

ANALYSIS OF LESSON PLANS FOR TEACHING SPEAKING

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ABSTRACT

This study was done to find out the appropriateness of the English lesson plans developed by the two English teachers for the eleventh grade senior high school (SMA) students in the first semester based on the 2013 Curriculum and to investigate the process of teaching speaking based on those lesson plans at SMA Negeri 1 Meulaboh. This study employed a descriptive qualitative method using observation sheets, an interview guide, and study of documents to collect the data. Two lesson plans were analyzed based on six meeting observations. The data was analyzed through the processes of data reduction, data display, and drawing conclusions. The findings showed that the lesson plans developed by the teachers were appropriate with the 2013 Curriculum. Specifically, all of the components of the lesson plan such as core competence, basic competence and indicators of competency achievement, objectives, materials, methods of teaching, media, resources, teaching activities, and methods of assessment were covered in the lesson plans developed. However, there were some crucial deficiencies found in some components, such as the materials developed did not completely cover language elements; the resources planned in the lesson plan were not varied; and there was no motivation included in the pre-teaching activities. Meanwhile, the teaching activities presented in the classroom were based on what had been stated in the lesson plans. The three stages of the activities, namely pre-teaching, while-teaching and post-teaching activities described the teaching-learning processes for the lessons in speaking English in the classroom.

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INTRODUCTION

EFL speaking skills are an aspect of teaching-learning English that needs an extraordinary amount of attention since they become central elements for communication in English. The ability to communicate well in English as a foreign language can contribute much to the success of the learner both in school and also later in life. According to Goh and Burns (2012, p. 21), the development of good speaking and also good listening skills is the most important aspect of the development of the learner's EFL language proficiency because it can have a direct impact on their personal and professional success later in life.

Having good English speaking skills is a requirement in the English subject for SMA students. They have to master many things when they speak, including ideas, vocabulary, grammar, collocations, pronunciation and the ability to react to the person that they are communicating with. This is in line with what Nunan (1991, p. 39) has said that speaking skills involves many language elements such as grammar, vocabulary, intonation, pronunciation, stress and the choice of language functions. Besides, the students have to know about language functions and social norms. They should be familiar with the ways of communicating with other people in EFL: of introducing, greeting, inviting, accepting, thanking and talking with people in formal and in informal contexts. Chitavelu et al. (2005, p. 59) have argued that speech, much more than the other skills of language, is highly sensitive to the context in which it occurs. Thus the language in conversations, which take place amongst people, depends on the purpose of the language use and the setting whether it's a formal or an informal setting.

The 2013 Curriculum, which uses a scientific approach, has shifted the learning of students from "notified" to "actively seek out" from a variety of learning sources (The Ministry of Education and Culture Regulation Number 81A year 2013). It thus expects SMA students to learn to become proficient to communicate in oral and written English, EFL, to contribute to their society and to the world [with emphasize on the Scientific Approach viz: observing, questioning, associating, experimenting and communicating in learning].

Since the 2013 Curriculum has been applied throughout Indonesia, the EFL teachers have had to prepare their syllabus and their lesson plans based on the standard rules in that curriculum. They are required to develop good, systematic lesson plans that will provide a great influence on the implementation of their teaching in the classroom, especially in terms of the use of appropriate materials, strategies, and methods of teaching. Planning of teaching-learning is important to students because teachers will then pay more attention to their diversity, their different ways of learning, their interests, and their motivations.

Research Questions

1. How were appropriate English, EFL, lesson plans developed by the teachers for the first semester at SMA Negeri 1 Meulaboh grade XI with the 2013 Curriculum?
2. What processes were used for teaching English, EFL, speaking at SMA Negeri 1 Meulaboh grade XI in the 1st Semester?

LITERATURE REVIEW

The 2013 Curriculum for English at Senior High Schools (SMAs)

The English curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the means used to guide the implementation of the EFL English teaching-learning activities with learning scenarios for achieving expected educational goals. According to Graves (2008), in a curriculum, there are stages of planning, implementation, and evaluation. In his view, these three stages have to be passed by the educational experts, principals, and teachers in designing a curriculum.

English teaching, for the 2013 Curriculum, uses a combination of the Scientific Approach and the Genre Based Approach. The Genre Based Approach suggests the implementation of a “Curriculum Cycle”, which consists of four teaching phases, namely (i) building students’ knowledge of the field, (ii) modelling the text, (iii) joint constructions of texts followed by (iv) independent construction of texts (Zulyetti, 2015, p. 4).

The 2013 Curriculum is a curriculum developed to improve and balance the abilities of students in soft skills and hard skills such as cognitive (knowledge), affective (attitudes) and psychomotoric (skills). Also, this curriculum can be seen as a guideline for implementing and

conducting teaching-learning activities in order to reach some of the goals of the national education program.

Definition of a Lesson Plan

A lesson plan is a plan for teaching lesson(s) developed by a teacher based on the curriculum in order to meet specific curriculum goals. Mulyasa (2011) says 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. Moreover, Hosnan (2014) has defined a lesson plan as a plan for teaching-learning developed by the teacher based on the syllabus for one meeting or more in order to achieve basic competencies (*Kompetensi Dasar/KD*).

Lesson plans play an important role in teaching-learning processes. Richards and Bohlke (2011, p. 35) have written, “.. planning a lesson before teaching is considered essential in order to teach an effective lesson.” By preparing a lesson plan, it will be easier for the teacher to achieve her goals for the course. With a lesson plan, a teacher is better able to manage her time, efforts and resources in order to conduct effective teaching-learning activities to achieve her objectives for the lessons.

Lesson Plan Components

There are some steps and organization that must be done by the teacher to develop her lesson plan such as establishing the teaching activities, the time, the place, the materials, the media to be used, etc. Wajnryb (1992) has stated that a lesson plan begins with a list of objectives, and works its way through a number of procedures, steps and phases to the end result, the finished plan.

In the 2013 Curriculum, lesson plans have to be made clearly and systematically, so that the teaching-learning process will be interactive, inspiring, fun, and challenging. According to the Ministry of Education and Culture Decree Number 22 of 2016 about Standards for Processing, each lesson plan must consist of ten components. These components of a lesson plan are:

- 1) Identity of school class, which consists of the name of the institution, the unit, the class and the semester.
- 2) Identity of the lesson, which consists of the name of the subject, the number and topic of the lesson and the date and time allocated.

3) Core competence, which describes the main competence that students need to learn for the school level class in that subject in the aspect of attitudes, knowledge, and skills.

4) Basic competences and indicators of competent achievement.

Basic competences are several competences which have to be mastered by students of a certain subject as a basis for establishing an indicator of competence. Meanwhile, indicators of competent achievement are behaviors or performances which can be measured and observed to show the achievement of certain basic competences.

5) Objectives, which can be defined as processes and products of learning expected to be achieved by learners in the process of teaching-learning based on the core competence and basic competences.

6) Materials, which consist of relevant theories, facts, principles, and procedures which are written based on the indicators for achievement of competence.

7) Method(s) of teaching is the method(s) used by a teacher in order to create teaching-learning processes. Some methods for teaching that can be used in teaching speaking ESL are the Communicative Language Teaching (Communicative) Approach and the Co-operative Language Learning Approach/Method.

8) Media and resources. Media are used by the teacher to deliver materials and maintain the processes, such as books, slides, overheads, flash cards, tape recordings, CDs and VCDs and the Internet. Materials can be taken from various sources, such as authentic materials from libraries and the internet including textbooks, novels, English newspapers and magazines and other IT resources.

9) Teaching activities, which are divided into three stages, namely pre-teaching, while-teaching and post-teaching activities.

10) Assessments, which are done to evaluate the results of the students study in which the instruments used are based on the indicators for achievement of competency previously determined.

The Definition of Speaking

Speaking is one of the four language skills besides listening, reading and writing. Speaking can be defined as the ability to express ideas and feelings orally to other people and even to animals, to ones

self and to Allah. Hornby (1995, p. 826) defines speaking as the ability to express ideas, feelings, thoughts, and needs orally. Speaking requires that learners not only know how to produce specific parts of ESL language such as grammar, pronunciation, and vocabulary (linguistic competence) but also that they understand when, why, and in what ways to produce language (sociolinguistic competence) (Nunan, 1999, p. 216). Students have to learn and know about the functions and social appropriacy of language, for example the way to introduce people, to greet people, to give oral invitations, and to accept and to decline invitations and how to give thanks in both formal or in informal contexts. These skills need to be developed through the regular use of English, EFL, in speaking by learners.

The Importance of Teaching-Learning Speaking

Teaching-learning speaking is very important indeed it is crucial for a good career in the globalised future. According to Brown (1994, p. 37), teaching-learning speaking should be given high priority for several reasons:

- # it combines several complicated skills that embrace all components of communicative competence;
- # language learning is highly dependent on speaking and listening;
- # learning speaking gives student learners a high degree of self-confidence, motivation for learning and an appropriate training for real-life tasks;
- # a lot of speaking takes place in real life; and
- # teaching speaking provides learners with the opportunity to grow as effective world citizens.

Therefore, it is important for teachers to have a broad view of speaking competence for teaching-[earning students to speak EFL effectively. Accordingly, this will influence the way that teachers conceptualize their teaching objectives (Goh & Burns, 2012, p. 50).

Principles of Teaching Speaking

The teacher has an important role to promote communication in the classroom. Thus, the teacher should implement the teaching principles that lead to effective teaching. Brown (2007, p. 331) has written that there are seven principles for teaching speaking skills, namely:

- (i) focus on both fluency and accuracy;
- (ii) provide intrinsically motivating techniques;

- (iii) encourage the parroting of authentic language;
- (iv) provide appropriate feedback and corrections;
- (v) capitalize on the natural link between speaking and listening;
- (vi) give students opportunities to initiate oral communication; and
- (vii) encourage the development of speaking strategies.

RESEARCH METHODOLOGY

This study was done using a descriptive, qualitative research method. The data was obtained from the results of classroom observations of classes related to the issues and of classroom events and from the results of interviews and from study of documents related to the development and implementation of the lesson plans.

In this study, two English lesson plans were analyzed totally by the researcher using a content analysis checklist. The researcher observed six meetings of the English, ESL, speaking lessons taught by the two English teachers in the first semester at SMA Negeri 1 Meulaboh in order to see and to record observations of the existing phenomena in their natural setting for the implementation of teaching-learning speaking ESL. Besides that, the junior researcher held some interviews with the two English teachers in order to get more depth of information related to the development and implementation of their EFL English lesson plans.

RESULTS AND DISCUSSION

Results

The Development of the Lesson Plans by the two Teachers

The two English teachers made their preparations at the beginning of the semester before they started the teaching-learning sessions. They designed lesson plans for each meeting in each semester. The teachers collaborated with each other in preparing the lesson plans. Each lesson plan consisted of components that were analyzed based on the 2013 Curriculum and the Ministry of Education and Culture Decree Number 81A of 2013. The analysis was accompanied by the syllabus as one of the supporting documents.

The formulation of the core competence, basic competencies, indicators and objectives were appropriate for the 2013 Curriculum. Also, the operational verbs used in the basic competencies covered

cognitive and psychomotoric aspects as stated in the syllabus. Materials developed in the lesson plans supported the basic competence achievement or they were appropriate for the basic competence and the indicators determined therein. However, the teaching materials resources were not varied. The researcher also found some deficiencies; for example, there was an incomplete attachment of the materials to be used in Lesson Plan 1.

The method of teaching planned by the teachers was to use the Scientific Approach, using the five phases; namely, observing, questioning, experimenting, associating, and communicating. The teachers also planned to employ both Co-operative Learning and Communicative Language Teaching methods in the lesson plan by using an Inquiry-based Instruction (exploration, elaboration, confirmation) strategy. Besides, every method planned by the teachers appeared in the teaching activities (while-teaching phase) which they developed.

Moreover, the media proposed supported the achievement of the basic competence and was appropriate for the present curriculum: However teacher 1 planned to use only one slide as media in Lesson Plan 1. Also, the resources planned by the teachers in the lesson plans were not varied. The teachers planned to use a textbook (Pathway to English 2), a grammar book and also the internet. Actually, some other resources could have been planned to be used for the teaching topic, such as cards, magazines, and/or a video eg: a video-recording from the internet.

The formulation of teaching activities described the activities planned to be achieved in the teaching-learning processes. Actually, there are three phases that must be accomplished in the teaching-learning processes, namely pre-teaching, while-teaching and post-teaching. Yet, no motivation was included in the pre-teaching phase for both lesson plans. Moreover, in the lesson plans, there were three teaching strategies planned by the teacher to be employed: exploration, elaboration, and confirmation. All three strategies were employed by the teachers successively.

The tools of assessment used were appropriate with the objectives and covered all the indicators. These were the tools for oral and written tests that the lessons focused on. Moreover, the assessments specifically stated which indicators were to be assessed by using instruments for each indicator.

Implementation of the Lesson Plans in the Classroom

In this study, Teacher A implemented Lesson Plan 1 with grade XI students in 2 science classes. Meanwhile, Teacher B implemented Lesson Plan 2 with grade XI students in 2 science classes and 2 social classes.

In the beginning of the class session, the teachers greeted the students, said a short prayer with the students, asked how they felt that day and checked their attendance. Each teacher prepared her students to study. Each teacher reviewed the previous topic, then they introduced the new topic of the lesson for that day. Each teacher asked her students whether they knew what the topic was about in order to encourage their curiosity. After a short discussion, the teacher then explored the students knowledge by showing them examples of the expressions to be used in that lesson and giving them explanations that they could follow.

In the next part of the lesson, the students were asked to sit in pairs or groups. The students then discussed the tasks they had been given and made preparations to perform a conversation in front of the class. The students still used Bahasa Indonesia as their first language when they had discussions in this preparation phase. Then, they spoke English in front of the class when they gave their demonstration conversations. The students speaking and writing tasks were assessed by their teacher. The five phases of the Scientific Approach (observing, questioning, associating, experimenting, and communicating) were done successfully, even though, sometimes they were not done systematically. The teacher gave applause and praised students who had just spoken in English and the students who had just performed their English conversations in front of the class using motivational phrases.

However, sometimes there were some circumstances that made the activities listed in the lesson plans not appropriate to be done at that time. So that, the teachers tended to change the activities which were stated in their lesson plans. For example, one teacher had to go around the class to show the students examples of the expressions for *Asking and Giving Opinions* which were only written on a small piece of paper because the projector did not operate.

At the end of each lesson, each teacher involved her students in reviewing and summarizing the lesson. Each teacher emphasized the important things from each lesson. The teachers then asked the students

to submit their written work to be assessed. Sometimes, each teacher gave her students homework. Lastly, each teacher thanked her students for the great work that they had done that day and then she closed the class.

Discussion

Developing a lesson plan is considered important to have an effective teaching process. The two teachers made good preparations for teaching such as preparing the syllabus and the lesson plans. They developed those plans independently and in groups through *Musyawah Guru Mata Pelajaran (MGMP)*, a regular discussion forum held amongst school teachers who teach the same subject which is usually supervised by a supervisor or education officer. Richards and Bohlke (2011, p. 35) have stated, “planning a lesson before teaching is considered essential in order to teach an effective lesson.”

The formulation of the core competence, the basic competence, the indicators and the objectives were in line with the Ministry of Education and Culture Decree No. 21 of 2013 about the Standard of Content. The teaching materials used in the lesson plans were appropriate with the 2013 Curriculum. However, the materials used in Lesson Plan 1 were only taken from one source book, without any elaboration or development by the teacher. Moreover, new vocabulary and pronunciation were not planned to be taught at all by the teachers in the two lesson plans considered, even though they were included as components to be scored in the assessments. Indeed, those elements are highly significant for developing the students’ speaking skills. Harmer (2001, pp. 21-29) has stated that an ESL language student should learn pronunciation including stress, rhythm, intonation plus grammar, language awareness, vocabulary, collocations, language functions and language skills.

The teachers were quite good at using knowledge related to the current methods and approaches (Scientific Approach) used in the current curriculum especially for English Language Teaching (ELT). The media used was fair and suitable for the students’ needs. Sudjana and Rivai (1992) in Arsyad (2014) have said that teaching media should provide a lot of benefit for the teaching-learning processes. The media should motivate the students and attract their interest and curiosity. Media is very helpful for encouraging and stimulating students’ skills, especially speaking skills. Moreover, it was thought

that the two teachers should make more use of media in their teaching-learning processes. This is especially due to the fact that the 2013 Curriculum recommends using various educational technology equipment (multi-media), eg: downloads from the internet.

The teachers were both good at developing their teaching-learning activities with a variety of learning activities. The activities developed were focused on the students using their ESL. Mostly, this aspect was also appropriate with the 2013 Curriculum and Standards of Process from the Ministry of Education and Culture Decree No. 22 of 2013. In addition, the teachers had good planning for the assessments. The tools of assessment used were appropriate with the objectives and covered all the indicators.

The three parts of the activities, namely the pre-teaching activities, the while-teaching activities, and the post-teaching activities were conducted effectively and seamlessly. Most activities presented in the classroom were based on what was stated in the lesson plan. The teaching-learning processes were conducted following the five steps of the Scientific Approach, namely: observing, questioning, experimenting, associating, and communicating. All the students were encouraged to be active and to engage in all of the activities. The students felt free to speak, ask questions and to express their ideas when discussing with friends or when solving the problems set by their teacher. According to Hosnan (2014, p. 49), questioning is an important part of the inquiry stage of learning, viz: searching for information, confirming what is already known, and directing questions at the unknown aspects. If a student gets trained in asking questions, then his curiosity can be developed further. However, in some class meetings, those steps were not implemented systematically. This is in line with what Daryanto (2014, p. 59) has said that occasionally, all the phases of the scientific approaches may not always be carried out procedurally for certain subjects, materials, or situations. The teaching methods used by the teachers were the Communicative Language Teaching (CLT) and the Co-operative Learning methods. This was in accordance with theories for the teaching of speaking.

Also, the materials and media presented were in line with the themes and the topics stated in the syllabus and the lesson plans and sometimes the teachers even adapted and created the materials by themselves.

Nevertheless, some activities presented in the classroom were not as stated in the lesson plans. This was because the teachers had to adjust with the circumstances and the students' competencies. Alexander (2004) has suggested that in order to encourage everyone to participate, it is important to make the lessons relaxed and fun. In addition, based on the observations, it could be seen that the teachers did good monitoring and supervision during the teaching-learning processes that took place. Each teacher moved around the groups in her class to assist and support them.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Having analyzed the data and interpreted it in the discussion section, there were two conclusions that can be derived from this study:

1. The English lesson plans entirely consisting of nine aspects developed by the English teachers were appropriate with the 2013 Curriculum. In other words, they met the standards for components of a lesson plan determined by the Ministry of Education and Culture Decree No. 81A of 2013 for the Implementation of Curriculum.
2. The processes of teaching-learning for speaking EFL English conducted by the two English teachers were in accordance with the lesson plans and were related to the 2013 Curriculum. Each teacher implemented methods and techniques for teaching-learning speaking ESL that made the students active and motivated.

Suggestions

To follow up the findings of this study, some suggestions are recommended for other teachers of speaking EFL English and for other researchers as listed below:

1. For other EFL English teachers

It is suggested that other teachers should improve their knowledge and skills especially related to the development of making systematic and good lesson plans. Other teachers should be able to conduct effective, appropriate and interesting teaching-learning processes in the classroom. Besides that, other teachers should pay more attention to several things related to the lesson plan development, such as materials,

resources, and teaching activities. Moreover, it is recommended that other teachers should attend seminars, in-service teacher training, and workshops regarding the issues of teaching speaking EFL English for high school students. Those programs, perhaps, would present the newest and latest issues related to teaching speaking EFL English for high school students, the correct points of view, suitable techniques and methods for teaching and solving of problems in teaching-learning EFL English in the classroom.

2. For other researchers

This study has some limitations. Firstly, only two lesson plans were analyzed by the researcher based on six meetings observed. Secondly, only two English teachers were involved in this study. Thus, it is recommended that other researchers should conduct further research on more specific analysis over one semester of lesson plans involving many more teachers as participants.

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