

# EFL Teachers' Implementation on using Their Lesson Plans: A Multiple Case Study at Secondary School Level in Indonesia

Meri Trisnawati, Sajidin, Dian Ekawati

English Education Department, UIN Sunan Gunung Djati, Jl. A. H. Nasution No. 105 Cipadung, Bandung, Indonesia

**Keywords:** EFL Teachers, Implementation, Lesson Plan

**Abstract:** A lesson plan is used to guide EFL teachers in conducting the learning process and reaching the achieved-target. A good lesson plan influences its implementation as well. In Indonesia, lesson plan refers to the syllabus and the syllabus refers to the curriculum. The research aims to describe: 1) the conformity between the lesson plan and the learning process; and 2) the EFL teachers' perception to their implementation of lesson plan in the classroom. The research is described qualitatively with a multiple case study. There are six participants of the research from different schools. Those are MTs in Sukabumi, SMP in Cianjur, and SMP in Garut. Interview, observation, and documentation were used to collect the data. There are six steps used to analyze the data: 1) preparing and organizing the data; 2) engaging in an initial exploration of the data and it is coded; 3) using the codes to develop a more general picture of the data descriptions; 4) representing the findings through narratives and visuals; 5) making an interpretation of the results meaning; and 6) conducting strategies to validate the accuracy of the findings. Based on the data analysis, about how the EFL teachers implement their lesson plans, it shows that only one EFL teachers wrote the teacher's activities while other teachers only wrote the students' activities on the lesson plan. The teacher's activities are only written on the pre-activities and post-activities.

## 1 INTRODUCTION

Should EFL teachers make a lesson plan before teaching? EFL teachers involved in teaching English as a foreign language where English is not the primary language. In this case, a lesson plan guides the EFL teachers in reaching the target that should be achieved by the students. According to Harmer (2007), there are two important points of planning a lesson. *Firstly*, a lesson plan is a guide for teachers when teaching in the classroom. *Secondly*, it relates to the teacher's relationship with students.

Lesson plan reflects how effective the EFL teachers teach. According to Wong (2009), an effective EFL teacher should; (1) have positive expectations for students' success, (2) know how to design lessons reflected in the lesson plan, (3) manage the classroom well. It is not only designing the materials but also managing the whole things relating to the English learning process as Norland

& Pruett-Said (2006) stated that a good teacher must consider what the goals of the activities and how it can be a long-term. However, designing and managing language teaching-learning are not easy. According to Brown (2001), designing and managing a language learning classroom need teachers' specific skill and proficiency. One of the ways is through making a lesson plan. An English lesson plan is different from other lesson plans in other courses. As Richards and Rodgers (1986) claimed that there are four language skills to be interpreted in English lesson plan and implementing it in the classroom: listening, speaking, reading, and writing.

Lesson plans developed in Indonesia refer to the syllabus and the syllabus refers to the curriculum. There is a rule organizing the arrangement of making a lesson plan included in *Permendikbud Nomor 81A Tahun 2013 Lampiran IV*.

For some teachers, implementing a lesson plan might be easy. Ganta (2014) claimed there were 50

English teachers were observed and expressed that lesson plan was necessary and help them. Implementing the lesson plan was not a difficult task so that they could implement it well.

However, among lesson plans and their implementation do not necessarily match each other. For example, a research written by Sesorina (2014) indicated that two teachers had been able to implement almost all aspects of the lesson plan but there were two characteristics frequently neglected: (1) encouraging students' responsibility, and (2) producing learning outcomes. This also happened to the teachers at MTs in Sukabumi, SMP in Cianjur, and SMP in Garut. Most teachers taught the students inappropriate with the lesson plan.

Teaching English to students as a foreign language is not easy. Teachers should analyze the students' language needs first. According to Krieger (2005), the materials and resources which will be taught should be modified, adapted, and accomplished with the students' condition in order to fit students' language needs. English as a foreign language should focus on students' understanding of the lesson. It may confuse the students because they do not usually use that language.

According to Brown (2001), "language activities are considered crucial both to promote students' understanding and to carry out the effective lessons, they are what teachers and students do in order to achieve a specific learning aim". According to Maxom (2009), teaching English as a Foreign Language depends on the place it is taught and who the students are. Teaching English as a foreign language should be adjusted to the policy in the country and the students' condition.

Based on the explanation above, it is concluded that EFL teachers' is an English teacher who can accomplish the learning activities with the condition of the country and the students. Therefore, the teacher should have an innovation to teach English as a foreign language in order to make the learning process is appropriate with the conditions.

Lesson plan is an important part of learning process. According to Yildirim (2003), lesson planning is an important process for a teacher since it is such a reflection on what to teach, how to teach, and how to evaluate. Every process in learning process should relate each other and be in accordance with the students' condition.

According to Coppola et al. (2004), a lesson plan is the primary foundation of educational structure and core of education. While according to Spratt, Pulverness, and Willias (2005), "lesson plan is a series of course plan providing direction for a teacher of what kind of materials of study to be taught and how to teach them". Without lesson plan, EFL teachers may be confused of what they have to do to teach the students.

According to *Permendikbud Nomor 65 Tahun 2013* about the standard process, a lesson plan is a plan of learning activity for a meeting or more. Lesson plan develops from syllabus to guide the learning activity to reach *Kompetensi Dasar*. Thus, a good lesson plan should follow the rules from *Permendikbud No. 81A Tahun 2013* and there should be conformity between the lesson plan and the implementation in the classroom.

The lesson plan should cover all the needs in the learning process. According to Richards (1998), a lesson plan should address: (1) Concept to be taught and it is told to the student what they will learn, (2) Time blocks, (3) Procedures to be used for instructional design, (4) Materials needed, (5) Student task, and (6) Evaluation, applications, and student understanding, to check student understanding.

## 2 RESEARCH METHODOLOGY

Qualitative research method was used in analyzing EFL teachers' implementation on using their lesson plans because this research is more concerned with describing the result. According to Creswell (2012), qualitative data collection is more than simply deciding on whether you will observe or interview people. In addition, Punch (1998) stated that qualitative research is empirical research where the data are not in the form of numbers. Although qualitative is about describing things but sometimes the quantity of the data is needed to support the research.

A multiple case study was adopted in this research. According to Creswell (2007), several teachers are selected in order to get a broader view on how EFL teachers implement their lesson plans and to answer the research questions.

Thus, based on the explanation above qualitative research method was used in this research to

describe the EFL teachers' implementation on using their lesson plans.

### 3 PROCEDURE

This research was conducted in MTs in Sukabumi, SMP in Cianjur, and SMP in Garut. There were two EFL teachers for each schools to be observed. The participants were chosen because they fit the purpose of this research.

Moreover, purposive sampling technique was used in choosing the participants. According to Creswell (2012), by using purposive sampling technique individuals and sites are intentionally chosen to learn or understand the central phenomenon. Using this sampling technique, people who can best help understand the phenomenon can be chosen. Creswell adds there are nine types of purposeful sampling and theory or concept sampling is chosen because it generates and discovers a theory or specific concepts within the theory. This sampling occurs before data collection.

#### *Interview*

In this research, an interview was conducted to six participants to identify the teachers' perception to the implementation of a lesson plan and how the implementation itself. The kind of interview used was semi-structured and also conducted individually. According to Kvale (1996) cited in Creswell (2012), semi-structured interview permits us to address the issue of trust while maintaining an openness feeling.

#### *Documents*

After interviewing, the participants' documents were asked and checked. The additional information to identify the conformity between the lesson plans used and the learning process was documents. It was the participants' lesson plans. A valuable source of information in qualitative research could be documents. According to Creswell (2012), documents consist of public and private records that qualitative researchers obtain about a site or participants in a study.

#### *Observation*

The main collecting data technique conducted to identify the conformity between the lesson plans and the learning process was observation. According to Spradley (1980) cited in Creswell (2012),

"observation represents a frequently used form of data collection, which the researcher is able to assume different roles in the process". It was conducted in the classroom with observing the way the participants solve the problem and their implementation when teaching using the lesson plans.

This research was conducted by following six steps from Creswell (2012). (1) preparing and organizing the data for analysis; (2) engaging in an initial exploration of the data through the process of coding it; (3) using the codes to develop a more general picture of the data descriptions and themes; (4) representing the findings through narratives and visuals; (5) making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings; and (6) conducting strategies to validate the accuracy of the findings. Triangulations was also applied to check the trustworthiness of data analysis.

### 4 RESULTS

#### 4.1 How the EFL Teachers Implement their Lesson Plans

##### *Teacher 1*

Based on the result, almost all activities on the lesson plan were well conducted by teacher #1. Since the teacher #1 always prepared the material would be learnt before attending to the classroom. It is supposed to Spratt, Pulverness and Williams (2005) stated that "a lesson plan is a series of a course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them". That is why a teacher should prepare the material will be taught because it is written on the lesson plan.

There were only four neglected activities at the first observation by the teacher #1. In other hand, there were five neglected activities at the second observation. According to the teacher #1, it was hard to implement all aspects on the lesson plan. Even though, the lesson plan had been well made but sometime the implementation was not appropriate with the lesson plan. This statement was similar with the observation result. The teacher #1 did not implement all activities on the lesson plan well.

To sum up, based on two observations conducted to the teacher #1, the teacher #1 conducted 75% activities from all activities at the

first observation. While at the second observation, 62.5% activities were conducted at the classroom. For the lesson plan, the teacher #1 wrote 87.5% activities that should be written on the lesson plan.

Thus, the lesson plan was not well implemented by the teacher #1.

#### *Teacher 2*

Teacher #2 neglected almost a half of the activities at the first observation. While at the second observation, there were six neglected activities. In addition, the teacher #2 did not give a chance to the students to conduct other activities except what is included on the book. The students were not given a time to ask what they did not understand to the teacher #2.

The activities should use *jigsaw* as the learning model but it was not well implemented. In fact, the teacher #2 conveyed the material through speech and the students learnt only by the book. It was different with what was written on the lesson plan. Meanwhile, based on *Permendikbud No. 81A Tahun 2013*, there should be conformity between the lesson plan and the implementation in the classroom in a lesson plan. That is what a good lesson plan should be.

It contrasted with the teacher #2's statement, that learning activity should be in accordance with the lesson plan because it is something that should be made to design the learning process. However, it is not only about designing the materials but also managing the whole things relating to the English learning process as Norland & Pruett-Said (2006) stated that a good teacher must always consider what the goals of the activities and how it can be a long-term. A good design will not be useful if it is not well implemented.

Therefore, the teacher #2 only conducted 3.75% activities written on the lesson plan at the first observation. In other hand, there were 50% activities conducted by the teacher #2 at the second observation. Additionally, the teacher #2 wrote 81.25% activities on the lesson plan. It means that the lesson plan did not follow the rules from culture and education ministry.

#### *Teacher 3*

The teacher #3 used the students as the media because it was about describing person. It made the students active and get more information from the real object.

According to teacher #3, teaching in the classroom should not be always similar with the lesson plan. The important thing was a teacher had

to know which were pre-activities, main activities, and post-activities. It was not quite hard to implement all aspects on the lesson plan for the teacher #3 because the teacher #3 never wrote many indicators on the lesson plan to decrease the worst probability. If there was material or activity neglected, the teacher #3 preferred to convey it at the next meeting.

Thus, the teacher #3 conducted 75% activities at the first and the second observation. It means that there were only 25% activities neglected by the teacher #3. In addition, the teacher #3 wrote 87.5% activities that should be written on the lesson plan based on the rules from culture and education ministry.

#### *Teacher 4*

According to teacher #4, ideally activities in the classroom should be in accordance with the lesson plan. It was not quite hard to implement the lesson plan because the teacher #4 always made sure that there is no many indicators should be achieved. The important thing is the students could achieved the target.

Somehow, a teacher definitely did not know what will happen in the real life. Therefore, a lesson plan should be flexible but the learning aims should be well achieved. It is supposed to Krieger (2005) that the materials and resources which will be taught should be modified, adapted, and accomplished with the students' condition in order to fit students' language needs. Therefore, a lesson plan can be well implemented if all aspects relate each other.

Based on the result, there were some activities neglected by the teacher #4. At the first observation, the teacher #4 neglected five activities. In other hand, there were four activities neglected at the second observation.

Thus, based on the explanation above it is concluded that the teacher #4 conducted 68.75% activities on the lesson plan in the classroom at the first observation. Meanwhile, at the second observation 75% activities were conducted by the teacher #4 in the classroom. Then, the teacher #4 wrote 81.25% activities on the lesson plan based on the rules from culture and education ministry.

#### *Teacher 5*

Teacher #5 almost conducted all activities on the lesson plan. There were only two activities neglected by the teacher #5 at the first and second observation. It was because teacher #5 always prepared what material will be taught, the media, and the method used before coming in to the class.



According to the teacher #5, to make a lesson plan goes well, a teacher should prepare it well. Since it could make the learning process effective. It is supposed to Nesari & Heidari (2014) that "by having a lesson plan, a teacher is able to manage his time, effort and resources efficiently". The teacher #5 added that the lesson plan was always made by the teacher #5 but also supported by other references.

Sometimes, it was hard to implement the lesson plan well. Time, facilities, and students' condition influenced the implementation of the lesson plan. According to Krieger (2005), the materials and resources which will be taught should be modified, adapted, and accomplished with the students' condition in order to fit students' language needs.

Thus, there were 87.5% activities conducted by the teacher #5 at the first and second observation. The activities neglected at both observation were similar as well. However, the teacher #5 wrote 81.25% activities on the lesson plan. Even though, the activity not written on the lesson plan was conducted in the classroom.

#### Teacher 6

Teacher #6 neglected five activities at the first observation. In addition, at the second observation, teacher #6 neglected five activities as well and it was almost same with the first observation.

The teacher #6 always uses lesson plan when teaching English. The teacher #6 stated that to support the implementation well, a teacher should prepare all things needed to teach in the classroom physically and mentally. According to Nesari & Heidari (2014), "by having a lesson plan, a teacher is able to manage his time, effort and resources efficiently". Thus, the time should be well managed in order to make all aspects were achieved, such as cognitive, affective, and psychomotor.

Thus, at the first and second observation, the teacher #6 conducted 68.75% activities on the lesson plan. On the other hand, the activities neglected at both observation was different. In addition, the teacher #6 wrote 81.25% on the lesson plan made.

## 4.2 EFL Teachers' Perceptions to their Implementation of Lesson Plan in The Classroom

#### Teacher 1

Teacher #1 stated that a lesson plan is important for a teacher. Thus, it is always made by teacher #1

before teaching in the classroom. It is used as a guidance to teach students.

[Interviewer: "*Apakah RPP itu penting untuk kelangsungan kegiatan pembelajaran di kelas? Lalu bagaimana persepsi Ibu terhadap implementasi RPP di kelas?*"]

Teacher #1 : "*Bagi saya penggunaan RPP sangat penting dan berperan sebagai pedoman ketika proses pembelajaran berlangsung. Saya pun membuatnya sendiri.*"

Interviewer: "*In your opinion, is a lesson plan important? What is your perception to the implementation of lesson plan in the classroom?*"

Teacher #1 : "*The use of lesson plan is very important for me and it guides me when teaching in the classroom. I also made it by myself*"

It is supposed to Jensen (2001) that a lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document. Through a lesson plan, a teacher could know the steps of learning activities started from pre-activities, main- activities, and post activities.

According to teacher #1, a good lesson plan should be able to make a learning process easier. Since by using a lesson plan, the learning activities were planned well.

[Interviewer: "*Lalu menurut Ibu RPP yang baik itu harus seperti apa?*"]

Teacher #1 : "*Sejauh ini saya membuat RPP itu yang intinya untuk membuat kegiatan pembelajarannya jadi terencana agar tidak berantakan dan RPP yang baik itu harus bisa membuat proses pembelajaran jadi lebih mudah. Dimulai awal kita greeting, memberi materi, setelah itu memberikan tugas.*"

Interviewer: "*In your opinion, what is a good lesson plan should be?*"

Teacher #1 : "*Until recently, I made a lesson plan to make the learning activity be planned and arranged. In addition, a good lesson plan should be able to make the learning process easier. Started from greeting, giving material, then giving assignment.*"

Sometimes, teacher #1 neglected some activities on the lesson plan. It was because some factors. However, a teacher should be able to solve it and always tried to make a lesson plan well implemented.

#### Teacher 2

According to teacher #2, the implementation of a lesson plan should be in accordance with the rules from government.

[Interviewer: *"Bagaimana persepsi bapa terhadap pengimplementasian RPP di dalam kelas?"*]

Teacher #2 : *"Pengimplementasian RPP itu perlu diperhatikan supaya tidak keluar dari rambu-rambu yang telah ditentukan oleh menteri pendidikan."*

Interviewer: *"What is your perception to the implementation of lesson plan in the classroom?"*

Teacher #2 : *"The lesson plan implementation should be concerned in order to not out of the rules from education ministry."*

A teacher should implement the lesson plan in the classroom well. Thus, a lesson plan plays an important role as a guidance to teach in order to hit the target.

The teacher #2 added that a lesson plan is always made by the teacher #2 before teaching in the classroom. A teacher have to make a good lesson plan in order to make the implementation of the lesson plan goes well. In teacher #2's opinion, a good lesson plan should refer to valid-syllabus in the school.

[Interviewer: *"Jadi, RPP itu berperan sebagai pedoman dalam pembelajaran. Lalu RPP yang baik itu harus seperti apa?"*]

Teacher #2 : *"RPP yang baik itu harus sesuai dengan silabus yang berlaku di sekolah."*

Interviewer: *"Thus, a lesson plan plays as a guidance in learning process. Then, what is a good lesson plan should be?"*

Teacher #2: *"A good lesson plan should be in accordance with the valid-syllabus in the school"*

#### Teacher 3

According to teacher #3, a lesson plan is very important to a teacher. It guides the teacher when teaching in the classroom.

[Interviewer: *"RPP merupakan komponen yang tidak bisa dipisahkan dari seorang guru, apakah Ibu selalu membuat RPP ketika mengajar di kelas?"*]

Teacher #3: *"RPP itu memang sangat penting ketika kita akan melakukan proses pembelajaran karena RPP berperan sebagai pedoman bagi seorang guru."*

Interviewer: *"Lesson plan is a component that cannot be separated from a teacher, do you always make a lesson plan when teaching in the classroom?"*

Teacher #3: *"A lesson plan is very important for a teacher because it plays an important roles a guidance."*

Amininik (2000) also stated that a lesson plan can help in teaching as guidance. Since there are pre- activities, main-activities, and post-activities. Until recently, a lesson plan is extremely important for teacher #3 to support the learning process. Thus, the teacher #3 always makes a lesson plan and tries to implement it well.

Teacher #3 also stated that besides being a guidance, a lesson plan is also being a reference to a teacher in teaching.

[Interviewer: *"Lalu bagaimana persepsi Ibu terhadap pengimplementasian RPP di dalam kelas?"*]

Teacher #3: *"Sebenarnya RPP itu merupakan acuan untuk guru dalam mengajar, kalau kita tidak ada RPP berarti kita tidak terstruktur mengajarnya dan acak-acakan."*

Interviewer: *"What is your perception to the implementation of lesson paln in the classroom?"*

Teacher #3: *"Actually, a lesson plan is a reference to a teacher in teaching. If there is no lesson plan, the lesson will be conveyed un-structurally and randomly"*

#### Teacher 4

According to teacher #4, the implementation of a lesson plan should be in accordance with the students' condition.

[Interviewer: *"Pada pengimplementasian RPP di kelas, apakah kegiatan"*

- pembelajaran itu harus sama persis dengan apa yang ada di RPP?*
- Teacher #4: *"Jadi menurut saya RPP itu harus dibuat sefleksibel mungkin disesuaikan dengan keadaan siswa."*
- Interviewer: *"On the implementation in the classroom, should the learning activities same appropriately with the lesson plan?"*
- Teacher #4: *"So, in my opinion, a lesson plan should be made as flexible as possible and it should be accomplished with the students' condition."*

The teacher #4 always makes a lesson plan to teach in the classroom. It is because every teachers were asked to collect educational administration at the beginning of the semester.

Teacher #4 also stated that a lesson plan is very important, helpful, and useful for a teacher.

[Interviewer: *"Bagaimana persepsi Ibu terhadap implementasi di kelas?"*]

Teacher #4 : *"Kalau menurut saya dengan adanya RPP itu akan sangat membantu kami selaku guru. Selain membantu RPP juga sangat penting dan berguna."*

Interviewer: *"What is your perception to the implementation of lesson plan in the classroom?"*

Teacher #4 : *"In my opinion, a lesson plan helps us as a teacher. It is very important and useful as well."*

According to Harmer (2007), a lesson plan gives a framework for teachers. Through a lesson plan, a teacher could know what should be conducted, what the target should be achieved, and how far the implementation on that day. It means that it could be predicted through a lesson plan.

It is not easy to make and implement a lesson plan. According to teacher #4, a good lesson plan should be complete which is in accordance with the guidance from educational ministry. The lesson plan made should be in accordance with the students' condition, as the target. It also should be adjusted with the environment. Thus, in making a lesson plan, a teacher should observe some related aspects.

#### Teacher 5

According to teacher #5, a lesson plan is extremely important because when teaching in the classroom a teacher should have a plan in form of a lesson plan.

If there is no lesson plan, a teacher will be confused of what have to teach.

[Interviewer: *"Bagaimana persepsi Ibu terhadap implementasi RPP di kelas? Apakah RPP itu penting?"*]

Teacher #5 : *"RPP itu sangat penting karena ketika akan mengajar di kelas guru harus mempunyai rencana pembelajaran yang dituangkan dalam bentuk RPP. Kalau tidak, guru akan bingung apa yang akan diajarkan. Sebaiknya RPP itu diimplementasikan dengan baik di dalam kelas dan tidak boleh asal-asalan."*

Interviewer: *"What is your perception to the implementation of lesson plan? Is it important?"*

Teacher #5 : *"A lesson plan is very important because a teacher should have a plan in form of lesson plan when teaching in the classroom. If there is no lesson plan, a teacher will be confused of what will be taught. It is better to implement the lesson plan well."*

According to Alshehhi (2015), "lesson planning is a vital component of the learning process". That is why a lesson plan plays an important role as a guidance for a teacher.

The teacher #5 added that a lesson plan should be implemented well. A good lesson plan supports the implementation of the lesson plan as well. According to teacher #5, a good lesson plan is a lesson plan made by their own self and it should be in accordance with the material, strategy, and media used.

[Interviewer: *"RPP yang baik itu menurut Ibu harus seperti apa?"*]

Teacher #5: *"RPP yang baik itu menurut saya adalah RPP yang dibuat oleh sendiri dan disesuaikan juga dengan materi, strategi, dan media yang digunakannya."*

Interviewer: *"In your opinion, what is a good lesson plan should be?"*

Teacher #5 : *"In my opinion, a good lesson plan is a lesson plan made by their own self and it is accomplished with the material, strategy, and media used."*

#### Teacher 6

According to teacher #6, a lesson plan is very important. If a teacher does not use a lesson plan, the

teacher will not have direction and material. Yildirim (2003) stated that lesson planning is an important process for a teacher since it is such a reflection on what to teach, how to teach, and how to evaluate. The teacher #6 also stated that a lesson plan is better to make in the beginning of academic year because it cannot be made in a short time.

[Interviewer: "*Bagaimana persepsi Bapak terhadap implementasi RPP di kelas? Apakah RRPP itu sangat penting?*"]

Teacher #6 : "*RPP itu sangat penting. Karena kalau tidak pakai RPP tidak punya arah dan bahan. RPP itu tidak bisa dibuat dalam waktu singkat jika ingin sempurna.*"

Interviewer: "*What is your perception to the implementation of lesson plan in the classroom? Is it important?*"

Teacher #6 : "*A lesson plan is very important because if it is not used, a teacher will have no direction and material. A lesson plan cannot be made in a short time if you want to make it perfect.*"

Teacher #6 added that everything on a lesson plan should be implemented well. There are some things that should be thought when making a lesson plan. It should be in accordance with the curriculum, the school condition, and the nowadays era from material and media.

[Interviewer: "*RPP yang baik itu menurut Bapak harus seperti apa?*"]

Teacher #6 : "*Sebenarnya ada beberapa hal yang harus dipikirkan saat membuat RPP. 1) Harus disesuaikan dengan penggunaan kurikulumnya. 2) Harus disesuaikan dengan kondisi sekolahnya. 3) Harus disesuaikan dengan zaman dari segi materi dan medianya.*"

Interviewer : "*In your opinion, what is a good lesson plan should be?*"

Teacher #6 : "*Actually, there are some things should be thought when making a lesson plan. 1) It should be in accordance with the curriculum used. 2) It should be in accordance with the school condition. 3) It should be in accordance with the nowadays era from the material and media.*"

Thus, the implementation of the lesson plan should always be in line with all aspects.

## 5 CONCLUSIONS

The findings show that only 16.7% EFL teacher conducting all activities written on the lesson plan well. Unfortunately, there are only 13 activities written on the lesson plan. Even though, based on *Permendikbud RI Nomor 81A Tahun 2013* and *Permendikbud RI Nomor 65 Tahun 2013* there are 16 activities that must be written on the lesson plan and implemented in the classroom.

It was also found that the implementation of lesson plan in the classroom is quite hard. Although in participants' perception, a lesson plan is very important for a teacher. It plays an important role as a guidance to a teacher. The implementation should be in accordance with the students' condition, the school condition, the environment, the material, the curriculum, and the syllabus.

The participants stated that a good lesson plan should: 1) be able to make a learning process easier, 2) refer to valid-syllabus in the school, 3) refer to main competence, base competence, and also the syllabus, 4) be complete which is in accordance with the guidance from educational ministry, 5) be made by their own self and it should be in accordance with the material, strategy, and media used, and 6) be in accordance with the curriculum, the school condition, and the nowadays era from material and media. To sum up, there is no implementations which conform with the lesson plan.

This research is recommended to EFL teachers. It is expected to be able to provide information about the implementation of a lesson plan through the research. It is suggested that the teachers need to conduct the learning activities in accordance with the lesson plan.

## REFERENCES

- Alshehhi, N., 2015. *linkedin*. [Online] Available at: **Error! Hyperlink reference not valid.** Accessed 24 February 2017].
- Amininik, S., 2000. *A survey of the implementation of lesson plan in Bushehr University of Medical Sciences*. Bushehr.
- Anon., n.d. *Permendikbud 81A-2013 Implementasi K13 Lengkap*. [Online] Available at: <http://luk.staff.ugm.ac.id> [Accessed 24 February 2017].



- Anthony, E., 1963. *Approach, method, technique: English language teaching*. s.l.:s.n.
- Borich, G. D., 2007. *Effective teaching methods, unit and lesson planning*. 6th Ed. Pearson: Merrill Prentice Hall
- Brown, H. D., 1994. *Teaching by principles: An interactive approach to language pedagogy*. United States of America: Prentice-Hall, Inc.
- Brown, H. D., 2001. *Teaching by principles: An interactive approach to language pedagogy*. 2nd ed. New York: Longman.
- Cameron, L., 2001. *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Cicek, V. & Tok, H., n.d. 'Effective use of lesson plans to enhance education in U.S. and Turkish kindergarten thru 12th grade public school system'. *International Journal of Teaching and Education*, II(2), pp. 10-20.
- Coppola A. J, D. B. S. & Connors, G., 2004. *Supportive supervision: Becoming a teacher of teachers*. CA, Thousand Oaks: Corwi press.
- Creswell, J. W., 2012. *Educational research: planning, conducting and evaluationg quantitative and qualitative research*. 4th ed. Boston: Pearson.
- Farrell, T., 2002. Lesson planning. in: *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press, pp. 30-39.
- Freeman, D. L., 2000. *Techniques and priniples in language teaching*. 2nd ed. Oxford: Oxford University Press.
- Ganta, T. G., 2014. 'The status of implementation and use of lesson plan in'. *Global Journal for research analysis*, III(12), pp. 37-38.
- Gebhard, J. G., 2006. *Teaching English as a foreign or second language: A self-development and methodology guide*. 2nd Ed. Ann Arbor: University of Michigan Press.
- Harmer, J., 2007. *How to teach English*. 2nd ed. Longman: Pearson.
- Harmer, J., 2007. *The practice of English language teaching*. 4th ed. Harlow: England Pearson Education.
- Hutchinson, T. & Waters, A., 1987. *English for specefic purposes: Learner centered approach*. Cambridge: CUP.
- Intarapanich, C., 2013. 'Teaching methods, approaches and strategies found in EFL classrooms: A Case Study in Lao PDR' *Procedia - Social and Behavioral Sciences*, Issue 88, p. 306 – 311 .
- Jensen, L., n.d. Planning lessons. In: *Teaching English as a foreign language*. s.l.:s.n., pp. 403- 409.
- Jensen, M. C., 2001. *Value maximization, stakeholders theory, and the corporate objective function*. s.l.:Harvard Business School.
- Johnson, K. & Johnson, H., 1999. *Encyclopedic dictionary of applied linguistics*. Massachusetts: Blackwell Publishers.
- Kemdikbud, (2013). Peraturan menteri pendidikan dan kebudayaan nomor 81A tahun 2013 tentang pedoman implementasi kurikulum 2013. Jakarta, Kemdikbud.
- Krieger, D. 2005. 'Teaching ESL versus EFL: principles and practices', in: *English Teaching Forum*.
- Lestary, D., 2015. *Kompasiana*. [Online] Available at: <http://www.kompasiana.com> [Accessed 17 December 2016].
- Maxom, M., 2009 *Teaching English as a foreign language for Dummies*. England: John Wiley & Sons, Ltd
- Moursund, D., 2012. *Good math lesson planning and implementation*, s.l.: s.n.
- Nesari, A. J. & Heidari, M., 2014. The important role of lesson plan on educational achievement of Iranian EFL teachers' attitudes. *International Journal of Foreign Language Teaching & Research*, III(5), pp. 25-31.
- Norland, D. L. & Pruet-Said, T., 2006. *A kaleidoscope of models and strategies for teaching English to speakers of other Languages*. United States of America: Libraries Unlimited.
- Panoptical, 2012. *The official blog of teach and learn with Georgia*. [Online] Available at: <https://teachandlearnwithgeorgia.wordpress.com> [Accessed 2 March 2017].
- Patel, M. F. & Jain, P. M., 2008. *English language teaching: Methods, toos & technique*. Jaipur: Sunrise Publisher.
- Permendikbud No. 65 Tahun 2013. Standar proses.
- Permendikbud No. 66 Tahun 2013. Standar Penilaian Pendidikan.
- Permendikbud No. 81A Tahun 2013. Pedoman umum pembelajaran.
- Pohnpei, 2012. *College Teacher*. [Online] Available at: <https://www.enotes.com> [Accessed 28 February 2017].
- Prator, C. H. & Murcia, M. C., 1979. *An outline of language teaching approach: Teaching English as a second or foreign language..* s.l.:Newbury House.
- Punch, K., 1998. *Introduction to social research: Quantitatie and qualitative approaches*. London: Sage.
- Reily, T., 1988. *Approach to foreign language Syllabus Design*. s.l.:s.n.
- Rhalmi, M., 2010. *My English page*. [Online] Available at: <http://www.myenglishpages.com> [Accessed 28 February 2017].
- Richards, J. C., & Rodgers, T. S., 1986. *Approaches and methods in language teaching. A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S., 2001. *Approaches and methods in language teaching*. 2nd Ed. Cambridge: Cambridge University Press.
- Richards, J. C., & Schmidt, R., 2002. *Dictionary of language teaching & applied Linguistics*. 3rd ed. London: Pearson Education Limited.
- Richards, J. C., 1998. *What is the use of lesson plans?*. New York: Cambridge University Press.
- Richards, J. C., 2006. *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Sesiorina, S., 2014. 'The analysis of teachers' lesson plan in implementing Theme-Based Instruction for teaching English to young learners'. *Journal of*

- English and Education*, II(1), pp. 84-95.
- Setiyadi, A. B., 2006. *Teaching English as a foreign language*. 1st ed. Yogyakarta: Graha Ilmu.
- Spratt M, P. A. & Williams, M., 2005. *The TKT course*. Cambridge: Cambridge University Press.
- Vystavělová, L., 2009. *Common EFL methods applied at language schools in the Czech Republic: PPP or TBL*. Masaryk University: s.n.
- Wong, H. K. & Wong, R. T., 2009. *The first days of School: How to be an effective teacher*. s.l.:Harry K. Wong Publications.
- Woodward, T., 2001. *Planning lessons and courses: Designing consequences of work for the language classroom*. Cambridge: Cambridge University Press.
- Wright, A., 1989. *Pictures for language learning*. Cambridge: Cambridge University Press.
- Yildirim, A., 2003. *Instructional planning in a centralized school system: Lessons of a study among primary school teachers in Turkey*.

