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PROCEEDING

REVITALIZING ENGLISH TEACHER'S PROFESSIONAL DEVELOPMENT

DEVELOPING LESSON PLANS FOR SECONDARY SCHOOL LEVELS: PROBLEMS AND SOLUTIONS

Margana
English Education Study Program
Faculty of Languages and Arts
State University of Yogyakarta

ABSTRACT

Before English teachers of secondary school levels conduct the English teaching and learning process, they are demanded to develop lesson plans. This is very important for them as the lesson plans provide them a guidance how to carry out the English teaching and learning process. Essentially, developing lesson plans involves some activities which include interpreting and selecting the standard of competence, basic competency, formulating indicators and learning objectives, selecting the methods and techniques of teaching, arranging scenario of English teaching and learning, selecting materials and media used in their teaching, and doing an assessment. Such activities have to be well understood by English teachers of secondary schools to gain an effective and efficient English language teaching and learning.

As a matter of fact, most English teachers of secondary school levels in Yogyakarta in particular, face many problems in developing lesson plans. The problems include interpreting the standard of competence and basic competence, formulating the indicators and learning objectives, selecting the methods and techniques applied in the teaching and learning, developing the scenarios of English teaching and learning, and doing an assessment, and the like. Those problems have to be taken into account in order that English teachers can gain the success of their teaching of the target language.

In line with the above problems, this article focuses on revealing the problems in developing lesson plans and conferring solutions to figure out the problems. It is aimed at describing the common problems found in developing lesson plans of English and advocating some possible solutions.

Keywords: Lesson Plans, Secondary School Levels

A. Introduction

Developing lesson plans is a must for English teachers of secondary school levels as lesson plans become the portraits of English language teaching and learning as reflected in the elements of the lesson plans such as the standard of competence, basic competency, indicators, learning objectives, teaching methods, teaching and learning scenarios, English materials, tasks, assessment, and the like. Those elements are very important to be well understood in order to assist students to effectively and efficiently gain the targeted English materials. More importantly, the lesson plans drive English teachers to carry out what they are going to do in the process of English language teaching and learning as systematically documented in the lesson plans. This statement is supported by Harmer (1991) who claims that "The best teachers are those who think carefully about what they are going to do in their

classes and who plan how they are going to organize the teaching and learning." This suggests that English teachers have to make a written preparation before they carry out their teaching.

However, not all English teachers of secondary school levels excel in developing the lesson plans. In reference to the results of interviews with some English teachers of secondary schools who were involved in the in-service training of English to achieve certificates of being professional English teachers, they face many problems on how to develop the lesson plans. Such a statement is supported by the documents of lesson plans developed by English teachers used in the peer-teaching sessions. Many of the lesson plans do not perform a consistency of the elements of the lesson plan. For example, the standard of competence and basic competency do not meet the teaching activities designed. Added to this, with regard to the discussion between the writer and English teachers of secondary school levels of Bantul regency who were involved in the Lesson Study program, many of English teachers somehow got confused of how to develop lesson plans accurately and correctly.

In relation to the problem above, this paper reveals some existing problems of developing lesson plans as faced by English teachers of secondary school levels in Yogyakarta and confers some solutions of the problems focussing on four issues, namely (1) interpreting the standard of competence and basic competency, (2) formulating indicators and learning objectives, (3) selecting methods used in the main activities, and (4) selecting or developing English materials as manifested in the tasks. Each is explored with regard to the lesson plan documents made by English teachers of secondary school levels.

B. The Nature of Lesson Plans

As previously discussed, developing lesson plans is a must for any teacher including English teachers of secondary school levels. That is why English teachers have to well understand what the lesson plan is. Spratt et al. (2005) confer a definition of a lesson plan. According to them, a lesson plan means a set of notes that assist teachers to deal with what they are going to teach and how they are going to teach it. In other words, a lesson plan is a written summary of the process of teaching and learning that consists of two main issues, namely the aims of the lesson and the procedures of the lesson. The former deals with what the lesson is for while the latter is concerned with what the teachers and learners are going to do in the process of teaching and learning. In reference to this, Spratt et al. (2005) make an analogy of a lesson plan as a road map or a series of road signs performing the way of getting a particular destination. In line with this definition, Robertson and Acklam (2000) state that a lesson plan means a framework for a lesson. If one imagines that a lesson is like a journey, then the lesson plan is the map of the journey. It performs where one starts, where one finishes and the route to take to gain the destination. In other words, the lesson plan is the product of teachers' thoughts about their classes and what they hope to achieve and how they hope to achieve it.

Essentially, a lesson plan consists of some components which English teachers should take into account. Spratt et al. (2005:93) propose some elements of a lesson plan. They include (1) main aims, (2) subsidiary aims, (3) personal aims, (4) procedures, (5) aids and materials, and (6) interaction patterns. The main aims refer to what the teachers want the learners to learn by the end of the lesson. The subsidiary aims mean other things that the teachers want learners to be able to do during the lesson. Personal aims are defined as the aspects of the teaching that the teachers want to develop or improve. Procedures deal with the tasks and activities that exist in three stages of teaching, namely before the lesson, during the lesson, and after the lesson. Aids and materials refer to the media and teaching materials used in the teaching and learning process. The interaction pattern deals with the ways in which learners work in every stage.

In line with the elements of the lesson plan above, *Permendiknas* (2007:16-19) lists some primary elements of a lesson plan. The elements include the following issues. They include (1) the lesson

identity, (2) standard of competence, (3) basic competency, (4) indicator(s), (5) learning objective(s), (6) teaching materials, (7) time allocation, (8) teaching methods, (9) teaching activities, (10) assessment, and (11) learning resources. Each element is discussed below.

The identity of a lesson plan consists of some points which include the name of a school unit, class, semester, program, name of a lesson or theme, and the number of a meeting. The standard competence refers to the quality of minimal competence that learners are expected to achieve through the lesson. This standard competence embodies three aspects, namely cognitive, affective, and psychomotor. The basic competency refers to a number of minimal competencies that learners have to gain throughout the lesson. Indicator(s) deals with behaviour competencies that can be measured and observed to perform the achievement of the basic compentency.That is why the indicators should employ the operational verbs. The learning objectives describe the process and learning outcomes that learners are expected to achieve with regard to the basic competencies. Teaching materials are concerned with any English materials, for example spoken texts or written texts used in the English teaching and learning process. Methods refer 'a generalized, prescribed set of classroom specifications for acccomplishing linguistic objectives' (Rrown, 2000:171). Teaching activities comprise three stages which include pre-teaching, whist-teaching, and post-teaching. English teachers may use terms: opening, main activities, and closing. In pre-teaching, English teachers deal with two issues, namely encouraging learners to learn the targetted materials and attracting them to focus on learning activities. In whilst-teaching, English teachers provide learning process to accomplish the basic competencies as reflected in indicators and learning objectives. To do so, they can use any methods which meet learners' characteristics and the nature of the materials. In this stage, English teachers may apply some methods one of which is EEC (Exploration, elaboration, and confirmation) as nationally suggested. In post-teaching, English teachers end the lesson by conducting a series of activities such as making a summary, doing assessment, conducting a reflection, giving feedback, and setting learners' homework, and the like. The next issue is assessment which refers to the procedure and the instruments of the assessment of the process and product of learning which should meet the indicators of accomplishing the basic competencies. Learning resources deal with any resources which are relevant to standard of competence, basic competencies, materials used, and formulated indicators.

The above explanation assists English teachers to develop the lesson plan. However, it should be noted that English teachers have their own autonomy to elaborate the elements of the lesson plan as the elaboration can improve learners' accomplishment of the learned target language. For example, English teachers have the autonomy to select the appropriate methods to be implemented in the main activities. The methods can be in the forms of PPP (Presentation, Practice, and Production) as quoted by Spratt et al. (2005:63), ESA (Engage, Study, Activate) as stated by Hammer (2007), Text-based learning as stated by Fees and Joyce in Richards (2005:43-44). Added to this, English teachers are free to decide the teaching media provided that the media are in line with the materials and assist learners to gain the standard competence and basic competencies.

Further, *Permendiknas* (2007:11-12) propose six principles of designing a lesson plan. The six principles are reviewed below.

(1) In developing a lesson plan, English teachers should take into account of some issues which include gender differences, prior knowledge, level of target language capability, interest, learning motivation, talent, social competence, learning styles, and the like.

(2) The English teaching and learning process should be student-centered not teacher-centered.

(3) The lesson plan should estbalish students' reading and writing habits.

(4) Feedback, remedy and enrichment should exist in the lesson plan.

(5) The lesson plan should be integrated and unified.

(6) The lesson plan should be developed by applying communication and information tehnology integratedly, systematically, and effectively with regard to contexts.

In reference to the proposed elements of a lesson plan, in practice English teachers find some problems in developing a good lesson plan. The following discusses some problems faced by English teachers.

C. Problems in Developing Lesson Plans

In developing lesson plans, English teachers of secondary school levels at least face four main problems which include (1) interpreting the standard of contents of English as reflected in standard of competence and basic competency, (2) distinguishing between indicators and learning objectives, (3) selecting methods and techniques of teaching English, and (4) selecting and developing English materials, tasks or activities. Each is reviewed below.

1. Interpreting the standard of the content of English

As a matter of a fact, it is not easy to interpret the standard of the content of English as reflected in the standard of competence and basic competency. English teachers somehow misinterpret the standard of competence and basic competence. The following presents the example of misinterpretation of SC and BC.

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5. To express the meaning of a simple short functional text and essay in the forms of descriptive and recount texts to interact with the surrounding environment.
5.2 To express the meaning of a simple short functional text accurately to interact with the surrounding environment.   *(PLPG/Gel-1-2012)*

In reference to the SC and BC, English teachers very often design their teaching and learning in the form of teaching speaking or writing because they are trapped in the issue of expressing the meanings. The following presents the example of SC and BC used at SMK which somehow makes English teachers get confused of understanding the SC and BC.

School Unit   : SMK I Depok
Subject   : English
Class/Semester   : XI/1
Standar Kompetensi: 2. To communicate with the use of English in *elementary level*
Kompetensi Dasar: 2.1 To express some intensions (*Mengungkapkan berbagai macam maksud hati*)
                                                              (PLPG/Gel-2/2011)

With regard to the above SC and KD, very often English teachers are confused of interpreting them as they are too general. To express some intensions (*Mengungkapkan berbagai macam maksud hati*) has many interpretations.

2. Distinguishing between Indicators and Learning Objectives

Very often English teachers are confused of formulating indicators and learning objectives. They somehow overlap between indicators and learning objectives. The following presents the examples of indicators and learning objectives as formulated by English teachers of junior high schools.

Indicators
Mentioning the information related to the picture orally.
Identifying physical appearance of famous people
Describing the pictures using students' word orally
Learning objective
Students are able to describe famous people.   *(PLPG/Gel-1/2012)*

In reference to the above examples, there is no clear relation between learning objectives and indicators. The first indicator is too general as the word *the picture* does not provide specific description of what picture should be described. The second indicator does not make sense as a physical appearance does not reveal being famous people. The third indicator does not perform specific pictures of famous people. The learning objective as shown in the above example is not clear enough as it can be gained through writing or speaking. In other words, the learning objective above is ambiguous in nature. Added to this, it is too general which is difficult to achieve. The following also presents the confusion of formulating indicators and learning objective as made by English teachers.

Indicators
The students are able to mention the main parts of an invitation card.
The students are able to make a sentence of invitation.
The students are able to make a letter of invitation.
Learning objective
At the end of the session, the students are able to write a letter of an invitation correctly.
(PLPG/Gel-1/2012)

With regard to the above example, the indicators comprise two elements, namely audience and behaviour. In this case, students are the audience while the verbs used refer to the behaviour. Theoretically, the indicators are commonly formulated in two forms: verb-ing or passive form. In terms of the content, the second and third indicators are not clear. For example, the second indicator stating that students are able to make a sentence of invitation seems confusing because of the use of a sentence of invitation.

Besides, English teachers often formulate the indicators in the form of an activity such as *arranging words into meaningful sentences in a short functional text* as exemplified below.

Indicators
Using vocabulary in writing announcement
Using steps of rethoric in writing short functional texts (announcement)
Arranging words into meaningful sentences in short functional texts
Writing short functional texts
Learning objective
At the end of the session, the students are able to write a short functional text announcement.   *(PLPG/Gel-1/2012)*

As previously mentioned, the term indicator is defined as a parameter of achieving the basic competencies. The indicator should be operational as it is measurable and observable. Therefore, English teachers are encouraged not to use the verbs arranging the jumbled words, answering comprehension questions, matching column A and column B, indentifying True and False questions, and the like. Those include the learning activities not indicators.

3. Selecting Methods of Teaching English

In developing lesson plans, English teachers often find difficulties in selecting the methods which are performed in main activities. In some regencies, the supervisors insist that English teachers should use the EEC methods (exploration, elaboration, and confirmation) which is nationally

disseminated. Such a method is not somehow applicable when the process of English language teaching and learning gives an emphasis on the text-based issues.

Besides, English teachers still get confused of the essence of each element of the methods. For example, English teachers choose PPP (presentation, practice, and production). When English teachers focus on teaching speaking or writing, they do not get confused of the production step as it is clear for teaching productive language skills. In teaching speaking, learners are expected to be able to produce a spoken text based on the given situation. In teaching writing, learners produce a written text with regard to the given situation. Those products do not appear in teaching receptive skills (listening and reading).

G. **LEARNING ACTIVITIES**
1. Greeting
2. Apperception
   - Have you had breakfast this morning?
   - What have you had to eat today?
   - What have you had to drink?
   - What foods do you like?
   - What foods do you dislike?
3. Main activities
   - Presentation
     - Students listen the simple conversations (1st activity) of expressing like and dislike from the loud speaker.
     - Students identify the expressions like and dislike based on the conversation with the checking list (worksheet 1).
     - Student can differentiate between in using grammatically (I like, they like, she likes, he likes...etc.)
   - Practice
     - Students get the worksheet from the teacher.(Worksheet 2)
     - Students listen to other simple conversations about expressing like and dislike of Indonesia fruits.
     - Students fill in the missing words based on the conversation about expressing like and dislike of Indonesian fruits.
   - Production
     - Students get the worksheet from the teacher.
     - Student listen the simple conversation (the 3rd activity) about *expressing like and dislike of food and drink in the Heavenly Pies Restaurant* from the loud speaker/MP3.
     - Student can answer the questions based on the conversation about *expressing like and dislike of food and drink in the Heavenly Pies Restaurant* from the loud speaker. *(PLPG/Gel-1/2012)*
4. CLOSING
   - Summarizing.
   - Teacher ask to students watch and listen on the TV to find out expressing like and dislike.
   - Leave taking

The other problem deals with the application of genre-based methods that consist of four stages, namely BKOF, MOT, JCOT and ICOT. English teachers of vocational high schools find difficulties of applying those stages as such a method is not commonly used by English teachers of vocational high schools. The following presents the example of the use of the genre-based technique involving four stages of teaching as written in main activities.

a. Opening Activites
- Greeting, Calling the roll, Preparing the students to start the class
- Informing the learning objectives and the scope of the lesson

b. Main Activities
- BKOF(Building Knowledge of Field)
- Showing pictures of greeting and introducing someone
- Asking students about some expressions of greeting and introducing

Example :
(1) Do you know what picture is it?
(2) Do you know what do you say if you want to introduce someone?
(3) What do you say if you want to greet someone
(4) What do you say if you meet unknown people?
- MOT (Modelling and deconstructing the text)
- Guided by teacher students identify some expressions of greeting and introduction based on the text.
- The students and the teacher discuss some expressions of greeting and introduction
For example : Hello / Hi, Good morning, good afternoon, What is your name , Let me introduce my self, Nice to meet you, How are you
- Guided by the teacher students identify some responses of greeting and introduction
For example : I am fine/ very well, good thank you, ok/ Not bad/ fine, Nice to meet you too.
- JCOT(Joint Construction of text)
Practicing dialogue about greeting and introduction
In small group based on the situation given by the teacher
- ICOT (Independent Construction of Text)
Introducing her/him self-front of the class in spoken presentation

c. Closing Activities
- Together with the students, the teacher summarizing the lesson
- Motivating the students to keep learning and practicing their English
- The teacher says good bye.   (PLPG/Gel-1/2012)

Referring to the above example, the English teacher makes some mistakes in developing the activities used in every stage of the text-based learning. He does not perform clear activities of each stage. For example, in the stage of ICOT, he olny writes one activity, namely asking students to introduce himself/herself in a front of the class.

4. Selecting and Developing English Materials

The lesson plan should include the English materials which are manifested in the form of tasks or activities. Theoretically, tasks refer to a piece of classroom work which students do in order that they can comprehend, manipulate, or interact in the target language (Nunan in Willis and Willis, 2007:12). The tasks should focus on meaning rather than on form. Added to this, the tasks should not only consist of a single task but a sequence of tasks which are related one another refering to the basic competencies.

In relation to developing tasks, English teachers find difficulties to select and develop English materials as reflected in the tasks or activities which meet students' backgrounds. English teachers often use English materials which are not somehow contextual in nature. Added to this, the English materials are not meaningful for students. The following presents the examples of the two issues.

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Greeting and introducing

1.  Teacher : Hi, Shanti my name is Rico.
    Student : Hello I'm Shanti.
    Teacher : Nice to meet you Shanti.
    Student : Nice to meet you too.

2.  Teacher : Hi, my name is Butet.
    Student : Hello, Butet Iam Tigor.
    Teacher  Nice to see you too.
    Student : Nice to see you too.

3.  Teacher : Hi, Andy how are you?
    Student : Fine, thanks and you ?
    Teacher : Not bad thanks.
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In reference to the above English materials, English teachers do not include the context of situations of the dialogues. In addition, the use of language by the participants does not meet the role of each participant. For example, the language used in dialogue 2 does not exist in both target culture and local culture. Look at the other example below.

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A: What day is it today?
B: It's Monday.
A: Oh, it's Susan's birthday today.
B: Really? Does she like chocolates?
A: Yes, why?
B: Because I want to buy her a present.
A: When's your birthday?
B: It's in . . . . . .
A: And when's your mother's birthday?
B: It's in . . . . . .
```

The above dialog shows the example of the decontextualization of a task as the English teacher does not provide the context of the dialogue. The use of Speaker A and B does not give the information of the speakers' background and their roles which determine the use of language. Added to this, the content of the dialog does not represent the daily conversation that exists in the target language and the first language.

Besides, English teachers also find difficulties in selecting or developing tasks of listening and reading which are written on the lesson plan. They tend to select and develop reading and listening tasks in the forms of testing practices. They give texts (spoken and written) and then ask students to answer the comprehension questions. In other words, they rarely drive students to use the micro-skills of listening and reading as reflected in the listening or reading tasks. The followng presents the example of a reading task.

Dengue Fever

Dengue fever, also called ***Breakbone Fever, or Dandy Fever,*** is acute, infectious, <u>mosquito-</u><u>borne</u> hemorrhagic fever that temporarily is **completely** incapacitating but is **rarely** fatal. Besides fever, the disease is characterized by an extreme pain in and stiffness of the joints (hence the name "break-bone fever"). Dengue is caused by a virus and may occur in any country where the carrier mosquitoes breed.

The carrier incriminated throughout most endemic areas is the yellow-fever mosquito, *Aedes* *aegypti.* The Asian tiger mosquito, *A. albopictus,* is another prominent carrier of the virus. A mosquito becomes infected only if it bites an infected individual (humans and perhaps also certain species of monkey) during the first three days of the victim's illness. It then requires 8 to 11 days to incubate the virus before the disease can be transmitted to another individual. Thereafter, the mosquito remains infected for life. The virus is injected into the skin of the victim in minute droplets of saliva. The spread of dengue is especially unpredictable because there are four serotypes of dengue virus. Infection with one type—though it confers lifetime immunity from re-infection with that type of dengue—does not prevent an individual from being infected by the other three types.

Diagnosis is made on clinical findings, namely, sudden onset, moderately high fever, excruciating joint pains, intense pain behind the eyes, a second rise in temperature after brief remission, and particularly the type of rash and decided reduction in neutrophilic white blood cells. There is no specific therapy; therefore attention is focused on relieving the symptoms. Temporary preventive measures must be taken to segregate suspected as well as diagnosed cases during their first three days of illness and, by screens and repellents, to keep mosquitoes from biting more people.

The potentially fatal fever is prevalent in parts of Asia, and in the late 20th century it spread to areas of South and Central America and to Cuba, Puerto Rico, and other nearby islands. Fundamental in the control of the disease is the destruction of mosquitoes and their breeding places.

Read the text for 20 minutes and write down your answers to questions 1 – 11.
1. Can dengue fever cause death?
2. What are the symptoms of the disease?
3. What animal brings the disease to people?
4. At what kind of places may the disease happen?
5. What species of mosquitoes carry the virus?
6. How can the mosquitoes become the disease carrier?
7. How long does the virus incubate?
8. How many kinds of dengue viruses are there?
9. Why can somebody be infected again after he has recovered from the disease?
10. How to cure the disease when someone is infected?
11. What activities are suggested to prevent the spread of the disease?

English teachers of secondary school levels also find difficulty in developing or selecting writing tasks. Some of them avoid teaching writing as it is difficult to teach. Added to this, the writing tasks written in the lesson plan do not belong to one domain. For example, English teachers deal with describing people which is presented in the modelling stage. Then, the writing task used in the BKOF is concerned with describing place while in the ICOT the writing task is about describing an animal. Those types of writing tasks are not the same area which make students fail to complete the tasks.
Task 1. Study the following text.

Mount Rushmore is located in south Dacota USA. It is a huge carving that shows the faces of four famous American Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Gutzon Borglum started the construction in 1927 and it was not completed until shortly after he died 1941.

Task 2. Now please describe one of the following pictures.
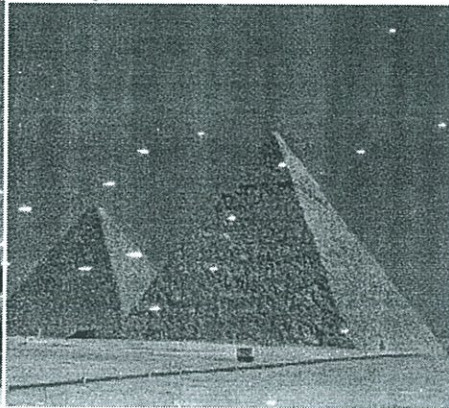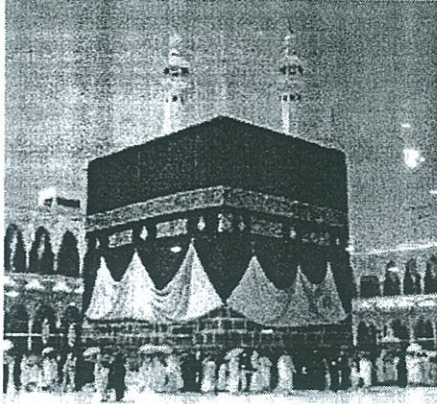
Task 3. Now describe one of the animals that you like.

D. Possible Solutions of the Problems

In reference to the four problems above, some solutions to figure out the problems are made. Firts, it is evident that English teachers get confused of interpreting the nature of the standard of competence and basic competencies. To deal with this problem, English teachers should be familiar with key words of teaching macro-language skills that consist of four language skills which include listening, speaking, reading, and writing. The key word of teaching listening is responding to spoken texts or making sense of spoken texts. The keyword of teaching speaking is expressing ideas, meanings, and the like in the form of spoken. The key word of teaching reading is making sense of written texts. In teaching writing, the key word is expressing ideas, feeling, and the like in the form of written texts.

Second, it is the fact that English teachers of secondry schoo! levels face problems in identifying between indicators and learning objectives. The term *indicator* is defined as behavioural competencies that can be measured and observed to perform the achievement of the basic competencies. This implies that the indicators are the parameters of achieving the basic competencies. To do so, English teachers should employ the operational verbs which mean that they can be observed and measured. The verbs *understand* and *comprehend* are not observable and measurable. On the other hand, learning objectives describe the process and learning outcomes that learners are expected to achieve with regard to the basic competencies.

Referring to the explanation above, indicators are written in the form of gerund or passive voice as indicators serve as the parameters of accomplishing basic competencies. Different from indicators, the learning objectives consist of four elements, namely audience (A), behaviour (B), condition (C), and degree (D) as learning objectives are concerned with process and learning outcomes. Audience refers to the agent of learning in this case students. Behaviour means what the English teachers expect from the students through the lesson. Condition deals with the learning activities designed by the English teachers. Degree refers to the manner of achieving what the English teachers expect. Look at the following examples.

School Unit	: SMA
Subject	: English
Class/Semester	: X/I
Language Skill Focus	: Reading
Genre	: *Narrative*
Time Allocation	: 2 x 45 minutes

Standard of Competence:

5. To understand the meaning of simple essay written text in the form of narrative which is used in the contexts of daily lives and to access related knowledge.

Basic Competency:
5.2 To respond to the meanings and rethoric organization in the form of essay written texts accurately, fluently, and acceptably in the dailly life contexts and to access the related knowledge in the form of narrative texts.

Indicators
1. Identifying the organization of the *narrative texts*
2. Identifying the linguistic features used in the narrative texts
3. Identifying the structure of narative texts which include specific events, characters and characterization, and setting of the *narrative texts*
4. Analyzing *cohesive devices* used in the learned narrative texts
5. Analyzing the social functions of the learned *narrative texts*
6. Analyzing the moral values of the learned narrative texts

Learning objectives
After the *narrative texts* taken from some resources (internet, books, magazine, etc), students are able to:
1. identify the organization of the *narrative texts* correctly,
2. identify the linguistic features used in the narrative texts accurately,

3. identify the structure of narative texts which include specific events, characters and characterization, and setting of the *narrative texts* accurately,
4. analyze *cohesive devices* used in the learned narrative texts correctly,
5. analyze the social functions of the learned *narrative texts* accurately, and
6. analyze the moral values of the learned narrative texts accurately.

Third, English teachers have a problem in selecting the methods which are written in main activities. To figure out the problem, they may apply any method which meets students' characteristics. The methods can be EEC, Text-based learning, PPP, ESA, or the other methods. The important issue here is that English teachers have to comprehensively understand each stage of the methods. The following presents the essence of EEC.

No.	Stages	Details
1.	Exploration	(1) Involving students to get information from different resourses about the materials or topics that are going to be learned. (2) Utilizing various approaches, media, and learning resources. (3) Facilitating the interaction between students and teacher, students and students, students and environment, students and learning materials. (4) Involving students actively in discussing the examples of texts being learned.
2.	Elaboration	(1) Habituating students to respond to and to produce written and spoken texts meaningfully and contextually. (2) Facilitating students to practise the target language via the utilization of some techniques of teaching (3) Giving opportunities to students to actively involved in the process of English teaching and learning. (4) Facilitating students to be actively involved in cooperative and collaborative learning (5) Establishing students to be competitive to improve students' English proficieny. (6) Facilitating students to do the tasks in group or individual mode. (7) Assissting students to perform their English proficiency (8) Assissting students to display their works. (9) Facilitating students to establish their own self-confidence and self-esteem.
3.	Confirmation	(1) Giving students feedback or reinforcement with the use of verbal or non-verbal language (2) Confering a confirmation of the results of exploration and elaboration (3) Asssissting students to a reflection of their learning (4) Facilitating students to get meaningful learning

No.	Stages	Details
		experience to achieve basic competencies

<div align="center">(Permendiknas, 2007: 15-16)</div>

In reference to the explanation of EEC above, English teachers may modify the activities that exist in each stage of EEC as the method is nationally encouraged to be applied for any subjects including English subject although to some extent it does not meet the nature of the English subject. In relation to this statement, the following exemplifies the use of Text-based learning.

No.	Stages	Details
1.	Building Knowledge of the Field	(1) Students are introduced to the social context of an authentic model of the text type being learned. (2) English teachers and students explore features of the geral cultural context of the text selected. (3) English teachers and students explore the immediate context of a situation by looking at the register of a model text.
2.	Modelling of the Text	(1) Students search out the structural patterns and language features of the model text. (2) Students compare the model with other texts of the same or constrasting type.
3.	Joint Construction of the Text	(1) Students begin to contribute to the construction of whole examples of the text type. (2) The teacher gradually reduces the contribution to the text construction as the students move closer to being able to control text-type independently.
4.	Independent Construction of the Text	(1) Students work independently with text. (2) Student performances are employed for achievement assessment.

<div align="center">(Richards, 2005: 43-44)</div>

Besides, English teachers may select the PPP cycle as described below.

No.	Stages	Details
1.	Presentation	(1) Teacher presents the new grammar stucture as reflected in the form of a conversation or short text. (2) Teacher explains the new structure and check students' comprehension of the text.
2.	Practice	Students practise using the new structure in controlled context via drills or substitution exercises.
3.	Production	Students practise using the new structure in different contexts often using their own content or information , in order to develop fluency with the new pattern.

<div align="center">(Richards, 2005: 7-8</div>

English teachers may also select ESA (Engage, Study, and Activate). Theoretically, each phase of the ESA method should not be in order. This means that English teachers may start with Study followed by Engage and Activate (Hammers, 2007). However, it seems to be easier to sequence the phases with the use of the order *Engage, Study,* and *Activate* (Robertson and Acklam, 2000: 2). *Engage* refers to attracting students to be actively involved in the English materials being learned. In the phase, English teachers may use real media to drive students to learn the target language. *Study* deals with providing students with systematic and meaninful English materials and drive students to carefully search out the linguistic and non-linguistic elements of targetted texts. In this phase, English teachers may link the previous English materials to the new ones. The last phase is *Activate* which gives students chances to practise and produce the target language. In this phase, the students are given tasks to deal with writing and/or speaking activities which demand students to employ not only the language which is studied on that day, but also other language that they have learnt (Robertson and Acklam, 2000: 2).

Fourth, English teachers to some extent have a problem in selecting or developing English materials or tasks written on the lesson plans. To cope with the problem, English teachers should refer to the principles of selecting or developing materials which include the following issues. Richards and Rogers in Nunan (1991:213) offer three principles as reviewed below.

(1) Materials should be focussed on communicative abilities of interpretation, expression, and negotiation.
(2) Materials should be directed on understandable, relevant, and interesting exchanges of information rather than the presentation of grammatical forms.
(3) Materials should consist of various kinds of texts and different kinds of media enabling students to develop their competence with the use of a variety of different activities or tasks.

With regard to the three principles above, the writer proposes some practical principles that English teachers should take into account in developing or selecting materials.

(1) Materials should be contextual in nature. To do so, English teachers should provide the context of a situation of any texts being learned.
(2) The authentic materials should be used to minimize the decontextualization.
(3) Materials should be meaningful.
(4) Materials should meet their novelty.
(5) Materials should be graded and sequenced.
(6) Materials should be based on the local culture and target culture.
(7) Materials should meet students' differences and social cultural backgrounds.

E. Final Remarks

In reference to the discussion above, some final remarks are made. First, English teachers of secondary school levels should refer the standard of content and the standard of process as advocated by the minister of the national educational via *Permendiknas No. 41 Tahun 2007.* This can be used to figure out the possible problems in developing lesson palans. Second, indicators and learning objectives are different. The most distinctive feature of thems is that learning objective consists of four elements which include ABCD (Audience, Behaviour, Condition, and Degree). Third, English teachers of secondary school levels are eligible to select any methods provided that use of the methods meet the students' characteristics. The methods can be PPP (Presentation, Practice, Production), ESA (Engage, Study, Activate), EEC (Exploration, Elaboration, Confirmation), Genre-Based learning (BKOF, MOT, JCOT, and ICOT), and the like. Fourth, English teachers have to highlight that the selected or developed English materials should meet the principles which include novelty, contextuality, authenticity, meaningfulness, appropriateness, and acceptability.

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