

CHAPTER II

LITERATURE REVIEW

A. The Definition of Lesson planning

Planning is the first step that each teacher must take in order to successfully prepare and think about a topic. However, some teachers may wonder why they should plan a lesson before arriving to school. Hinkel (2015:141) states lesson plan is a detailed and timed description of the course of instruction for one class it is constructed by the teacher to guide instruction and manage class time. The lesson plan is a guide map for classroom teaching. It is explaining that a lesson plan is a teacher's detailed description of the teaching or learning activities for a specific lesson as a part of the unit.

Planning a lesson is crucial and teachers should do it before they present it to their students. Savage (2014:2) states that a lesson plan is the process of thinking through and writing down a plan for the teaching of, and learning within a lesson that I will be teaching to a specific group of students, in a specific place at a specific time. In other words, the lesson plan will evolve over time as well as the location and time who vary.

Furthermore, Mulyasa (2011) states that a lesson plan is a plan which describes procedures and management of study in order to reach one or more basic competencies regulated in the Standard of Content and extended in the syllabus. It directs a teacher in the appropriate direction toward achieving pre-determined objectives. It also aids a teacher in assessing and evaluating themselves in order to apply new tactics and strategies. In other words, lesson planning is a daily work for each class which a teacher is going to teach

Based on the definitions, the researcher concluded that a lesson plan is the instructor's road map for what students should learn and how they will learn it effectively in class.

B. Types of Lesson Planning

To plan a lesson, the teacher should pay attention to its types because each lesson has its type which must be followed to teach clearly. Sharma and Chandra (2003) develop lesson plan into three types which call them psychological types:

1. Knowledge Lessons (based on cognitive aspect)

This type focused on social studies and science lessons. It means planning lessons are related to the prior knowledge to give original information. Testing student's background for observing how much the content is understood by them and this type help the students to have developed information in their minds. The researcher explained that the knowledge lessons were more direct to students understanding of the material the teacher wanted to teach, for example: grammar and teach a kind of texts

2. Appreciation Lessons (based on affective aspect)

This type emphasized the pupil's feelings and thoughts to make an atmosphere in the class and these lessons create a healthy appreciation among the students then, these lessons are taught just in literature as poetry lessons. The appreciation lesson is based on the emotional feeling of students. The researcher describes that the appreciation lessons were more direct to variations from technique when the teacher teach, for example: games and mind mapping. So, the researcher concludes that this type makes students happy in the learning process.

3. Skill Lessons (based on conative aspect)

This type is known as an art skill lesson which focuses on how to encourage students to practice activities. Some teachers use this type to realize the certain skill and it prepared for just language. Language lessons are the basic guideline for skill lessons. Based on the explanation researcher, skill lessons aim to develop these student's skills, for example: reading, writing, speaking in languages and listening.

From the explanation above, The aspect that have been mentioned are critical for creating the learning process so that learning can be implemented or implemented in a systematic manner.

C. The Aspects of Lesson Plan

That several essential elements should be included in the lesson plan according to (Brown, 2001; Sesorina, 2014).

1. Goals

The goal is a general change that is hoped to be achieved by learners within completing a course or program and is derived from needs analysis done to gather information needed relating to the learners (Richards, 2001; Sesorina, 2014).

2. Objectives

Objectives contain what the teacher wants the students to accomplish at the end of the lesson, in some cases objectives are often overlapping with goals (Brown, 2001; Sesorina, 2014).

3. Activities

There are some distinct characteristics to be exemplified in learning activities such as responsibility for the students, introduction of new vocabulary items, teachers' regular monitoring, and oral production (Cameron, 2001; Sesorina, 2014).

4. Media

Several principles guide and ease teachers in selecting media. He states that media should be easily prepared or obtained, be easily used and operated in a classroom situation (Wright, 1989; Sesorina, 2014).

5. Assessments

In analyzing the aspect of assessment used in the lesson plan, principles of assessments proposed, 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 (Cameron, 2001; Sesorina, 2014).

D. The Purposes of Lesson Planning

Preparing lesson plans organize the time of the classroom and help teachers to achieve their lessons efficiently with the given time. According to Sankaranaranan and Sindhu (2012) observe that preparing a lesson is the basis of perfect teaching which they divide its purpose into six features

1. To pay attention to how to include the main elements of planning which are following the aims, choosing the topic and the procedure, the sequence of tasks, and preparing the tests
2. To guide the teacher on how to teach step by step without obstacles to target clear findings of teaching learning techniques
3. To change student's values and knowledge through planning a sequence of practices
4. To avoid a waste of time because it enables the teacher to be organized and ordered
5. To encourage the teacher to enter his class without fear and at the same time he cannot forget any information about his topic
6. To give the structure of the lesson as an outline to follow it with clarity of understanding because the steps of lessons will be useful and interrelated.

Based on the explanation above, preparing a lesson before going to school for experienced and novice teachers is the most important aspect to think about because there are many objectives to plan lessons.

E. Previous Relevant Studies

The researcher finds so many previous research thorough of lesson plan. The researcher considered those previous study can be additional and valuable sources of information. It is important to make the researcher easier in conducting this study. A research conducted by Hanane (2016) As a result, from the student's questionnaire results found that lesson plan is indeed helpful

in managing the teacher's classroom. From the questionnaire results, also found that the student's discipline has strikingly a powerful effect in influencing in the classroom management. Therefore, there is clearly enough evidence to state that if learners follow their teacher's lesson plan, they will create a well-managed teachers classroom.

Followed by Sesorina (2016) the research title is The analysis of teacher lesson plan in implementing theme-based instruction for teaching english young learners. The findings of this study can be concluded that both teachers were aware of the importance of designing English lessons in which all five aspects (goals, objectives, activities, media, and assessment) were all intertwined. Teachers were able to make goals which were measurable, objectives which were corresponding with the respective goals, activities which were sequentially well arranged, media which were practical, effective, and appropriate, and assessments which accommodated learning-centered perspective for children. However, some inconsistencies occurred when the teachers were not successful in creating learning objectives with complete ABCD (Audience, Behavior, Condition, and Degree) features. Almost all of the objectives also neglected the psychomotor and affective learning domains.

Furthermore, Nesari (2014), for instance the sample consists of 93 teachers. As the results showed that English teachers agreed with utilizing lesson plan also no significant difference was observed among teachers' views concerning the given variable. The findings revealed that due to the importance of lesson plan, holding specialized workshops may provide information for developing better course plans. Then, Farida *et al* (2018) This study was conducted in Syah Kuala University. To collect the data, this study used a descriptive qualitative method that included observation sheets, an interview guide, and document analysis. Six meeting observations were used to examine two lesson plans. The data revealed that the teachers' lesson plans were appropriate for the 2013 Curriculum.

Another research was conducted by Hairunisya (2018) the study was conducted at college. The results showed that none of the lesson plan

component belonged to the category of excellent quality. Lesson plan is more functioned as the fulfillment of administrative requirements, rather than as a guide in the implementation of learning. The learning process is implemented good, the assessment of learning process is basically closely related to the results of the assessment of the competence of teachers conducted on input evaluation.

From those previous studies there have been some studies conducted in university especially, at collage related to lesson planning. Therefore, in present study the researcher would conduct a study of investigating lesson planning applied by English teachers. The diffences between this study has been conducted to the senior high school English teachers especially at islamic context. This study focuses in exploring the types of lesson planning applied by English teacher of SMA Islam Hisada.