

Need Analysis for Developing Effective English Lesson Plan for Students of Diploma 1 of Food and Beverage Service

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Abstract - This article discusses the needs for developing an effective English Lesson Plan for Student of D1 of Food and Beverage Service. The qualitative data used such as students' characteristics, English competences, instructional objectives, time allotment, method, and learning media were collected by observation, interview, documentation and questioner. Data collected were presented narratively and analyzed descriptively. From this analysis, it was identified twelve English competences needed by Student of D1 of Food and Beverage Service. Students graduated from SMK and SMU. They are 18-19 years old so they have critical thinking. However, they do not have good motivation and English knowledge and skill. The teaching and learning activities cannot make them happy, interested, get motivation and challenge. These problems come because the lesson plans were not developed based on need analysis so, instructors do not know what students need and how to teach it. The students think that the lesson plan is not effective. Effective lesson plan presents teaching material needed by students, concrete learning objectives and are ordered in term of their importance, activities to gauge the students' knowledge of the teaching material, rich of varieties activities, activities or questions to check for students understanding, and presents realistic timeline. The result of this study can be a reference in developing an effective English Lesson Plan.

Keywords: *Developing, English Lesson Plan, Food and Beverage Service, effective*

1. INTRODUCTION

Teaching and learning process is not a spontaneous activity, however, it is systematic, organized and planned well. It is difficult to achieve the optimal learning objective by conducting unplanned teaching and learning activity. A successful teaching and learning activity depends on how well it is planned. A lesson plan is a road map of what the students need to learn and how it will be done during the class time (Riasa,2019). It is very important to understand the criteria and the principles of effective lesson plan when an instructor designs it.

It is believed that the teaching and learning activity will not run well if the lesson plan is not prepared well. A teaching and learning activity without a good lesson plan is very difficult to be controlled. An instructor will not teach what the students need but he or she will teach what he wants. The teaching and learning activity will not refer to the learning objectives. It can be analogized as a sailing boat without sail. It will follow the current of the river, without destination. The teaching and learning activity of this model will spend much money and energy but the objective will not be achieved. Some of the previous researches proved that a lesson plan determines the effectiveness and the result of the teaching and learning activity. A good lesson plan will improve the effectiveness and result of the teaching and learning activity, however, bad lesson plan will lose the effectiveness and result of the teaching and learning activity (Yaumi,2013).

The result of observations conducted in some campus found that, right now, the teaching and learning activities do not run as effective as expectation. One of the teaching and learning components that influence this condition is ineffective lesson plan. The learning objectives are not specific and ordered in term of their importance. The introduction of teaching and learning activity is not completed with any activity that can motivate and challenge the students to study. In the main activity, the learning activity is still less and lack of varieties. It is dominated by teaching activities. The students are passive and are not motivated. At the end of the teaching and learning activity, an instructor does not involve the students to make conclusion of the topic discussed.

A similar condition also takes place in the English teaching and learning activities at Food and Beverage department of Balindo Paradiso. The instructor starts to explain the topic in the hand out without conducting a review, explaining the objective or gouging the students' understanding of the topic discussed. It is not clear what the learning objective is and how to achieve it. The instructor is so busy with his explanation. Based on this condition, this research focuses on “the design of an effective lesson plan to improve the students' achievement”.

2. METHOD

2.1 Reseach Design

Need analysis is research to result a product (Sugiono 2009). This research is designed into four stages of activities such as curriculum analysis, analysis of students' characteristic, analysis

of English Lesson Plan document, and analysis of the result of the students' evaluation to the teaching and learning activities. The result of this analysis is used for developing lesson plan

2.2 Research Location, Population and Sample

This research was conducted at Balindo Paradise. Denpasar Bali. The population of this research is the students of Food and Beverage Service. Sampling was not done because the population is 183 students.

2.3 Data Collection

The data collected by documentation technique, survey, and interview concerning about students' characteristic, competence need, condition of lesson plan document, the characteristic of effective lesson plan, result of students evaluation, and gap between reality and expected condition are qualitative data.

2.4 Data analysis

The qualitative data collected were then presented naratively and analyzed descriptively. The data were ordered sestematically, grouped in term of their catagory, and concluded. The result of data analysis were presented deeply in order that it can be used as a reference to design effective lesson plan.

3. RESULTS AND DISCUSSION

3.1 Students Characteristic

Age

The food and beverage students of Balindo Paradiso are 18-19 years old so, they can be categorize as end of teenagers or maturation teenagers (Rumini & Sundari, 2004). They have five characteristic : 1) they can think what will happen and what has happened; 2). They can make hypothesis; 3) they can make future plan and the right strategy of how to do it; 4) They can evaluate their ability, knowledge, plan and the steps of how to achieve them; 5) They can think unlimitedly and abstractly (Kimmel,1990). They also have steps of thinking of formal operation (Barry, 1977). They have the last step of cognitive development so they can make a set of hypothesis and test it. The implication of this condition in teaching and learning activity is that the instructor can invite the students to study actively so they will have systematic way of thinking, logic and critical in problem solving. Their similarities education background, religion and culture will easily help the instructor to train them.

Prior knowledge

Is it important for an instructor to know the students' prior knowledge. Different prior knowledge can influent how the student think and organize a new information they have.

Different ways of processing and integrating new information will influence them to memorize, to think, to apply and to create new knowledge (Yaumi 2013). The English prior knowledge of the Food and Beverage service Students of Balindo Paradiso as a requirement to study The English for Food and Beverage Service are different from one to another (10.81% of them are in good category, 27.03 % in average and 62.16 % in bad category). It means that they do not have prior knowledge to study English for Food and Beverage Service yet. This condition should be taken into account in developing an English Lesson Plan so, it can accommodate the students' need.

Learning Motivation

The result of data analysis of the students' motivation indicate that 23.4 % of them are in high motivation, 23.4 % is are in average motivation, 49.55% of them are in low motivation. The low and average motivations are in high percentage. This condition should get high attention or consideration especially in creating teaching and learning activities. In order to be able to improve students' learning motivation or to result an effective lesson plan, the teaching and learning activities should be varieties and interesting.

Learning Style

The result of data analysis indicates that students of Balindo Paradiso have three learning styles such as visual learning with percentage of 45%, auditory learning with percentage of 45%, kinesthetic learning with percentage of 10%. It means that the two learning style have to be taken into account in developing a lesson plan especially when an instructor chooses learning activities. In order to meet students' needs, a lesson plan should be rich of activities and techniques for explaining the lesson.

3.2 Competences

The result of the curriculum analysis indicates that there are 20 basic competences needed by students of D1 of Food and Beverage Service. The competences needed are: Welcome guests appropriately, Introduce self and others, Ask questions to involve guests, fulfill guest's request/s or answer questions, making suggestions, asking questions, giving directions, giving instructions, giving explanations, offering opinions, agreeing and disagreeing politely, apologizing, promising to follow up a request, giving factual information, Start a conversation using appropriate topics, Demonstrate turn taking techniques to hold and relinquish turns in a conversation, Show interest in what a speaker is saying, Interrupt a conversation politely, Close a conversation politely

3.3 Effective English Lesson Plan

From the result of the analysis, effective lesson plan should consider some important principle such as; 1) individual differences especially in relation with intellectual, learning motivation, learning style, culture, education background, and environment; 2) active learning participation of the students (motivation, creativity, initiation, inspiration); 3) Feedback (remedial teaching); 4) The relation of the standard competence, basic competences and the indicators, learning material, learning activities, assessment and learning sources should be in one learning experience (Rusman 2012)

Learning Objective

From the Lesson plan analysis, it is identified that learning objectives were not stated specifically and accurately. The objectives were not ordered in term of its importance. An effective lesson plan should present specific, accurate, concrete objectives and ordered in term of its importance. A concrete objective will help instructor to choose suitable and right learning activity. Presenting objective in term of its importance will help instructor to achieve the objective efficiently. An objective should present what students have to learn, understand and do at the end of the teaching and learning activity.

Teaching and Learning activities.

Opening Activities

The result of the analysis of lesson plan document found that there is no introductory activity in it. The teaching and learning activity starts from the main activity. The teaching and learning activity is without an activity used to check students' prior knowledge. Effective lesson plans is not always a complete and detail document (Riasa 2019). However, it should present introductory activity to check students' prior knowledge. Knowing students' prior knowledge will help instructor to conduct the main activity effectively. The instructor will know which teaching and learning activity he starts from and finishes his activity. It also helps instructor choosing right learning activities and focusing on the teaching material needed. The students' prior knowledge can be checked by questioning and answering activity.

Main activities

The analysis of the main learning activity found that the teaching activity dominated the teaching and learning activity. It does not only dominate the teaching and learning activity but also presents less varieties of activity. The teaching and learning activity does not present activities, which are able to involve students actively. The instructor always applies a conventional approach in the teaching and learning activity so, the students are not active. They only listen to instructor, make a note and memorize dialogues. The teaching and learning activity cannot make the students interested and meet the students' learning styles. Effective lesson plan should present and focus on the learning activity (Riasa 2019). The teaching and learning activity should be in varieties so; it can make students happy, interested, active and creative and meet the learning style of the students. Effective learning activity has to refer to learning objective.

Closing Activities

The result of analysis of the lesson plan document indicates that the document has presented closing activity however; it did not present varieties of closing activity and involve the students in the activity yet. Effective lesson plan does not only present varieties of activity but also involve students in that activity. Involving students in closing activity does not only make students active but it can help instructor knowing the learning achievement. Closing activity can be done in many ways; questioning and answering activity, make conclusion and assessment

4. CONCLUSION

4.1 Conclusion

Lesson plan is a road map of what students need to learn and how it will be done effectively during the class time. To result effective lesson plan, it should start from need analysis. Effective lesson plan should not be an exhaustive document that describes every possible classroom scenario. It should provide you with general outline of teaching and learning objective. Effective lesson plan should provide specific and concrete objective, presents introductory activity to check students' prior knowledge, rich of learning activity and involve students actively in the teaching and learning activity.

4.2 Suggestion

Based on the conclusion above, it would be much better if an instructor starts his activity from need analysis when developing a lesson plan. From the need analysis, instructors will know what the real and expected condition, and the problems. The result of the need analysis then will help developing effective lesson plan

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