

# Effective Use of Lesson Plan to Trigger Students' Autonomy

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**Abstract.** This study was intended to trigger students' autonomy in joining Genre-based Writing class of State University of Semarang. Further, it was conducted to know how the students demonstrate their ability in using a set of tactics for taking control of their own learning. For this purpose, 30 students were randomly chosen and two observers involved in lesson study consisted of plan, do, and see. The result showed one of the indicators of successful teaching and learning in the classroom was not only determined by interaction between the lecturer and the students in the classroom but also the use of lesson plan designed. In triggering the students' autonomy in learning, the lecturer established a variety of instructional strategies focusing on academic expectations through the lesson plan. The lecture was designed to engage the students' activeness and autonomy so that the goal of learning could be achieved well.

## INTRODUCTION

Boud (1988: 23) cited in Cotterall (1995: 195) states that the main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction. Students' autonomy plays an important role in achieving the success of learning. It could be said as autonomous learners if they could demonstrate the ability to use appropriate strategies for taking control of their own learning. Unfortunately, not all students are able to set and use their tactics to achieve what the purpose of their learning. Mostly, they join the teaching learning process because it is a part of curriculum that they have to take to and get the score of it. For some students, they do not know how to set the goal, choose the materials, take the chance, monitor and evaluate the progress of learning. Those conditions exactly have a profound influence on their behavior of learning guiding them to be autonomous learners.

Autonomous learners are not learners who learn with themselves without a teacher guiding them in achieving the goal of learning in the classroom, but it could be seen from their responsibility to monitor and evaluate the progress of learning. Marzano et.al (2003: 1) reveals that the most students' achievement is affected by a teacher. That is why the teacher has an important role in determining the successful of teaching includes for being autonomous learners. Wong (2009: 12) mentions that 1) an effective teacher has a positive expectations for student success; and lesson plan reflects such expectations, 2) an effective teacher knows how to design lessons for student mastery; which is reflected in lesson plan, 3) an effective teacher is an extremely good classroom manager; which is possible via good time management during class time and that is possible only by effective implementation of a good lesson plan. The success of teaching is not only looked at from the way the teacher interacts with the students through conveying the materials with the appropriate strategy used, but also from the lesson plan designed for teaching. Through lesson plan, the teacher could decide what and how the students learn in the classroom.

The role of lesson plan does not only affect to the teacher instruction given to the students, but also a well-managed classroom as well. The characteristics of well-managed classroom are 1) students are deeply engaged with their work; possible if their roles are described and they have a goal as provided in a good lesson plan, 2) students know what is expected; possible via routinely implemented good lesson plan, 3) there is little wasted time, confusion; possible via effective implementation of a good lesson plan, 4) the climate of the classroom is work-oriented, but relaxed and pleasant; possible via good time management due to effective implementation of a good lesson plan (Wong, 2009: 81).

Looking at the importance of lesson plan which is very crucial in conducting teaching learning process, the teacher should consider the quality of lesson plan by determining the students' background knowledge and students' problems. By knowing them, it would make the teacher easy in determining the goal of learning, choosing the method of learning, simplifying the material, and using the supporting media. All of the indicators include in a lesson study. Lenski et.al (2009: 50) state that lesson study approach is a method of professional development that encourages teachers to reflect on their teaching practice through a cyclical process of collaborative lesson planning, lesson observation, and examination of student learning.

## THE RESEARCH METHOD

This study was a qualitative research contained in a research lesson consisted of plan, do, and see. There were 14 students involved and took Genre-based Writing class in English Department, State University of Semarang, Indonesia. In conducting the research, it involved five observers who already collaborated with the lecturer in discussing the planning of lesson study. All data obtained from research lesson were analyzed by content analysis method.

## FINDINGS

The result showed that there were some activities done collaboratively in discussing some learning problems. In order to solve the problems, the lecturer presented the main problems faced by either the students or the lecturer to be discussed together in the stage of planning. Formerly, the lecturer designed the lesson plan used to teach supported by the material, the media, the students task, and completed with the observation sheet used by the observers in the classroom. It was made based on the problems faced by the students. The following was the result of Genre-based Writing lesson plan.

**Table 1.** The Result of Genre-based Writing Lesson plan

No.	Aspect	Score	Criteria
1.	Formulating learning achievement indicator.	4.50	Excellent
2.	Organizing material.	5.00	Excellent
3.	Choosing sources of learning.	5.00	Excellent
4.	Learning scenario.	2.33	Less
5.	Assessing.	3.00	Fair
6.	Using language.	4.00	Good
	<b>Average</b>	<b>4.00</b>	<b>Good</b>

While in the implementation of lesson plan designed by the lecturer, the students were provided with the strategy of learning that enabled them to be autonomous learners. In triggering the students' autonomy, the lecturer designed the lesson plan based on the students' characteristic, need, and learning goal. Implementing cooperative learning in the classroom as one of some alternative ways in learning, demanded them to have a good responsibility in comprehending the material. Peer review was also done to check the writing so that they learnt from the other mistakes in writing. Through the use of it, the students were also stimulated to monitor and evaluate their own learning influencing the success of learning especially in writing a text.

## DISCUSSION

In designing a lesson plan, the lecturer considered a variety of instructional strategies focusing on academic expectations. Richards (1998: 103-121) states that a lesson plan addresses 1) concept or objectives to be taught, which tells the student what they will learn, 2) time blocks, e.g., approximate time expected to be devoted to the lecture, 3) procedures to be used for instructional design, 4) materials needed both for the student and the teacher, 5) independent practices or student time on task, 6) evaluation, applications, and student understanding, e.g. main questions to be asked by the teacher to check student understanding. A successful lesson plan provides some

instructional strategies designed for each minute to be done by the teacher and the students in the classroom. It is in line with the characteristic of lesson study in which all the participants (lecturer and observers) collaborated each other to discuss the components written in a lesson plan.

Based on the result of Table 1, it showed that the lecturer's ability in designing lesson plan was good with the average achievement was 4.00 in good category. In designing the lesson plan, the lecturer was able to formulate learning achievement indicator well. It was proven with the score of it was 4.50 in which the indicator contained learning behavior. It was in line with Cotterall (1995: 196) states that beliefs and experience govern learning behavior. In this case, the lecturer formulated the achievement indicator in four aspects; cognitive, process, skills, and affective aspects. Those aspects were important in determining the students' learning behaviour. It also determined the students' autonomy in learning so that they did not rely on the others in completing the task.

While in the aspects of organizing the material and choosing the learning sources, it achieved the maximum result with the average for each was 5.00 with excellent category. It showed the lecturer's ability in preparing the teaching learning needs well. The selected material was based on the students' characteristic and the learning goal. The clarity of learning framework was also presented in detail. It was important because the lecturer considered some aspects influencing the success of teaching learning process.

Eventhough in designing learning scenario had not shown the significant result, there were some efforts shown by the lecturer in order to trigger the students' autonomy. Through the selected strategy used in teaching learning process, the lecturer provided the students with the opportunity to set the goal of their learning. Besides that, they were given a chance to determine by themselves the appropriate model of learning. It was done in order they were able to monitor and evaluate their own learning so that it influenced them in choosing and using the style of learning.

For Genre-based Writing class in which there were some students who had special character, the lecturer designed the lesson plan referring to Richards' theory. Looking at the criteria above, it showed that the lecturer had ability in preparing teaching learning process well. Some aspects considered well in order to answer the problems. One of big problems faced by the lecturer in teaching writing was about students' autonomy. Generally, the students did not have the responsibility of their own learning. It made them difficult to monitor and evaluate their learning progress. There were some students tended to rely on the others. They did not actively discuss with the others related to the material they got.

One of strategies used by the lecturer in solving the problems was by choosing the appropriate model used in conducting teaching learning process in the classroom. The use of cooperative learning e.g. Numbered Heads Together (NHT) became a reference to the lecturer. It was chosen because generally the students of State University of Semarang tended to enjoy the teaching learning process by doing a discussion in groups. It was proven from the result of the pre-observation done by the lecturer in which the students felt comfortable in doing group discussion.

In order to avoid the dependence to the others, the lecturer designed the lesson plan in such way so that each of them had responsibility for not only individually but also in a group. Through the implementation of NHT, the numbered students discussed together in comprehending the material they got and answered the questions given by expanding the information based on their knowledge. It also helped the students in building their confidence and motivation to improve their ability in writing. Besides that, the students were given a chance to do peer review so that they knew what kinds of the writing mistakes written by the others and also corrected them in the same time before finally being turned back to the owner.

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