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DEVELOPING A LESSON PLAN FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES TO ADULT LEARNERS AT A PRIVATE UNIVERSITY

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Abstract

Lesson plan is the written procedures of activities in the teaching and learning process. Some components which create lesson plan at least standard competence, basic competence, objective, and learning activities, also assessment. An observation found that lesson plan mismatched to teaching and learning process. Consequently, students did not meet good competences in their learning. Considering this condition, the developed lesson plan is highly needed to overcome above problems. This article deals with R n D research design proposed by Borg and Gall (1983). The steps of research-based design focused on preliminary and information collecting, planning, and develop preliminary product of form. The instrument was used is interview. The result of this study shown that developed lesson plan is more attractive, applicable, and informative than previous one. In line with result, development is very important in education. Educational development is way to build creative and innovative thinking. Also, developing lesson plan is needed to determine the success of teaching and learning process.

Key words: lesson plan, competence, and development,

INTRODUCTION

The most crucial and the first thing before doing an activity and event are making a plan. As well, teachers also need a plan in their teaching. Generally, it is well known as lesson plan, it defines as the written procedures of activity in the teaching and learning process. Depdiknas (2008) writes that lesson plan is planning which describes a basic of competence from content standard of syllabus. Then, planning is an essential component of successful teaching (Houston and Beech, 2002), this importance of lesson plan in teaching also argued by (Grossman, Wineburg, and Woolworth 2001; Little

1987; Putnam and Borko 2000; Wang and Paine 2003) in Shen and Poppink (2007); they said that through lesson planning teachers can reflect upon, explore, and improve their practice in teaching. So, lesson plan is a tool for determining whether teaching is successful or not.

Conversely, the worthiness of lesson plan is not met by the most teachers. John (2006) states, “when they begin this process for themselves, their responses is quite diverse. For some, the encounter holds creative possibilities; for others, it is a brick wall of bewilderment and anxiety. It means that previous study found that teachers had difficulties in arranging the lesson plan; Based on my observation which conducted on May, lecturer assumed that she had not any time for it and without lesson plan teaching and learning process still run; Experienced teachers generally make use of less detailed lesson plans than novice teachers and often teach from a mental plan rather than a detailed written lesson plan (Richards and Bohlke, 2011); Last, Researcher found weakness of social studies lesson plan which made by the teacher. The same way, researcher found the weakness of the other lesson plan which in the main activity does not write exploration, elaboration, and confirmation (Wijaya, 2008).

The concept of Research and Development

Research and Development is creative work undertaken on a basic systematic basis to increase something of scientific and technical knowledge, including knowledge of man, culture and society and the use of this thing of knowledge to devise applications (Godin, 2001); in the field of instructional technology, development has a particular, somewhat unique, connotation. The most current definition views development as “the process of translating the design specifications into physical form” (Seels & Richey, 1994 in Richey, Klein, and Nelson, 2003); the term development, it is consistent with the fundamental attribute of being a process of growth, and in our field development is a very creative process. (Richey, Klein, and Nelson, 2003); Next, in its simplest form, developmental research can be either the study of the process and impact of specific instructional design and development efforts; or a situation in which someone is performing instructional design, development, or evaluation activities and studying the process at the same time; or the study of the instructional design, development, and evaluation process as a whole or of particular process components (Seels & Richey, 1994 in Richey, Klein, and Nelson, 2003). Educational research and development (R & D) is a process used to develop and validate educational products (Borg and Gall, 1983). From the previous definitions, it can be said that research and development is the kind of research which aims to develop or create better new products in order to improve the quality of related field.

There are some steps in doing research and development which are suggested by experts. First, a basic premise of this research is that the design–development–evaluation process itself can be viewed as a form of inquiry. (Rickey, Klein, and Nelson, 2003); Second, (1) identify schools that effectively serve underachieving populations, (2) identify the practices of consistently effective schools serving chronically low performing student populations, (3) develop these practices into a form that can be transferred to schools less successfully serving similar populations, (4) create a system to support the adoption of these practices at such schools, (5) evaluate the transfer (6) where needed, revise both the practices and the transfer process based on these evaluations. (R n D center, 2010); Third, (a) providing ideas (suggestions, directions) for optimizing the quality of the intervention to be developed; (b) generating, articulating and testing design principles. These principles can be of a 'substantive' nature, referring to characteristics of the intervention (what it should look like), or of a 'procedural' nature (how it should be developed). (Akker, 2008); Fourth, Borg and Gall (1983) also proposed steps of research and development are; a. research and information collecting, meaning that learning about literature relate to the problems have been studied, b. Planning, it means that plan the innovative way or solutions of the problems, decide the objectives, and test the validity of the solution itself, c. Develop preliminary form of product, meaning that develop the beginning of the product will be developed, d. preliminary field testing, check the validity of the product on the limited sample, e. main product revision, it means that revise the product after doing testing from sample, f. Operational field testing is validity testing of the developed product, g. final product revision is final revision of the developed product. This article deals with the theory proposed by Borg and Gall (1983).

The Concept of Lesson Plan

Some educators and experts of teaching have different view of the definition of lesson plan. First, a lesson plan is a plan for learning. As is true in most activities, the quality of planning affects the quality of results. (Gibert, 2011); Planning is an essential component of successful teaching. As a student teacher, you must have a lesson plan for each lesson you present. Lesson planning can be time consuming, but the results are worth the effort. The results of good planning are well organized and meaningful lessons, as well as a higher level of self-confidence on the part of the teacher. (Houston and Beech, 2002) ; A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time.(Malkova, 2011); Lesson plan is planning which describes a basic of competence from content standard of syllabus (Depdiknas,2008).

From this view, lesson plan is a plan of teaching which contain several activities in the teaching and learning process.

Moving on the importance of lesson plan, it is very influential in determining the success of teaching and learning process. The importance of it is also stated by some viewpoints. For the beginning, a well-developed lesson will meet the needs of the students, promote good use of class time, assist with general classroom management and discipline (University of Minnesota Duluth, 2012); Since it is like a script in movies, lesson plans makes teaching mundane and easy, It makes you organized whilst teaching, You can able to determine when to insert icebreakers and interesting facts and lessons to keep your student and pupils glued to their lessons, lesson plans will easily help you to achieve your goals and objectives, lesson plans helps you get rid of problems or avoid them, it gives you a reality check of your everyday performance, It improves the habit and attitude of your students or pupils, It definitely improves your teaching skills (Houston and Beech, 2008).

In order to gain the effective teaching and learning process, so teachers also need the effective lesson plan too. There are some components of lesson plan. First, it consists of goals, activities, sequencing (the order in which activities will be used, including opening and closing activities, timing (how much time you will spend on different activities), grouping (when your class will be taught as a whole and when your students will work in pairs or groups, and resources. Next, effective instructional plans are necessary for teaching that leads to improved student learning. Those plans also provide teachers with clear documentation of what has been taught. (Bureau of Instructional Support and Community Services, 2002); The lesson plan components are write the objective, introduce the lesson, present the content, provide practice and feedback, summarize the lesson, assess student learning, implement, reflect, and revise. (The REEP adult ESL curriculum, 1994); the minimum requirements for any plan are: an objective; the teaching procedure; and means of evaluating what learning occurs (Houston and Beech, 2008).

Teaching English for Adult Learners

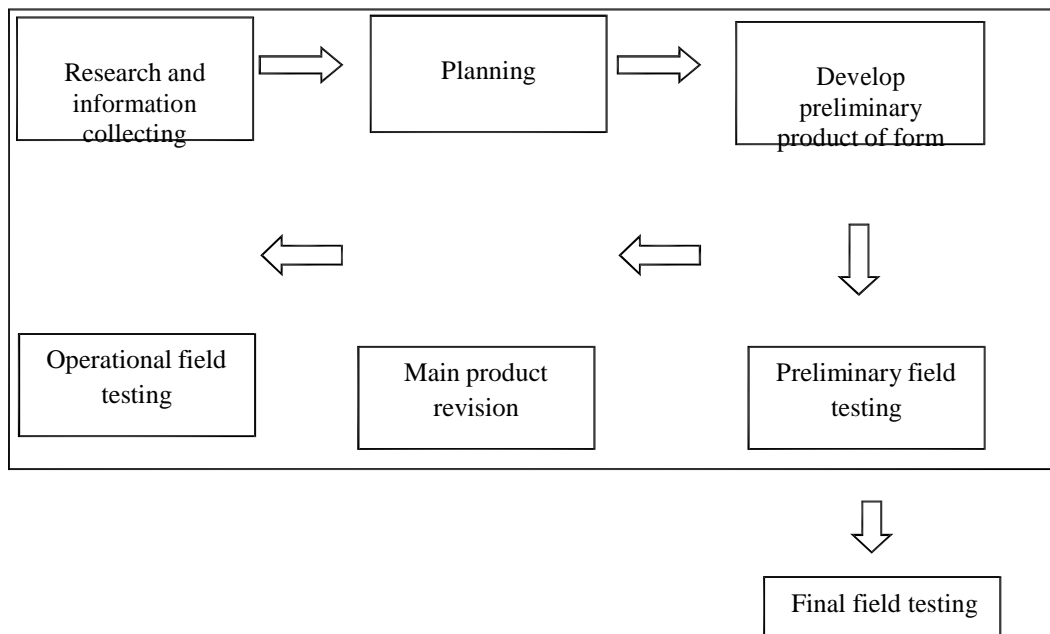
Teaching English in the university level is the compulsory for students. Every student has to pass English course around one or two semesters. When we talk about English, it can be apart from language. Every language consists of four skills should be acquired by students in order to communicate others well. Students of university level are categorized as adult learners. When lecturers teach adult, it is as challenge because they have many characteristics which differ from previous level (Yang, 2005). Those differences are; (1) autonomous learners, meaning that learners have different needs with other students, so

that lecturers cannot compare to others, educators have to apply the strategies in order to class can be interesting and ridiculous, (2) Motivated individuals, most adults who enroll in English courses, do so of their own volition, (3) a wealth of knowledge, one of the greatest advantages of teaching adult learners is the incredible amount of knowledge and experience they can bring to class. The adult learner is primarily independent/self-directed in what he/she learns., The adult learner has considerable experience to draw upon, The adult learner is most apt to be interested in topics that relate to the developmental stage of his/her life, The adult learner is most interested in information and ideas that solve problems that they are presently faced with, The adult learner is most interested in information that can be immediately applied, The adult learner is motivated from within him/herself (Levine, 2001)

Because of the characteristics of adult learners, lecturers or educators need to apply strategy, method, and techniques to gain students participations in classroom. (Trivette, Dunts, Humby, and O'Herin, 2009) said that Educators can use some techniques such as; (1) Accelerated learning. First called suggestopedia, this adult learning method includes procedures for creating a relaxed emotional state, an orchestrated and multi-sensory learning environment, and active learner engagement in the learning process, (2) Coaching, it is a method of transferring skills and expertise from more experienced and knowledgeable practitioner to less experienced ones, (3) Guided design. It was developed to promote critical thinking and self-directed learning. This adult learning method is characterized by a decision-making and problem-solving process that includes procedures for using real world problems for mastering learning content using small-group or team processing and facilitator guidance and feedback. Then, (Mohan, 1998) also promotes some techniques or methods such as; grammar translation method, direct method, the audiolingual method, CLT, language immersion, Minimalist/Methodist, directed practice, learning by teaching.

METHOD

This study employed research based design which is proposed by Borg and Gall (1983). The following is the schema of the steps of Research and Development proposed by Borg and Gall (1983).



- a. *Research and Information collecting*, it was done before getting documents from collaborators and doing an observation on the object of research. The activities of this part are discussing the previous documents of learning such as; syllabus, lesson plan, and materials from other teachers and lecturers. The discussion includes classical discussion and group discussion. The previous one lecturer showed us original of learning documents, analyse errors, and develop some errors into better one together and in the group discussion, we should do the same thing, but we had to revise and developed based on the previous explanation, references, and knowledge of the members, also need analysis. Besides that, reading some references related to the study also done so that I can develop the documents based on the references have been read and way of developing of documents from discussion.
- b. *Planning*, before doing a development, our group decided what activities involved on this part such as; getting permission letter from institution, getting documents of learning, doing an observation, discussing the result of the observation, matching the documents of learning and result of observation. The time allotment for finishing this part during a week from Monday, 17th May 2012 to 24th May 2012. The following is the list of the activities on the planning steps.
- c. *Develop preliminary product of form*, it was done during a week from Friday, 25th May 2012 to 1st June 2012. In this part, we decided to do the revision of original

documents individually, then, we had discussion to check our revision, discussion, and decide revision to be used for development. For avoiding biases, triangulation was done through consulting our revision to the expert, in this case is our lecturer, and the lecturers from other faculties. Because of the limitation of time, the research was stopped and the result will be discussed later.

Moreover, the subject of the research is documents of teaching and learning which only focused on the lesson plan.

FINDINGS AND DISCUSSION

Findings

After doing the three steps of the Research and Development proposed by Borg and Gall (1983), there are some findings that need to be discussed. Again, this article studied focus on lesson plan on the English Business Course of Economy Faculty. The following are findings;

- a. *Standard of Competence*, it consists of two competences which have different level of achievement, so they are very hard to achieve by students if it is collaborated into one.
- b. *Basic Competence*, there are three basic competence which again do not related others, so they are very difficult to have those three competences. Then, there is one of competency which do not use operational verb so that it cannot be measured clearly and exactly.
- c. *Indicator*, indicators are as same as the basic competence, they are totally wrong. Based on the previous theories said that every basic competence had to develop into two indicators.
- d. *Objective*, again, the objectives are as same as the indicators and basic competence, so they need to be revised and developed.
- e. *Materials*, the materials shown is very general, they cannot describe what competencies should be achieved through materials.
- f. *Teaching method*, they are shown that they are very monotonous, so it is very usual, when the competences are not achieved.
- g. *Learning activities*, in this part, a team also wrote very generally, so the teaching and learning process cannot be imagined well through lesson plan.
- h. *Source*, there is no problem for this part

- i. *Assessment*, it is lack of information of this part, it should be stated instruments, rubric of evaluation, and how to give score and its average.

For more detail information about this finding, please see appendix 1.

Development

After knowing the result of discussion and analyzing errors of lesson plan on English Business Course of Economy Faculty, now this article come to the development. Based on the error analysis result, it a must to do development of all aspects of lesson plan. Those aspects are; standard of competence, basic competence, indicator, objective, materials, teaching method, learning activities, assessment, and resources. The following are the development of the original product.

- a. *Standard of Competence*, it was revised into one competence because it is more logically to achieve by students.
- b. *Basic Competence*, there are two basic competencies developed and all of them indicate of using operational verbs, so the competencies can be measured exactly.
- c. *Indicator*, there are three developed indicators with operational verbs and they follow the cognitive level from Bloom and Anderson (1956).
- d. *Objective*, there are five developed objectives of the indicators. They are more specific than indicators.
- e. *Materials*, it was developed completely because they stated reading passage that will be learned by students, matching words, and list of questions which fulfill the objectives of basic competence.
- f. *Teaching Method*, they were also clear than previous and they are very attractive for students.
- g. *Learning activities*, developed learning activities are very clear than previous one. In this part, time allotment of pre, main, and post activities are stated, so lecturers are very easy when apply it in their teaching and learning process.
- h. *Assessment*, the developed assessment is very complete which consist of instrument with its each example, rubric of evaluation, and how to calculate students' score and their average.
- i. *Source*, it only uses the developed handout which more colorful and attractive.

CONCLUSIONS

The process of developing of lesson plan has to pass some steps. This article focuses on the research and information collecting, planning, and develop preliminary product of form. The result of developing is significantly different. The result of interview shown that developed lesson plan is more attractive, applicable, and informative than previous. All the aspects of lesson plan are developed to gain appropriate competences through applicable and attractive lesson plan. Those developed aspects include standard of competence, basic competence, indicators, objectives, materials, teaching method, learning activities, assessment, and sources. For avoiding result bias of developing lesson plan, triangulation was done by consulting to the experts and collaborators.

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