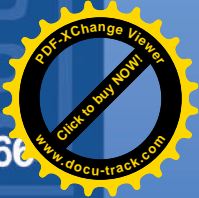


THE ASSOCIATION OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE
IN INDONESIA

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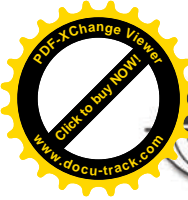
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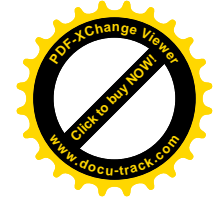


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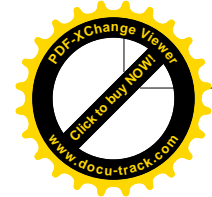
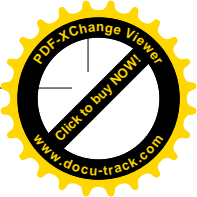
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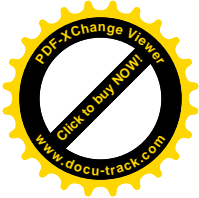
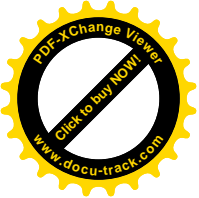
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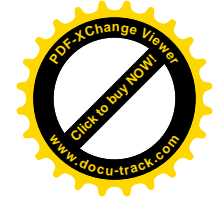
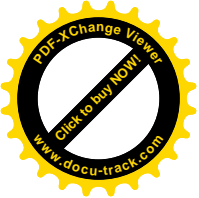


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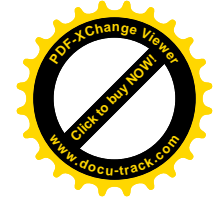
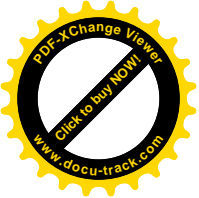
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These proceedings are a collection of papers presented at the 62nd TEFLIN International Conference held in conjunction with the celebration of the 53rd *Dies Natalis* of Udayana University held in Sanur Paradise Hotel from 14th through 16th September 2015. The theme of this year's conference is *Teaching and Assessing L2 Learners in the 21st Century*. The papers were selected out of 503 papers presented covering issues of English-language teaching from the perspectives of (1) Language Policy and Planning in Assessment, (2) Quality Assurance in ELT, (3) 21st Century Language and Communication skills, (4) Assessment in Character Education, (5) Roles of ICT in Teaching and Assessing L2 Learners, (6) English for Young Learners, (7) Innovations in Teaching and Assessing, (8) Best Practices in L2 Teaching and Research, (9) School-based Assessments, (10) English for Specific Purposes, (11) Standardized Tests of English Proficiency (e.g. KLTS, TOEFL), (12) English for General Purposes, (13) The National Examinations and their Impact on L2 Learning, (14) Translation in Language Teaching, (15) Teacher's Professional Development, and (16) Literature-Based in Language Teaching.

We would like to express our sincere thankfulness to those who presented their papers at the conference. We also wish to thank the students at the English Department, Faculty of Letters and Culture, Udayana University who have assisted us with the typesetting for the format of the proceedings. More importantly, we express our gratitude to the board of reviewers who have worked hard in reviewing the submitted papers selected for the proceedings.

Denpasar, September 2015

The Committee



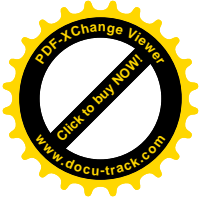
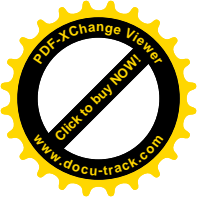
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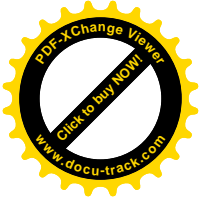
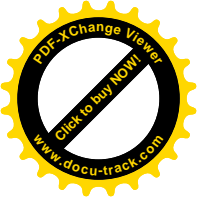
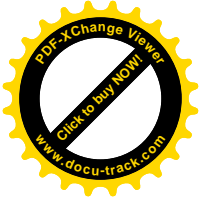
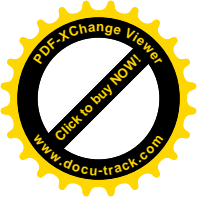
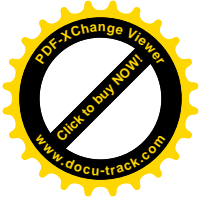
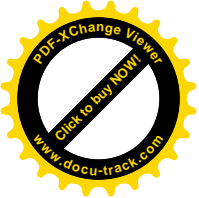


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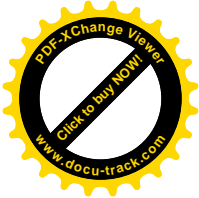
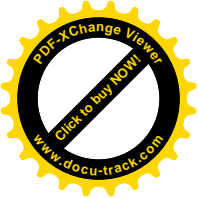
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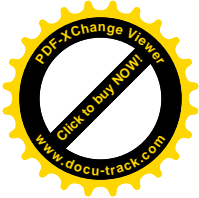
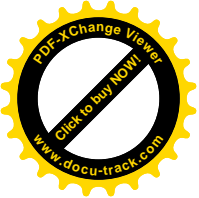
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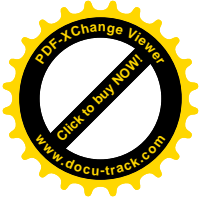
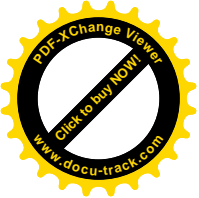
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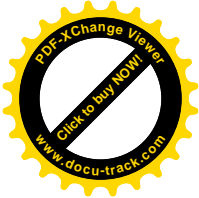
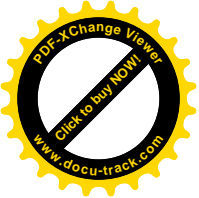
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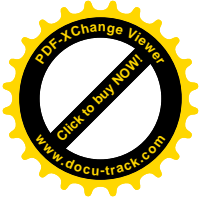
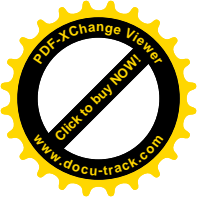
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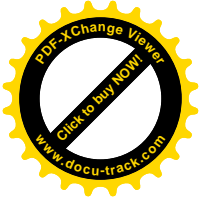
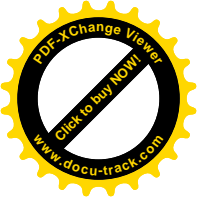
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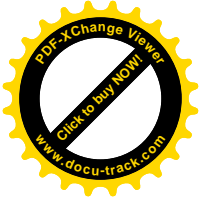
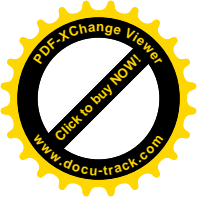
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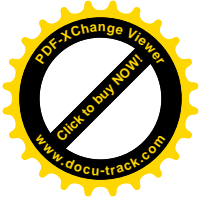
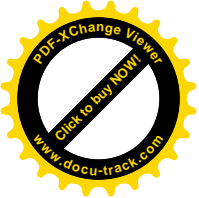
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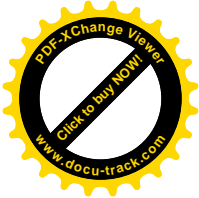
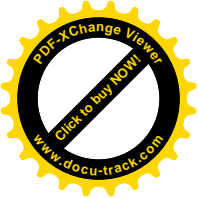
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DESIGNING ENGLISH LESSON PLAN BY USING YOUTUBE

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Abstract

It is an obligation for the teacher to improve their skills and knowledge in teaching and learning process by designing an innovative, interactive and creative plan for classroom activities in the concept of digital learning. Lesson plan is an important document for the teacher which drawn the idea and thought of what to teach in class, strategies to achieve it and tools to measure the achievement. On the other hand, teacher is considered workload with daily's teaching hour pretend to copy and paste the lesson plan from their friend without recognizing the characteristics of the students and their need in learning English as Foreign language, the availability of facilitation and many more. Since teacher just copied the lesson plan from others without adjusting with the students, the learning process did not meet the goal as it planned. One of principles in designing lesson plan is integrating technology. Youtube might be one of resources to help teacher in designing lesson plan. Through its' search engine, millions of video are available to inspire teachers in selecting the appropriate method to teach, find the up to date learning materials and vary of learning activities to be used on designing the lesson plan. Furthermore, this paper will discuss more about designing English lesson plan, principles to design lesson plan, language use in lesson plan, social media in language teaching, Youtube in language teaching, and a process of guiding teacher in designing lesson plan after get inspiration from Youtube.

Keywords: *lesson plan, social media, Youtube*

1 INTRODUCTION

The aim of this study is at integrating the technology to design an attractive and meaningful learning fits in this digital era. This generation is critical, tends to work fast, think out of the box, and believe that there is more than one ways to reach the goal. Prensky (2001) who proposes the term *digital native* for young people who grow up with technology, suggests that teachers as the one who communicate knowledge for their students, suppose to create a learning activities which is challenging and suitable with the requirements of digital natives.

The document for the teacher the guide them teaching in front of the class define as a lesson plan. Lesson plan help teacher to manage the activities in class. It is contain teaching and learning activities to achieve the learning goal proved by the feedback and students' result on assessment (Fink, 2003). Nonetheless, Jones (2014) argues that lesson plan is not just writing the activities in class but it requires teacher to set up strategies and steps to get success in teaching. Teacher need to learn how to adjust the time with the activities, what to do if the plan does not work, and other aspects to considered on designing lesson plan.

In designing a lesson plan, teacher needs to consider on the principle of designing lesson plan based on Peraturan Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah (The Regulation of Minister of Education and Culture number 103 in 2014 on primary and middle school learning). One of the principles of designing lesson plan is integrating technology (Depdikbud, 2014).

ICT gives a lot of advantages for teaching and learning process especially teaching English as a Foreign Language (EFL). It is proved by study from Beh-Afrain and Rad (2011), Hismanoglu (2012), Machmud (2011), Yadollahi(2011), Daud (2012), (Mazlan, Harun, &Zainuddin, 2012).

Moreover, Muhammad (2012) proves that teaching English by using Youtube makes the students interested and create a meaningful learning. It proves that teaching English by using Youtube is another fun learning and also give students chance to understand more about the language that they learned.

On the other hand, a problem identified by Andre (2011), from school of English who explains that teachers faced some issues in planning a lesson because of the lack of teacher's knowledge such as designing teaching procedures, designing the activities in class, lack of language skills and language features, and a lack of understanding in linking the concept of learning with the learning activities. In addition, teachers are considered workload in their daily life in school. Too much teaching hours in every week makes the teacher have a limit time even just to correct students' work. Even worst, the teacher just copies the lesson plan from their friends by ignoring the differences of students' characteristics and many other aspects.

Therefore, it is important to have a further study related to design a lesson plan by integrating Youtube as a reference. As supported by Machmud (2011) who found that English teacher as the participant of her research give a positive response in implementing ICT on EFL class. It is also sounds by Susanti (2014) who argued that EFL teacher need to maximize the use of internet resources in teaching and learning process. Also, a study from Muhammad (2012) related to the use of Youtube teaching English literature proved that students have a good response regarding the use of Youtube in teaching. Besides, Cayari (2011) from University of Illinois at Urbana-Champaign, USA, proved Youtube has effect in people's daily life and suggest a study to see Youtube's effect in classroom. In conclusion, a study on using Youtube related to design an English lesson plan considered to be observed.

The study is will discuss more about how teachers design English lesson plan based on Youtube, what are their perception toward designing English lesson plan by using Youtube as a reference, and what are the issues and challenges of using Youtube as a reference in designing lesson plan.

1.1 Teaching English as a Foreign Language (TEFL)

Teaching is a process of transmitting the knowledge for the students. In educating students, teachers must have specific competence. The competence should be mastered

by teacher in order to be a good and professional teacher. The Australian Institute for Teaching and School Leadership (AITSL) defines seven standards of effective teacher educators such as know the students and how they learn, know the content and how to teach it; plan for and implement effective teaching and learning; create maintain supportive and safe learning environment; assess, provide feedback and report on student learning; engage in professional learning; engage professionally with colleagues, parents and the community (Celik, 2011).

1.2 Designing English Lesson Plan

Lesson plan or also known as course design is an important document for the teacher in teaching in class. It contains teacher's plan to reach the learning goal. Writing a lesson plan is useful for the teacher in assigning what will they do in class and how will they do it (Doff, 1988).

Lesson plan is design based on the syllabus, textbooks, and teacher's guidebook. The content of lesson plan covers the school identity, standard and basic competence, indicator of completeness, learning material, learning activity, assessment, media and resources use in teaching (Depdikbud, 2014). Moreover, Brown (2001) argues that lesson plan has six elements such as goals or an overall purpose, objectives, materials and equipment, procedures, evaluation and extra-class work. Each items provided by Brown (2001) and standard forms of a lesson plan from Indonesian government are both quite similar. A lesson plan should state the goal of learning, way to achieve it and assessment to measure the achievement.

1.3 Principles of designing lesson plan

The Regulation of Minister of National Education number 41 in 2007 on Process Standard (Peraturan Menteri Pendidikan Nasional No. 41 Tahun 2007 tentang Standar Proses) states that teacher should design lesson plan or knowns as Rencana Pelaksanaan Pembelajaran (RPP) in order to make teaching and learning become effective, interactive, joyful, challenging, motivating the students to actively participate, giving enough opportunities to them to be innovative, creative, and self reliance according to their talents, motivation and physical as well as psychological development (Depdiknas, 2007b). All the activities and strategies on the lesson plan is planned to fulfill all the requirements and achieve the goal of learning. In brief, teacher has to design a lesson plan by integrated their knowledge with the competency, methodology, approaches in teaching and learning activity.

1.4 Procedures of Designing English Lesson

The procedures of designing English lesson plan are the processes which explain the step-by-step of what to do to design a lesson plan. Fink (2003) argues that the lesson plan should use *backward design* which starts from "end" parts of learning process to the beginning process. Backward design planning is sounds in United States related to curriculum development and several resource books. It covers three steps of planning such as what should students know and be able to do? How will students demonstrate what they know and they can do? What activities will students experience to prepare them to demonstrate what they know and can do? (Duncan & Met, 2010).

Furthermore, Fink (2003) states there are several components to consider in designing the lesson plan such as identify important situational factors, identify learning goals, formulate appropriate feedback and assessment, and select effective teaching and learning activities.

1.5 Language Use in Designing English Lesson Plan

Teaching English as a Foreign Language require the teacher to maximize using English in communicating with students. All the activities in teaching and learning process are drawn in lesson plan. Therefore, the activities in lesson plan should be written clearly by using English as a target language to teach.

In several countries who teach English as a Foreign Language, the lesson plan stated in English. In Indonesia, where English is taught as a Foreign Language, the lesson plan is written in Indonesian not in English. The examples of lesson plan provided in internet and explanation through the workshop of curriculum development, teachers are guided to design lesson plan by using Indonesian language not English.

Despite of the limitations in designing lesson plan by using English, teachers are eager to create a meaningful learning in English class. They try their best in preparing a lesson plan for teaching in EFL class. Moreover, the phenomenon is above not the focus of research because this research limits on the process of designing lesson plan by English teachers.

1.6 Social Media in Language Teaching

Social media is commonly encountered in the context of online software applications like Facebook, Twitter, Path, Instagram, LinkedIn, YouTube, and Flickr where text, media, links, and opinions are shared, discussed, and redistributed. There, people are free to share their thoughts with other, whereas other will have an access to see any information that they are looking for.

Nowadays social media are not use only to share private information but also integrated in teaching and learning process. A study from Al-Shehri (2011) proves that social media are potential to develop learning process. It gives opportunity for the teacher to create a meaningful learning for teaching EFL students. Moreover, students who learn English as Foreign Language and utilized technology during the learning process are believed to have an effective result since they are motivated through the interaction in oral and written form (Chartrand, 2012).

1.7 Youtube in Language Learning

Youtube is one of popular social media which founded in February 2005 by Steve Chen, Chad Hurley, Jawed Karim. They then become millionaires after sold their invention to the search engine Google for 1.65 billion dollars. Youtube is designed as a place to watch and share videos through web (Bellis, 2015).

A study from York (2011) shows that Youtube are the place to inspire teacher with vary of learning activity and genuine material for teaching English through a tutorial from video available. Muric (2010) has the same idea which states that teacher can use Youtube as a source of teaching and learning for EFL class..

2 METHOD

The study is a qualitative research which is aimedat describingteachers' perspective about designing English lesson plan by using Youtube. Qualitative research defines by its purpose and it presents data through words (Green, 2007). Qualitative research requires deep explanation on the study conducted start from preparation, process until interpreting the data.

2.1 Participants

The study aims at observing the process of designing lesson plan. Therefore, the study will be conducted in school where the English teacher designs their lesson plan for

teaching and learning process. The participant of this research is recruited based on convenient sampling technique. The participants selected for this research are based on some criteria such as English teachers who teach English at Senior High School (SMA) or Vocational High School (SMK) in Gorontalo district, have background knowledge and skills on using technology to support teaching and learning process, gender differences and agreement to participate in this research.

2.2 Technique of Collecting the Data

The data in qualitative methods can be taken through several ways such as interview and a study to documents related. An interview will answer the issues, challenges and teacher's perception toward integrating Youtube in designing lesson plan. The Study document will answer the problem related to how teacher design lesson plan by using Youtube as a reference and also the issues and challenge of English teacher in designing lesson plan.

2.3 Technique of Data Analyzing

The research data will analyzed by using data analysis from Creswell (2009). The analysis begin with transcribing, collecting the field notes, all the image taken and etc. the transcription aimed to help the researcher to memorize the data taken. The researcher will transcribe all the data recorded from the audio and supported by the video recording. On transcribing, the researcher is not only writing down all the utterance on the data recording but also transcribing the feeling and attitude of the participant.

After finish with the transcription, next thing to do is organizing the data and prepare for the data needed for the research analysis. The researcher will organize the data based on the research question. Then, after all the data is ready to analyze, the research will read all the documents and data found. Reading the data makes the researcher easier to make a code for each themes and description. The researcher would classify the data based on the themes and descriptions from the participants. Then the researcher starts to interrelates the themes and description and finally come to interpreting the meaning of each themes and description (Creswell, 2009, p. 185).

3 FINDING AND RESULT

The data which is found from the interview and study document are presented based on the theme of questions. Then, to keep the privacy of the participant, they are named as Participant 1, Participant 2 and Participant 3.

3.1 Participants' Background

Convenient and purposive samplings are used to choose the participant for this research. Since the study is about designing English lesson plan, therefore the participant for this research is an English teachers. Teachers who participate on this research are teachers in vocational high school. Participant 1 has 6 years experience in teaching English as a foreign language. She spent 5 years teaches in senior high school then 1 year at vocational high school. Participant 2 is experiencing himself as a teacher since 2003. He has an experience as a lecturer, teaching in junior high and senior high school and now he teaches in vocational high school. Participant 3 is an English teacher who teaches in Elementary School but then moved to vocational high school. She had become an English teacher for 5 years.

3.2 Designing English Lesson Plan by Using Youtube

As stated above, the study is limited on how Youtube help teachers in stating indicators of achievement and design learning activities. Therefore, the process of designing English lesson plan straightly goes to decide the indicators and kind of activities in learning process. The indicators and activities designed based on the standard competence and basic competence.

Based on interview and document study, all of the participants have a limited time to design lesson plan. They have another job in school besides teaching English as a foreign language. For instance, both participant 1 and participant 3 are treasurers at this school. Therefore they are so busy with serving other teacher who need fund for school's program. In her interview, participant 1 said:

"If only there are times available, every teacher will be able to design a good lesson plan. Me my self, design the lesson plan at the beginning of the semester and it will be use for all classes for one semester. If the lesson plan could not match with students' characteristics, then I will adjust it based on what their need" (Participant 1, May 8th 2015).

The process of designing English lesson plan was held in participants' school. They designed their own lesson plan that will be use in class. They have different topic since they teach in different grade. During the process of designing lesson plan, the researcher found that Participant 1 did not have a problem in stating indicators on lesson plan. As she said that she used Bloom Taxonomy to state the indicators from low level until high level which is put on the Basic Competence. On the other hand, Participant 1 takes a little bit long time to finish her lesson plan because of her side job as treasurer of school, other teachers always come to bother her related to school fund. Another aspect which makes her spent much time in designing lesson plan is the keyword search. She needs to enter the appropriate keyword to result video that she was looking for.

"I enter the keyword but the video which come up is not what I need. So I need to find another keyword. It bothers me, and also the network. If I finally found the video, it can not be play because I need to wait the loading" (Participant 3, May 8th 2015)

However, Participant 1 conveys that she sometimes Youtube to watch video her own consumption and sometimes just watch teaching material not as a reference, nor to be played in front of the students. The same story is also happen to Participant 2 who has more experience on using technology explained that during the process of designing a lesson plan he found a problem with internet connection. He used to use Youtube to watch a video related with badminton.

"I usually watch a video from Youtube to see the badminton game. Sometimes I try to found video related to teaching and learning process especially about the method in teaching. One thing that I don't like from Youtube is the loading process. It takes a long time to wait". (Participant 2, May 8th 2015)

From the lesson plan given by Participant 2, it is found that the indicators of learning designed by Participant 2 is clear enough, but did not state systematically the stages of achievement. He only put the single indicator of learning achievement for a meeting. He

An indicator aimed to draw the knowledge and skills that will be mastered by the students during the learning process. Participant 3 states her indicators in simple way. On interview, she argued that the lesson plan suppose to design based on students' competence

"In SMK (vocational high school), there are several program, and students for each program have different competence. So, I need to adjust my lesson plan based on their competence but because the limitation of time, I only make one lesson plan for them all" (Participant 3, May 8th 2015)

Indicators of learning define the achievement which will mastered by the students during teaching and learning process. The indicators of learning should be adjusted by students' characteristics as the first thing to consider in designing lesson plan. From the indicators, then the participant goes to decide the learning activities which will help the students to reach the goal of learning.

Fink (2003) mentions that in designing lesson plan teachers should incorporate with students' characteristic before come to select an effective teaching and learning activities. Participant 1 state that her students are less motivate in learning English. She needs to attract students' attention and gain their motivation by providing interesting activities.

"I watch the video from Youtube about introducing self, then I got inspire to play the video for my students, so they will know how to introduce self in English, tips and trick to do that, and I will ask them to make video of introducing self. I ever ask them to introduce self in front of the class, but no one come to participate. I think if they just introduce self in video, it will easier and fun for them because most of my students have gadget and they can use it." (Participant 1, May 16th 2015)

The activities in learning process should be design in order to make teaching and learning become effective, interactive, joyful, challenging, motivating the students to actively participate, giving enough opportunities to them to be innovative, creative, and self reliance according to their talents, motivation and physical as well as psychological development (Depdiknas, 2007b). Participant 3 expresses that her students have more sense in entertaining, so she design a lesson where she put a short movie and ask the students to explain the characters in the movie, the setting, what is happen on the movie and etc.

"I see my students are eager to speak when I ask the question related to movie played. I am so happy, even some students still have a problem with vocabulary, but at least they are actively participated." (Participant 1, May 16th 2015)

Swaffar and Vlatten (1997) on their research prove that it will be easier for the students to learn a new language through video which is easier stay on their long term memory because of multi-sensory aspect which minimizing the cognitive demands on the students. Video can attract students' attention in learning a foreign language. Unfortunately, the video is played offline (teacher had downloaded before). Therefore, students cannot choose the video that they really want and suitable for them by accessing Youtube.

Moreover, the researcher found that, watching a video from Youtube makes the participants easier to finish the lesson plan. The video that they watch to decide the indicators of achievement, then inspire them to design learning activities. Participant 1 express that when deciding the indicators, she got the view of what kind of activities which are match to reach the indicators of achievement.

*“Video that I watch from Youtube, helps me twice in a time, decide the indicators and also inspire me to design activities which provide the students to achieve the learning goal as stated on the basic competence”
(Participant 1, May 8th 2015)*

Another finding form using Youtube to design lesson plan, is Youtube helps the participants to reduce time consumption. As mentioned above, Participant 3 is one of treasurer in her school. However, through the interview, she said that she spent 15 minutes to finish lesson plan because she keep focused and the network is good enough.

3.3 Teacher’s perception in designing lesson plan by using Youtube

According to the interview, participant state different view related to the use of Youtube in designing English lesson plan. Participant 1 states that Youtube is one of social media which help teacher in designing lesson plan because its video where teacher can gain information audio visual. However, she argues that it backs to the teacher itself. Even though it helps, but if the teacher did not know how to use it, or did not use, it will useless.

Furthermore, participant 2 express that Youtube is a best place for the teacher to get inspired by other’s experience which they share on Youtube. He also mentions the network connection become a main problem in accessing Youtube.

Participant 3 also gives her perception toward the use of Youtube to design lesson plan. She said that she found a lot of video which help her in designing her lesson plan and makes her easier to set the activities for her students. Moreover, she argues that Youtube cannot only help English teacher but also teachers who teach other subject in designing lesson plan. A lot of video can be use as a reference to design lesson plan, and some can be played in front of class.

4 CONCLUSION

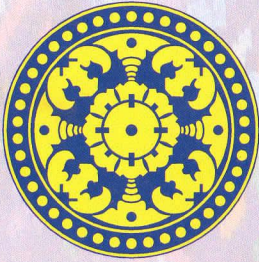
Designing a lesson plan is a must for teacher before teaching in front of the class. In designing lesson plan we need to consider students’ characteristics. Since the students live in the digital era, therefore integration with technology is one of important consideration in designing a lesson plan. Youtube as one social media which is popular with its search engine is proved in helping English teacher to design their lesson plan. Video that they watch from Youtube inspire them in stating the indicators and design activities which is challenge their students and achieve the goal of learning.

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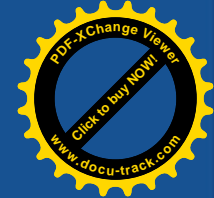
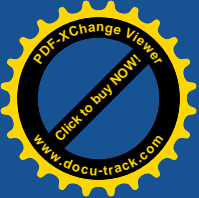


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