HOW TO PLAN A LESSON  
(A CASE STUDY AT STMIK MARDIRA INDONESIA)

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Abstract

In this paper, I would like to reveal “how to plan a lesson” which is conducted by English lecturer at Sekolah Tinggi Manajemen Informatika dan Komputer (STMIK) Mardira Indonesia Bandung compared with “how to plan a lesson” based on Brown (1994:395). Are there any relevance between them?  

Keywords: how to plan a lesson, Brown

Abstrak


Kata Kunci: Bagaimana Merencanakan Pelajaran, Brown
I. Background

Indonesia, most of higher education of Non-English department either state universities or private universities are required to follow English language course as it has been compulsory subject. It is offered one or two semester, depend on the university, and the main aim of English language course to help and equip student to comprehend the reference books are not written in simple English in order to they are able to reveal the original source books (English Text Books) and to read English text book for educational purposes. In fact, the outcome is fall short of expected that most of them find difficulties to comprehend the English text books.

The problem come up that there are far a few English lecturer who don’t plan the lesson well, they even tend to treat almost similar, either in teaching English as general and English for specific purpose in planning the lesson. For example format of a lesson plan and steps for lesson planning. Hence, its goal isn't achieved. As a result, the students find nothing and feel bored due to mismatched of planning a lesson. There are some questions appear in one’s mind in terms of how to plan a lesson (Brown 1994:395) How do I plan the lesson? How do I follow a curriculum? How can I become an excellent classroom manager? How do I make the best us of the textbook and other instructional aids? What do I do when thing go wrong? How do I know if My lesson is successful? And more.

Therefore, to be able to achieve the target of lesson, the lecturer wants to or not should design or plan the lesson well which cover Format of a lesson plan and Steps of lesson planning. Format a lesson deals with goal, objectives, materials and equipment, procedures, and evaluation. Whereas for steps of planning the lesson deal with How to begin the lesson, variety, sequencing, pacing, and listening, gauging difficulty, individual differences, student talk and teacher talk. And adapting to an established curriculum.

Realizing these issues as aforementioned, Sekolah Tinggi Manjemen Informatika dan Komputer (STMIKs) - Vocational Institute of Computer and Management Science - as higher computer based education focusing on Informatics Engineering, Information system (Management), and Accounting science offer English as General Foundation Program (MKDU) with different numbers of credit semester. English must be taken as it has been compulsory subject. However, does English lecturer plan the lesson well? It will be revealed in this paper.

II. Lesson Plan Conducted by The English Lecturer

1. Goal(s)

Goal of the lesson is commonly poured into its syllabus. However,Having analyzed the available syllabus , there was found point as far as goals was concerned. In terms of goals, based on the syllabus, there wasn’t stated the purpose of the syllabus (see appendix 1) there was not written the purpose of the syllabus. It is contradictory with Brown (1994:396) argue:

before teaching, the teacher should be able to identify an overall purpose or goal that you will attempt to accomplish by the end of the class period. This goal may be quiet generalized, but it serves as a unifying theme for you. Thus, in the sample lesson plan, “understanding
telephone conversation” generally identifies the lesson topic.

It is parallel to (Hutchinson and Water, 1987:80)

A syllabus is a document which says what will (or at least what should) be learnt explained that the statement of what will be learnt passed through several different stages before it reaches its destination in the mind of the learner. Meanwhile, the syllabus I could be convinced that the lecturer expected that it could facilitate the students with knowledge of integrated of three language skills: grammar, speaking, reading comprehension. It is related to this section of this chapter about what kind of aspects taught in syllabus.

2. Objectives
In term of objectives of the lesson, the teacher should state explicitly what teacher want his/her students to obtain at the end of the lesson. Base on the syllabus provided at STMIK MI, there was vague of the objective of the lesson. However, it could be drawn the conclusion that the objective of the lesson focus on three aspects: Grammar (to be, tenses, passive voice, tag question, direct – indirect speech, etc), reading, and speaking. Brown (1994:396) argue to define the objective explicitly will help the teacher to (1) be sure that the teacher indeed know what it is teacher want to accomplish, (2) preserve the unity of the teacher lesson, (3) predetermine whether or not the teacher are trying to accomplish too much, and (4) evaluate students’ success at the end of, or after, the lesson. Brown, further stated that try to avoid vague, unverifiable statements like:

1. Students will learn about the passive voice.
2. Students will practice some listening exercises.
3. Students will do the reading selection.
4. Students will discuss the homework assignments.

Basically, it could be drawn the conclusion that the English lecturer didn’t state the objective of the lesson clearly as indicated by the syllabus provided.

3. Materials and Equipments
It may seem a trivial matter to list materials needed, but good planning tactics always indicate the importance of knowing hat teacher need to take with teacher or to arrange to have in teacher’s classroom (Brown, 1994:397).

It means that providing materials should be prepared weeks before, while the equipments prepare, at least the night before. Related to the material and equipment provided by the English lecturer that the materials were designed by herself without analyzing the students’ need. The teacher should know the importance of the materials for students. Hutchinson and Water (1987:14) argue:

Need analysis is a complex process that both target situation. Most of all, we have tried to stress that both target situation and learning needs must be taken into account. Analysis of target situation needs is concerned with language use. But language use is only. We also need to know about language learning. Analysis of the target situation can tell us what people do with language. What we also need to know how people learn to do what they do with language (63).
Meanwhile, regarding the equipment, the lecturer seldom use teaching aids, like tape, TV, OHP, and projector, etc.

4. Procedures Teaching-learning process in the class should have strategy or good procedure. Thus, teacher should begin, for example, review the previous lesson or warm up, then followed by another activities. Brown (1994:397) put forward some suggestion the procedure of planning the lesson in the class includes:

(a) an opening statement or activity as a “warm up.”

(b) a set of activities and techniques in which you have considered appropriate proportions of time for:
   (1) whole class work, (2) small group and pair work, (3) teacher talk, and (4) student talk.

(c) Closure

Then, in line with the teacher’s activities in the class performed by the English teacher at STMIK, and referring the procedure of a lesson planning, it seems is different. The activities conducted by the lecturer tend to focus on teaching without looking at how many students are there. Whereas, procedure of lesson plan by Brown is systematically. The following activities conducted by the English lecturer at STMIK are as follow:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Greeting: asking in terms of the previous lesson given</td>
</tr>
<tr>
<td>10’</td>
<td>Distributing the Xeroxed materials (Reading)</td>
</tr>
<tr>
<td>40’</td>
<td>Asking the students to comprehend Xeroxed materials and look for the difficult vocabularies</td>
</tr>
<tr>
<td>45’</td>
<td>Checking the students’ work</td>
</tr>
<tr>
<td>50’</td>
<td>Asking students to summarize the text</td>
</tr>
<tr>
<td>75’</td>
<td>Listening student’s report</td>
</tr>
<tr>
<td>90’</td>
<td>Discussing the correct answers and write them on the board</td>
</tr>
<tr>
<td>100’</td>
<td>Home assignment closing</td>
</tr>
</tbody>
</table>

Based on the teacher activities performed in the class as indicated in table 1 and regarding to the format of a lesson plan, particularly procedures of a lesson plan, it was found that there was not fully matched between them. For example, the English teacher didn’t considered appropriate proportion of time for the size of class (small class or big class) whereas the English lesson at research site is commonly followed by mixing of three department (range 40-50 students). It is, of course, lack of time due to reporting students’ report one by one. Therefore, adjusting time should be considered in planning the lesson.

5. Evaluation
Next, how to determine whether or not the objective have accomplished? Most lecturer asses the whether student can understand the objective the lesson, they commonly give quiz a week before mid academic test or final test. However it is not line with Brown (1994:397) argue that you must understand that every lesson does not need to end up with a little quiz. Nor does evaluation need to be a separate element of your lesson. Evaluation can take place in the course of “regular” classroom activity.
However, regarding the evaluation conducted by the lecturer at STMIK, it seems she only give a quiz before UTS and UAS.

6. Extra –class work
the last one of format a lesson plan is extra – class work. It means that the teacher must give home assignment or regular task due to the lack of credit hours. Regarding the extra – class work given by the lecturer, it seems that she often give Xeroxed materials to translate or comprehend.

III. Guidelines for Lesson Planning
There are multitude of set of a lesson plan performed before designing a lesson planning, Brown (1994:398) are as follow:

1. How to begin planning
Before planning the lesson, particularly for beginner, the teacher should consider how many chapter will caver for a class hour, what kinds of materials should be involved in? the following sequence of begin plan of the lesson are as follow:

(a) assuming that the teacher are already familiar with (a) the curriculum of the students and (b) the overall plan and “tone” of the textbook, look over the textbook chapter. Connecting to the how to begin the lesson at STMIK, it seems that the lecturer obey the first sequence of begin the lesson as indicated by the materials given to the students were not fully given in the first meeting of the lesson, and it has been habitual to give materials before lesson began and for next material will be given the next meeting.

(b) Based on (a) teachers’ view of the whole curriculum and (b) teacher perception of the language needs of teachers students, determine what the topic and purpose of the lesson will be and write that down as the overall goal.

In this context, the teacher should conduct an analysis of students’ needs first before designing the materials and selecting the most suitable topic for students. It related to Richards (in Nurrohmi, 2006:14) writes that need analysis is a procedure to collect information about learners’ need (51). Furthermore, Hutchinson and Water (1987:107-108) stated:

“Material provide a stimulus to learning’, suggesting that material should contain interesting texts, enjoyable activities which engage the learner’s thinking capacities, opportunity for learners to use their existing knowledge and skills, and content which both learners and teacher can cope with.”

(c) Again considering the curriculum and the students’ need, draft out perhaps one to three explicitly stated terminal objective for the lesson. In this step, teacher should reconsider materials have been written whether they match to the students’ need or not (student centered). In addition, the purpose of the lesson must be clear, not vague. Then, referring the materials provided at STMIK, the materials were designed by her without paying a lot of attention to the needs of students’ as indicated by the materials are commonly tend to English for general whereas students’ expectation are able to comprehend the English textbook which is relevance to students’ educational background.
(d) Of the exercises that are in the textbook, decide which ones you will do, change, delete, and add to, all based on the objectives you have drafted. In this step, the exercise of materials should be reconsidered whether the exercise should be deleted, added, or changed. Then, in terms of exercise of materials provided the English lecturer at STMIK, this step is strongly opposite with materials provided by the lecturer.

(e) Draft out a skeletal outline of what teachers’ lesson will look like.

(f) Carefully anticipate step by step procedures for carrying out all techniques, especially those, that involve changes and additions. The following are example of partial scripts that cover:
   a. Introductions to activities
   b. Direction for a task
   c. Statements of rules or generalizations
   d. Anticipated interchanges that could easily bog down or go stray
   e. Oral testing techniques
   f. Conclusion to activities and to the class hour.

To turn to materials provided at STMIK, it can be drawn the conclusion that there was no steps as an example of partial transcript above.

1. Variety and Timing

Having collected the draft step by step, then the next step are as follow:
Hutchinson and Water (1987) claim that Materials help to organize the teaching learning process, by providing a path through the complex mass of the language to be learnt. Good materials should, therefore, provide a clear and coherent unit structure which will guide teacher and learner through to various activities in such a way as to maximize the chances of learning. This structure should help the teacher in planning lesson and encourage in the learner a sense of progress and achievement. On the other hand, materials should not be so tightly structured as to produce a monotonous pattern of lessons- the curse of so many materials.

In connection with the teaching techniques use at STMIK, the lecturer used techniques interactive between students and teachers and direct method. For example, the lecture said in Indoenesia “Komputer ini telah dicek sebelum dikirim” then the teacher asked the students to translate into English by verbal “This computer has been checked before being sent.”

2. Is the lesson appropriately timed, considering the number of minutes in class hour? This is one of the most difficult aspects of lesson planning to control. It is not unusual for new
teachers to plan a lesson so tightly that they actually complete their lesson plan early, but after just a little experience the most common occurrence is that we don’t complete our lesson within the planned time allotment.

In this context for the lecture who has been teaching for years. I think it is not a problem because he/ she is able to manage the time allocated. On the other hand, for new teacher or teaching for new subject, it is quiet hard to adjust or allocate the available time for the first time.

IV. Conclusion and Suggestion
Having described the issue above, it could be drawn the conclusion that the English lecturer at STMIK Mardira Indonesia doesn’t follow the Brown theory “how to plan a lesson” she didn’t conduct the research in line with students’ need in learning English, as a result the material given were not relevance to the student’ need. Further, there was vague either goal or objective of the end of the lesson. In terms of procedure, the lecturer allocated the same hour for either small class or vice versa.

Suggestion
English lecturer should keep in touch with “how to plan a lesson” by Brown (1994:395) as it has sequenced systematically in designing a lesson plan or steps of lesson planning. In brief, before designing the material, the English teacher should perform the needs of students in learning English, beside follow “how to plan a lesson.”

References