CHAPTER I
INTRODUCTION

This chapter focuses on the background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English is very important to learn because it is an international language. It enables people around the world to communicate, to find a job easily and to get a lot of new friends from different countries. Therefore, everyone should master English well. In addition, by mastering English, it enables people to absorb science and technology from other countries in the world.

To reach the need presented above, English as the first foreign language is taught as a compulsory subject from elementary school up to universities. Indonesian government places high priority on this language. By studying English, the students are expected to be ready in facing their future whether in academic field or in working environment. Thus, teaching and learning English in Indonesia need more attention either from government or from stakeholder.

To make teaching learning process runs successfully, the teachers need a curriculum as a teaching plan to help the students. Rodgers (1999) states ‘Curriculum forms only a small part of the total school program. It is a broader concept. Curriculum is all those activities in which students engage under the...
auspices of the school”. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment and in what kind of facilities.

As the important factor of curriculum, the syllabus also help the teacher easily achieve the goal of English teaching, in addition, Vogler (1991) states that syllabus gives important role to guide the teaching program dealing with performance instruction: planning, delivering, and evaluating. In addition, syllabus is the key tangible evidence of planning from instructor to the world and syllabus serves as a communication device and contract to shift the responsibility for learning to the student.

Further, according to Benson (1999) the development of the syllabus is conducted in three stages: (1) research, evaluation, and writing stage, (2) preparation stage, and (3) implementation. It is also included reviewing the literature and government policies, collecting empirical research findings, and developing the format and the content of the syllabus. The preparation stage includes the development of general and specific guidelines. The implementation is the central concern to realize the concept and the theory.

In addition, syllabus is one important aspect of curriculum development. Richard (2001) states that a syllabus is a specification of the content course of instruction and list what will be taught and tasted. Thus the syllabus for a speaking course might specify the kinds of oral skills that will be taught and practiced during the course, the functions, topic, or other aspect of conversation that will be taught, and the order in which they will appear in the course. In other
words, the function of syllabus is not to provide prospectus of everything that the learner has to do. It is, so to speak, a set of bearing for teacher action and not a set of instructions for learner activity. What learners do is not directly determined by the syllabus but is a consequence of how the syllabus is methodologically mediated by the teacher in the pursuit of his own course of instruction.

Based on the explanation above, a lesson plan is a teaching outline of the important points of a lesson arranged in the order in which they are to be presented; it may include objectives, points to be made, questions to ask, references to material, assignment, and evaluation methods or tool. A lesson plan is the design of a lesson outlining what will be done. Besides, it is also an organization of instruction for a particular lesson or period.

As a matter of fact, a lesson plan is a guidance and teaching outline of the teacher, used to teach in teaching learning process. It provides objectives, direction, teaching material, source, references, and classroom’s activities. But, English teachers sometime find some problems when they implement materials of teaching that have been set on the lesson plan. The problems happen can be from learners’ factors such as students’ interests in following the material given by teacher, students’ level of proficiency in English, and students’ motivation because of the appropriate schedule of teaching of English put at the end of learning. While, the problems that come from teachers’ factors such as the teachers’ low competency in teaching English, the teachers’ inadequate mastery of materials put in the lesson plan, and the teachers’ experience in accommodating the different capabilities of the students.
The theoretical consideration above is also supported by the empirical works done by Setywaty (2005), Ali (2006), and Syntyah (2008):

Setywaty (2005) studied about the implementation of a lesson plan of competence based curriculum at SMA 2 Blitar. It was explained that the English lesson plan at SMA 2 Blitar was constructed based on two ways. First, the lesson plan is constructed based on “Dinas Pendidikan dan Kebudayaan Jawa Timur”. Second, it is based on the development of workshop’s result and the discussion with other English teachers in the Association of Subject Matter (MGMP).

Ali (2006) studied the construction of the lesson plan made by teachers of SMP 1 Nganjuk. He stated that teacher in classroom focused totally not only on the allocated time of pre teaching activity, but also whilst teaching activity, and post teaching activity as well. Teachers allocated times much on whilst teaching activity.

Syntyah (2008) analyzed the problems of implementing the lesson plan at SMP 18 Malang. She stated that every teacher had his/her own problems in implementing the lesson plan because the students had different capability in learning English.

This study focuses on the implementation of lesson plan at SMPN 1 Pasuruan. The researcher wants to analyze what problems are faced by the English teachers in teaching learning activity and the solutions are done by English teacher to overcome the problems.
1.2 Statement of the Problems

Based on the background of study, the research problems of this study are formulated as follows:

1. What are the problems faced by English teacher at SMPN 1 Pasuruan in implementing the lesson plan?
2. What are the solutions of the implementing the lesson plan done by English teacher at SMPN 1 Pasuruan in implementing the lesson plan?

1.3 Purpose of the Study

This study intends to describe the implementation of the lesson plan formulated as follows:

1. To know the problems faced by English teachers at SMPN 1 Pasuruan in implementing the lesson plan
2. To know the solution done by English teacher at SMPN 1 Pasuruan in implementing the Lesson plan

1.4 Significance of the Study

The findings of this study are expected to be beneficial for English teacher who are teaching especially in SMPN 1 Pasuruan and English teacher at general. This lesson plan will help the teaching of English to be better organized so that the objectives can be achieved. With the help of the lesson plan, teachers will have a guideline in planning the teaching and learning process.

In addition, the finding of this study is also expected to be useful for the students of English Department. It is expected that English Department students
know more about the implementation of the lesson plan before they become a teacher.

Moreover, the finding of this study can be used by other researchers as a comparison with others study and giving consideration for conducting further study.

1.5 Scope and Limitation of the Study

Related to the background of the study, this study focuses on the lesson plan applied at SMPN 1 Pasuruan concerning on the lesson plan as preparation for the success of teaching learning process. These English teachers are chosen with the consideration that they have prepared the lesson plan well before teaching. This study is limited only on the problems of implementation of the lesson plan at the VII C and VII F and solutions of implementation of the lesson plan at SMPN 1 Pasuruan.

1.6 Definition of Key Terms

To avoid misunderstanding, it is important to present the definition of terms in this study:

1. Teaching is the activity to transfer knowledge, values, and moral whether it is done formally or informally (Huda, 1999)

2. Curriculum is the learners’ engagement with various aspects of the environment which have been planed under the direction of the school (Mackenzie, 2005)
3. Syllabus is the specification of a teaching program or pedagogic agenda which defines a particular subject for a particular group of learner (Widdowson, 1990)

4. Lesson plan is the classroom activity relating to pre-teaching, whilst teaching and post teaching activity (Huda, 1999)