

THE DEVELOPMENT OF LESSON PLAN FOR TUTORING CLASSES: ENGLISH COURSE

*Development,
Lesson Plan,
English
Course*

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Abstract- *A lesson plan is an important component that the teacher must prepare before carrying out learning activities. This study aims to develop lesson plans, especially tutoring for informal institutions. This research is an R&D research. The limitation of this research is that it is only carried out at the ADD stage (Analysis, Design, and Development). At the analysis stage, the teacher did not yet have a lesson plan, so the implementation of learning was not directed and only helped students in doing homework they got from school. At the design stage, the lesson plan components followed Brown's (2001) theory which consisted of goals, objectives, materials and equipment, procedures, evaluations, extra-class work (if students needed them, to learn more at home). The development stage determined the appropriate method to be used in the learning process. At this stage, the lesson plans were validated by experts in the field of education to measure product quality.*

Keywords: *Development, Lesson Plan, English Course*

INTRODUCTION

Tuition centers are informal institutions that provide educational services outside of school learning. For example, an English course is focused on helping improve English language skills because English is an important subject in formal education (school). However, in practice, students often experience difficulties, so that students still need additional learning hours to improve their English skills. One solution is to enroll students in a tutoring center. Enrolling students on a tutoring center can provide additional knowledge to the ones that have been taught by teachers at school (Rosaria & Novika, 2017). Nowadays, there are many English courses provided for learners starting from early age to adulthood. Each English course has its role in education to help students achieve better academic achievement. When it comes to the implementation of learning, the teacher must have a lesson plan to ensure that the implementation of learning is more orderly. Therefore, this study will look at the use of lesson plans in the English course.

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Yop course is one of the English course institutions in Pontianak. It focuses on the teaching and learning process. It has various range of students' levels, such as the kindergarten, elementary school, and junior high school levels. The daily activity in this course is to carry out the teaching and learning process according to the schedule and the need of the students, based on the group classes or the levels of the students as agreed upon beforehand with the parents of the students. Most classes are scheduled from Monday to Friday for the duration of 45 minutes until 90 minutes per student.

Generally, several elements must be available and prepared before carrying out learning activities, including the curriculum, syllabus, materials, and lesson plans. The curriculum is a set of guidelines for carrying out learning activities so that the goals of education can be achieved (Nugraheni, 2015). Subsequently, the syllabus contains schematics, materials, time, teaching materials, and evaluations that serve as guidelines for students and teachers from several goals to be achieved (Rochmawati, 2017). While, the lesson plan is the stages of learning implementation activities to be carried out effectively with the aim of developing creativity, interest, and psychological and physical development of students (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 65., 2013). Furthermore, a lesson plan is important, because as the flow of the learning process in the classroom, and teacher performance to be optimal (Yulianto et al., 2018).

A lesson plan should be prepared before starting the teaching and learning process. It should adjust to the standard of the national curriculum, especially for formal education. It should be made to load the units of planning of each lesson material. It is possible to use the lesson plan as a guide for the teachers to deliver the materials and the activities in the classroom systematically to achieve the target learning goals. The duty to design the lesson plan falls to the teacher who teaches the subject.

Based on the researcher's observation, Yop Course does not have any lesson plan that is used in the teaching and learning process. Therefore, it has an impact on teachers who are not focused when delivering material, because they do not have planned rules. The absence of regulation related to the lesson plan as the benchmark and the stages in teaching has triggered some issues such as disorganization in running the class. It is a problem because during a class, the teacher must carefully determine their priority, share times and pay attention to each student. Another obstacle is the limited time in providing more in-depth explanations to students and also the limited time to carry out evaluations

to determine the level of student understanding in absorbing the material that has been delivered. It can cause the process of delivering the materials cut off and forced to continue the next meeting.

To deal with these problems, the lesson plan is mostly needed to balance the materials management and the time to organize it. Based on the problems above, the researcher is interested in researching this case. The researcher will describe the framework of the process designing of a lesson plan. In this research, the researcher will design the lesson plan for the students who are in the specific grade, especially in English subject. The design is to make the process of teaching and learning well directed and structured according to what is available in the students' book materials in the school, and the creation of an effective learning process. Pakpahan (2019) stated that lesson plans are a set of components of learning tools that are structured and clear, which can help teachers carry out learning.

The creation of an effective learning process, if the learning goes according to the plan that the teacher has prepared. These plans are known as lesson plans. Furthermore, lesson plans can be defined as procedures for implementing learning procedures to achieve learning objectives that have been described in the syllabus (Pakpahan, 2019). Teachers have an important role in planning and developing lesson plans because they act as implementers of learning. Teachers must be involved in lesson planning, understand what students need, design and prepare learning applications that can be absorbed well by students, and organize the course of learning within a certain period (Alam et al., 2018; Cuñado & Abocejo, 2018).

In planning and developing lesson plans, teacher should adjust it to students' interests, talents, and needs (Alam et al., 2018). To achieve the target of the lesson, the lecturer should design the lesson plan. In designing a lesson plan, it has several principles that should follow. According to Brown (2001), in the general situation in design, a lesson plan has several steps; for the first step of lesson planning including how to begin planning, variety, sequencing and timing, individual differences, student talk and teacher talk, and adapting to an established curriculum.

METHODS

This study used a Research & Development (R & D) approach, by using stages are analysis, design, and development that adopted by ADDIE. This study only carried out three stages because the main purpose of this research was only to develop and produce a set of lesson plans used by teachers, especially in informal educational institutions, in this case, the Yop Course. Research and development design was defined as a way to develop a product, unlike other research approaches, to test the correctness of a theory (Tegeh & Kirna, 2013). Furthermore, this approach was used because it was a strategy to improve the implementation of learning and as a solution to learning problems in certain products (Tegeh & Kirna, 2013). This research was conducted at Yop Course Pontianak, the development of the lesson plans was devoted to the fifth grade. The observation was held in October to November 2018 for 20 meetings with the distribution of five meetings a week.

This study designs and develops lesson plans that will be used by teachers, related to the material using student books. Furthermore, this research only focuses on developing lesson plans for fifth-grade elementary school. It consisted of the analysis phase, design phase, and development phase. While researching each phase of the analysis, the researcher conducted the observation, which looked at the English students' books and the aspect of learning related to the materials.

The second step was the design phase, where the researcher designed the lesson plans. It consisted of designing the objectives of learning, preparing the method of the learning process, designing classroom activity with each material to be delivered. It was then followed by designing the learning media, designing the learning assessment process, and designing the assignment for the students. The steps concluded by closing all the learning processes. The final stage of designing the lesson plan was the development phase, where it determined the exact method used in the learning process. In this phase, the researcher should get expert validation to measure the quality of the product. The lesson plan developed in this study has been validated by experts, the aim is to evaluate all the stages that have been carried out in order to be able to produce a quality product (Ahir et al., 2014).

FINDINGS AND DISCUSSION

Findings

To collect the data, the researcher observed classroom activity and teaching and learning processes. In this case, the researcher found out the problem of both. In the classroom activity, the setting of this class was not common. It showed that this class did not have any seats or chairs used by the students. The students sat on the flat sofa provided, while each seat was closer to other students. This situation caused some of the students to make noise during the class activity.

The other findings focused on the activity in the teaching and learning process. The whole activity in the teaching and learning process was around 45 minutes per meeting. In this case, the researcher found the problem because this course did not have a lesson plan. It was an important thing in the teaching and learning process for the whole of the activities in the class. The teacher only used the conventional teaching method, which was considered the materials of the student's book. It followed the main points of the student's book materials.

Furthermore, the researcher found it quite difficult to define any correct format of lessons. The previous lesson plan did not exist nor was it validated by anyone, thus making it hard to use as the references for the institution. It could be said that this place never had or did not even make lesson plans to guide the teachers and to have a specifically designed lesson plan. It caused the learning goals to be hard to achieve because there was no plan or a target of learning for each of the activities. The lesson plan aims to improve students' skills by using different components during class activities in each part of the lessons.

During designing the lesson plan, the researcher found several things to consider before making a lesson plan, such as the components of the lesson plan form: the goals, the objective, the materials and equipment, the procedures, the evaluation, the extra-class work (if the students need it to learn more at home). Each component explained the subject of the lesson. Overall components were in the lesson plan of the worst in an example of the lesson plan as the following. The first part of the lesson plan stated the lesson subject. The subject in discussion was English subject, focusing on the theme titled "Let's Cook". The next part of the lesson plan was a class/semester, particularly the fifth grade for the primary semester in an instructional year. It was then followed by the listening talent whose purpose was to mention the cooking ingredients vocabulary

correctly. Lastly, the part in the lesson plan was the objectives. It was determined that the first objective was to make students be able to rewrite the ingredients vocabulary by using the proper orthography. Secondly, the students were expected to mention the ingredients with the correct pronunciation. The third objective was to make the students answer the question detected from the sound recording.

The next part of the lesson plan was the materials. The materials were taken from unit one: Let's cook a lesson, explaining the change of state of ingredients vocabulary. It consisted of beef, broccoli, flour, parsley, sauce, sugar, potato, chicken, salt, tomato, eggs, chili, corn, cabbage, mushroom, garlic, onion, and eggplant. After the materials, the next explanation was the procedures which was the activity for both teacher and students. In the initial activity, the teacher opened the statement with greetings to the students, then they responded to the teacher's greetings.

In the next stage, the teacher introduced the new topic of the lesson for the day, and the students were expected to listen to the teacher's instruction rigorously. The core activity was the part where the teacher explained the primary materials to the students, the one related to the ingredients vocabulary, then allowed them to take a note. The students concentrated on the teacher's explanation and took a note. The teacher proceeded to focus on the recording and how to pronounce vocabulary. At this stage, the students had to concentrate and hear the record carefully and repeat it by themselves many times.

After taking part in the record, the teacher asked the students to pronounce the words and the teacher rectified it, if there was a slip-up pronunciation by the students. The students pronounced it many times, until they produced the correct pronunciation as instructed by the teacher. When the core activity finished, the subsequent step was the closure activity. The teacher asked the students to try and do the exercise. When the exercise finished, the teacher reminded the students by asking the students to say it.

The students mention the vocabulary they were learning. The teacher asked the students' about the difficulties they experienced and paused the lesson to review the issues. The students informed the teacher about their challenges and raised question about the challenges. Finally, the teacher provided expert recommendations, so the students could learn more, and finally the teacher could end the lesson. The students heard the teacher's recommendation and responded to the closing remarks. The next topic was

about the tools and ingredients. The teacher displayed the pictures of tools and ingredients, and explained the words they could use to elaborate the stages of changes of the ingredients. The training materials were taken from the learner's book and also the internet. This stage was then followed by the assessment or analysis. The analysis was to assess the students' ability related to the learning materials. The teacher played the audio, so that the students could hear the record. The teacher selected ten words, then asked the students to write the words correctly. The words are (beef, broccoli, flour, parsley, sauce, sugar, potato, chicken, salt, tomato, eggs, chili, corn, cabbage, mushroom, garlic, onion, and eggplant). When doing the assessment, the last was the rubric of scoring. To calculate the score of the take a look at was showing this. The full question X total true answer = total score.

Table 1. Lesson Plan Design

No	Material	Goals	Method	Time (minutes)	The Activities		Assessment
					Teacher	Students	
1	Chapter 1 Let's cook!	Mastery vocabulary and sentence structure	ALM	45	Giving the instructions	Following the instructions	Quiz (written test)
2	Chapter 2 Many things from many places	Mastery vocabulary and sentence structure	CLL	45	Giving the instructions	Following the instructions	Question and answer
3	Chapter 3 Thinking about the past	Mastery vocabulary and sentence structure	CLL	45	Giving the instructions	Following the instructions	(quiz) Oral test
4	Chapter 4 Describing people	Mastery vocabulary and sentence structure	CLL	45	Giving the instructions	Following the instructions	Written test
5	Chapter 5 Helping at home	Mastery vocabulary and sentence structure	ALM	45	Giving the instructions	Following the instructions	Written test
6	Chapter 6 Direction	Mastery vocabulary and sentence structure	ALM	45	Giving the instructions	Following the instructions	Oral test

7	Chapter 7 My free time activity	Mastery vocabulary and sentence structure	ALM	45	Giving the instructions	Following the instructions	Oral test
8	Chapter 8 Future plan	Mastery vocabulary and sentence structure	CLT	45	Giving the instructions	Following the instructions	Written test
9	Chapter 9 Comparing things	Mastery vocabulary and sentence structure	CLL	45	Giving the instructions	Following the instructions	Oral test

Discussion

Based on these findings, it could be concluded that the conditions that occurred in the classroom were not an ideal condition in the teaching and learning process. This became complicated because there was no lesson plan as reference material or a clear guide in delivering material and regulating learning activities. Therefore, lesson plans were necessary as a solution to ensure that the learning purposes in these conditions could be achieved. The researcher had looked for more information about lesson plans relevant to the research to solve the problem. The researcher assumed that the information had been gathered to apply in the framework, therefore, the researcher looked at the learner’s book as the main materials to put into a lesson plan design.

Based on the findings above, during designing the lesson plan, the researcher found several things to explore related to the components of the lesson plan form. The lesson plan format adopted from Brown (2001, pp. 149-151) consisted of goals, objectives, materials and equipment, procedures, evaluation, and extra-class work. The process of making each component is described as follows.

The first was the subject of the lesson, in this case the specific subject is English. The next part was the class and semester. It is important to display because the identity of classes and semesters had to be clear to avoid mistakes in designing the teaching and learning materials. This lesson plan was formulated for the fifth grade class in the first semester of the academic year. The next part of the lesson plan was the goal. The goal served as the benchmark for assessing students’ achievement during the learning process. The goal was described into specific points that identified the lesson topic. The next part

was the objective. It was a description of some points of certain learning skills that students had to achieve after the instructions during the learning process. The next component of the lesson plan was the lesson plan materials. The lesson plan materials contain the specific content to be taught in each meeting. This part depended on the source of the material used in the learning process.

The main materials were from the students' book. To compile the content of the lesson, the teacher could download the materials from the internet. The procedures of the lesson plan was the next part as it covered the steps in conducting the designed teaching materials. In the preliminary stage of the lesson plan, the teachers should include the perception and motivation for the classroom. The core activities included the activities where students conducted exploration, elaboration, and confirmation. Finally, the last part of the lesson plan was the concluding activities. This part concluded and closed the class activities. In this section, the details about the activities of the teacher and the students were elaborated and concluded.

The evaluation stage had the purpose of checking the students' understanding of the topic. The evaluation stage usually was done by giving the assessment. It aimed to measure the extent to which students had understood the materials. There were several forms of assessment, such as pop quizzes, oral questions, or written tests for individual and group works. After the assessment was done, a lesson plan should cover the scoring rubric. A rubric is the measurement of the results of students' ability based on the number or score based on predetermined calculations.

The researcher assumed that the information had been gathered to apply in the framework, therefore, the researcher looked at the learner's book as the main materials to put into a lesson plan design. In the process of producing the design of the lesson plans, the researcher used only the ADD stage of the models adopted from ADDIE models. Where it was suitable to use, because ADDIE arranged the steps to do the research. Branch (2009, p.20) stated that ADDIE is a series of processes carried out according to existing procedures. Furthermore, Aldoobie (2015) argued that the ADDIE model was a model used by planners in developing an instructional product design to create an effective and efficient teaching implementation (Budoya et al., 2019). Based on the result of this lesson plan, it was possible to apply it into the class, because the lesson plan form were designed by following the learner's textbook. Additionally, this lesson plan met the

standards, because it contained the standard components of the lesson plan form as described by Brown (2001) who argued that during designing a lesson plan, the elements of the lesson plan had to cover the format of the lesson planning. Branch (2009, p.84) stated that the purpose of the development phase was to produce and validate selected learning sources. Based on Ahir et al., (2014), validation was an extension of thought of quality assurance since strict management of methodology.

As the written evidence regarding the feasibility of this designed lesson plan, the author followed the rules for validating this product; the lesson plan form. The expert's validation aims were to perfect the results, so that all forms of changes and additions were made based on the expert's opinion or suggestions. It would be best to apply to get a learning process and learning result goals. After passing the validation stage, the lesson plan was approved and validated by an expert, therefore this lesson plan could be used in the teaching and learning process. Overall, this lesson plan focuses more on vocabulary mastery ability, which aims to enrich student vocabulary.

CONCLUSION

Based on the research results, a lesson plan product is obtained by using the theory of Brown (2001). Lesson plans are developed directly from student textbooks, so that the material presented is following predetermined competency standards. The development of this lesson plan aims to implement learning in the Yop Course more focused and structured so that the implementation of learning can occur in a conducive, effective, and efficient manner.

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