

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching is a way of transferring knowledge from teacher to student. In the classroom, teacher guides and facilitates learning. In teaching, it describes about approaches, methods, and technique. Nowadays, many school hire teachers that have good ability in English. Additionally, the job as a teacher is not only to teach but also to calculate the scores and others the administrative work.

Related to teaching, it is not only one way direction from teacher to students but also from students to teacher. In classroom, teacher can guide and facilitate learning. Teaching also relate to teaching style and the classroom techniques. The process of teaching is how to give instructions and guide the study of the subject.

In Brown (2001,14), Richards defines approach is about theory of first language and second language. It is about the ability of students in first and second language. Brown (2001, 14) states that Method or ideally, a single method generalizable across widely varying audiences that would successfully teach students a foreign language in the classroom. Method is a series of planning learning strategy to achieve the objectives. It can be defined as a way used to implement a plan that had already been arranged in the form of real activities and practical to achieve the purpose of learning. Besides that, method contains of a variety of students, subject matter objectives, and materials. Techniques consist of general and specific objectives of the method. Technique describes about teacher and learner role, materials, learning and teaching activities, and syllabus model. Syllabus and lesson plan are two things that teachers prepare before the class begin.

Syllabus is used as guideline for teaching. All of school has a syllabus for each subject without any detail activities in every part. Harmer (2007, 367) states lesson plan are based on own ideas about what is appropriate and on what the syllabus teachers are working toward expects to do. It means that lesson plan is created by the teachers' idea and the teacher should follow the syllabus as a reference. A syllabus is the main point before making a lesson plan. Because of that, lesson plan is made for one meeting only. The teacher needs creativity to make the activity interesting for students and to reach the goals from the lesson. Learner background is one of the aspects that teacher adjust in design the lesson plan. Lesson plan is about preparation of teacher before teaching. It is a product of

teacher's thought about their classes; what they need to achieve and how they need to achieve from the students.

In teaching process, there are three important elements: teachers, students, and materials. Harmer (2001, 56) states that a teacher is someone who gives knowledge and change to students' ideas. Besides that, teachers are the facilitators and source of information for students in the classroom. Student is someone who needs knowledge or information from the teacher. In the classroom, when a teacher gives a student a task to do. In teaching, the teacher needs materials to support the student knowledge. The materials are the tasks, textbooks, activities, and exercises. All of this can help the teachers to check their students understanding about the subject.

LBPP LIA is one of English Courses in Indonesia. LBPP LIA provides three programs. There are English for Children in Elementary School and English for Teens from Junior High School. The last is English for Adults for Senior High School, College Student, and Public. The purpose of this research, the researcher chose to conduct an observation at LBPP LIA. The purpose of the research is to see the consistency of lesson plan from the warm up until closure.

1.2 Statement of the Problem

Based on the explanation above, the researcher comes up with this following research question:

1. Do teachers atLBPP LIA implement the lesson plan in the class using Brown's lesson plan format?
2. What are the differences and similarities between the lesson plan by DouglasBrown and LBPP LIA?

1.3Research Objective

The objective of the study as follows:

1. To find out do teachers atLBPP LIA implement the lesson plan in the class using Brown's lesson plan format.
2. To find out the differences and similarities between the lesson plan by Douglas Brown and LBPP LIA.

1.4 Scope and Limitation

The research conducted in Intermediate 3, Elementary Intermediate 2, and Pre-Intermediate 7 for teen's level. This research is concerned about the implementation of the lesson plan in the class. For that reason, the researcher observes the teachers in their classroom in order to see the implementation the teachers with their lesson plan. This research focuses on teacher's implement of his or her lesson plan and the format of lesson plan, to see whether classroom activities are consistent with his or her lesson plan.

2.5 Research Methodology

2.5.1 Method

The method used in this research is descriptive method that focuses on explaining the implementation and the execution of lesson plan. It is defined by Kumar that descriptive method has the objective of describing a situation, problem, phenomenon, service or program, or providing information about the living condition of a community, or describing attitudes towards an issue (p. 9). It describe on how the implementation of lesson plan in the classroom and the consistency of the activities in the classroom with the lesson plan.

1.5.2 Data

The data are taken from three levels of *LBPP LIA Pasar Minggu*. The schedules are Intermediate 3 (IN 3) is on Tuesday and Thursday at 17.00-18.50 and Elementary Intermediate 2 (EL 2) is on Tuesday and Thursday at 19.10-21.00, and Pre- Intermediate (ET7) is on Saturday at 07.00-11.00.

1.5.3 Technique of Data Collection

Some steps to collect the data are:

1. Researcher asks the permission letter to observe the classes in *LBPP LIA*.
2. Researcher asks to the teacher the lesson plan for today's lesson before learning process.
3. Researcher observes the teacher activities whether they are appropriate with the lesson plan or not.

1.5.4 Technique of Data Analysis

The data are analyzed by the researcher by doing the following steps:

1. The researcher observes the teacher activities as written in lesson plan starting from warming up until closure.
2. The format of lesson plan is matched with the implementation of lesson plan conducted by the teachers and the format of lesson plan proposed by Brown.

1.6 Organization of Writing

This thesis comprises into four chapters. The writing organization of these chapters is the first chapter consists of background of the research, statement of problems, research objective, scope and limitation research methodology, and organization of writing. The second is theoretical framework used in supporting the research. The third chapter is analysis of the data based on the theories presented in chapter two. The last chapter is the conclusion of the analysis presented in chapter three.