

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

A lesson plan is a necessary element of teaching that consists of teacher's detailed description of the course of instruction. A lesson plan is developed by a teacher to guide class learning. Brown (2001:149) describes lesson plan as "a set of activities which "represent 'steps' along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson".

According to Muslich (2008:45), Lesson Plan (RPP) is the designing the subject learning per unit that teachers will apply in classroom learning. Based on RPP the teacher is expected to apply learning in a manner programmed. Lesson plan must have a highapplied power. Without careful planning, learning targets will be difficult to achieve the maximum. Therefore, the ability to create a lesson plan is the first step which teachers must posse, as well as the estuary of all knowledge of the theory, basic skills, and deep understanding of learning objects and learning situations. In reality today many teachers do not make the lesson plan, and it is feared they cannot achieve the perfect learning goal.

According to Mulyasa (2012: 1) the important reason to make *RPP* is to help the teacher to think about the learning materials before it taught so that learning difficulties can be predicted and the solution can be sought. Teachers can organize facilities, equipment, teaching aids, time and content in order to achieve the learning objectives as effectively as possible and linking objectives and procedures to the overall objectives of the subjects taught.

Writing skill is one of the four language skills that should be developed in learning English at Senior High School/Vocational High School. Among the four language skills, writing is viewed as a difficult skill by almost all students. Expressing their ideas, opinions, feeling, and emotion in written form are not easy. They must transfer their ideas properly and naturally in a good and interesting writing. Thus, to do those they need to have a good writing skill. Writing skill is often needed to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills (Harmer:2004).

Referring to the Content Standard (*Standar Isi*) stated in the Ministerial Decree Number 22/2006, vocational education is aimed to increase the intelligence, knowledge, personality, character, and skill of the students to live independently and continue to the higher education based on the students' program (Mulyasa, 2010:62). Vocational high school students are expected be educated and skillful in their major for the specific occupation. The students are prepared to face any challenge in the work field.

In recount text, students will be taught how to retell events for the purpose of informing or entertaining. In this case, teachers should help the students to retell the experience that contains series of events in effective way. Teacher should make creative writing activities in learning process especially in writing recount text.

According to the curriculum 2013 in vocational high school, there are many kinds of genres in English which is really need to be learnt by the students. One of the genres is Recount Text.

Recount text is a kind of text which is aimed to retell events for the purpose of informing or entertaining. This text covers two basic competences, they are:

- 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya.
- 4.5 Teks *recount* dalam bentuk biografi.
  - Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi
    - 4.5.1 terkait tokoh terkenal.
    - 4.5.2 Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Learning process or we called Teaching and Learning Activities (KBM) are concrete steps of student learning activities in order to acquire, actualize, or enhance that competence desired. KBM is an active process for students and teachers to develop students potential so they will “know” against knowledge and ultimately “able” to do something.

Teaching is a process which involves those teaching activities which a teacher performs in the classroom. It is based on planning and specifically lesson planning. Thus, a lesson plan is detailed plan prepared by the teacher in advance for the daily teaching.

To help the learning process run well, we need to make some plan to achieve the results that we expect. Planning plays an important role in every activity, including in learning process. This activity is the first step that teachers should take in carry out learning activities. Teachers should have good ability as planner/learning designer. Teacher as a learning designer is in charge of making the design of the learning program that it is responsible for defined competencies (Wahyuni and Ibrahim, 2012:11-12).

Recently the teachers are also challenged by the government to use the 2013 curriculum. According to Majid & Rochman (2014:1), “the 2013 curriculum is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills”. Boosting the learning process is carried out through a scientific approach. Scientific learning is learning used scientific methods, especially learning which encouraged the students to Observing, Questioning, Exploring, Associating, and Networking/ Communicating.

Kemdikbud (2013), states that the teaching and learning process uses the scientific approach at whilst teaching part. There are three parts of teaching process pre teaching (follow up), main teaching (whilst), and post teaching. In scientific approach, it consists of learning phases constructed from observing,

questioning, collecting information/experimenting, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013d). In this case, the steps of scientific approach belong to whilst part. They are, (1) Observing. The teachers ask the students to observe pictures, video or power point (2) Questioning. (3) Experimenting. To get the real or authentic learning, learners have to do experiments. (4) Associating and (5) Communicating is also called collaborative learning. Kemdikbud No. 81a year 2013, communicating is activities to convey the result and conclusion of observation which based on analysis in the form of written, spoken or others.

After the writer did observation at Vocational High School at SMK Negeri 2 BINJAI for tenth grade students in Computer Network Engineering Program, the writer found problem in developing lesson plan by the teacher. The teacher says that there is no particular lesson plans for each major especially for Computer Network Engineering program in that vocational high school. All major has the same lesson plan in teaching English, and unfortunately some of teacher just search the lesson plan from the internet and download it, and use it in teaching learning process.

Based on, the writer's observation in SMK N 2 Binjai. The ability of English teacher is good, but the lesson plan for teaching English should be developed especially for writing skill. Because teacher's lesson plan is not implemented five stages of scientific approach, such as observing, questioning, exploring, associating and communicating and just implementing one of learning model of scientific approach. There is also no specific time to learn writing, while writing

the important skill that foreign language learners should be understood then able to communicate with others. The teacher said that there was no particular lesson plan for each major especially for computer network engineering program in that vocational school and all major had the same lesson plan in teaching English.

The preliminary data that is gotten from the lesson plan is the learning activities of the lesson plan:

SINTAK	KEGIATAN PEMBELAJARAN
1. <b>Stimulation</b> (stimulasi/pemberian rangsangan)  2. <b>Problem statement</b> (pertanyaan/identifikasi masalah)	<u>Literacy</u> <ul style="list-style-type: none"> <li>• Mengamati beberapa gambar</li> <li>• Mendengarkan dan membaca sebuah biografi tokoh yang terkenal</li> <li>• Memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> </ul> <u>Critical thinking</u> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dalam bentuk biografi.</li> </ul>
3. <b>Data collection</b> (Pengumpulan data)	<u>Literacy</u> <ul style="list-style-type: none"> <li>• Membaca teks recount biografi tokoh terkenal beserta fungsi sosial, struktur teks, dan unsur kebahasaan dari sumber lain.</li> <li>• Guru memberikan penguatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks recount biografi.</li> </ul>
4. <b>Data processing</b> (pengolahan data)	<u>Critical thinking</u> <ul style="list-style-type: none"> <li>• Menganalisis fungsi sosial,</li> </ul>

	<p>struktur teks, dan unsur kebahasaan beberapa teks recount tentang biografi tokoh terkenal dari sumber lain.</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Mempersentasikan hasil analisis secara lisan didepan kelompok lain.</li> </ul>
5. <i>verification</i> (pembuktian)	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• mempersentasikan hasil analisis secara lisan didepan kelas.</li> </ul>
6. <i>Generalization</i> (menarik kesimpulan/ generalisasi)	<p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>• Siswa dengan bimbingan guru menyimpulkan materi hari ini.</li> </ul>

**Table 1.1. The preliminary data**

Based on the cases, this study was interested in conducting a research on developing lesson plan of writing recount text based on Scientific Approach for the tenth grade students of SMK Negeri 2 Binjai especially for computer network engineering program.

## **B. The Problem of the Study**

Based on the background of the study above, the problem of the study is: “How is a lesson plan developed in English writing recount text based on scientific approach for grade tenth students of Computer Network Engineering Program at SMK Negeri 2 Binjai?”

### **C. The Objective of the Study**

The aim of this study is to develop lesson plan in teaching writing recount text based on scientific approach for the grade tenth students of SMK Negeri 2 Binjai in Computer Network Engineering Program.

### **D. The Scope of the study**

Related to the identification of the problem above, this study limited some problems in this thesis. This study focused on the development of English writing lesson plan in teaching writing recount text based on scientific approach for grade tenth students of SMKN 2 BINJAI in Computer Network Engineering Program.

### **E. The significant of the Study**

The significances of this study are:

1. Theoretically: this study is expected to enhance the literature and provides more informational alternative way of teaching writing recount text by developing lesson plan based on scientific approach.
2. Practically: for teacher, this study gives teacher a creative lesson plan that can be used as an appropriate lesson plan in teaching writing recount text.