

The Evaluation of Lesson Plans for History of English Literature

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Abstract

History of English Literature is one subject that is taught by semester fifth in English Literature students. This subject discusses about the history of English Language and Literature that includes the periods of literature and the characteristics. The aim of this research was to evaluate RPS in History of English Literature. The subjects were the fifth students of English Literature. The research used qualitative. In doing the research, I broke down all parts in lesson plan, such as *capaian pembelajaran lulusan*, *capaian pembelajaran mata kuliah*, *deskripsi mata kuliah*, and *kemampuan yang diharapkan*. After broke down all parts in lesson plan, I saw there was an importance thing in learning History of English Literature among fifth semester students of English Literature because this subject gave knowledge about the history of English, particularly the literature, the periods of literature, and the literary works in each period. Although the subject was important for students, there was imbalance between graduate learning outcome (*Capaian Pembelajaran Lulusan*) and course learning outcome (*Capaian Pembelajaran Mata Kuliah*). To solve its imbalance, I gave the knowledge about the development of language among students by lecturing and answering some questions. The result showed by giving questions about the development of language and the period of literature, students increased knowledge about this subject.

Key words: Evaluation, RPS, History of English Literature

INTRODUCTION

History of English Literature is a subject that is taught to 5th semester students of English Literature Department in Universitas Negeri Semarang. It is important for students because it gives knowledge about the history of English, the periods of literary works, the characteristic of literary works, and the development of a language and culture or society from period to period.

According to Collins Dictionary, lesson plan is a plan that is used by teachers in a school that mentions the structure and format of lessons in detail. According to Ali Jamali Nesari (2014), lesson plan is a written description for this process; where the materials, the method, the time and the place of education as well as methods for evaluating the

students are described in detail. As cited from Farrell (2002), Nesari said a lesson plan as "a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher's thoughts about what will be covered during a lesson" (p. 30). Shrum and Glisan (as cited in Farrell, 2002, as cited in Nesari 2014) pointed out that for English language lesson, the effective objectives of a lesson plan describe what students will be able to do in terms of observation, behavior, and using the foreign language. Spratt, Pulverness and Williams, 2005, as cited in Nesari 2014 stated that lesson plan is a series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. Nesari added lesson plan is one option for teachers to manage the class properly. Lesson

plan is teacher-made depending upon the class & learners' needs, that is teaching styles & learning styles should be compatible. There is a saying stating that "well planned is half done".

Lesson plan (RPS) is important in delivering subject from teachers to students because it reflects on what to teach, how to teach, and how to evaluate. In teaching History of English Literature, the role of lesson plan is important because it also presents course description, graduate learning outcomes (capaian pembelajaran lulusan), and course learning outcome (capaian pembelajaran mata kuliah). Unfortunately, there was an imbalance between graduate learning outcomes (capaian pembelajaran lulusan), and course learning outcome (capaian pembelajaran mata kuliah). It arose a problem among students.

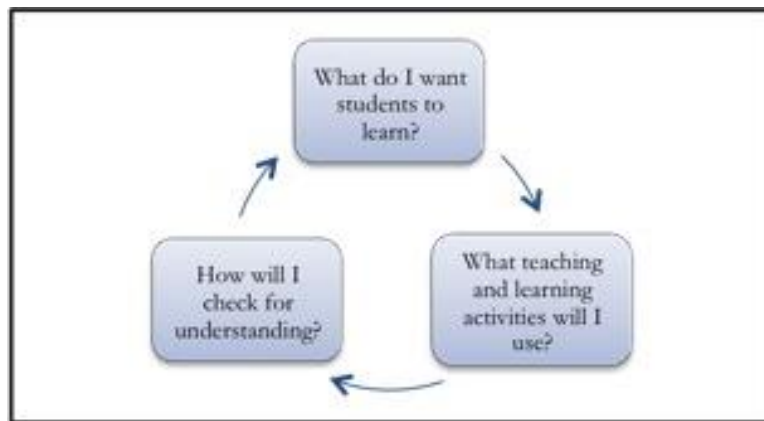
METHODOLOGY

The participants of this research were 5th semester students of English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. The subjects were 68 students with 45 female students and 23 male students. The method of this research was a qualitative one which focused on the naturalistic inquiry process that seek in-depth understanding of social phenomena with their natural setting. It focused on the "why" rather than the "what" of social phenomena and relied on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers used multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory and phenomenology. There were three major focus areas are individuals, societies and cultures, and language and communication. Although there were many methods of inquiry in

qualitative research, the common assumptions were that knowledge was subjective rather than objective and that I learned from the participants in order to understand the meaning of their lives. To ensure rigor and trustworthiness, I attempted to maintain a position of neutrality while engaged in the research process (<https://nursing.utah.edu/research/qualitative-research/what-is-qualitative-research.php>). Students were given mid test and final test as the instruments. In mid test, students analyzed one literary work in one period. They also inserted the development of languages. In final test, students analyzed two literary works from different periods. They also mentioned the languages that influenced the literary works. Students were given list of questions about development of language.

FINDINGS AND DISCUSSION

Lesson plan (RPS) is an important tool in transforming materials from teachers to students. Stiliana Milkova from the Center for Research on Learning and Teaching said that a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before planning the lesson, teacher will first need to identify the learning objectives for the class meeting, design the appropriate learning activities, and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components, such as objectives for student learning, teaching/learning activities, and strategies to check student understanding. She added specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. 1).



Steps for Preparing a Lesson Plan

While according to Webster, evaluation is a determination of the value, nature, character, or quality of something or someone. Jabbarifar in the Importance of Classroom Assessment and Evaluation in Educational System (2009) said that evaluation in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (as cited from Rea-Dickens and Germanie, 1993; Genesee and Upshur, 1996; O'Mally and Valdez-Pierce, 1996). Evaluation is a process that includes five basic components:

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.
- 4) Analyzing and interpreting information for learners.
- 5) Classroom management or classroom decision making.

In what I wanted students learn point, I wanted students to learn about the History of English Literature, analyze the literary works and culture from period to period. In what teaching and learning activities I would use, I would give knowledge about the history of

English from period to period, the knowledge about the popular literary works, culture, and language that influenced the works. And in how I checked for students' understanding, I gave them tests, such as mid test and final test.

After knowing what I should do in this subject, I evaluate this course by seeing the graduate learning outcome (CPL), course learning outcome (CPMK), and description of course. Then I broke down each meeting that consisted of 16 meetings, including Mid Test and Final Test.

In first week, it discussed about how to evaluate and judge literature. Here, students were given a brief introduction about the definition of literature, kinds of literature, period of literature, literary works, and development of languages from Old English to Modern English. Second week, it discussed about the origin of English. Students were introduced the origin of English inhabitants, Britons and Anglo Saxons. It was also explained the language during this period, the characteristic of society, and the early literary works. Third and fourth week, students were given knowledge about the Norman and French conquest. How they invaded and influenced the society and culture, how they influenced the language. It started the Middle English where students were informed about the characteristics of literary works.

In fifth and sixth week, students were given the knowledge about the early drama. This period was the end of Middle English. Students were informed the characteristic of literary works in this period. In seventh week, students were given knowledge about the Renaissance period. It was as the enlightenment period where people started to open their mind about the universe and the inventions develop rapidly. It also happened in literary works where Drama developed rapidly. In eight week, students learnt about the improvement of Poetry and Prose. It included in 17th Century.

There were mid test in ninth week. Students were given a test. They should analyze a literary work and find the characteristics. They also mentioned the languages that influenced the literary works.

Tenth week, students learnt about the Restoration Period. It's the shortest period from the other because it happened only 40 years. Eleventh and twelfth week, students learnt about pseudo classicism and the Romantic Movement. It started the early modern period. Students were given knowledge what pseudo classicism is, the Romantic Movement, and the characteristics of literary works. In thirteenth and fourteenth week, students learnt about the Romantic Triumph, the characteristics of literary works, and the popular authors in this period. In fifteenth, students learnt about the Victorian Era and the literature during this period. In the sixteenth week, students get final test.

After breaking down the RPS from each meeting, I saw graduate learning outcome (CPL) and course learning outcome (CPMK). In graduate learning outcome (CPL), students were hoped to get attitude competency, knowledge competency, general skill competency, and specific skill competency. In attitude competency, students should appreciate diversity in cultures, opinions, religions and believes, as well as points of view

or original findings of others, and being competent at cooperating and possessing social sensitivity as well as caring for the community and the environment. In Knowledge Competency, students should master at English training technique and theoretical concept by applying innovative and sophisticated technological approaches having cultural insights. In General Skill Competency, students should be competent at applying logical, critical, systematic and innovative ways of thinking in the context of developing or implementing science and technology that takes into account and applies the values of humanities which are relevant to his/her expertise. In Specific Skill Competency, students should be competent at implementing logical, critical, systematic, and innovative thought in contexts of science and/or technology development and implementation based on his/her expertise.

In course learning outcome (CPMK), students were hoped to be able to acquire the knowledge about the history of English literature and the period of literary works in order to enable students to explain and write about the way of English people think, behave, socialize through individuals or groups starting from the period of literary works from the origin of the Britons and Anglo Saxons, the end of Middle Ages, the Renaissance, the Medieval Drama, the Prose and Poetry, the Restoration, the Romantic Period, and the Victorian Period. Students are introduced the language in each period that influences the literary works by implementing values of smartness and tolerance and applying accuracy on content aspects and linguistic features in post-intermediate English acquisition.

After seeing all aspects from the RPS, there was a gap between the description and the course learning outcome (CPMK). In description, this subject discussed about the History of the English Literature, analyzed literature that were related or connected to the

history seen from the chronology and works produced to create better condition of the environment and the world by implementing values of smartness and tolerance and applying accuracy on content aspects and linguistic features in post-intermediate English acquisition. In graduate learning outcome (CPMK), it only focused on the literature and literary works in each period. Students did not learn about the development of languages from each period. There was also lacks of sources. Students only got sources from books (e books). They seldom learnt this subject from journals or articles. This RPS needed to redesign where the development of language and culture involved in this learning process, not only the literature.

The imbalance was occurred between the graduate learning outcome (CPL) and the course learning outcome (CPMK). In graduate learning outcome (CPL), students were hoped to get enough knowledge about the history, the development of language, the culture, and the literature of English. They should understand, mention, and analyze the knowledge. In fact, students still got difficulties in understanding, mentioning, and analyzing the history, the development of language, the culture, and the literature of English. To overcome the CPL and CPMK, I redesigned the RPS. In the new design, I inserted the development of languages that influence the literary works from period to period.

Below was the example of Old English language in Gothic Lord's Prayer. We could examine the first few lines in detail:

Fæder ure þu te eart on heofonum
father our thou [who] are in the heavens
Si þin nama gehalgod
[may] thine name holy-ed

Another example was from the *Anglo-Saxon Chronicle* entry for 893:

ƿà hie ƿà fela wucena sàton on twà
healfe ƿære, & sè cyng wæs west on
Defnum
wiƿ tone sciphere, ƿà wàron hie mid
metelieste gewàgde, & hæfdon micne dâl
ƿàra horsa freten. & ƿà òtre wàron
hungre àcwolen. ƿà eodon hie ùt tò ƿàm
monnum te on eàsthealfe ƿære wìcodon,
& him wiƿ gefuhton, & ƿà Crìstnan
hæfdon sige.

When they had sat on both sides of that
[of the river] for many weeks,
and the king was in the west in Devon
[fighting] against the piratearmy,
they suffered lack of food and had eaten
the greater portion of
their horses, and the others were
perishing with hunger. Then they
went out to the men who were camped
on the east side, and fought
against them, and the Christians had the
victory.

Below was the example from Middle English:

Georgery Chaucer in *Canterbury Tales* that using a mix of French and English words in a new and simplified Middle English grammar.

Whan that April with his shoures soote
The droghte of March hath perced to the
roote,
And bathed every veyne in swich licuor,
Of which vertu engendred is the flour;
Whan Zephyrus eek with his sweete
breeth
Inspired hath in every holt and heeth
The tender croppes, and the yonge sonne
Hath in the Ram his halve cours yronne,
And smale foweles maken melodye,
That slepen al the night with open ye
(So priketh hem Nature in hir corages)
Thanne longen folk to goon on
pilgrimages

I also introduced some borrowing words from French to students such as: *government*,

justice, crime, jury, felon, punishment, prison, attorney, mortgage, heir, legacy, sovereign, prince, princess, duke, duchess, count, countess, baron, squire, and page are all French. Many words for war, *army* and *navy* and *soldier*, major

gemstones (*diamond, ruby, sapphire, emerald, pearl, and amethyst*), food words (beef, pork).

Below was the table of the language and the characteristic based on students' assignments.

No	Periods	Works	Language and Characteristic of Literary Works
1	Old	Poetry / Prose	The language was difficult to be understood because it used Old English. The characteristic of literary works were heroism and using religious aspect.
2	Middle Ages	Poetry / Prose	The language was more complicated and hard to be understood because it got influence from French and German and it introduced the simple English grammar. The characteristic of literary works were loyalty and political supremacy.
3	Renaissance and Elizabethan Period	Prose, poetry, drama	The language used more simple words. The characteristic of literary works were innovation and transformation knowledge.
4	Romantic Period	Prose, poetry, drama	The language used common daily language. The characteristic of literary works were talking about nature, love, loyalty
5	Victorian Period	Prose, poetry, drama	It used modern language (as we speak now) The characteristic of literary works were scientific knowledge, material comforts, consumerism, and impulse.
6	Modern Period (20 th Century)	Prose, poetry, drama	Getting more influences from other parts because people travelled in many countries. The works presented spirit of independence, democracy, and humanities.

Students could improve their understanding about the knowledge and development of language and culture after they analyzed and evaluate the literary works. They learnt much the works, the language, and the culture from period to period. They knew that culture influenced people's ideas and thoughts, even culture might influence the literary works.

CONCLUSION

The ideal RPS of History of English Literature is the RPS should learn the development of language and culture from period to period. It was important for English Literature students to raise their cross cultural awareness in English literature class that relevant with

students' field and learn the languages and cultures that were presented in literary works.

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