

CREATIVE TEACHING MODEL: AN ALTERNATIVE SOLUTION TO TEACHERS' PROBLEM IN PREPARING LESSON PLANS

Jonner Simarmata

English Educator of Batanghari University of Jambi
jonnersimarmata@yahoo.co.id

Abstract

One of the crucial and classical problems faced by English teachers in Indonesia is lesson planning. For several past decades, many models of teaching have been introduced. Even, in line with the implementation of K'13, a teaching model is also introduced to English teachers. However, based on my observations, out of the many teaching models, none has been satisfactory to teachers. Usually, teachers' confusion emerges every time a new model is introduced. As a result, students' English learning outcomes are unsatisfactory as well. Through this paper, I would like to propose a simple model, which, in this paper, is called a Creative Teaching Model, which, I think, can be an alternative solution to teachers' problem in preparing a lesson. I believe that this model can bring about optimum teaching success due to the simplicity and effectiveness of this teaching model. For this, I have several reasons. First, this model applies simple procedure. Only within six steps, teachers can create not only effective teaching material but also effective teaching and learning strategies. Besides, this model accommodates all learning theories and language theories. Second, with this model, teachers can be as maximally creative as possible. Besides, PAIKEM principles can be incorporated into this model. Hence, the learning outcomes are maximal as well. Third, every step in this model is easy, practical, and simple enough to formulate. So, in preparing a lesson plan, teachers do not need to spend much energy and time. Also, preparing a lesson is no longer a burden to teachers. Last but not least, this teaching model can be used for one or more sessions of class, depending on the situation and needs. The steps in the teaching model are as follows: 1. formulating Learning Objective, 2. selecting Motivating strategies, 3. selecting Presentation Strategies, 4. developing Skill Practices, 5. Selecting Summing-up strategies, and 6. selecting Assessment. This teaching model has been successfully implemented in one of the biggest language schools in Indonesia.

Keywords: Teaching Model, Lesson Plan

I. INTRODUCTION

I.1 Background

Lesson planning is a significant part of teaching-learning process. With a Lesson Plan at hand, a teacher may be given some benefits such as monitoring teaching progress, doing some reflection of what had happened in the classroom, etc. In short, a teacher can be more successful if s/he has a lesson plan. Based on my observation, many English teachers do not make lesson plans. Somehow, there are a few teachers who do have lesson plans but do not apply it in the classroom. So far, there have been many lesson plans models introduced to teachers - ranging from PPSI model, KBK model, KTSP model, to K'13 model. However, none has been satisfactory to them due to some constraints. Even, what has happened to teachers are confusion. Many teachers become confused with the so many model to follow.

I.2 The Purpose of Writing this Paper

This paper aims at: a) explaining why many English teachers are reluctant to make and/or apply lesson plan, b) explaining what difficulties faced by many English teachers in planning English lesson, c) proposing a format of lesson plan as one of the solutions to teachers problem in planning English lesson.

II. BRIEF REVIEW OF RELATED THEORIES

2.1 Theories of Language Learning

There are four major theories of language acquisition and language learning which many psycholinguists and applied linguists are familiar with, namely: behaviorism, cognitivism, humanism, and constructivism. There are two kinds of behaviorism; they are classical behaviorism (originated from Pavlov experiment) and neo-behaviorism (developed by Skinner). Classical behaviorists believe that by the process of conditioning we can build a set of stimulus-response connections. On the contrary, neo-behaviorist Skinner criticizes that Pavlov's conditioning theory was a typical form of learning utilized by animals and only slightly applicable to account for human learning. Thus, he creates a new model called operant conditioning. Within this model, the importance of stimuli is de-emphasized. More emphasis, however, is on the consequence of the stimuli. So, reinforcement is the key element.

Cognitive psychologists, like Noam Chomsky, argue that language use is not imitated behavior, but is created. Sentences are not learned by imitation and repetition, but generated from the learner's underlying competence. Cognitivism focuses on the inner mental activities such as thinking, memorizing, knowing, and problem solving. Knowledge can be seen as schema and learning is a change of learner's schemata. So, learning is considered as an active, constructive, cumulative, and self-directed process that is dependent on the mental of learner's activities.

In humanistic view, human being is a whole person who not only has physic and cognition, but, more importantly, also has feeling and emotion. Learning, therefore, focuses on the development of individual self-concept and his personal sense of reality. Humanistic principles have important implication for education. According to this approach, the focus of education is learning, not teaching.

Constructivism is a philosophy of learning founded on the premises that, by reflecting on our experiences, we construct our own understanding the world.

2.2 Communicative Language Teaching

In the past, influenced by behaviorist psychology and structuralist-linguistics, EFL/ESL teachers describe communication in terms of four skills: listening, speaking, reading and writing. These skill categories were widely accepted and provided a ready-made framework for methods manual, learner course material, and teachers education program. Listening and speaking were collectively describes as active skills, and reading and writing as passive skills. However, today, communicative language teaching (CLT) has been put forth around the world as the innovative way to teach English as a foreign/second language. Communicative Competence (CC) is the goal of teaching based on this method (Savignon in Celce-Murcia, 2001). Even, Indonesian government, through KBK, KTSP and now K'13, has put communicative competence as the ultimate goal of teaching English.

2.2.1 What is CLT

CLT is seen as an approach instead of a method. CLT is regarded more as an approach since its aims are a) to make CC the goal of language teaching, and b) to develop procedures of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986). CLT deals more with assumptions about language and language learning.

2.2.2 Basic Assumptions about Language in CLT

Richards and Rodgers (1986) propose, at least, four basic assumptions about language in CLT, namely: a) language is a system for the expression of meaning, b) the primary function of language is for interaction and communication, c) the structure of language reflects its functional and communicative uses, d) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. The implications of these four assumptions to the language teaching is in making decisions on a) what aspects of the language should be taught, b) how language should be presented in class, and c) how language competence should be evaluated.

2.2.3 Basic Assumptions about Language Learning in CLT

The basic assumptions about language learning in CLT are as follows: a) activities that involve real communication promote learning, b) activities in which language is used for carrying out meaningful task promote learning. This assumptions imply that a) students will learn optimally when they communicate in the target language, b) the role of teacher is to be teaching communication via language, not language via communication, c) communication should be meaningful, but interaction in carrying out meaningful tasks are not always necessarily meaningful. So, language teacher should create situations in which information gaps exist among learners.

2.2.4 Model of Communicative Competence

Communication can mean giving or sharing information and/or ideas. Communication can also mean talking together, discussing, consulting and telling. In other words, communication is also defined as negotiation of meaning. Equally, communication is interactions with other people. People don't just utter words without any purpose. People communicate for some reasons such as a) wanting to express what they think and finding out what other people think, b) wanting to express what they feel and finding out what others feel, c) wanting to give opinions, d) needing to apologize or forgive, or e) just wanting to be sociable, etc. To be able to communicate effectively, one needs other several competence, which collectively is called Communicative Competence (CC). Savignon (1983) in Celce-Murcia (2001) says that CC consists of a) grammatical competence, b) discourse competence, c) sociocultural competence, and d) strategic competence. *Grammatical competence* refers to sentence-level grammatical forms, the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to make use of these features to interpret and form words and sentences. *Discourse competence* is concerned not with isolated words or phrases but with the interconnectedness (coherence and cohesion) of a series of utterances and written words or phrases to form a text (such as a poem, an e-mail message, a telephone conversation, etc). *Sociocultural competence* deals with the ability to understand the social context in which the language is used - the role of

the participants, the information they share, and the function of the interaction. *Strategic competence* is the ability to use coping strategies in unfamiliar context due to imperfect knowledge of rules or limiting factors in their application such as fatigue or distraction.

2.3 Principles of Teaching Language for Communication

The basic purpose of learning a language is for communication. Even, in the curriculum, it is said that the main goal of learning English in Indonesia is to enable students to use the foreign language for international communication. Keith Morrow distinguishes five principles of teaching a language for communication. a) *Know what you are doing*. This principle means that the focus of every lesson is to do something in English. For example, a teacher should know the purpose of an activity or a game he is letting students do. A classroom activity is not just for fun or spending time. If he wants his students to practice asking *Yes/No question*, he could make his students do that proficiently by applying a game of *Twenty Questions*. b) *The whole is more than the sum of its parts*. Language is just like music. Experiencing a beautiful selection of music is more than hearing the separate notes by itself. Listening to the individual notes without the rhythm and pauses is quite different from listening to a song. In language, the case is the same. A person does not only utter words and sentences (which is the linguistic aspects only) but should also consider sociolinguistics aspects, know the discourse strategy. In teaching simple present tense, for instance, the teacher should not only give the form of the tense but also explain the usage. c) *The processes are as important as the forms*. This principle means communication is a process. Hence, a teacher should not only teach the rules of the language but also create the process of the teaching in a communicative framework. d) *To learn it, do it*. This principle means that learning a language is just like learning to drive a car. Hence, the more one practices, the more proficient one becomes. As such, a teacher should provide the students with a lot of practices. e) *Mistakes are not always mistake*. During the process of learning, it is normal for students to make mistakes. So, grammar or pronunciation mistakes, for example, should be tolerated. The most important thing is to get the message across.

2.4 Teaching Model

Teaching model is the systematic procedure of delivering a lesson to students in the classroom. Likewise, teaching model deals with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered. According to Glaser, teaching model is an instructional system that includes four elements, namely: instructional objective, entering behavior, instructional procedure, and performance assessment.

Instructional Objectives are the goals the students should attain upon completion of a segment of instruction. Similarly, instructional objectives are the end product of instruction in terms of observable performance. The way to determine whether or not a student has learned something is to observe the outcome of his behavior. The outcome has been conventionally referred to as behavioral objective.

Entering behaviors describe the students' present level of knowledge before the instruction begins. It refers to what they are going to learn. It also illustrates students' intellectual ability and development, motivational state, and certain social and cultural aspect of their learning ability.

Instructional procedure describes the teaching process. Most decisions a teacher makes are on these procedures. Proper management of this part result in those changes in students behavior which is called learning achievement. Procedure must vary depending on the instructional objective.

Performance assessment is the process of measuring the students' auxiliary and terminal performance during and at the end of instruction. Auxiliary performance are behaviors which must be acquired at the lower level of a learning structure before the terminal objectives are acquired at the higher level. Performance assessment consists of test and observation used to determine how well the students have achieved the instructional objectives.

Teaching model should become the guide to lesson planning.

2.6 Lesson Planning

2.6.1 Definition of Lesson Plan

Linda Jensen in Celce-Murcia (Ed., 2001) says that a lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting teaching philosophy, student population, textbooks, and teaching goals. Quoting Ur (1996), she, further, says that a lesson plan can be described with many metaphor such as road map, blueprint, or game plan. Whatever the analogy is, a lesson plan is essential for novice teacher and convenient for experienced teachers. Harmer (2007) says that planning a lesson is not the same as scripting a lesson. Lessons are not plays where students and their teachers have to remember and reproduce words in a pre-ordained sequence. His better metaphor for this is jazz music - where from an original chord sequence players improvise their own melodies, inventing their own twist and turns, not western classical music- where all the notes have to be played exactly as they are written. Furthermore,

Harmer says that classroom are dynamic environments and a lesson is an interactive event in which people react with each other and with the language.

2.6.2 Why Teachers Should Plan?

There are several reasons for a teacher to plan a lesson, namely:

- a. Teaching-Learning is a complex process. It involves many components or elements. According to Harmer (2007), teaching-learning process comprises six elements. They are 1) *teachers*, 2) *learners*, 3) *materials*, 4) *methods*, 5) *objectives*, and 6) *environment*.
- b. Teaching with lesson plan is likely more successful.
- c. Good and effective teachers are those who think carefully about what they are going to do in their class and plan how they are going to organize the teaching and learning process. Therefore, they should make a lesson plan before they start a lesson.

2.6.2 Principles of Writing Lesson Plan

There are three basic principles of lesson planning (Linda Jensen in Celci-Murcia, 2001; Harmer, 2007). The three principles are as follows:

a. Coherence

A good lesson plan has a sense of coherence and flow. This means that a lesson hangs together and is not just a sequence of discrete activities.

b. Variety

A teacher should provide a variety of different activities and if possible a wide selection of materials for students so that they are constantly interested to participate in the activities as well as stimulated to know more.

c. Flexibility

A teacher should be flexible in applying the plan s/he already prepared for the class. For some reasons, sometimes, a particular activity does not fit the class situation on a certain day. In such a situation, a flexible teacher should be able to change the activity. In other words, s/he has to be adaptable.

Good lesson planning is the art of mixing techniques, activities, and materials in such a way that an ideal balance is created for the class.

2.6.3 The Format of Lesson Plan

Teaching Models should be the guide of writing a lesson plan. In general, lesson plan has many different formats. However, Linda Jensen describes three stages of lesson plan: a beginning, a middle, and an end. In the beginning is usually the brief description of the class and students, for example, the name of the course and the level, the background of the students, the date, the week as well as the day of the course, competencies and standard, grammatical structure and vocabulary to be introduced in the class, etc. In the middle components are teaching procedures or activities (which usually begins with warm-up activities followed by presentation and practices), time management, and seating arrangement. In the final section is the summary and the evaluation. Below is the format of lesson plan illustrating the teaching model that is widely used by teachers and advocated in 2013 curriculum (K13).

Format in Bahasa Indonesia	Format in English
I. Kompetensi Inti	I. Core Competence
II. Kompetensi Dasar	II. Basic competence
III. Indikator	III. Indicators
Spiritual	Spiritual
Sosial	Social
Pengetahuan	Knowledge
Keterampilan	Skill
IV. Tujuan Pembelajaran	IV. Lesson Objectives
Spiritual	Spiritual
Sosial	Social
Pengetahuan	Knowledge
Keterampilan	Skill
V. Materi Pembelajaran	V. Materials
VI. Sumber Belajar dan Media	VI. Learning Resources & Media
VII. Metode Pembelajaran	VII. Teaching Methods
Pendekatan	Approach
Metode	Method
Teknik	Techniques
VIII. Teaching Procedure	VIII. Teaching Procedures
A. Beginning Activities	A. Beginning Activities

B. Core Activities Mengamati Menanya Menalar Mencoba Mengkomunikasikan C. Penutup IX. Evluasi	B. Core Activities Observing Questioning Reasoning Experimenting Communicating C. Closing IX. Evaluation
--	---

III. DISCUSSION

3.1 Why Many EFL Teachers are Reluctant to Make/Use Lesson Plan

Based on my observation, EFL teachers in Jambi can be identified into three groups in response to lesson planning. They are group A, Group B, and group C. In group A are those who write LP but don't use it in the classroom. Unfortunately, the majority of the teachers belong to this group. The reason is that they think that LP is only administrative matter. So, they just keep the LP clean. Tragically, the LP that they keep is just the copy-paste from other teacher. So, frequently, the content of the LP is not consistent with teaching process taking place. In group B are those who don't make lesson plan. Sadly, I also observed that some teachers don't make lesson plan. Their reason is that to succeed teaching is only to master the teaching material only. Teaching technique or strategies may come out during the process of the teaching. This is because they have had a lot of experiences of teaching so they think that the idea would be coming out instantly. Besides, to them teaching is already a routine. While group C belongs to those who write LP and use it in the classroom. Only a few teachers belongs to this group.

3.2 Difficulties in Making a Lesson Plan

Based on my observation, there are two main problems faced by EFL teachers in Jambi City when making a lesson plan, namely:

a. Formulating Objective

In the curriculum, it is said that the main goal of EFL teaching to Indonesian students is to enable the students to communicate in the target language. In other words, communicative competence is the goal of the teaching. However, most of the objective formulation that I see in the teachers' lesson plan are to explain, describe, even analyze the language aspects such as grammar. Let's take a look at the following samples (in Bahasa Indonesia).

a) *"Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan secara tepat"*.

b) *"Setelah memahami dan mendiskusikan teks interpersonal lisan dan tulis, peserta didik dapat menyusun teks lisan dan tulis untuk menyebutkan nama bangunan publik yang dekat dengan kehidupan peserta sehari-hari, dengan unsur kebahasaan yang benar dan sesuai konteks secara baik"*.

From sample (a), it is seen that the teacher focuses on the understanding of the students about the language aspect, namely social function, text structure, and linguistic components. In other words, what the teacher wants the learners to learn is not communicative competence. However, in sample (b), we can see that the teacher wants the students to gain communicative competence i.e 'menyusun text' (arranging a text). From these two samples, we can also understand that there is a separation of of teaching language construction from communicative competence.

b. Sequencing the activities

As far as I examine, there are two types of teaching model practiced so far. The first type is the teaching model with three stages, namely: exploration, elaboration, and expansion. This type is suggested by the 2006 curriculum or the KTSP. The second types is the model with the 5-M steps as suggested in the 2013 curriculum. However, very often, I found that most of the classroom activities are not in sequence. In other words, the classroom activities are not connected to one another.

3.3 Solution to the Problem

As a solution to the problem, I'd like to propose a teaching model which I call *Creative Teaching Model* that can be used as a guide to making a lesson plan. This model is based on Glaser model with some modification. As a matter of fact, this model has already successfully applied by a prominent language school in Indonesia. The model is as follows:

- | |
|---|
| 1. Lesson Objective
a. Terminal Objective
b. Enabling Objective |
|---|

2. Motivating Strategies
3. Presentation Strategies
4. Skill Practice
5. Summing-Up
6. Assessment

Lesson objective is the goal that a student should attain upon the completion of the lesson. Robert F. Mager said that the characteristic of a useful objective is performance which is what the learner is able to do. The lesson objective consists of terminal objective and enabling objective. Terminal objective means the objective that the students have to achieve in the higher level of the lesson. The enabling objective is the micro skill that the students have to master before the terminal objective is achieved. Motivating Strategies describes the present status of students' knowledge and skill in reference to a future status that the teacher wants the student attain. Motivation is very important to begin a teaching-learning process. It has functions 1) to direct student attention to the lesson at hand, 2) to assess how much students already know about the lesson, 3) to arouse the learner interest, 4) to make the learner feel involved in the teaching-learning process. Presentation strategies is the stage when the teacher conveys the lesson objective to the students and explain about the lesson. The Skill Practice is the stage in which students are given time to practice what has been presented in the previous stage. It is suggested that a teacher be able to estimate that all activities in the skill practice can be covered within the time allotted. Summing-up is the time for the teacher to sum-up or overview what has been presented. It is drawing the conclusion of the lesson. Assessment is the short-term assessment that function to evaluate whether or not students has achieved the lesson objective. According to Douglas H. Brown, a teacher should determine short-term and long-term assessment.

IV. Conclusion and Suggestion

After the explanation above it can be concluded that:

- a. Many teaching models have been introduced to English teachers but none has been satisfactory to teachers due to the complexity of the model.
- b. Hence, in response to the complexity of the teaching model, many teachers are reluctant to write or use lesson plan in the teaching-learning process. As a result, many teachers enter the class without adequate preparation. Consequently, teaching is far from success.

Hence, it is suggested that decision makers think over about the lesson format available today.

References

- Arends, Richard I., 2012, *Learning to Teach*, (Sixth Edition), McGraw-Hill, New York.
- Brown, H. Douglas, 2007, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Edisi Kelima), (Terjemahan), Pearson Education, Inc.
- Cameron, Lynne, 2001, *Teaching Languages to Young Learners*, Cambridge University Press, UK.
- Celce-Murcia, Marianne (Ed.), 2001, *Teaching English as a Second or Foreign Language* (Third Edition), Heinle & Heinle, USA.
- Departemen Pendidikan Nasional, Direktorat Pendidikan Dasar dan Menengah, Direktorat Pendidikan Lanjutan Pertama, 2004, *Materi Pelatihan terintegrasi: Bahasa Inggris*, Buku 1, Jakarta.
- DePotter, Bobbi, et.al, 2000, *Quantum Teaching: Mempraktekkan Quantum Learning di ruang-ruang Kelas*, (Translation), PT Mizan Pustaka, Bandung.
- Direktorat Pembinaan Akademik dan Kemahasiswaan, Direktorat Pendidikan Tinggi, Departemen Pendidikan Nasional, 2005, *Tanya Jawab Seputar Pengembangan Materi dan Pembelajaran di Perguruan Tinggi*, Jakarta.
- Doff, Andrian, 1988, *Teach English, A training course for teachers (Trainer's Handbook)*, Cambridge university Press, Great Britain.
- Good, Thomas L., and Brophy, Jere E., 1984, *Looking into Classrooms*, (Third Edition), Harper and row, publisher, Inc., New York.
- Harmer, Jeremy, 2007, *The Practice of English Language Teaching* (Fourth Edition), Pearson-Longman, London.
- Karli, Hilda, Dra., MPd. And Yuliaritningsih, Margaretha Sri, Dra., MPd., 2002, *Implementasi Kurikulum Berbasis kompetensi: Model-model Pembelajaran*, (Volume 1 and 2), Penerbit Bina Media Informasi, Bandung.
- Konsorsium Sertifikasi Guru, 2013, *Bahasa Inggris: English Language Teaching and Learning: Theory and Practice* (Modul PLPG).
- Konsorsium Sertifikasi Guru, 2013, *Konsep dan Implementasi Kurikulum 2013* (Modul PLPG).

- Richey, Rita C., et.al., 2011, *The Instructional Design Knowledge Base: Theory, Research, and Practice*, Routledge, New York and London.
- Setiyadi, Ag. Bambang, 2006, *Teaching English as a Foreign Language*, Penerbit graha Ilmu, Yogyakarta.
- Tjokrosujoso, Harsono, Drs and Fachrurazy, Drs., MA, 1997, *Pengembangan Materi Bahasa Inggris SMU*, Universitas terbuka, Jakarta.
- Tomlinson, Brian (Ed.), 2003, *Developing Material for Language Teaching*, Continuum, London and New York.