

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher will discuss about research context, research focus, research objective, significant of study, scope and limitation of study and definition of key terms.

#### A. Research Context

CDSO is one subject at fifth semester that the English department students' must take it. It teach about syllabus, lesson plan, semester program, annual program, minimal completeness criteria, and also teach them how to count of effective meeting on education calendar in a semester and also in a year like in semester program and also annual program.

Lesson plan is plans for face-to-face learning activities for one or more meetings. Lesson plan is developed from syllabus to direct learning activities of students in an effort to achieve basic competencies<sup>1</sup>. From this definition, we can know that lesson plan is a plan to do the teaching learning activities that do by face to face between the teacher and the student. The purpose of lesson plan's development is to make the teaching learning activities can achieve the basic competence that has planned. Lesson plan is detail description from syllabus which is it most description about the basic competence, teaching learning activities, and the assessment. The basic

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<sup>1</sup>Endah Tri Priyatni, *Desain Pembelajaran Bahasa Indonesia Dalam Kurikulum 2013*.(Jakarta: PT Bumi Aksara, 2015), 161.

competence that in syllabus is more developed in indicator and the aim of the learning. The teaching learning activities from syllabus more developed detail start from the pre-teaching, whiles teaching and post teaching. Thus in the assessment which is the assessment that in syllabus is more explain by show the question, key answer, and the rubric of the assessment.

Strategy in learning context is internal ability of someone to think, solve the problem and taking decision<sup>2</sup>. It means that in a learning process it will cause the student to think uniquely in order to the student able to analysis, solve the problem in taking decision. Lecturer's strategy here is strategy that the lecturer used in teaching lesson plan.

The subject of Curriculum Development and Syllabus Design is one of subject that must English student study at fifth semester in IAIN Madura. This subject is important to study, because the student is candidate of teacher and of course in teaching, the teacher must make sets of equipment's learning like syllabus, lesson plan, semester program, annual program and also understand in making minimal completeness criteria. In this research, researcher will not discuss all of set of equipment's learning but the researcher just focus on lesson plan.

As candidate of teacher, the student especially English Department's must know to make lesson plan and know how to arrange it. They learn about it in curriculum development and syllabus design (CDS) subject. One of topic that the lecturer teaches in this subject is lesson plan. They learn how to arrange the lesson plan start from the first component until the last component.

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<sup>2</sup>Dadang Sunendar and IskandarWassid, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya, 2008), 3.

It is not easy to understand about how to arrange lesson plan. The lecturer must be creative create some strategies in order to the student interest and the lesson which have explained can be understood easily.

Lecturer's strategy become interesting topic to investigate especially the lecturer's strategy in teaching arranging lesson plan because we know that strategy is important thing in teaching something or material. As well as we know that strategy will support the learning successful. If the strategy is good, the learning process will be success and the student will easy to understand the material which has explained. In learning process of lesson plan if the strategy that the lecturer uses is good, the student will be easy to understand about the lesson plan. The lesson plan also is important thing that the student must know as the candidate of teacher because in the next time, if they be a teacher, they will face it. A teacher before doing a learning process in the class, they must make lesson plan.<sup>3</sup>

From the statement above, the researcher interest to investigate the research entitle **“Lecturer's Strategy in Teaching Lesson Planning in Curriculum Development and Syllabus Design Subject at Fifth Semester of TBI in IAIN Madura”** the researcher will investigate what the strategy that the lecturer used in teaching arranging lesson plan. The researcher hopes this research will make CDS D subject be better and can make all of the student college who join the subject can understand.

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<sup>3</sup>H B, Lecturer of Curriculum Development and Syllabus Design Subject Fifth Semester of TBI IAIN Madura, Direct Interview, (07<sup>th</sup> August 2019).

## B. Research Focus

Before the researcher formulates the problem, the researcher will explain what research problem is. Research problem is an educational issue that the researcher investigates.<sup>4</sup> It can be define that research problem is the issue or phenomenon that happen in the education itself and appear problems that make researcher interested to investigate.

It means that research focus is question that is suitable with the phenomenon that should be reported and that should be answered or question that explain clearly to get the answer that is expected

Based on the explanations above, the researcher will focus on their observation as follows:

1. What is the strategy that used by the lecturer in teaching lesson planning?
2. How the lecturer implements the strategy in teaching lesson planning?
3. How does the student's response on the lecturer's strategy in teaching lesson planning that use by the lecturer?

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## C. Research Objective

According to Creswell, research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study.<sup>5</sup> Research objective answer the question from the research problem that have explained above. Not only it, research objective also can be defined a purpose that the researcher expected from the investigation.

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<sup>4</sup>John W Creswell, *Educational Research Fourth Edition*, 4th ed. (Boston: Pearson Education, 2012), 66.

<sup>5</sup>Creswell, 627.

Based on the defined problem stated above, this research has intends:

1. To find out the strategy that used by the lecturer in teaching lesson planning.
2. To describe how the lecturer implements the strategy in teaching lesson planning.
3. To explain the student's respond on the lecturer's strategy in teaching lesson planning that use by the lecturer.

#### **D. Significant of Study**

Significant of the study states the implications of the findings for educational practice and theory.<sup>6</sup> Significant of the study explain the using or it can be called advantage of the research. It can be theoretically and practically. The using or advantage of the research, it can be for the researchers themselves or for the participant that include in the research.

##### **1. Theoretical significances**

Theoretical is the significance used for developing of knowledge<sup>7</sup>.

The researcher hopes this research will add our knowledge in getting something useful to teaching learning process especially in teaching lesson planning.

##### **2. Practical significance**

###### **a. For lecturer**

The researcher expect this research can make the lecturer implement the good strategy that suitable with the condition of student

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<sup>6</sup>Donald Ary et al., *Introduction To Research In Education Eight Edition*, 8th ed. (Canada: Wadsworth, 2010), 589.

<sup>7</sup>Donald Ary et al., 61.

and make student easy to understand the subject especially in arranging the lesson plan.

b. For TBI student

The researcher expects this research TBI student can make the suitable lesson plan easily by the lecturer's strategy.

c. For researcher

Giving additional knowledge and experience for her/himself. The researcher will know the lecturer's strategy in teaching lesson planning, how the lecturer's implement the strategy in the class and the student's respond on the strategy that use by the teacher in the class.

### **E. Scope and Limitation of Study**

Scope and limitation of the study explain about limitation of the variables that observed population or subject of the study and location of the study.<sup>8</sup> Actually scope and limitation have their definition itself. Scope is the overage that include in the research and it can be the participant that be the object of the researcher. Limitation is the problem with the study identified by the researcher.

The scope and limitation of this research are:

1. Scope

The scope of this research is the lecturer's strategy in teaching lesson planning in Curriculum Development and Syllabus Design subject.

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<sup>8</sup>*Pedoman Penulisan Karya Ilmiah, Revisi* (Pamekasan: STAIN Pamekasan Press, 2015), 15.

## 2. Limitation

The researcher limit this research only focus on the lecturer's strategy and student's response in learning lesson planning in curriculum development and syllabus design.

## F. Definition of Key Terms

Definition of key terms is provided to avoid misunderstanding which may be found by the readers. Creswell suggested beginning the research of the literature by narrowing the topic to a few key terms using one or two words or short phrases.<sup>9</sup>

### 1. Curriculum Development and Syllabus Design

Curriculum Development and Syllabus Design is one of compulsory subject that must fifth student take and it learn how to make syllabus, lesson plan, semester program, annual program, minimal completeness criteria, and also teach them how to count of effective meeting on education calendar.

### 2. Lesson plan

Lesson plan is plans for face-to-face learning activities for one or more meetings which is it will help and make the teacher easier in doing learning process.

### 3. Strategy

Strategy is someone's internal ability to think, solve the problem, and deciding decision.

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<sup>9</sup>Creswell, *Educational Research Fourth Edition*, 82.

#### 4. Response

Response is reaction that gave by someone because there is a question or stimulus which given by other people

