

# **Teacher's Self-Evaluation in Lesson Plan's Classroom Implementation**

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## **ABSTRACT**

*The research is about teachers' self-evaluation in lesson plans' classroom implementation. The purpose of this research is to find out what problems and solutions do teachers plan to teach after interactive teaching based on the lesson plan made. The researcher uses a qualitative descriptive method because it describes a problem that occurs and is explained after analyzing the data. This study analyzes the teacher lesson plan when applied to the classroom, by analyzing the results of teacher interviews. This study found that there are still problems in the implementation of lesson plans in the classroom. The teachers do some tricks so that the lesson continues even though it is not in accordance with the lesson plan that was made. The teachers have problems with time management, the teachers do activities that are not written in the lesson plan, this reveals that teachers have problems when implementing lesson plans in the classroom.*

*Keywords: Teacher, Self-evaluation, Lesson Plan, Problems.*

## **ABSTRAK**

*Penelitian ini tentang evaluasi diri guru dalam implementasi rencana pelaksanaan pembelajaran di kelas. Tujuan dari penelitian ini adalah untuk mengetahui masalah dan solusi apa yang direncanakan guru untuk mengajar setelah pengajaran interaktif berdasarkan rencana pelaksanaan pembelajaran yang dibuat. Peneliti menggunakan metode deskriptif kualitatif karena menggambarkan suatu masalah yang terjadi dan dijelaskan setelah menganalisis data. Penelitian ini menganalisis rencana pelaksanaan pembelajaran guru ketika diterapkan di kelas, dengan menganalisis hasil wawancara guru. Penelitian ini menemukan bahwa masih terdapat permasalahan dalam implementasi rencana pelaksanaan pembelajaran di kelas. Guru melakukan beberapa trik agar pembelajaran tetap berjalan meskipun tidak sesuai dengan rencana pelaksanaan pembelajaran yang telah dibuat. Guru memiliki masalah dengan manajemen waktu, guru melakukan kegiatan yang tidak tertulis dalam rencana pelaksanaan pembelajaran, hal ini mengungkapkan bahwa guru memiliki masalah ketika mengimplementasikan rencana pelaksanaan pembelajaran di kelas.*

*Kata Kunci: Guru, Evaluasi diri, Rencana pelaksanaan pembelajaran, Masalah*

## **INTRODUCTION**

Planning the teaching and learning process in the classroom is something that teachers must do. Because the teacher not only provides material but has a specific purpose. Therefore, the teacher needs a lesson plan so the class can run well and achieve the learning objectives. A lesson plan is a plan made by the teacher that

contains what students need to learn and how it would be done effectively during class time as well as being a teacher's guide in teaching by Competency Standards and Basic Competencies Harmer (2007) states that lesson plans as teaching preparation were developed based on teachers' views about the proper process for students and curriculum expectations. Brown (2011) also states that the lesson plan has a major influence to achieve a successful teaching and learning process. Richards and Bohlke (2011) have written, planning a lesson before teaching is considered essential to teaching an effective lesson.

Lesson plans are very important for teachers. Harmer (2007) highlights two important points of why to plan a lesson. Firstly, the lesson plan is the guide for teachers to refer to. Secondly, it relates to the teacher's relationship with students. According to Spratt and Pulverness (2005), a lesson plan is a set of notes that help teachers to think through what they are going to teach and how we are going to reach it. Harmer (1991) argued that teachers and students will find the lesson not meaningful and interesting without a lesson plan. The teacher will also understand well the material to be delivered, know what to do, and will minimize problems in the classroom. Richard (2001) said that making a lesson plan for the classroom activity has a lot of benefits, such as providing security in some unpredictable situations of a classroom, helping teachers think about the content, materials, procedure, time allocation, and activities, helping substitutes to take control a class when the teacher cannot teach.

Several mandatory components must be included in the lesson plan, including learning objectives, learning steps, and assessments. According to Brown (2001: 149-151), there are has 6 elements that must be included in the teacher's lesson plan, that are goal(s), objectives (terminal objectives and enabling objectives), materials and equipment, procedures, evaluations, and extra-class work.

The goal composed by the teacher is the overall result that can be achieved by students in the lesson. Richards (2001) said that 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. This can also be called objective.

There are two objectives in the lesson plan, which are terminal and enabling objectives. Terminal objectives are what students can do when the lesson is over, and enabling objectives are what students do to achieve terminal objectives such as exercises or other activities in class given by the teacher. (Brown, 2001) said that objectives contain what the teacher wants the students to accomplish at the end of the lesson. Cruickshank (2011:171) stated that many educators believe that a good objective tells learners exactly what they are expected to know and be able to do

Materials and equipment are materials used by teachers or instruments for teaching and learning activities. Wright (1989) states several principles to guide and ease teachers in selecting media. He states that media should be easily prepared or obtained, be easily used and operated in classroom situations, attract children's attention, be meaningful and authentic, and improve children's language skills. Teaching materials can be divided into 4 categories, that are printed teaching materials, listening teaching materials (Audio), hearing teaching materials (Audio Visual), and interactive teaching materials.

The procedure is an activity stage to complete an activity, a step-by-step method for sure in solving a problem. Good procedures will make teaching and learning activities easier. Brown (1999) put forward some suggestions for the procedure of planning the lesson in the class including:

- a. An opening statement or activity as a "warm-up," is a part of pre-teaching and an opening activity carried out before starting the lesson leading to the material.
- b. A set of activities and techniques in which you have considered appropriate proportions of time for: (1) whole classwork, (2) small group and pair work, (3) teacher talk, and (4) student talk. This is such as while teaching, and part of the teacher's presentation. The teacher explains the material until students understand and provides practice to test students' understanding.
- c. Closure

This part of post-teaching (review gives time for students to ask questions or evaluation and assessment is given the exercises are possible to be given as a wrap-up to the optional).

Evaluation is an activity to review the material and activities that have been carried out in class. Tomlinson (1998, 2003) said that materials evaluation may be defined as a procedure or a systematic appraisal measuring the potential value(s) of materials on learners in relation to their objectives.

Extra-class work is an additional activity or task given by the teacher, which is done by students individually or in groups. Dan (2000) claims that in contrast, teachers can create an artificial demand for extra classes by reducing the duration and learning content of their school classes and by running extra classes in their own homes, both of which are considered illegal.

The study about lesson plans has already been researched by Septe Albert Laia in 2019 with the thesis title "The Analysis of English Teachers' Lesson Plans Through Objectives Theory". The conclusion of his research was he found that the teachers still have deficiencies in comprehension related to the teacher's competence in terms of developing lesson plans especially on creating objectives which consist of complete 'abcd' and "Degree" was the lowest aspect of the four criteria. This indicates that the English teachers are mostly faced with problems in constructing the objective which describes how well the students must be able to demonstrate the performance.

Yuliana Rolanda 2019 has also researched lesson plans with the thesis title "An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class". She concluded that in the result of the study there were several conclusions, the student's perspectives on the lesson plan of the microteaching class were as a teaching guideline, teaching planning, crucial aspect of teaching. The students revealed that the lesson plan benefits and facilitates them, especially for those who never had teaching before. Then, the lesson plan helps them in the microteaching class to organize the teaching and to achieve the learning objectives and the researcher found three problems faced by students in designing lesson plans during micro-teaching class. They formulated indicators/ objectives, analyzed basic competence (KD) to the indicator, and selected evaluation/ assessment.

Another research about lesson plans has already been researched as well by Tina Oktafianti 2019 with the thesis title "An Analysis of Lesson Plan Made by An

English Teacher Referring to Curriculum 2013 at MTS Al-Qur'an Harsallakum Bengkulu in Academic Year 2018/2019. She concluded that the lesson plan made by the teacher refers to the 2013 curriculum but has weaknesses, including the teacher does not write learning tools, assessment instruments, and learning resources in the lesson plan. The teacher makes an individual lesson plan and begins by stating the identity of the lesson plan, value competencies, basic competencies, formulating learning objectives, determining learning materials and learning methods, including media tools and resources, developing teaching activities, and determining assessments. And teachers lack supporting facilities and infrastructure to use the 2013 curriculum, and teachers do not understand the 2013 curriculum due to the lack of detailed information about the curriculum.

This research is to find out what problems and solutions do teachers plan to teach after interactive teaching based on the lesson plan made. Harmer (2007) said that teachers can not follow completely the plan because there are some unpredictable situations in the classroom during the lesson, such as the magic moment that occurs when students are interested in the topic, sensible diversion, and unexpected situations. Therefore, teachers need self-evaluation to examine themselves to find out how much progress they made in implementing lesson plans in the classroom.

Teacher self-evaluation is a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge, performance, beliefs, and effects for the purpose of self-improvement. Andrade (2019) said the purpose of self-evaluation can be expressed as creating feedback that encourages learning and performance improvements. Self-evaluation can help teachers grow in their field and advance their careers long-term when completed correctly. Teachers can evaluate themselves by doing self-assessments. Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Patton (1987) said that the purpose of the evaluation is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions. The teacher can do a self-assessment to evaluate their own. Self-assessments allow teachers to reflect upon and describe their teaching and learning goals, challenges, and accomplishments.

The format of self-assessments varies and can include reflective statements, activity reports, annual goal setting, tracking, or the use of a tool.

When teachers self-assess, they become active participants in their own evaluation. Teacher involvement enables them to honestly assess their strengths and also areas they need to improve. Self-evaluation also serves to increase commitment to goal setting or achievement, competency development, and career planning.

The goal of self-evaluation is to help teachers play an informed and active role in advancing their own way of work. Brandt (1996) said that the professional growth track is usually built around some version of individual goal setting and based on the recognition that it is absolutely essential for people to set their own goals. Self-evaluation helps teachers create a critically reflective practice in their own actions. It strengthens teachers' own responsibility for their work and increases control and ownership of their own professional development. In addition, self-evaluation helps teachers to recognize their own strengths and targets for development.

Evaluating the teacher teaching means looking back over teacher teaching to see how well it is gone and how the teacher can improve it in the future. It can include:

1. Subject-specific elements, such as content teacher covered or course materials teacher provided.
2. The modes of teaching teachers used, for example, lectures, seminars, group work, or the use of technology.
3. More general, transferable aspects of teaching, such as the teacher's own personal style, tone, or use of language.

## **RESEARCH METHOD**

This study employed a qualitative research design. Hancock, Okleford, and Windiridge (2007) argued that qualitative research is concerned with explaining the opinions, experiences, and feelings of individuals producing subjective data. This study uses a qualitative descriptive method because it describes a problem that occurs and is explained after analyzing the data. Denzin and Lincoln (2000) state that qualitative research includes an interpretive and naturalistic approach. This means that inquiry takes place in its natural setting.