

The Use of Lesson Plan Based on Brian Tomlinson Principle (Case Study at SMPN 2 Langsa)

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Abstract

The purposes of this study are to to know learning criteria based on Brian Tomlinson's Principle applied by the teacher in Teaching English. To achieve the purposes of this study, the researcher used qualitative approach with case study type by taking place at SMPN 2 Langsa and data collection techniques are from various data collection techniques, such as interviews, questionnaires and document analysis. While the data source is the subject of where the data can be obtained. The data sources in this study are person and paper. That way the teacher at SMPN 2 Langsa chose the RPP criteria based on Brian Tomlinson, namely Visual, dependent, independent and kinesthetic. Then to prove the results of the interview the author also directly evaluates students directly through documents or some questions given by the teacher. From the results of the document the writer found that students after learning using the RPP (lesson Plan) criteria based on Brian Tomlinson were able to answer very satisfying questions and even some students answered correctly all of the questions. The relationship between the principles of teaching and learning between RPP in Indonesia and abroad by Brian Tomlinson is that they have similarities in the preparation of lesson plan such as determining topics as learning references, learning objectives, time, learning media, and learning procedures.

Keywords: Lesson Plan, Teaching English, Tomlinson Principles.

1. INTRODUCTION

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things'. So that they learn particular things and transcend the given. Teaching also an excellent deal of space, the way to structure the

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lesson, manage classes, and help learners to pay attention to features of authentic input. Provide the learners with opportunities to use the target language to achieve communicative purposes. Provide opportunities for outcome feedback for learning then on. In much modern usage, the words 'teaching' and 'teacher' are committed with schooling and school (Betty Mc Donald: 2019)

Paul Hirst (2010:78) states that concludes that being clear about what teaching is matters vitally because how teachers understand teaching very much affects what they actually do in the classroom. For his teaching should involve starting up with the intention of somebody learning something and considering people's feelings, experiences and wishes.

Teaching is merely if people can tackle what's taught. It means teaching has insights round the nature of education, and also the process of learning and problem solving. In Indonesia education has orientation in curriculum, Curriculum is "a plan for learning". This definition focuses more on the process of designing or planning and resulting curriculum products such as units of instructions.

Definition of UU. No. 20 tahun 2003: the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used to guide the implementation of learning activities to achieve certain educational goal. Based on the explanation above the curriculum is a very important guideline for student achievement in learning to achieve a national education. Supported by Nasution that the curriculum is a course, esp a specific fixed course of study, as in school or college, as one leading to a degree.

The researcher found this obvious in the observation during PPL. Many students from class when the researcher taught have problem in receiving the lesson. Especially, in giving the materials the students not

interested of the teachers method. Many of teachers only explained the key word from the lesson without seeing the good collaboration between the new principles of developing materials in school in teaching learning. This case makes the researcher interested to create this research. The researcher wants to know what the factor is contributing that faced by teachers in teaching in the classroom.

Teaching and learning strategies or referred to as learning strategies are the chosen ways to convey learning material in a particular learning environment. So that learning objectives can be achieved effectively and efficiently. In relation to teaching and learning, the use of the term strategy is intended as a teacher's effort in creating an environmental system that allows the teaching process. Teaching and learning strategies are also intended as a general pattern of student teacher actions in the realization of teaching and learning activities. Understanding the strategy in this case shows the extract characteristics of a series of student teacher actions in teaching and learning events.

Teaching and learning strategies are the chosen way to deliver material to deliver teaching material to students. Teaching and learning strategies consist of all components of teaching material and procedures that will be used to help students achieve certain teaching goals. Actually in a learning system, we know a number of terms that we have to distinguish between, namely; models, approaches, strategies, methods and techniques.

2. LITERATURE REVIEW

2.1 The Scope of Teaching English

Teaching is one form of a group to transfer a knowledge to students, and a component of teacher competence. Each teacher should be able to teach face to face with students in front of the class and teaching can be

done to a group of students outside the classroom or anywhere. Teaching is conveying knowledge to students.

According to Usman, (1994:38) argues that teaching in principle is assisting students in teaching and learning activities or implies that teaching is an attempt to organize the environment in relation to students and teaching materials that lead to the learning process

2.2 Strategy of Learning Teaching

Rahma Johar (2016) states that Identify and set specifications and qualifications for the behavior and personality changes of students as expected. The intended target must be clear and directed, marked by the teaching objectives formulated must be clear and concrete. 2. Choosing a system of teaching and learning approach based on people's aspirations and outlook on life. The teacher's perspective of a problem, concepts and theories that are used in solving a case must be in accordance with the norms adopted by the community environment. A problem that is studied by two people with different approaches that use different disciplines will produce different conclusions. Choosing and determining the procedures, methods and techniques of teaching and learning that are considered most appropriate and effective so that it can be used as a guide by the teacher in carrying out teaching activities. A method might only be used to achieve a certain goal. With different goals teachers should not use the same teaching techniques. If several objectives are to be obtained, then the teacher is required to have the ability to use various methods or combine several relevant methods.

2.3 Learning Implementation Plan (RPP)

According to Mansur Muslich(2001) the lesson plan (RPP) is a perunit subject learning plan that will be applied by the teacher in class learning. Based on this lesson plan, a teacher (both those who prepare the lesson

plan themselves and those who are not) is expected to be able to implement learning programmatically. Therefore, the RPP must have a high applicability. On the other hand, through the lesson plan can also be known levels of the ability of teachers in carrying out their profession.

Meanwhile, according to E. Mulyasa(1998:89) Learning Implementation Plan (RPP) is a plan that describes the learning procedures and management to achieve one or more basic competencies that are set in the content standards and are elaborated in the form of a syllabus. The RPP is an important component of the education unit level curriculum (KTSP), the development of which must be carried out professionally.

The preparation of learning programs in the education unit level curriculum is the lesson plan (RPP). According to the curriculum center, the Ministry of National Education Research and Development RPP is a plan that describes the procedures and organization of learning to achieve a basic competency set in content standards and outlined in the syllabus. The lesson plans are translated from the syllabus to direct learners' learning activities in an effort to achieve basic competencies (KD). Preparing lesson plans is the duty of every teacher. The objectives of the lesson plan are arranged so that learning activities take place actively, participatively, provide sufficient space for initiative, creativity, independence in accordance with talent, as well as fun for students in achieving optimal goals.

2.4 Principles in Learning and Teaching

According to Tomlinson that styles in language learning which need to be catered in language learning materials include:

1. **visual** (e.g. the language learner prefers to written English or the printed materials).

2. **Auditory** (e.g. the language learner prefers to hear the English language: non-printed materials, especially cassettes and CD-ROMs).
3. **kinesthetic** (e.g. the language learner prefers to do something physically, such as following instructions, playing drama, role playing)
4. **studial** (e.g. the language learner likes to pay attention to the linguistic features of the language and wants to be correct, supply language data, texts, discourses to be analyzed),
5. **Experiential** (e.g. the language learners use the language as means of communication rather than learning its formal correct grammar).
6. **Analytic** (e.g. the language learner prefers to focus on discrete bits of the language and learn them one by one),
7. **global** (e.g. the language learner is happy to respond to the whole chunks of language at time and pick up whatever he/she can)
8. **Dependent** (e.g. the language learner prefers to learn from a teacher and from a book).
9. **Independent** (e.g. the learner is happy to learn from their own experience and use autonomous learning strategies—supply self-access materials).

Furthermore, Tomlinson argues that good English instructional materials should be able to (1) achieve impact through novelty, variety, attractive presentation, and appealing content. (2) help learners to feel at ease, namely materials with lots of white space, texts and illustrations that the learners can relate to their own culture, and 'voice' which is active,

relaxed, and supportive. (3) develop learners' self-confidence; when they are relaxed and self-confident, they can learn better and faster. (4) be perceived by English learners as relevant and useful (read: English for Specific Purposes Materials). (5) require and facilitate learner self-investment, because language learners profit most if they invest interest, effort, and attention in the learning activity. This facilitates the learners' self-discovery. (6) make language learners ready to acquire the points being taught. (7) expose the learners to language in authentic use through the advice they give, the instructions for their activities, and the spoken and written texts they include. (8) provide the learners with opportunities to use the target language to achieve communicative purposes. Communicative purposes or interaction can be achieved through information or opinion gap activities, post-listening and post-reading activities, creative writing and creative speaking activities, and formal instruction given in the target language. (9) take into account that learners differ in language learning style and learning strategy. (10) maximize learning potentials by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities through mechanical drills, rule learning, simple transformation activities. In order for learning and learning activities to successfully deliver students to the learning objectives, one of the factors that must be understood by the teacher is the principle of learning. Without understanding this learning principle, it is difficult for teachers to develop learning strategies, learning methods, and evaluation techniques that are appropriate to the characteristics of the class and the material presented. The following will summarize some of these learning principles

3. METHOD

The type of this research is a case study which is part of a qualitative method that examines a particular case in greater depth by involving the collection of various sources of information. Creswell defines a case study as an exploration of related systems. A case is very interesting to study because of the typical features of the case which have meaning in other people, especially for researcher. According to Patton, a case study is a study of the specificity and complexity of a single case and tries to understand the case in the context of a particular situation and time. With this method the researcher is expected to capture the complexity of the case. This study was conducted because the case is so unique, important and useful for readers and society in general. By understanding the case in depth, the researcher will find something that is important to the interests of the community, the organization or a particular community (J.R Raco: 2010, P.48).

In order to obtain valid data in this research activity, the researcher uses the following data collection techniques:

1. Person

Person is a data source that can provide data in the form of oral answers through interviews or written answers through a questionnaire. Persons who provided data through interviews included 5 English teachers at second grade English teachers at SMP 2 Langsa.

2. Interview

The interview is a conversation with a specific purpose carried out by two parties. The interviewer who asks the question and the one being interviewed provides the answer to the question (Lexy. J Moleong: 2000, P.135) In this study, the researcher used a structured interview, where an interviewer set the questions to be

asked to find answers to these questions (Lexy. J Moleong: 2000 P.138). This is intended so that the conversation in the interview is more focused on the intended goal.

3. Paper

Paper is a data source that presents signs in the form of letters, numbers, images, or other symbols. With this understanding, "paper" is not limited to paper as the translation of the word "paper" in English, but can be in the form of stone, wood, bones, palm leaves, etc., which is suitable for the use of documentation methods. The paper used in this study consisted of a second-grade English language lesson plan from 3 English teachers (Lesson Plan) for SMP 2 Langsa and a daily journal for researchers while in the field.

4. FINDING

1. In the document, the researcher analyzed several lesson plans from three SMPN 2 Langsa educators, namely:

RPP 1

subject matter: expression of giving praise

- a. visual : teacher use picture as teaching media
- b. dependent : student learn from video and from a book (experiencing english class book 8 P.29-39)
- c. auditory: teacher give material from video, give the example from expression of giving praise and how to pronoun the sentence
- d. studial : the students can learn from video about the correct grammar and pronunciation
- e. experiential : the student can imitate the speaker speaking from the video or recording provided by the teacher.

RPP 2

subject matter: invitation

- a. visual: teacher used media from laptop / LCD, picture and video to make it easier for students to understand the material being taught. Global is student can feel happy because they can master all the languages contained in the examples given by the teacher.
- b. Studial: Students can know directly the language elements used in the invitation sentences
- c. Independent: student feel happy, because they can make invitation cards related to their lives, for example: birthday cards, mother day cards,
- d. Audiotory: teacher give the material by video and picture

RPP 3

subject matter : opinion

- a. Visual and audiotory: the students can learn from picture (print out) video from laptop
- b. Dependent: student can learn from teacher and from a book
- c. Studial pay attention with the linguistic features from the next
- d. Experiential: teacher give sample from the video and picture, so the student can illustrate the dialog from the topic

Based on the data above, the author concludes that the lesson plans used by 3 research participants can conclude that teachers at SMPN 2 Langsa, especially the second grade, use lesson plans which have ten principles included in Tomlinson's principles, namely: having an influence on educators, can make educators comfortable and happy in teaching,

developing self-confidence in teaching, relevant to educators, attracting educators, providing advice, paying attention to student learning styles, paying attention to different effective attitudes, empowering intellectual, emotional abilities, and stimulating the right and left brain, and the realization of feedback.

2. The interview result

The results of the interviews, the authors found that the English teacher at SMPN 2 Langsa used RPP (Lesson Plan) criteria of good by the Tomlinson's principle in Teaching Learning, namely visual, independent, dependent and kinesthetic criteria. Based on these criteria, the English teacher thinks that after using Tomlinson's based criteria it can improve students' abilities and can hone students' foreign language skills and be able to provide motivation to students.

5. DISCUSSION

Discussion focuses on the objectives of this research. Based on the background of this research problem, the purpose of this study is to know whether the principle teaching is relation to evaluate RPP (Lesson Plan) criteria of good by the Tomlinson's principle in Teaching Learning. To get the results of these goals. The author analyzes the data on research finding.

In chapter II it has been explained that the lesson plan (RPP) is a unit of subject learning plan that will be applied by the teacher in class learning. Based on this lesson plan, a teacher (both those who prepare the lesson plan themselves and those who are not) is expected to be able to implement learning programmatically. Therefore, the RPP must have a high applicability.

According to Tomlinson that the data are obtained from the results of the analysis of the 3 RPPs. The researcher found that there were several criteria used by the teacher at random in designing learning materials at

SMPN 2 Langsa which were included in the criteria for teaching principles according to Tomlinson.

In the first lesson plan, the researcher found that there was a visual element in which the teacher delivered material using print out media such as a picture that was related to the material expression of giving praise. Dependent, namely students learn from the teacher and English textbook class 8. P.29-39. Auditory, namely the teacher provides material from the video related to the expression of giving praise and how to pronounce the sentence. Studial is the students can learn from video about the correct grammar and pronunciation. Experiential is the students are able to imitate the speaking style of the speakers from videos or recordings provided by the teacher

In the second lesson plan, the invitation material contains a visual element, namely the teacher uses laptop media, pictures, and videos to make it easier for students to understand the material being taught. Global is the students feel happy, because they can master all the languages contained in the examples given by the teacher. Studial is the students can know directly the elements of the language used in the invitation sentences, independent is the student feel happy because they are able to make invitation cards related to their life example birthday card. Auditory is teacher give the material by video and picture.

In the third lesson plan, the researcher also found that the visual elements are the students can learn from picture (print out), video from laptop. Dependent is student can learn from teacher and from textbook. Studial is student pay attention with linguistic features from the text. Experiential is the teacher give sample from video and picture. So, the students can illustrate the dialogue from the topic about opinion. based on the research question " What Learning Criteria Based on Brian Tomlinson's Principle

applied by the teacher in Teaching English for Second Grade at SMPN 2 Langsa?" The author found from the results of the interview that the teacher evaluated the RPP criteria based on Brian Tomlinson's Principle Teaching, namely by using only a few criteria to be able to improve students 'English skills and to be able to improve or hone students' abilities effectively and to be active students when learning English. That way the teacher at SMPN 2 Langsa chose the RPP criteria based on Brian Tomlinson, namely Visual, dependent, independent and kinesthetic. Then to prove the results of the interview the author also directly evaluates students directly through documents or some questions given by the teacher. From the results of the document the writer found that students after learning using the RPP (lesson Plan) criteria based on Brian Tomlinson were able to answer very satisfying questions and even some students answered correctly all of the questions. The relationship between the principles of teaching and learning between RPP in Indonesia and abroad by Brian Tomlinson is that they have similarities in the preparation of lesson plan such as determining topics as learning references, learning objectives, time, learning media, and learning procedures.

From these results, the authors conclude that the RPP criteria based on Brian Tomlinson can be applied to students to improve student abilities and to be able to make students more active in learning English material.

6. CONCLUSION

After conducting research on The Use of Lesson Plan Based on Brian Tomlinson's Principle in Teaching English For Second Grade at SMPN 2 Langsa, analyzed the data and found the research results. Thus, the researcher can conclude that the teacher at SMPN 2 Langsa chose the RPP criteria based on Brian Tomlinson, namely Visual, dependent,

independent, auditory, experiential, studial and kinesthetic. Then to prove the results of the interview the author also directly evaluates students directly through documents or some questions given by the teacher.

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