

Designs of English Lesson Plan in Vocational School

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Abstrak

Salah satu kompetensi yang harus dimiliki setiap guru bahasa Inggris adalah mampu merencanakan pembelajaran dalam bentuk lesson plan. Akan tetapi, masih ada sebagian guru yang bahkan belum mampu menyusunnya. Hal itu disebabkan sedikitnya pemahaman tentang komponen-komponen pembelajaran yang harus dimasukkan dalam lesson plan, seperti; standar kompetensi, kompetensi dasar, tujuan, indikator, dll. Maka, setiap guru selayaknya mampu merumuskan komponen-komponen itu dalam penyusunan lesson plan. Tujuan dari kajian ini adalah menggambarkan bentuk penyusunan lesson plan bahasa Inggris di sekolah menengah kejuruan (SMK). Penelitian dalam jurnal ini menggunakan paradigma kualitatif yang mengambil sampel tiga guru bahasa Inggris dari tiga Sekolah Menengah Kejuruan yang berbeda. Adapun teknik pengambilan data yaitu menggunakan interview dan analisis dokumen. Dalam hal ini, ketiga guru yang menjadi sample diberikan pertanyaan atau interview kemudian dilanjutkan dengan analisis dokumen dalam bentuk analisis Lesson Plan dan RPP yang dipakai di kelas. Akhirnya, ditemukan beberapa temuan yaitu terdapat beberapa komponen-komponen yang menjadi pertimbangan dalam penyusunan lesson plan dan RPP seperti; kompetensi dasar, standar kompetensi, indikator, materi ajar, metode, dan penilaian.

Key words: *English Lesson Plan and Vocational School.*

Introduction

Government of Indonesian education obligates all teachers to have competence in planning a lesson. This is related to government regulation number 74 year 2008 about teachers and number 16 year 2007 about the teachers' academic and competences. It is stated that the teachers need to have four basic competences which one of them is pedagogy competence. Pedagogy competence of teachers' performance have five indicators, they are: (1) comprehending the characteristics of students; (2) planning of learning-teaching process; (3) implementing of the teaching-learning process; (4) evaluating the result of learning; and (5) developing students potency. Thus, it is explicitly true that teachers have to provide and design lesson plan in teaching process.

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In designing a lesson plan, the teachers should consider many parameters, such as syllabus, goals, objectives, materials and method. In considering syllabus, the teachers should pay attention to students' level, standard competences, and indicators. For instance, the standard competence of students in vocational school is different from students in common senior high school. Thus, the format of lesson plan must be different too. It is stated that one of principles in syllabus is relevance, which means that contents, topics, difficulties in presentation of material must appropriate with the level of students' competence, intelligence, emotion, and spirit.²

Moreover, based on government's regulation number 19 year 2005 verse 20, it is stated that planning the learning process includes syllabus and the design of lesson plan which contains aspects of learning goals, teaching materials, teaching methods, source of learning, and assessment for the results of study. From the previous statement, it is clear that in designing a lesson plan, the teachers should consider several aspects such as the syllabus, goals, competence, teaching material, teaching method, sources of material, and assessment toward students' achievement.

Regarding the regulation of government stated above, it is true that all teachers including English teachers in vocational school have to design a lesson plan before teaching process. However, what becomes a problem nowadays is there are still many teachers who cannot design it. The lesson plan have to be design before teaching process, but there are still teachers who design in while or after teaching process. Thus, those teachers teach without preparing materials that will be taught in learning process.

Other problems are some teachers also sometimes do not understand clearly the components that should be included in planning a lesson such as students' competences, objectives, indicators, teaching method and material, and assesment. Besides, they also do not understand how to elaborate students' standard competences becoming basic competences, indicators, and objectives. Then, there also teachers who can not provide suitable and interesting materials that match students' competences in teaching and learning process.

²Simaremare, Friska Y. *Planning for Diverse Learners* etrieved retrieved from http://repository.tp.ac.id/pdf/36/3613/bagan-dari-tipe-cooperative_learning.pdf. Accessed on November 5th 2011.

There are six common problems in designing a lesson plan.³ They are; **the objective** of the lesson does not specify what the student will actually do that can be observed, **the lesson assessment** is disconnected from the behavior indicated in the objective, **the prerequisites** are not specified or are inconsistent with what is actually required to succeed with the lesson, **the materials** specified in the lesson are extraneous to the actual described learning activities, **the instruction** in which the teacher will engage is not efficient for the level of intended student learning, and **the students' activities** described in the lesson plan do not contribute in a direct and effective way to the lesson objective.

The focus of the study is on designing English lesson plan in vocational school. Therefore, the objective of the study is to describe or investigate the design of English lesson plan in vocational school. Since the objective of the study is to describe the design of English lesson plan in vocational school, the research question is in form of analysis question. Thus, the problem of this study is: "How is the design of English lesson plan in vocational school?" This study is expected to give information about design of English lesson plan in vocational school. Therefore, the contribution is directed to all English teachers in vocational school in particular and all English teachers in general.

Related Theories

1. Definition of Lesson Plan

Planning the lesson is a kind of preparation done by teachers before teaching process. That is to direct teachers to activities, sequences, and material which are supposed to do in the class. Then it is argued that planning a lesson is not like making a lesson into script in which lessons are the plays where students and teachers have to follow the sequences monotonously.⁴ Thus, lesson plan is teachers' activities reference in teaching process.

³Robert Kizlik and Associates, *Six Common Mistakes in Writing Lesson Plans (and what to do about them)*, retrieved from <http://www.adprima.com/mistakes.htm> Boca Raton, Florida. Accessed on february 5th 2012.

⁴Harmer, Jeremy, *The Practice of English Language Teaching*, (United Kingdom: Pearson Education Limited, 2007).

Stated on ministry regulation number 41 years 2007, lesson plan is an elaboration of syllabus which describes teaching and learning process to achieve goals of basic competence. Then, government regulation no 19 year 2005 states that the planning for instructional process covers the syllabus and the lesson plan containing the purpose, learning materials, methodology, the learning resources and the evaluation. From the statement above, it can be concluded that lesson plan is an expansion of syllabus. Then, there are some components that should be included in designing lesson plan, such as purpose, material, and etc.

2. Benefits of the Lesson Plan the Learning Process

There are several benefits of having lesson plan in teaching process. First, lesson plan makes learning teaching process run well and effectively. Second, it helps the teachers when they get distracted in teaching, particularly for beginner teachers. In that case, the teachers can see the lesson plan whenever they forget the activities. Third, lesson plan is aimed to direct teachers in order not to lose the learning focus. According to Harmer “a plan helps to remind the teachers what they intended to do especially if they get distracted or momentarily forget what they had proposed”.⁵

Furthermore, it is said that the purpose of a lesson plan is really quite simple; “It is to **communicate**. But, you might ask, communicate to whom? The answer to this question, on a practical basis, is you! The lesson plans you develop are to guide you in organizing your material and yourself for the purpose of helping your students achieve intended learning outcomes”.⁶

3. Guidelines for Lesson Plan

Due to the differences of students’ needs in every learner’s level, there should be an adaptation toward students’ need and objective that has been arranged in curriculum or syllabus. Brown suggests that there are some guidelines for planning a lesson they are:⁷

1) How to Begin Planning

⁵Harmer, Jeremy. 2007b. *How to Teach English*. United Kingdom: Pearson Education

⁶Kizlik *loc. cit*

⁷Brown, H. Douglas. 2000. *Teaching by Principle an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.

In this stage, the teachers should know what to teach related to students' textbook and curriculum. Then, the teachers write the key points or draft of lesson plan.

2) Variety, Sequencing, Pacing, and Timing

This stage guides the teachers to know variety of techniques in order to keep lesson lively. Besides, the teachers also should make the sequence of the activities logically. Then, the activities should be paced adequately, which means it is not too short and not too long.

3) Gauging Difficulty

Gauging difficulty means measuring difficulty in the activities. Thus, the teachers should figure out how easy or difficult the techniques are.

4) Individual Differences

In planning the lesson, the teachers should know the variation of students' ability. Thus, teachers try to design activities and techniques that will involve all students actively.

5) Students Talk and Teachers Talk

Lesson plan should give time consideration not only for teachers but also for students to talk.

6) Adapting to an Established Curriculum

Lesson plan should follow an established curriculum and make an adaptation to it in term of students' needs and goals.

7) Classroom Lesson "Note"

The last consideration in planning lesson is deciding what kind of notes that should be carried by teachers into the classroom, whether it is a kind of pages of note, script, or key points.

4. Format of Lesson Plan

A lesson plan should be formatted regularly and categorized explicitly based on aspects that should be included. There are many formats for a lesson plan. In fact, different schools, teachers, and students will have different formats of lesson plan.

Wikipedia proposed basic format of a lesson plan will consist of some elements.⁸ They are; title of the lesson, time required to complete the lesson, list of required materials, list of objectives which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion), the set that focuses students on the lesson's skills or concepts including showing pictures or models, asking leading questions, or reviewing previous lessons, an instructional component that describes the sequence of events that make up the lesson, independent practice that allows students to extend skills or knowledge on their own, a summary where the teacher hold the discussion and answers questions, an evaluation component which is a test for mastery of the instructed skills or concepts such as a set of questions to answer or a set of instructions to follow, analysis component the teacher uses to reflect on the lesson itself such as what worked, what needs improving, and a continuity component reviews and reflects on content from the previous lesson.

5. Stages in designing English Lesson Plan

Government regulation No 41 year 2007 explains there are some stages in designing English lesson plan. The stages are:

1) Mapping the competence for standard and basic competence.

In designing lesson plan, the teachers refer to syllabus that has been designed by government to consider students' standard and basic competence. This is important to elaborate students' indicators and learning objectives. The competency based curriculum developed in the content standard is prepared to teach students the communicative competency which covers the actional competence, linguistic competence, socio cultural competence, and strategic competence.

2) Determining the indicators for basic competence achievement

Indicators reflect measurable or observable behavior to show the achievement for the basic competency which will be used as the reference of the assessment. Indicators for achievement should be written by using operational verbs covering the knowledge, attitude, and skills.

⁸Wikipedia. 2012. *Lesson Plan*. http://en.wikipedia.org/wiki/Lesson_plan. Accessed on February 5th 2012.

3) Setting up the purpose

Educational Ministry Regulation No. 41, about the Process Standard states that the Purpose of Instruction describes the process and the learning outcome expected to be achieved by the students referring to the basic competency.

4) Selecting the learning material

The learning materials prepared for the lesson plan should be based on the students' literacy level, performative, functional, or informative.

5) Structuring the stages of instruction

The lesson is carried out through three phases: Pre-activity, Whilst-activity, and Post-activity.

a. Pre-activity

This activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focuss the students' attention as well, so that they can participate actively during the lesson.

b. Whilst-activity

This is the main learning process and aimed at achieving the basic competence

c. Post-activity

This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback , and follow up.

6) Preparing the assessment

Assessment is a method of evaluating students' performance and attainment. This stage focuses on ensuring that the students have arrived at their intended destination and has been formulated as the indicators for competence achievement.

Methodology

This study was a kind of descriptive and qualitative research. It was conducted under descriptive research since the purpose of this study was to describe the design of

English lesson plan in vocational school. Then, this study also used qualitative study in collecting and analyzing the data. Sugiyono says that one of characteristics in qualitative research is descriptive in which the data is in form of words rather than number.⁹ Thus, in this study, the data was presented in form of categorization and displaying method. The sample of this study was the respondents chosen to collect the data. The respondents were chosen purposely from the English teachers of vocational school. Three teachers from three vocational schools were selected. Thus, the respondents were three English teachers of vocational school.

The data in this study was collected through two techniques. The techniques are: firstly, document analysis; in this study, the primary data were collected through document analysis. The documents were three lesson plans and syllabus. The syllabus and lesson plans were got from the respondents. Secondly, Interview; other technique in collecting the data in this study was interview. The interview was a kind of structured interview in which the researcher prepared the questions that were going to ask to respondent.

Findings and Discussion

Related to purpose of the study which is to describe the design of English lesson plan in vocational school, the data was collected through document analysis and interview. Then, it was analyzed qualitatively. Thus, this part presented the result of data analysis. The presentation was based on types of data that was collected and analyzed.

1. Document Analysis

The document that was analyzed was English lesson plan and syllabus. The data was categorized based on parameters. Thus, in lesson plan design, there are several parameters that are stated explicitly. The parameters are:

➤ Identity of subject matter which consists of:

1. Title of lesson plan

The title of the lesson plan is:

⁹Sugiyono. 2009. *Metode Penelitian Pendidikan*. Bandung: CV. ALFABETA.

“RENCANA PELAKSANAAN PEMBELAJARAN” it is always abbreviated into “RPP”,

2. Name of the school

This part contains name of the school where the lesson plan is applied, such as “SMKN 1... , SMK, etc”

3. Name of the subject

This part contains name of the subject which in this case is English or “Bahasa Inggris”

4. Class

This part contains name of class to whom the lesson plan is applied by the teachers, such as “Class Xa, XIb, etc”

➤ Standard competence

This part contains statement of students’ goal in learning process. In this case, students who are at the same class level will have one standard competence for two semesters or one year. For instance, standard competence for class X is “*Berkomunikasi dengan bahasa inggris setara level novice*”, class XI; *setara level elementary*, and class XII; *setara level intermediate*. Then, students’ standard competences are established by the government in syllabus.

➤ Basic competences

Basic competence is an elaboration of standard competence into several categories. There are about 4 to 5 basic competences in each standard competence. Then, the basic competence also has been established by the government.

➤ Indicators

Indicators are elaboration of basic competence. Rately, there are about 5 to 6 indicators in one basic competence. Then, the indicators also has been established by government

➤ Purpose of learning

This part contains objectives that students should achieve at the end of meeting. The objectives are taken from indicators. The relation between standard competence, basic competences, indicators and learning objectives are displayed below:

➤ Time allocated

This part contains time allocated in learning process. In this case, time allocated is sometimes different in every vocational school. For instance, in SMKN 1 Bojong, time allocated is 2 x 40 minutes; SMK Perkasa time allocated is 90 minutes.

➤ Teaching material

This part contains material used in learning process. For instance, in greeting expression, the material is in a kind of dialogue or conversation. The real example of material is given in appendix 2.

➤ Method of Teaching

This part contains contemporary method used in teaching process. The method is not established by government. Therefore, the teachers sometimes apply different methods. For instance, three phase techniques, 3P (Presentation, Practice, and Production, and communicative language teaching.

➤ Steps in teaching

In teaching process, teachers generally apply three phase techniques which are divided into three phases. They are:

a) Opening

b) Body

c) Closure

➤ Source of material

In planning the lesson teachers also should state source of material that is used in teaching process. Then, teachers may provide materials from any sources. The materials can be form of textbooks, recording, pictures, realia, etc.

➤ Evaluation

Every meeting should be ended by evaluation. Evaluation is related to competence learned by students. Then, the evaluation marking should also be stated.

➤ Signature of teachers

The last part of lesson plan is teacher's and headmaster's signature.

2. Interview

In order to get more understanding to the data, the interview to three English teachers in vocational school was conducted. The questions were related to information that was not stated explicitly in lesson plan. The questions and answers were elaborated below:

Question 1:

1. *RPP bahasa Inggris SMK ditulis dengan bahasa indonesia atau inggris?*

Jawab(1): buat mata pelajaran bahasa inggris, ya indonesia aja.

Jawab(2): Bahasa indonesia, karena yang memeriksa belum tentu ngerti Bahasa Inggris dari pihak dinas dan LPMPnya. Idealnya sih pake bhsa inggris Karena MP bhs Sunda juga pake bhs Sunda, cuma ya kapabilitas SDM dikit.

Jawab(3): Indonesia, sekolah menganjurkan, yaa... supaya lebih mudah Dipahami

Question 2:

2. *Siapa yang merumuskan SK KD dalam RPP?*

Jawab(1): Government pastinya yang buat tu mah...

Jawab(2): Itu udah dikasih dari BSNP kita yang tinggal mengembangkannya dalam bentuk silabus.

Jawab(3): Dinas... Dalam bentuk syllabus, trus jadi petunjuk buat RPP nanti.

Question 3:

3. *Satu SK dan satu KD untuk berapa kali pertemuan?*

Jawab(1): Untuk SMK satu SK ya buat satu tahun, buat kelas X SK nya berkomunikasi setara level novice. Kalo kelas yang lain saya nggak tau soalnya saya cuma ngajar kelas 10. Kalo saya ngajarnya sih berdasarkan indikatornya. Satu KD rata-rata 4 indikatornya. Jadi kurang lebih satu KD untuk 4 kali atau 5 kali pertemuan.

Jawab(2): beda-beda tiap MP, klo bahasa Inggris, Indonesia dan Sunda,

cuma satu SK dalam setahun kelas x: level novice, kelas xi: level elementary, kelas xii: level intermediate. Kalau KD, kadang-kadang satu KD bisa satu/dua/tiga/ bahkan lebih, tergantung tingkat kompleksitasnya dan banyaknya indikator. 1 KD itu terdiri atas berbagai indikator bisa dilihat di RPP.

Jawab(3): Untuk satu tahun, ada satu SK, beda tiap-tiap kelas. Untuk kelas X

berkomunikasi dengan level novice, XI elementary, XII intermediate, trus satu SK ada kira-kira 7 KD. Kalo per pertemuan tergantung indikatornya. Kira-kira tiga indicator.

Question 4:

4. *Dalam time allocated, apakah ada jam prakteknya?*

Jawab(1): kalo di sekolah saya sih nggak, tapi tergantung gurunya juga, paling kalaupun mau praktek ya ngambil jam regular aja. In other word, gak ada jam praktek khusus.

Jawab(2): Ada perhitungannya di RPP the indri, dicantumkan bagian depan.

misalnya satu minggu ada 4 Jam pelajaran dikali dengan jumlah minggu efektif terus dibagi KD dan indikator. Ada jam tatap muka, ada juga Praktek. Praktek itu sebenarnya bisa di laboratorium, kalo MP di luar b.inggris itu maksudnya magang di perusahaan, cuma klo B. inggris di skulku belom ada magang.

Jawab(3): nggak ada jam praktek khusus untuk bahasa inggris... bisa dipakai

kapan saja. Pertemuan 2 kali dalam seminggu. Masing-masing 90 menit.

Question 5:

5. *Competence bahasa Inggris SMK lebih kepada Skill apa? Apakah ke speaking?*

Jawab(1): lebih ke productive skill (speaking dan writing) sih dari pada

receptive skill.

Jawab(2): Gak juga...sebenarnya tetep harus menguasai 4 skills. Dan tidak

seperti SMP yang di kurikulumnya jelas dicantumkan harus speaking, dsb. Klodi SMK included aja semua ke dalam satu topik terserah mau pake skill yang mana. Tpi SK nya lebih k Communicative skill karena mereka akan masuk dunia kerja selain itu di UN yang diuji adalah TOEIC.

Jawab(3): Semua skill dipelajari, nggak ada penekanan.... School based curriculum kan sekarang, sekolah diberi wewenang buat mengembangkan skill apa yang akan di kembangkan.

Question 6:

6. *Apa teaching method yang dipakai? Apakah ada perbedaan tiap guru? Three phase activities ato yang lain?*

Jawab(1): Pastinya beda banget, tergantung kebutuhan.

Jawab(2): Itu tergantung guru, klo teh indrie sendiri pakai three phase Activities seperti itu aza biar simple, Hahah, sebenarnya CTL juga dipake juga.

Jawab(3): Bebas ya, pemakain metode teachingnya berdasarkan kebutuhan,

lebih ke Contextual based, jd metode nya berdasarkan materi ajarnya, kalau saya mah pakai Communicative Language Teaching.

Question 7:

7. *Apakah harus ada Evaluasi setiap pertemuan?*

Jawab(1): Nggak, paling evaluasinya per KD kalo saya sih...

Jawab(2): Post-test memang idealnya harus dilakukan setiap habis pembelajaran. Cuma masalahnya kadang waktu tidak mencukupi. Jadinya, ditulis aza d RPP sebagai persiapan

walaupun realisasinya belum pasti. Namanya juga lesson PLAN hehe..

Jawab(3): Tergantung waktu di kelas, kalau waktu cukup, ada evaluasinya,

Comparing the data from interview and document analysis, it is found that all lesson plans that had been analyzed almost had similarity in form of design or format. The similarity was found in standard competence, basic competence, indicators, and learning objectives. It was because those parameters had been established by government in syllabus. In that case, all teachers had to design lesson plan based on the concept from syllabus.

Conclusion

Therefore, it can be concluded that English lesson plan in vocational school is designed based on consideration to some parameters including competence, goals, objective, time allocated, method, learning material, source of material, and assessment. Then, the English lessons plan that are designed by teachers have similarities and differences between one with others. The similarities occur in form of standard and basic competence, goals, objectives, and indicators, while the differences occur in form of methods in teaching and time allocated.

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