



English Teachers' Difficulties in Implementing Lesson Plan in EFL Class

Abdulloh ¹, Khomsatun ²

¹SMKN 1 Wadaslintang

²SMKN 1 Kalikajar

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ABSTRACT

This study aimed to investigate teachers' difficulties in implementing lesson plan of curriculum 2013 in class. To do so, five English teachers of Vocational High School were involved in this study. The data were revealed through questionnaires. Close-ended questions here were used to get responds of the participants about the question items whether those had been already done in teaching learning process or not done by the participants. The results shows that the teachers have difficulties implementing lesson plan in class. Regarding to implementing lesson plan, the teachers get difficulties in implementing steps of learning activities, preparing students' readiness, and giving learning activities which are attitude competence oriented.

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1. Introduction

Every teacher has responsibility to design lesson plan which is related to the elements of 2013 Curriculum. There are a number of reasons why designing the lesson plans is important. Brown (2001) states that lesson plan is very useful to help teachers specifying their planning and it can help them to prevent classroom difficulties when they get confuse in explaining something. Then, Harmer (2007) also explains that a lesson plan gives framework for teachers of an overall shape of the lesson and gives students confidence in the teacher. Moreover, Gafoor and Farooque (2010) assume that lesson plans could help inexperienced teachers organize content, materials, and methods. Regarding to 2013 Curriculum, the teacher should make coherency among outcome standard, content standard, process standard and assessment standard. Therefore, lesson plan is one of significant aspects that should be considered by teachers to achieve successful learning.

Planning is very important in any activity. Just like a teacher, it is necessary to plan a lesson plan to manage his class as best as possible so that students are very enthusiastic and the lesson is on target. Teachers must have various types of creativity that are able to attract students' attention, especially when the lesson starts to become boring. In the context of teaching, in this case teaching English, planning includes opening, sequencing, pacing, and closure. Together with incidences of interaction of teacher - students and classroom management - administration, planning make up more holistic aspects of the lesson called external features (Suwartono, 2019).

To teach English in Indonesia, where it functions as a foreign language, is not a simple matter, keeping students "enthusiastic" during the lesson. Certain teaching insights and skills are needed to keep students along the course of the lesson. Many teachers find it difficult to understand student interests from the start. Then, the question is: What can an EFL teacher strive for? Such a good start of the lesson that the student was on fire from the start and continued to "flame" until end of class?

2. Discussion

The Components of the Lesson Plan

In 2013 Curriculum, designing the lesson plan should refer to the Regulation of Ministry of Education and Culture, number 65, 2013 which stated that the lesson plan should at least cover the learning objective, the learning material, the learning method, the learning source, and the assessment of students' achievement". Particularly, the components of the lesson plan are (1) identity (school name, subject, class/semester, major content, and time allotment); (2) core competence (aspects of attitude, knowledge, and skill that should be learned by students in certain school level, class, and subject); (3) basic competence and indicator of competence achievement; (4) learning objective; (5) learning materials; (6) teaching method; (7) resources (tools and media); (8) teaching activities; (9) Assessment.

The most important part of the learning process in class, occurs during the first ten to fifteen minutes. This part of the process goes into the opening of the lesson. It consists of the processes the teacher uses to draw students' attention to the learning objectives of the lesson. This is the main goal, which can be divided into various purposes. According to Suwartono (2019), the opening part of the lesson serves to: 1. Assist students in making connections between the material of the new lesson and those of previous or preceding lessons (cognitive contribution); 2. Determine what knowledge is relevant (cognitive contribution); 3. Create a proper "set" in learners, i.e., prepare them for what comes next (cognitive or affective contribution); 4. Allow for "tuning-in" time, which is especially crucial if learners come from very different backgrounds. the setting (pragmatic contribution); 5. Lessen the amount of disruption created by tardy pupils (pragmatic contribution).

A lesson introduction can be used for any of the above purposes or a combination of them. Whatever the goal, the most important thing is to keep the "sparks flying." It all hinges on how

the teacher can immediately ignite up his class to keep the sparks flying. To put it another way, the instructor must decide what sort of activity or method to use to start the class in order to keep the sparks going. There are a variety of activities to choose from to start a session (Suartono, 2019).

1. Describing the goals of a lesson.
2. Stating the information or skills the students will learn.
3. Describing the relationship between the lesson/activities and a real-world need).
4. Describing what students are expected to do in the lesson.
5. Describing the relationship between the lesson/activities and forth-coming test or exam.
6. Pointing out links between this lesson and previous lessons.
7. Stating that the activity the students will do is something they will enjoy.
8. Doing something in order to capture the students' interest and motivation.
9. Reviewing learning from a previous lesson.
10. Previewing the lesson

Up to now, there is still no guarantee that the sparks flying at the start of the class will continue to fly until the completion of the course. If the exercise quickly hooks pupils, there will be enough "sparks" to fly for the duration of the course, making your job relatively simple. If there are activities, but they are not very hard or are repetitive (students will instinctively think, "We've done this before," or "This is something we've done previously"), there will be a time lag that will cause problems for pupils. As a result, opening activities, pre-teaching activities, or other terms are appropriate must be meticulously arranged so that the teaching and learning process can go smoothly.

It is difficult to achieve that the students will be interested in the lesson if the teacher just starts with a monotonous greeting as the most common way used by all teachers and checks attendance for a long time. It will be very boring again if the teacher calls the names of students one by one. Sad to say that this has become a common practice in almost all subject teachers. Checking attendance should not take long, or students will lose enthusiasm. It is a good idea for a teacher to simply ask who was present/absent on that subject.

Students will find it difficult to be interested in the lesson from the start if the teacher only starts the lesson directly by explaining the purpose of the lesson. Obviously enough, activity number 9 (Doing something to capture student interest and motivation) itself is not final. Opening activities such as describing the relationship between lessons/activities and real-world needs will be much more meaningful. How can a teacher do something to interest and motivate students in the first place? So, it is very necessary for teachers to always look for creative and interesting ways, which involve certain techniques, media, and activities, or a combination of them. Sometimes, the terms technique, media, and activity overlap. That's not an important thing to argue about, they can all be applied in the learning process simultaneously.

Implementation of Teaching Learning Process

Conducting teaching learning process means to implement the lesson plan which involves pre-teaching activities, whilst teaching activities, and post-teaching activities. Pre-teaching activities involve preparing students physically and psychologically to participate in teaching and learning process, to give motivation contextually, to address questions to review previous material, to explain learning objective and indicators, and to state explicitly topic of lesson materials. Besides, whilst teaching activities uses learning model, learning method, learning media, and learning sources related to students' characteristics and subject matter. Teacher should select teaching approaches that are related to learning competence and level of education. Those competences are attitude competence, knowledge competence and skill competence. Meanwhile, in post-teaching activities, teachers and students conduct the reflection activity to

evaluate: learning activities, giving feedback, conducting follow up activity, and informing lesson material of next meeting.

In this research, the author will examine the percentage of the opening part prepared by the teacher in the lesson plan can be carried out well in the opening of learning process in class. The questions used are 10 questions, including the components in the lesson plan that the author described previously. The questions are given by collecting the answers done / not, so that the percentage of achievement and percentage that are not achieved will be found.

3. Methodology

Participants

The participants of this research were 5 English teachers from some vocational schools in Wonosobo regency, Central Java. They came from different schools. The five English teachers were the sample of the participants population of English teacher of vocational high school in the regency and they were chosen randomly.

Research method

In this research, the researchers uses quantitative methodology in getting data to be observed. Valid data founded, developed and proved for a certain science in research methods are a way to get comprehensive data which can be used for understanding, solving problem and for anticipating problems in the certain field.

Coghland and Miller (2014) say that Quantitative methodology is the dominant research framework in the social sciences. It refers to a set of strategies, techniques and assumptions used to study psychological, social (Allen, 2017) and economic processes through the exploration of numeric patterns. Quantitative research gathers a range of numeric data. Some of the numeric data is intrinsically quantitative (e.g. personal income), while in other cases the numeric structure is imposed (e.g. 'On a scale from 1 to 10, how depressed did you feel last week?').

The other references, quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnaires, etc., the results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly.

Questionnaires

The methodology used in the research was questionnaires. Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as "yes/no" or among set multiple choice questions. In a typical scenario, closed-ended questions are used to gather quantitative data from respondents. (<https://www.questionpro.com/close-ended-questions.html>).

Close-ended questions here were used to get responds of the participants about the question items whether those had been already done in teaching learning process or not done by the participants.

Data Analysis

The data which were observed or measured to examine the questions about the sample population are relied by quantitative research using scientific inquiry. The instruments that consist of several questions related to the implementation of the lesson plan designed by the participants in teaching learning process were done or not were given to them. They gave the respond by giving a tick in the column of 'yes' or 'no'. The data from the questionnaires were

collected to gain the information from the participants. The answer from the participants were scored commodiously. The feasibility or not can be seen from the data taken. If the answer 'yes' it was given 1 and if the answer is 'no' it was given 0.

Findings and Discussion

The current study aimed to know difficulties in applying the lesson plan especially in the opening. As stated before, if Yes, it was given 1 and if No, it was given 0. The questionnaires containing 10 items was administered to 5 teachers from the vocational schools of Wonosobo regency. Responding to the statement describing the goal of the lesson as the beginning lesson activity, 100% of the participants did the stage. While the second statement of stating the information or skill the students will learn, 100 % of the participants had the same answers. The third statement of describing the relationship between the lesson/ activities and a real-world need, only 20 % of the participants did. The statement of describing what students are expected to do the lesson, 80 % of the participants did the activity. The activity done by the participants in describing what students are expected to do in the lesson was 80%. regarding to the describing the relationship between the lesson and the previous lesson, only 20 % they did the activity. Furthermore, pointing out the links between this lesson and previous lesson, more than half participant (60%) linked between them. The same result of the stating that the activity the students will do is something they will enjoy was 60%. while doing something in order to capture the students' interest and motivation was only 20%. Reviewing learning from a previous lesson was 100% of the participants did and the last item, previewing the lesson toward the students was 100 %.

Table 1. Difficulties in implementing the lesson plan in the opening stage

No.	Teacher Aspects	Implementation			
		Yes		No	
		N	%	N	%
1	Describing the goal of the lesson	5	100	0	0
2	Stating the information or skills the students will learn	5	100	0	0
3	Describing the relationship between the lesson/ activities and a real -world need	1	20	4	80
4	Describing what students are expected to do the lesson	4	80	1	20
5	Describing The relationship between the lesson and previous lesson	1	20	3	80
6	Pointing out links between this lesson and previous lesson	3	60	2	40
7	Stating that the activity the students will do is something they will enjoy.	3	60	2	40
8	Doing something in order to capture the students' interest and motivation	1	20	4	80
9	Reviewing the lesson from a previous lesson	5	100	0	0
10	Previewing the lesson	5	100	0	0

From the finding we can elaborate that the most difficulties applied by the participants are describing the relationship between the lesson /activities and the real word need, describing the relationship between the lesson/ activities and forth-coming test or exam and doing something in order to capture the students' interest and motivation.

The relationship between the lesson /activities and the real-world need is strongly difficult to be applied because the teacher must adapt and adopt the the development of knowledge in the real life through the media provided and the content of the material. It is so challenging for the teacher. Teacher must be aware of the technology to absorb the information outside of the book and relate it to the content in the classroom.

The second big problem in implementing in the lesson plan is that the relationship between the lesson plan and fort coming test or exam. Relating both of them in students understanding about the material and doing the test in the end of the lesson or doing examination in the end of the learning is so crucial, because the examination or the test is the chain-eyes in the student's comprehension. By doing the test well means that the students can comprehend the material given.

The last finding is the problem of capturing the students' interest and motivation. In teaching learning process, some times there are some problems happened because of the personal problem of the students. Maybe they do not like the subject at all and they do not any view of the important of the materials to be learn and it made the lesson plan could not run well.

Conclusion and Suggestion

This research has shown the diffivulties faced by the teachers in implementing the early stage in teaching learning process in the context of EFL classroom in Wonosobo. In the opening stage, there are some obstacles faced by the teacher in implementing the steps although in some aspects in opening stage all the teachers can do very well. Implementing good lesson plan in early stages in teaching learning process in each step need teacher's competency to deliver the process.

The good and right process in the opening stage will determine the next steps. How impressive the stage is? And how are the students are attracted in the process will lead them in the main step ahead.

This tresearch shows that it needs a prosess of reflection done by the teacher to examine his and her wise in delivering the opening stage in order that the students will feel enjoy and addicted in the process of teaching learning process byb involving themselves actively without much stimulation from the tesvher to be active. Beside that the teachers should also consider about the important of the opening stage, so they can try many wise to conduct a new variation in the process of attracting student's mood in the teaching learning process.

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