

Teacher's Lesson Plan In Lesson Study Context In SMP Cokroaminoto Palopo

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Abstract

Lesson Plan is one of the most important element in teaching. It is the teachers' road map of what students need to learn and how it will be done effectively during the class time. Due to its importance, in this research, the researcher try to conduct a research relaed to the teachers' lesson plan in Lesson Study in SMP Cokromnito Palopo. This research is itended to describe how the teacher's lesson plan in SMP Cokroaminoto Palopo. This reseach was done trough Lesson Study activities so the lesson plan described is Lesson Study context. This research employed qualitative research and applied descriptive study. The teacher was choosen as the subject of this research was the English teacher of SMP Cokroaminoto Palopo. She taught seven grade and the researcher observed two cycles planning. The research instrument were direct observation, video recording and teacher's lesson plan. After analyzing the research, then the researcher can conclude that there are some aspects can be found from the Lesson Plan after pnnanning for two cycles. They are : the teacher plan to use cooperative learning method, Learning media (memo paper, word card, and LCD), Assessment (teacher assessment), Students' seating arrangement (U shape).

Keywords: Lesson Plan, Lesson Study Context

Introduction

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students.

Lesson plan is one way to ensure that the teacher's teaching objectives are achieved. It begins with thinking about what approach the teacher will apply, what media he/she will use, and what he/she would like the students to understand, know or to able to do at the end of the lesson session. Brown (2001) describes lesson plan as "a set of activities which "represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson".

There are no standard formats of what a lesson plan should contain. But it is agreed that there are several essential elements that should be included in lesson plan (Brown, 2001).

Goals

Goal is a general change that is hoped to be achieved by learners within completing a course or program and are derived from needs analysis done to gather information

needed related to the learners (Richards, 2001). Goals composed for primary schools should exemplify children's characteristics, and more importantly they should be achievable for young learners.

Objectives

Objectives contain what teacher wants the students to accomplish at the end of the lesson (Brown, 2001).

Activities

Moon (2000) emphasizes some other essential principles that should be considered before designing learning activities. Learning activities made for young learners need to follow these principles: concrete to abstract, receptive to productive skills, personal to impersonal, and controlled to less controlled.

Media

Wright (1989) states several principles to guide and ease teachers in selecting media. He states that media should be easily prepared or obtained, be easily used and operated in classroom situation, attract children's attention, be meaningful and authentic, and improve children's language skills. Based on Wright's statement above, the use of media should fulfill three principles; practicality, appropriateness, and effectiveness.

Assessments

In analyzing the aspect of assessment used in the lesson plan, principles of assessments proposed by Cameron (2001) were employed. Firstly, the assessment should be able to measure what is formulated in the objectives regarding what and how well students should demonstrate certain action verbs. Secondly, the assessment should be congruent with activities and using familiar activities from their classroom experience. Finally, assessment for young learners should be seen from learning-centered perspective which focuses on social interaction. So, the assessment should be focused more to be done in group work or through oral assessment.

Due to the lesson plan is one of the most important thing should be planned by the teacher before doing the teaching process, so in this study the researcher would like to describe how the teacher's lesson plan in SMP Cokroaminoto Palopo. This research was done through Lesson Study activities so the lesson plan described is Lesson Study context.

Lesson Study is a model of education professional development through collaborative and ongoing learning assessment based on the principles of collegiality and mutual learning to build learning communities. Where the lesson study activities are carried out in cycles and each cycle consists of three the implementation stage is to plan (plan), carry out (do) and reflect (see). This activity is carried out continuously to get quality education results (Hendayana: 2006)

Nesusin Etc (2014) state that the basic concept of Lesson Study is to see how to improve and develop lessons in real situation. There are some phases of Lesson Study, one of them is planning the lesson. According to Verhoef and Tall (2011), in designing a lesson plan, teacher will get together to spend enough time to organize their teaching together. They have to predict the students question. In line with Verhoef and Tall (2011), Lenski, J., Caskey, M.,M. and Anfara Jr A. V. (2009) state that in Lesson Study, in planning the lesson, teachers explain what usually happen during individual planning and then the group of teachers give some input related to the multiple ways to revision the lesson. The teachers also should think of the possibilities of the lesson instruction, how students will possibly respond the learning, and how the teachers should evaluate the students' learning. All the ideas from the group of teachers are shared, examined, negotiated, and decided upon. Meanwhile Cerbin and Kopp (2006) state that in planning

the lesson in Lesson Study context, teachers choose a module from the curriculum that is directly related to the topic they choose in the previous phase and cooperatively plan a research lesson in detail. This lesson will accomplish the goals they set for pupils.

Research Method

This research employed qualitative research and applied descriptive study. The teacher was chosen as the subject of this research was the English teacher of SMP Cokroaminoto Palopo. She taught seven grade and the researcher observed two cycles Planning. The research instrument were direct observation, video recording and teacher's lesson plan. The research procedure were 1) the teacher and presented her lesson plan in in chart form in front of some observers and asked some suggestion from the observers 2) The observers in turn gave input and suggestion to have good lesson plan. 3) the result of the observers' inputs and suggestions were written in that teacher's lesson plan chart. The input and suggestion from the observers related to the learning objectives, teacher's activities, students activities, learning media techniques, seating arrangement, and assessment.

Finding and Discussion

First Cycle

Class / Semester : VII/ 1

Topic : Time

Sub Topic : What time is it?

Time Allocated : 2 x 40 minutes

Basic Competence : Composing transactional oral and written interaction texts is very short and involves the actions of members and requests information related to names, days, months, time names in days, time in the form of numbers, dates, and years with social functions, text structure, and elements of correct language and adjust the context.

Learning objectives : Students are able to mention and write hours in English

The Prediction of Student Response	Teacher assistance / anticipation	Time
Answering greetings from the teacher Students pray. U-shaped student seat model	The teacher greet the students and ask the class captain to lead the prayer	5'
Please count in English!		
Students begin to count in turns and each student will get a turn to count according to their seating position. Number 1 to 60 and the number of students are 20 people. Student A: I can't count. Student B: only silent was not able to name the numbers in English. Student C: I can help her "Five"	Students - before coming to the material today, I want you to be able to count in English, so I want to know if you can count in English. If there are students who cannot mention numbers in English then the teacher gives help with "does anyone know the name, please help the theme?"	10'
What time is it ?		
Students A, B, C: Nine o'clock (Right	The teacher gives help by explaining the	10'

but still using language) Student D: answer in English but still need help in improving the denominator or not familiar with the terms used in telling time All Students : Silent with no answer	terms that exist in the mention of hours such as (Past, to, half, quarter, and clock) Give an example using a wall clock	
The example of memo paper 	After the teacher predicts that the student are able, the teacher will return to the exercise by distributing a memo paper containing time according to the number of students and each student will get a different time - different.	10
Each student will mention the time on the memo paper obtained and the memo paper that is obtained will change according to the instructions of the teacher when he said Move. Student A: sorry ma'am I can't / silent / wrong pronunciation?	What time is it? Each teacher said "move", then the memo paper was transferred to the friend on the right If there are students who experience difficulties, the teacher will ask other students to help the theme. Why? can you help? Is there any of you can help mention what time is written on the paper "A"? thank you	10
Can anyone write time in English?		
SS: Nobody can write correctly SS: All students can Student B: write correctly and correctly Student C: I can improve the work of Person A	The teacher attaches a memo paper to the blackboard while asking if anyone can write it down If all students are able to write the answers correctly, the teacher immediately gives a Worksheet If some students are able, the teacher asks other students to help friends who cannot If there is nothing you can do then the teacher gives a pocket dictionary to students as help	10
Please do your worksheet !		
SS: doing the worksheet for 10 minutes	The teacher asks students to work on the worksheet	15

SS: Students exchange answers	The teacher instructs students to exchange answers	
SS: Students are able to communicate answers and be able to see	The teacher shows the correct answer on the board	
	The teacher asks students to communicate the results of the correction to the students so that they can tell their friends where their mistakes are on the answer sheet	
SS: answer the teacher's questions	The teacher gives reinforcement by giving the question "What time is it?" To students	5
	Teacher close the class	5

This activity was held in class seventh on Friday, September 20th, 2019 at 08.30 - 11.30 followed by four lecturers, one teacher and four university students. The subject matter discussed is "Time", especially "How to say time in English". The plan was started by giving the chance to the model teacher to mention some obstacles of the students, where these students have almost no basic English, therefore it was decided to make a learning design that starts with checking students' knowledge about number. When checking this knowledge and students have difficulties about number, the teacher will take action in the form of repetition or drilling in teaching this numbering, by using peers tutoring. In checking students' knowledge about number, the teacher will ask students to sequentially mention the number in English according to their seats. The seat arrangement will be "U" shape model. After the is sure that the students are able to count in English, the Model teacher will continue the material by asking "What time is it?" In this meeting there were some new terms and naming media used, namely Memo Paper Moving. It is a medium of small paper that contains the clock in the form of a digital clock that will be given to each student and the paper will move from student to other students until all students will mention the time on the Moving Paper Memo. In this teaching, in addition to the Paper Moving Memo that will be used, the wall clock will also be used as a teaching medium, as well as a Worksheet.

Second Cycle

Class / Semester : VII/ 1

Topic : Time

Sub Topic : What time is it?

Time Allocated : 2 x 40 minutes

Basic Competence : Composing transactional oral and written interaction texts is very short and involves the actions of members and requests information related to names, days, months, time names in days, time in the form of numbers, dates, and years with social functions, text structure, and elements of correct language and adjust the context.

Learning objectives : Students are able to mention time dealing with daily activities

The Prediction of Student Response		Teacher assistance / anticipation	Time	
Answering greetings from the teacher Students pray. U-shaped student seat models in the form of groups		The teacher greets the student and asks the class president to lead the prayer. The teacher performs Apperception (asking students about time)	5	
What Time Is it?				
Students answer teacher questions about time. SS: it is Five past ten		The teacher gives questions to students about the time to check students' knowledge in the previous lesson	10	
Students follow what is expressed by the teacher		Teacher Shows vocabulary (daily verbs) through the LCD display, while mentioning how the pronounce them in English (Drilling)	10	
Each student mentions the phrase in turn and there are 15 statements that are said by each student. Examples of word cards 		The teacher distributes cards in each group and instructs each group to open the card and say it in turn The teacher checks each group and observes the pronunciation errors expressed by students Make improvements together to improve students' pronunciation that is not right	10	
Fill in your daily activities based on the time when you do it?				
SS: All students filled in the worksheet Worksheet Example The teacher distributes the Worksheet to each student		The teacher distributes worksheet to all students	10	
No	Daily Activities			Time
	Englsih	Bahasa		
1				
2				
3				
What Time Do You?				

A: I get up in the morning at Ten Past Five B: I get up at Fifteen to five in the morning SS: (Many versions of answers) SS: answer using the time that was written on each worksheet SS: All students repeated the pronunciation of the questions and repeated the answers until they were proficient in expressing the time in daily activity In each group will ask each other in sequence A: What Time do you Take a bath in this morning ? B: I take a bath at half past five. What time do you study ? C: I study at fifteen past seven	The teacher repeats the question and asks students to follow the pronunciation when asking questions, as well as by answering questions done by repeating Ask students to practice in groups to ask and answer one another The teacher observes each group to check the accuracy of the pronunciation of each student in the group	20
	The teacher discusses together with students the pronunciation which is not right	
SS: form a circle and follow the instructions of the teacher according to the OIOU technology  Source : WordPress.Com	The teacher asks students to form a circle together with the theme consisting of two circles, there are outer circles and there are inner circles. This activity uses One Inside one Outside technique (this activity as well as reinforcement in learning)	10
	The teacher closes the class	5

The second plan was held on October 5th, 2019 at 09.00 - 12.00. This plan discusses the activities of teachers and students in English subjects with the theme of Telling Time. The sub-theme of the lesson is still related to Cycle one, which talks about time, but this second cycle is focused more on the application of time in daily activities. With the aim of learning is students are able to express time in daily activities. Early in student learning will be asked in advance to understand some terms related to daily activities. Assistance provided by the model teacher in the form of words and phrases will be displayed through the LCD screen and the model teacher will mention the vocabulary while being followed by all students, by Drilling. At the beginning of learning, students will be in groups. In groups, it was recommended by the researcher that

teachers pay attention to the students' heterogeneous and genres. The goal is to form groups that are effective, and help one another. The seating arrangement is the "U" model to keep effective classroom management as the teacher can control students well. In order for students to know more about the terms given, in this planning it was agreed to make word cards distributed to each group. This word card functions as a medium used by students in groups and will take turns mentioning the words. When students mention the terms in the group, the teacher will control students and observe the accuracy of students' speech. In order to avoid mistakes, the teacher will invite students to pay attention and correct together the mistakes found by the teacher when observing the expressions spoken by students in groups. As for how to correct, the teacher asks students in advance to provide improvements to the words that are considered inappropriate in expressing them.

Beginning this learning is expected that students are able to express their target vocabulary correctly. The next activity carried out is, the teacher gives a worksheet to each student. The worksheet contains a table of daily activities to be filled out by each student. To develop students' activities and understanding, the next planning for learning later, that is, the model teacher asks the students "What time do you get in the morning?" Expression will be changed according to the activity term. Furthermore, students will answer according to the time that has been made on their respective work sheets. After this activity the teacher again gives an understanding to students by practicing how to pronounce the question of time and answer it correctly in English. Students repeat or and follow after the teacher gives an example of the speaker. To know the students' ability to ask and answer questions about time, the teacher instructs them to do Question and Answer in groups simultaneously. While students do the activity again the teacher observes students whether or not the pronunciation of each student is correct. As a reinforcement of this material the teacher adopts a One Side One Outside strategy.

Conclusion

Based on the research finding and discussion, it can be concluded that there are some aspects can be found from the Lesson Plan after planning for two cycles. They are : the teacher plan to use cooperative learning method, Learning media (memo paper, word card, and LCD), Assessment (teacher assessment), Students' seating arrangement (U shape).

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