# CHAPTER I INTRODUCTION

This chapter introduce basic information regarding the study. It starts with an elaboration of the background to the study followed by definition of key terms, identification of the problem, objective of the study, research methodology, scope of the study, and significance of the study.

## **Background of the Study**

The lesson plan has been a crucial activity for the teachers. The teachers have to prepare a lesson plan before learning was began because the lesson plan contains the planning materials, planning objectives, teaching methods, and learning procedures (Laia, 2017). That concept is in line with the statement that the lesson plan needs to be developed by a teacher as a direction or road map for all activities that must be carried out by teachers and students in the classroom in order to achieve one or more certain competencies appropriately and effectively (Mulyani & Kasim, 2013). Therefore, Lesson Plan is very important in learning process because as a pointer of success teachers must prepare the lesson plan by paying attention all the component in lesson plan (Fitriyani, 2019). Put differently, the teachers should not underestimate in creating a lesson plan.

However, some teachers still feel difficult to implement a lesson plan. Often the teacher thinks that with or without a lesson plan, teaching-learning activities can still carry out. According to Zedadra (2019), the frequent problems are the lack of knowledge on the various components in the lesson plan, selecting the appropriate learning materials, deciding the indicators and objectives, setting the time allocation for teaching, and determining the evaluation/assessment. This is in line with the study's result telling that not all teachers can develop a reading lesson plan that is suitable with the regulation of making a lesson plans, some of them develop the reading lesson plan, but they are not in accordance with its implementation (Hujjaturahmah, 2019). Moreover, some teachers allow course books to do the planning for them. It is supported by research that was held by Badriah (2013) she found that the teachers are not necessary to make a lesson plans, because the teachers can follow a course book to involve their students in learning English. Put differently, lesson plan remains a problem among teachers such as faced the teachers' difficulties on the developing of a lesson plan based on 2013 the curriculum.

In relation to this, there are some studies that were conducted. According to Saputra (2019) English teachers tended to feel that structuring a lesson plan is not an easy task, they sometimes felt burdensome in modifying the lessons and teaching materials. In fact, they tend to imitate or even copy the ones provided in the textbook and the internet, Mulyani & Kasim (2013). This result is as same as research by Hujjaturahmah (2019) that the teachers still have difficulty implementing a good lesson plan. Other studies by Jasmi (2014) and Brown (2003) said that teachers were still difficult on design in arranging the structure of lesson plan. In line with this, hence to produce a good and systematic lesson plan, English teachers should be skillful, creative, and innovative to enable learners to absorb the knowledge of language learning easily and effectively (Latifa, 2017). On the other hand, Milkova (2005) and Maiti & Bidinger (1981) on their study said that the teachers should have steps and strategies on developing a good lesson plan. Meanwhile, Fadilah, Nurhayati, Nurussaniah, & Saputri, (2019) said that Developing Lesson Plan is very important because Developing Lesson Plan is to increase teacher knowledge about creating lesson plans and learning media. In this same with, Khurotulaeni (2019), Nashruddin & Nurrachman (2016), Latifa (2017), Boikhutso (2010), Saputra (2019), Ratnawati (2017), Brown (2003), Rozak & Fauziah (2013) in their studies also revealed the teacher was helpful in designing lessons.

Looking at the previous studies above, most of the previous studies focused on the difficulties of the implementation of the lesson plans. Therefore, it is still necessary to do other studies with a different focus. This study aims to investigate EFL teacher’s lesson plans and it’s translation into the teaching practice, specifically in online teaching practice.

## **Research Objective**

Based on the background of the study, on this occasion the researcher try to conduct the research with research question on How the lesson plan translated to EFL teaching practice into EFL Classroom?

## **Research Question**

This research mainly focused on Investigating How is Lesson Plans translated into EFL Classroom.

## **Singnificance of the Study**

This research is expected to provide the following contributions:

1. Theoretically, the results of this study are expected to contribute to the discussion of Lesson Plan/RPP PJJ prepared based on the 2013 curriculum which is still not applied by teachers in particular.
2. Practically, this study is expected to be a new addition for teachers to compile lesson plans based on the 2013 curriculum during online learning or PJJ.
3. Professionally, the initiative so that the results of this study provide a basis for stakeholders in making lesson plans based on the 2013 curriculum in the context of English classes, especially when making Lesson Plan for online learning or PJJ.

## **Terminology of Key Term**

1. **Lesson Plan**

According to Farrell (2002), Lesson plan are systematic records of a teacher's thoughts about what will be covered during a lesson. Lesson plan based on regulation of National Education and Culture Minister No. 22 in 2016 define Lesson plan or RPP is a plan that will become a guidelines in teaching practice. In this study refers to the current version, With the Covid-19 pandemic, the Government simplifies the lesson plans (RPP) made by the teachers, because learning process is carried out through Distance Learning or Online learning. Online Lesson Plans is a Teaching planning design that was created and implemented by the teachers in online teaching practice.

1. **Teaching Practice**

Higgins, (2004) as cited in (Tatminingsih, 2020) stated that teaching practice is a cycle. The meaning is that teaching practices carried out by teacher education students must carry out repetitive layered teaching practices. They must practice making plans for teaching, teaching, reflecting and redrafting plans with improvements from previous practices. They must practice making plans for teaching, teaching, reflecting and re-drafting plans with improvements from previous practices. Doing teaching practice in the classroom is the most important thing that should be done by the teacher.