and Lecturers, it is stated that “Teachers are professional educators whose primary task to educate, teach, guide, direct, train, asses and evaluate the learners at the early childhood of formal education, basic education, and middle education” (Article 1, Sub-article 1). In addition, it is stated that “teaching is a work or an activity that is done by someone and is of his or her source to earn life. It requires skills and expertise which fulfill the prevailing quality standards or certain norms and needs profession education” (Article 1 Sub-article 4). The teachers meant in the law include: (1) the class teachers, subject matter teachers, and counseling and guidance teachers or counselors; (2) the teachers with additional duties as school principals; and; (3) the teachers appointed as school superintendents

Professional teachers shall own competencies. In the Governmental Regulation Number 74 of 2008 on Teachers, it is stated that “Teachers shall have the required academic qualifications, competencies, educator certificates, good physical and psychological health, and ability to materialize the national education objectives” (Article 2). The intended competencies are “a set of knowledge, skills, and behaviors that the teachers shall own, internalize, master, and actualize in performing their professional tasks” (Article 3, Sub-article 1). They include pedagogical competency, personal competency, social competency, and professional competency which are acquired through profession education and are holistic and integrated in nature (Article 3, Sub-articles 2 and 3).

Pedagogical competency is a teacher’s competency in managing the learners’ learning. Personal competency includes several aspects such as bearing faith and piety, noble character, sensibility and wisdom, democracy, and honesty and being a good model for the learners and community. Social competency is a teacher’s ability as a part of community. The ability includes the ability to communicate and to use communication and information technology functionally and the ability to effectively interact with the learners, colleagues, administration staffs, educational unit ordinates, and students’ parents. Professional competency is a teacher’s ability to master science (subject matter), technology, and/or art and culture that he or she bears and teaches.

In executing their professional tasks, the teachers are obliged to (1) plan the learning, implement the quality learning process, asses and evaluate the learning results; (2) improve and develop academic qualifications and competencies sustainably along with the advancement in science, technology, and art; (3) act objectively and avoid discriminations based on the sex type, religion, tribe or ethnic group, race, certain physical conditions or family background, and social and economic status of the learners in the learning process; (4) uphold or abide to

the prevailing laws and regulations, teachers' code ethics, and religious values and norms; and (5) maintain and foster the unity in diversity of the nation (Law Number: 14 of 2005, Article 20).

In the Governmental Regulation Number 19 of 2005, it is stated that "the planning of learning process covers syllabus and lesson plan which at least contain the learning objectives, learning material, instructional method, learning resources, evaluation on the learning results" (Article 20). In the Regulation of the Ministry of National Education Number 41 of 2007 on Process Standards, it is explained that the lesson plan is elaborated from syllabus as to direct the learning activities of learners in an attempt to accomplish the intended basic competency. Thus, it can be concluded that lesson plan is learning plan form which is the most operational and which is made by a teacher prior to his or her execution of learning activities.

In this case, therefore, the government through the Ministry of National Education has published the guidelines for the lesson plan development. Among the guidelines is the one which was made by Directorate General of Basic and Middle Education Management, the Ministry of National Education in 2008. In 2007, the government also issued the Regulation of the Ministry of national Education Number 41 of 2007 on Process Standards, in which the guidelines for the lesson plan arrangement occur. The guidelines, however, are general in nature, which are eligible for all subject matters. As a result, the teachers of certain subject matters, particularly English teachers, still encounter constraints in the lesson plan arrangement. The constraints become bigger as they are also required to include character values in their lesson plans. Therefore, there is a need for specific and operational guidelines for the arrangement of character-based English language lesson plan.

The general objective of this research is to produce guidelines for the arrangement of character-based English language lesson plan for the teachers of Junior Secondary Schools in Surakarta city. The objective is expected to be materialized in two or three years. In Year 1 (2012), which is an exploration phase, the research is focused on achieving the following: (1) to study the existence and quality of the prevailing guidelines for the lesson plan arrangement either the ones issued by the government or the ones issued by the related parties; (2) to study the level of needs of the teachers of Junior Secondary Schools in Surakarta city toward the guidelines for the arrangement of character-based English language lesson plan; and (3) to arrange the prototype or draft of the guidelines for the arrangement of character-based English language lesson plan.

2. RESEARCH METHOD

This study employed the Research and Development method, particularly the Educational Research and Development one. Gall, Gall, and Borg (2003: 569) claim that "Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard." The products meant in this research were the guidelines for the arrangement of character-based English language lesson plan.

Based on the phases of R&D claimed by Borg dan Gall (1983: 775-776), Sukmadinata (2008) divides the phases of R&D into four, namely: (1) exploration, phase or introduction phase, (2) model development phase, (3) and model testing phase, and (4) model dissemination and implementation. Yet, this research in Year 1 (2012) was focused on the exploration phase or introduction phase.

To reach the objectives, this research used the descriptive explanative research method by comprehensively and deeply exploring information related to the existence and quality of the prevailing guidelines for the lesson plan arrangement and the level of needs of the teachers of Junior Secondary Schools in Surakarta city toward the guidelines for the arrangement of character-based English language lesson plan. The research was conducted at Junior Secondary Schools in Surakarta city for seven months (from May to November 2012 2012) by involving 56 teachers of 40 State or Private Junior Secondary Schools in Surakarta city Surakarta. The data of the research were gathered through questionnaire toward 48 English language teachers; content analysis toward the prevailing guidelines for the arrangement of lesson plan, which were made by government and toward the English language lesson plans arranged by the teachers; and *focus group discussion* (FGD) with 8 English language teachers of Junior Secondary Schools in Surakarta city. The data were then analyzed by using the statistic descriptive technique of analysis and constraint comparative method.

3. RESULT AND DISCUSSION

In this section, the results of the research of the exploration phase and the prototype specification of the guidelines for the arrangement of Character-based English language lesson plan for the teachers of Junior Secondary Schools in Surakarta are presented. The results of the research are discussed into three parts as follows: (a) the existence and quality of the prevailing guidelines for the arrangement of character-based English language lesson plan, (b) the quality of lesson plans arranged by the English language teachers of Junior Secondary Schools in Surakarta city, and (c) the results of analysis on the need for the guidelines for the

arrangement of character-based English language lesson plan. Based on the results of the research, a prototype of the guidelines for the arrangement of character-based English language lesson plan is arranged.

a. The Quality of the Guidelines for the Lesson Plan Arrangement

Thus far, there have not been any guidelines found for the arrangement of character-based English language lesson plan for the teachers of Junior Secondary Schools. The prevailing guidelines include “the Development of Lesson Plans” issued by Directorate General of Basic and Middle Education, the Ministry of National Education Year 2008, and Regulation of the Ministry of National Education Number 41 of 2007 on Process Standards. Based on the results of the analysis on the two documents, conclusions are drawn that:

- 1) The guidelines for the lesson plan arrangement made by the government, namely “the Development of Lesson Plans” and the Regulation of the Ministry of National Education Number 41 of 2007” are designed for all subject matters.
- 2) The explanations contained in the aforementioned documents particularly “the Steps for the Lesson Plan Arrangement” are less detailed and obvious. The examples provided are limited and are only found in some components of the lesson plans.
- 3) The guidelines for the lesson plan arrangement made by the government, namely “the Development of Lesson Plans” and “the Regulation of the Ministry of National Education Number 41 of 2007” do not give any explanations on character education.

b. The Quality of the Lesson Plans Made by the Teachers of Junior Secondary Schools in Surakarta City

The documents of the lesson plans made the teachers of Junior Secondary Schools in Surakarta city which were analyzed are 11 lesson plans consisting of Listening lesson plans, Speaking lesson plans, Reading lesson plans, and Writing lesson plans. The 11 lesson plans are designed for the students in Grade IX in Semester 1. According to the chief of the English language teachers’ Meeting of Junior Secondary Schools in Surakarta city, the lesson plans are arranged by the team of the English language teachers’ Meeting of Junior Secondary Schools in Surakarta city and are used by all of the English language teachers of Junior Secondary Schools in Surakarta city.

The following are the results of the analysis and evaluation on the 11 lesson plans.

- 1) The components of the lesson plans include (a) lesson plan identity, (b) learning objectives, (c) learning material, (d) instructional method/technique, (e) activity steps, (f) learning resources, and (g) evaluation. Competency standard, basic competency, and indicator are included in the lesson plan identity; however, the component of learning instrument is not found in the lesson plans.
- 2) The identity contains items arranged as follows: school name, subject matter, class/semester, competency standard, basic competency, indicator, text type, aspect/skill, cycle, and allotted time. The placement of competency standard, basic competency and indicator among the items of the identity gives an impression that the lesson plans are not systemically arranged.
- 3) The skills contained in the identity of Lesson Plans 1 through 5 are two, namely: listening and speaking, whereas the skill of Lesson Plans 6 through 11 is only one. According to prevailing rules, mentioning two skills in one plan is inappropriate. Those who made the lesson plans cannot differentiate the learning focus (which is one skill only) from the learning implementation (which is integrated in nature).
- 4) The competency standard and basic competency are taken from syllabus which is generated from content standards. This is already appropriate. The less appropriate thing is that 8 lesson plans out of 11 (Lesson Plans 1 through 8) have two competency standards and basic competencies each. Meanwhile, lesson plans 9 through 11 have one competency standard and basic competency each.
- 5) The number and formulation of indicators in some of the lesson plans are less appropriate. In term of the number of indicators, Lesson Plans 6, 9, 10, and 11 only have 2 indicators each even though in the guidelines it is said that the number of indicators for each lesson plan should have at least three items. In addition, some formulations of the indicators of the lesson plans are not specific and operational.
- 6) Some of the learning materials do not comply with the indicators. For example, in Lesson Plan 11, it is found that the indicator of the lesson plan is writing, but its learning material is speaking. The learning material shall be synchronized and support the realization of the indicator.
- 7) All of the lesson plans (1 through 11) use the same method or technique that is triple P (PPP) – *presentation, practice, production* – regardless the type of skills developed. The learning method should be matched with the learning objectives and language skills or language elements to be developed.
- 8) The steps of activity do not match the learning method employed; the learning method is triple P, but learning activities do not reflect the steps of triple P. Conversely, all of the lesson plans use the format of exploration, elaboration, and confirmation.

- 9) The character values are written below the component of Activity Steps. The character values range from 4 to 6 items (such as self-confidence, respect and attention, diligence, responsibility, courage, and honesty). Some registers of character values seem copy and paste between the lesson plans.
- 10) The learning resources of the lesson plans (1 through 11) are identical, both in their numbers (8 items) and in their titles. Logically, the learning resources of each lesson plan shall be different one to another because the language skills developed are different.
- 11) The component of assessment or evaluation consists of 4 items namely (a) technique, (b) procedure, (c) form, and (d) instrument. The technique item is filled with "oral test and written test"; the procedure item is filled with "during the process"; the form item is filled with "conversation/ performance/elaboration"; and instrument item is filled with "evaluation (enclosed)."
- 12) Viewed from the substance of evaluation instrument, it is found that not all of the evaluation materials are relevant with their indicators and learning materials. For example, in Lesson Plan 11 the basic competency is writing, and its indicator is "writing an essay in the report form", but the evaluation instrument consists of filling out the gaps with the words provided, matching words and their definitions, and responding comprehension questions. The reading lesson plans by and large are appropriate.

Based on the results of the analysis as mentioned above (Points 1 through 12), it can be concluded that the lesson plans made by the English language teachers of Junior Secondary Schools of Surakarta city still contain many weaknesses.

c. The Results of Need Analysis

Questionnaire was extended to 48 English language teachers representing 40 Private and Junior Secondary Schools in Surakarta city. The questionnaire was given on January 10th, 2012. Each questionnaire had 25 questions. Among the questions were (1) *I make a lesson plan prior to my class*; (2) *I feel that the lesson plan I make is appropriate*; (3) *So far, there have not been any guidelines for the arrangement of English language lesson plans*; and (4) *I feel that I will be assisted if there is a special guideline for the arrangement of English language lesson plans*.

The results of the questionnaire toward the four questions are as follows. Toward Question 1, 1 respondent (2%) answered *Never*, 20 respondents (40%) answered *Rarely*; 22 respondents (44%) answered *Frequently*; and 7 respondents (14%) answered *Always*. Toward Question 2, 1 respondent (2%) answered *Disagree*; 32 respondents (64%) answered *Less Agree*; 13 respondents (26%) answered *Agree*; and 2 respondents (4%) answered *Very Much Agree*. Toward Question 3, all of the respondents (100%) answered *Very Much Agree*. Toward Question 4, all of the respondents (100%) also answered *Very Much Agree*.

Based on the results of the questionnaire, conclusions can be drawn that only a small number of teachers always make a lesson plan prior to their class, and when they make a lesson plan, large number of them are not certain that their lesson plan is appropriate. In addition, all of the respondents acknowledge that thus far, there have not been any guidelines for the arrangement of English language plans, and they will feel assisted if there is a special guideline for the arrangement of English language plan.

The results of the questionnaire are in compliance with the results of the FGD conducted on Saturday, September 29th, 2012. The results of the FGD attended by 8 senior English language teachers of Junior Secondary Schools in Surakarta city show that the guidelines for the lesson plan arrangement issued by the government are general in nature, and are designed for all subject matters. One of the participants, an English language teacher of State Junior Secondary School 2 of Surakarta says "The sentences presented are still general in nature or are less specific and operational to be guidelines for the English language teachers to arrange lesson plans, particularly in formulating indicators and learning phases. In addition, the content of character education has not been clearly guided."

In relation to the character values, all of the participants of the FGD agree that the guidelines for the lesson plan arrangement issued by the government have not accommodated the character education. One of the participants of the FGD, an English language teacher of State Junior Secondary School 1 of Surakarta claims that "the guidelines are less complete as any character education elements have not been included in the guidelines. In each basic competency, there should be character education required from the students such as honesty, discipline, and tolerance."

Based on the two primary weaknesses, the participants of the FGD agree that in order to be able to properly arrange English language lesson plans, they need specific, detailed, clear, and complete guidelines to guide them

to arrange English language lesson plans. In addition, they also agree that the guidelines shall accommodate the character values.

d. The Prototype of Guidelines for the Arrangement of Character-based English Language Lesson Plan

Based on the quality of the guidelines for the lesson plan arrangement issued by the government (Part A), the quality of the lesson plans made the teachers of Junior Secondary Schools in Surakarta (Part B), and the results of the need analysis of the importance of the guidelines for the arrangement of character-based English language lesson plan (Part C), a prototype of the guidelines for the arrangement of character-based English language lesson plan for the teachers of Junior Secondary Schools in Surakarta has been made by the researcher. The 20 page + iii guideline consists of Chapter I (Introduction) and Chapter II (Lesson Plan).

Chapter I (Introduction) has three parts, namely: Background of Guideline, Objective of Guideline, and Advantage of Guideline. Chapter II (Lesson Plan) consists of five parts, namely: (a) Definition of Character-based Lesson Plan, (b) Legal Basis for Lesson Plan Arrangement, (c) Components of Lesson Plan, (d) Principles of Lesson Plan Arrangement, and (e) Steps of Lesson Plan Arrangement. At the end of the guideline, examples of lesson plan format are provided.

In Definition of Lesson Plan, it is said that “Lesson Plan is a plan which describes the learning procedure and organization as to reach the basic competency”, which is specified and elaborated in syllabus. The scope of lesson plan to its widest coverage only includes one basic competency, which comprises a number of indicators for one meeting or more”(p. 3).

Lesson Plan includes 10 components, namely: (1) identity, (2) competency standard, (3) basic competency, (4) indicator, (5) learning material, (6) learning method, (7) learning procedure, (8) learning resource, (9) learning aids, and (10) assessment or evaluation (pages 5–8). The 10 components are systematically arranged and are systemic.

The principles of the lesson arrangement include 6 items, namely: (1) considering the individual differences the learners have, (2) encouraging the active participations of the students, (3) developing the reading habits and writing, (4) giving feedback and follow up measures, (5) bearing interrelation and integration, and (6) applying information and communication technology (pages 8 – 9).

The part of the Steps of Lesson Plan Arrangement occupies the largest portion in the guidelines, that is 9 to 17 pages. In this part, the teachers are guided to fill in each component of the lesson plan. Therefore, the explanation for each component is relatively comprehensive. In the component of Indicator, the principles of the indicator formulation are explained, and the frequently existing general mistakes in the indicator formulation are shown. The examples of the indicator formulation for the four language skills and interpersonal texts, and the theoretical bases for the indicator formulation are also presented (pages 10 – 13). The format samples of the lesson plan consisting of 10 components as described above are provided at the end part of the guidelines. The components are arranged vertically or top-down starting from identity to evaluation. This format gives flexibility to the teachers to express their ideas as they have more spaces with such a format compared to the one with the horizontal one.

4. CONCLUSION AND RECOMMENDATION

Based on the above elaborations, conclusions are drawn as follows.

- a. Thus far, there have not been any guidelines issued by the government for the arrangement of character-based English language lesson plan for the teachers of Junior Secondary Schools.
- b. The prevailing guidelines for the lesson plan arrangement are general in nature and are designed for all subject matters.
- c. The lesson plans arranged by the English language teachers of Junior Secondary Schools in Surakarta city still contain many weaknesses. The weaknesses are related to the completeness of the lesson components, the systemic arrangement of the lesson plan components, the substantial accuracy and completeness of each component of the lesson plan, and coherence among the lesson plan components.
- d. The teachers of Junior Secondary Schools in Surakarta city are very much in need of the guidelines for the arrangement of character-based English language lesson plan so that they can arrange the lesson plan properly.
- e. Based on Conclusions (a) through (d) above, a prototype or of the guidelines for the arrangement of character-based English language lesson plan for the teachers of Junior Secondary Schools in Surakarta is developed.

In relation to the above conclusions, some recommendations are offered as follows.

- a. It is suggested that when the Central Government arranges guidelines for lesson plan arrangement, it pays attention to the characteristics of each subject matter instructed at Junior Secondary Schools. There are at least two choices that it can take. Firstly, the government makes a guideline which is general in nature but is accompanied with information on the required subject matters for the arrangement of the lesson plans of the related subject matters. Secondly, the government makes guidelines for the arrangement of lesson plans for each subject matter instructed at Junior Secondary Schools. When the latter is taken, there will be several guidelines for the arrangement of lesson plans according to the number of subject matters instructed at Junior Secondary Schools.
- b. The officials of the Office of Education of Surakarta city are suggested to conduct supervisions toward Junior Secondary Schools particularly their English language teachers, and the related officials are also recommended to evaluate the quality of the lesson plans made by the teachers. The quality meant includes the completeness of the lesson components, the systemic arrangement of the lesson plan components, the substantial accuracy and completeness of each component of the lesson plan, and coherence among the lesson plan components.
- c. The English Language Teachers' Meeting of Junior Secondary Schools in Surakarta city is suggested to program its agenda a discussion on the proper arrangement of lesson plans. If there is not any one among them who is able to become a facilitator, the management of the English Language Teachers' Meeting of Junior Secondary Schools in Surakarta can invite experts from a university to conduct training on how to arrange a character-based English language lesson plan properly.
- d. The English language teachers of Junior Secondary Schools in Surakarta city are suggested that when arranging a lesson plan, they make it seriously and strive to make it properly, avoiding the abortion of their obligations only.
- e. Other researchers are suggested to conduct a similar research but extend their research dimensions and settings such as how the teachers realize the lesson plans they have made in the teaching and learning in the classroom. This is so for a reason that a teacher who can arrange a lesson plan properly is not always able to instruct properly and vice versa..

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