



INDIVIDUAL ASSIGNMENT
of
QUALITATIVE RESEARCH

A THESIS PRELIMINARY PROPOSAL

**MODELS OF ENGLISH LESSON PLANNING
AND INSTRUCTIONAL ACTIVITIES : A CASE
STUDY CONDUCTED AT SMK NEGERI 1 BALIKPAPAN**

Prepared By :

Syamsul Aematis Zarnuji

Student of Master in English Language Education

Graduate School of Education ● Mulawarman University

Study Center : Balikpapan ● Group : E

Semester : II ● 2010/2011

Lecturer :

Prof. Dr. Teguh Budiharso, M.Pd

**MASTER OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION & PEDAGOGY
MULAWARMAN UNIVERSITY
SAMARINDA
2011**

TUGAS INDIVIDU

INDIVIDUAL ASSIGNMENT

MATA KULIAH :
Penelitian Kualitatif

SUBJECT :
Qualitative Research

DISIAPKAN OLEH :

PREPARED BY :

Nama Mahasiswa : Syamsul Aematis Zarnuji

Students' Name : Syamsul Aematis Zarnuji

Prodi : Magister Pend. Bahasa Inggris

Study Prog : Master of English Education

Semester : II [dua]

Semester : II (two)

Tahun Akademik : 2010/2011

Academic Year : 2010/2011

DOSEN :

LECTURER :

Prof. Dr. Teguh Budiharso, M.Pd

Prof. Dr. Teguh Budiharso, M.Pd

A PRELIMINARY PROPOSAL-1st Draft

THESIS TITLE :

**MODELS OF ENGLISH LESSON PLANNING AND
INSTRUCTIONAL ACTIVITIES : A CASE STUDY
CONDUCTED AT SMK NEGERI 1 BALIKPAPAN**

CHAPTER I

INTRODUCTION

A. BACKGROUND

In a lesson planning, there are a number of approaches or models teachers may work with. Richards and Renandya (2010) stated that the dominant model of lesson planning is Tyler's (1949) rational-linear framework. This model runs sequentially four steps: (1) specify objectives; (2) select learning activities; (3) organize learning activities; and (4) specify methods of evaluation. This model is still used widely. Teachers, however, rarely follow the sequential, linear process but much concentrate on the interests and needs of their students when implementing it (Taylor, 1970 in Richards and Renandya, 2010)

Yinger (1980) in Richards and Renandya (2010) in response to these findings developed an alternative model in which planning takes places in stages. The first stage begins with a discovery cycle of the integration of the teacher's goals, knowledge and experience. The second stage sees the problem formulated and a solution achieved. The third stage involves implementing the plan along with its evaluation.

In English language teaching, some researches have been conducted to see what English teachers actually tend to do when planning lessons. Richard & Lockhart (1994); Freeman (1996); and Bailey (1996) in Richards and Renandya (2010) found out that teachers tend to deviate from the original plan when they do write daily lesson plans. English language teachers, especially more experienced teachers are more likely to plan their lessons as sequences of activities, teaching routines or to focus on the need of particular students.

With regard to English teaching context in Indonesia in general and at SMK NEGERI 1 BALIKPAPAN in particular, developing a lesson plan needs to follow such a model that requires to fulfilling eleven components as suggested in the process standard of teaching and learning for primary and secondary education (Peraturan Menteri Pendidikan Nasional Republik Indonesia tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah nomor 41 tahun 2007). In its implementation, some questions may raise either in the development of the lesson plan itself or its execution in English instructional activities in day-to-day basis.

B. STATEMENTS OF PROBLEMS

In developing English lesson plans and conducting instructional activities based on the lesson plans at SMK NEGERI 1 BALIKPAPAN in a day-to-day basis, some problems may occur. Those such problems are reflected in the following statements of problems;

1. How do teachers of English at SMK NEGERI 1 BALIKPAPAN develop lesson plans used to teach in day-to-day basis ?
2. What models of lesson plans do the teachers of English at SMK NEGERI 1 BALIKPAPAN use to teach in day-to-day basis and why do they use them ?
3. To what extent do the models of lesson plans used by teachers of English at SMK NEGERI 1 Balikpapan to teach in day-to-day basis qualify suggested standards ?
4. How do teachers of English at SMK NEGERI 1 BALIKPAPAN implement and/or execute the lesson plans in their instructional activities ?
5. Do instructional activities implemented and/or executed by teachers of English at SMK NEGERI 1 BALIKPAPAN go with lesson plans developed ?
6. If instructional activities implemented and/or executed by teachers of English at SMK NEGERI 1 BALIKPAPAN do not go with lesson plans developed, why do they do so ?

C. RESEARCH PURPOSES

The accomplishment of this research is aimed at :

1. describing how teachers of English at SMK NEGERI 1 BALIKPAPAN develop lesson plans used to teach in day-to-day basis.
2. finding models of lesson plans the teachers of English at SMK NEGERI 1 BALIKPAPAN use to teach in day-to-day basis and reasons why they use them.
3. finding level of conformity of lesson plans used by teachers of English at SMK NEGERI 1 Balikpapan to teach in day-to-day basis toward suggested standards.
4. describing how teachers of English at SMK NEGERI 1 BALIKPAPAN implement and/or execute the lesson plans in their instructional activities.
5. describing conformity between instructional activities implemented and/or executed by teachers of English at SMK NEGERI 1 BALIKPAPAN and lesson plans developed.
6. describing reasons why instructional activities implemented and/or executed by teachers of English at SMK NEGERI 1 BALIKPAPAN do not go with lesson plans developed.

CHAPTER III
RESEARCH METHODOLOGY

A. RESEARCH POPULATION

Population of this research will be all English teachers of SMK NEGERI 1 BALIKPAPAN. The teachers should be those who will develop English lesson plans and be supposed to use them for their instructional activities in the academic year of 2011-2012. Besides English teachers, students taking the English subject taught by the teachers will be also population of this research.

B. METHOD OF COLLECTING DATA

There will be six kinds of data collected in this research. The data will be about those needed as evidences and/or references to answer the questions stated in the statements of problems. Here are types of data and methods of collecting them;

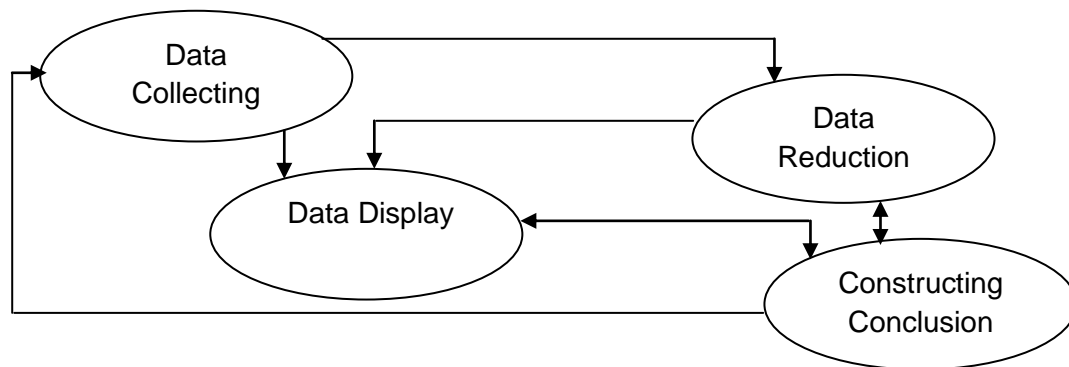
No.	Types of Data	Collecting Methods
1.	Strategies of developing lesson plans	a. Questionnaires b. Interviews c. Notes-taking
2.	Models of lesson plans and reasons why using the models	a. Observation b. In-dept interview c. Notes-taking
3.	Level of conformity between developed lesson plans and suggested standards	a. Observation b. Notes-taking
4.	Strategies of implementing the lesson plans in English instructional activities	a. Questionnaires b. Interviews c. Notes-taking
5.	Conformity between implemented instructional activities and developed lesson plans	a. Observation b. Interviews
6.	Causes of inconformity between implemented instructional activities and developed lesson plans	a. In-dept interview

C. METHOD OF ANALYSING DATA

Data collected in this research will be analysed by using interactive model introduced by Miles and Huberman (1984 : 15-21) in Ilham (2005 : 62-64) and Sugiono (2006 : 337-338), as shown in the figure below;

Figure 1

Interactive Model of Data Analysis



Source : Miles dan Huberman in Ilham (2005) and Sugiono (2006)

1. Data Reduction

All types of data gathered from research fields or sites are recorded in a complete and detailed report. After that they are selected; the ones that do not support what is searching in this investigation are left out, others are vice versa. In the following step, researcher will analyze those selected data or the new collection of data and find out their trends or patterns through a grouping and coding process. This reduction process will be done continuously during the accomplishment of the research.

2. Data Display

In this step, researcher will organize and/or display the selected data based on groups or codes belong to them. This step of data analysis is conducted to enable researcher to figure out holistic features of the data in each group.

3. Constructing Conclusions and Verification

In a qualitative research, conclusions and verifications are made continuously along the investigation process. Thus such a conclusion obtained in a certain stage of the investigation is still tentative and needs to be continuously verified to become a grounded and fixed ones.

REFERENCES

Departemen Pendidikan Nasional Republik Indonesia. 2007, *Peraturan Menteri Pendidikan Nasional nomor 41 tahun 2007 tentang Standar Proses Untuk Pendidikan Dasar dan Menengah*, Biro Hukum Departemen Pendidikan Nasional Republik Indonesia, Jakarta.

Ilham, Eko. 2005. *Dampak Kebijakan Pendidikan Terhadap Aksesibilitas Masyarakat Dalam Memperoleh Kesempatan Pemerataan Pendidikan Tinggi*, Yayasan Dana Mandiri, Jakarta.

Richards J. and Renandya W.A. 2010, *Methodology in Language Teaching. An Anthology of Current Practice*, Cambridge University Press, United States of America.

Sugiono. 2006. *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R&D.*, Alfabeta Bandung, Bandung.