

**THE CONSISTENCY BETWEEN THE LESSON
PLANS AND THE TEACHING PRACTICES:
A CASE IN WORK EXPERIENCE 1 COURSE**



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ABSTRAK

MARISCA REVANI PUTRI. *Konsistensi antara Rencana Pelaksanaan Pembelajaran dan Praktek Mengajar: Sebuah Studi Kasus di Kelas Work Experience 1.* Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Januari 2011.

Penelitian ini dilaksanakan untuk menemukan konsistensi antara Rencana Pelaksanaan Pembelajaran (RPP) dan Praktek Mengajar di Kelas *Work Experience 1*, menemukan komponen RPP yang dilaksanakan konsisten atau tidak konsisten, dan menemukan tujuan ketidakkonsistenan pelaksanaan komponen tersebut. Penelitian ini dilaksanakan di Jurusan Bahasa dan Sastra Inggris, Universitas Negeri Jakarta dari bulan Mei sampai Desember 2010, dan menggunakan metode studi kasus. Instrumen yang digunakan adalah catatan lapangan, video, dan wawancara. Subyek penelitiannya adalah 18 mahasiswa Program Pendidikan 07A Reguler yang mengambil mata kuliah *Work Experience 1*. Hasil penelitian pada praktek mengajar 1 menunjukkan bahwa materi pada RPP diaplikasikan secara konsisten, kegiatan awal dan penilaian dan evaluasi diaplikasikan dengan konsistensi tinggi, kegiatan inti dan kegiatan akhir diaplikasikan dengan konsistensi medium, dan alokasi waktu dengan konsistensi rendah. Komponen yang konsisten adalah materi (100%) dan komponen dengan persentase paling rendah adalah alokasi waktu (16.6%). Hasil penelitian pada praktek mengajar 2 menunjukkan bahwa materi diaplikasikan secara konsisten, kegiatan awal, kegiatan akhir, dan penilaian dan evaluasi diaplikasikan dengan konsistensi tinggi, kegiatan inti diaplikasikan dengan konsistensi medium, dan alokasi waktu diaplikasikan pada konsistensi rendah. Seperti pada praktek mengajar 1, komponen yang konsisten adalah materi (100%) dan komponen dengan persentase terendah adalah alokasi waktu (27.7%). Aplikasi konsisten antar RPP dan praktek mengajar tidak selalu berarti lebih baik dari aplikasi yang tidak konsisten karena keberhasilan praktek mengajar bergantung pada kondisi di dalam kelas. Praktek mengajar dianggap sukses ketika siswa mencapai tujuan pembelajaran dan ada kondisi yang membuat praktek mengajar tidak berjalan sesuai RPP demi tercapainya tujuan pembelajaran. Kondisi-kondisi tersebut adalah jumlah siswa yang tidak diprediksikan sebelumnya, media mengajar yang tidak bekerja dengan baik, dan jumlah kegiatan yang direncanakan tidak sesuai dengan waktu yang tersedia membuat mahasiswa tidak dapat mengaplikasikan RPP secara konsisten.

ABSTRACT

MARISCA REVANI PUTRI. *The Consistency between the Lesson Plans and Teaching Practices: A Case in Work Experience 1 Course.* A thesis. English Department, The Faculty of Languages and Arts, State University of Jakarta (UNJ), January 2011.

This study was conducted to find out the consistency between the lesson plans and teaching practices in Work Experience 1 course, the aspects of the plan those are consistent or inconsistent, and the purpose of inconsistent implementation between the plan and the teaching practices. It was conducted in English Department, State University of Jakarta from May to December 2010. Case study was used in this study. The instruments used in this study were checklists, field notes, videos, and interview. The subject of this study was 18 students of education program 07A regular class who took Work Experience 1 class. The result in teaching practice 1 shows that the material was applied consistently, pre-activity and assessment and evaluation were applied in high consistent, main-activity and post-activity were applied in medium consistent, and time allocation was applied in low consistent. The consistent component was the material (100%) and component with the lowest percentage was the time allocation (16.6%). The result in teaching practice 2 shows that material was applied consistently, pre-activity, main activity, post –activity, and assessment and evaluation were applied in high consistent, main-activity was applied in medium consistent, and time allocation was in low consistent. Just like in teaching practice 1, the consistent component was also the material (100%) and component with the lowest percentage was the time allocation (27.7%). The result also shows that 55.5% of the student teachers made improvement in applying the lesson plan consistently from teaching practice 1 to teaching practice 2. The consistent applications between the lesson plans and the teaching practices don't always mean better than the inconsistent one because the success teaching practices depends on the conditions in the classroom. The teaching practice is successful when the students can achieve the learning objectives and there were some conditions that made the teaching practices didn't run as planned in the lesson plans in order to achieve the learning objectives. The conditions are the large number of students that were unpredicted before, the teaching media that couldn't work well, and the number of planned activities that were incompatible with the available time that made the student teachers couldn't apply the lesson plan consistently.

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CHAPTER I

INTRODUCTION

A. Background of the study

Teaching is a complex way about how to teach a specific topic to a specific group of students at a specific time in a specific classroom within a specific school. Teachers have to prepare what they want to teach before entering the classroom so that they know what to do in the classroom (Johnson 1999:1; Scrivener, 2007:109). Because teaching also needs specific knowledge and skills, the student teachers should be given special training before starting their profession. In this case, micro teaching is needed to support the student teachers in developing their knowledge and skills to prepare lesson plans, choose teaching goals, speak in front of a group, to ask questions and use evaluation techniques (Kilic, 2010:1-6).

One preparation that teacher can do is by making a lesson plan. Lesson plan is one of vital components in teaching activity that consists of some elements such as goals, objectives, materials, methodology, procedures, time allocation, assessment and evaluation, resources, and reflection (Brown 2001:149-151; Cruickshank 2009:182; Echevarria, et al, 2008: 24; Richard 2001:31). Harmer (2001:308-310) stated that lesson planning is the art of combining various different elements into a coherent unity so the lesson has a character that students can identify, work within, and react to. The way teacher plan a lesson relies on the

situation, where the lesson take place, and on the teacher's experience. By planning a lesson, teacher can feel more confident and professional because well-planned lesson make them know what to teach and to do in the classroom. They also feel more secure because a lesson plan with clear objectives and aims, time allocation, and materials enables teacher to focus on students before, during, and after the lesson. A plan also can provide security in some unpredictable situations of a classroom such as magic moments, sensible diversion, and unforeseen problems that can occur during the teaching and learning activity in the classroom (Brewster and Ellis, 2003: 231-232; Richard 2001:31; and Harmer 2007:366).

Harmer (2007:366) describes that teachers can not follow completely the plan because there are some unpredictable situations in the classroom during the lesson, such as, the magic moment that occurs when students really interesting in the topic, sensible diversion, and unexpected situation. Moreover, there is an essential part of teaching, the quality of teaching or pedagogical preparations such as plan a lesson, deliver instruction, and evaluate learning that student teachers experienced. It will give influence to the quality and the style of their teaching. The more knowledge and skills they have in planning lesson, delivering instruction and evaluating learning, their students will have better understanding (Cruickshank et al, 2009:10-11). In micro teaching practice, the student teachers will get opportunity to have experience in developing the teaching or pedagogical preparations (Kilic, 2010:6).

In teaching, as a student teacher, the writer finds some difficulties if she does not prepare a lesson plan before entering the classroom. The writer has to

know what to teach, how to teach, the available time, and how to assess the students. Besides, not only the writer, but also most student teachers find some difficulties in making lesson plan such as in stating the objectives, indicators, and finding out the proper activities. Further, there are some factors that make a lesson plan difficult to be implemented, such as, the time availability, the students' and classroom's conditions, the materials, and so on. From these personal experiences and the theories, the writer would like to study the consistency between the lesson plans and teaching practices in Work Experience 1 course and find out the factors that affect the consistency.

B. Problem Identification

Based on the background above, the problem related to the study can be identified as follow:

- 1 How is a micro teaching activity conducted?
- 2 How are the lesson plans in teaching practices activity implemented?
- 3 How does the lesson plan affect the micro teaching activity?
- 4 How is the situation of the micro teaching activity when the lesson plans implemented?

C. Limitation of the Problem

The problem identified above might arise in implementing a lesson plan in micro teaching activity. This study will not discuss those entire

problems. So, the problem will be limited to the consistency between the lesson plans and teaching practices in Work Experience 1 course.

D. Research Questions

1. How is the consistency between the lesson plans and the teaching practices?
 - a. What aspects of the lesson plan those are consistent or inconsistent?
 - b. What is the purpose of inconsistent implementation between the lesson plans and the teaching practices?

E. Purpose of the Study

The purpose of the study is to determine the consistency between the lesson plans and teaching practices in Work Experience 1 course.

F. Significance of the Study

The result of the study will be beneficial for the researcher, the student teachers in Work Experience 1 class, and English teacher in general. The student teachers may know the implementation of the lesson plan in teaching practices and the factors that may affect the consistency between lesson plans and the teaching practices. Furthermore, this study is expected to be an initiate study for further researches in the same field.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Definition of Lesson Plan

Harmer (2001:308) stated that lesson planning is the art of combining various different elements into a coherent unity so the lesson has a character that students can identify, work within, and react to. Besides, lesson plan is the notes of teacher's thoughts written systematically about what will be contained during the lesson (Richard 2001:31). Brewster and Ellis (2003:231) described that a lesson in different place may differ in topic, time, place, situation, methodology, and materials, but basically it focused on learning as the major purpose.

Hence, in this study, lesson plan is teacher's notes that consist of various elements such as objectives, teaching stages, assessment, materials, and time allocation that will be taught during the lesson.

2. The Importance of Planning a Lesson

Before entering the class, it will be useful for the teacher to know what to do in the classroom. "Although it is possible to teach without any pre-planning, but planning gives options – and in doing so, increase the teacher chances to deliver a successful lesson" (Scrivener, 2007:109). Making a plan before conducting a lesson has a lot of benefits, such as a well-planned lesson can make a

teacher feel more confident and more professional because he or she has prepared what to do in the classroom; a lesson plan with clear objectives and aims, time allocation, and materials enable teacher to focus on students before, during, and after the lesson; it also can be a record for further planning. Beside that, for students, it also has some benefits such as students learn more easily when they know what their teacher expects from them. It makes them feel more secure and more confident (Brewster and Ellis, 2003: 231-232).

By planning the lessons carefully, relevant and meaningful, learning can be achieved by involving suitable motivating materials and activities which substitute real-life application of concept study (Echevarria, et al, 2008: 24). A plan also can provide security in the some unpredictable situation of a classroom, help teacher think about the content, materials, procedure, time allocation, and activities, help a substitute teacher to take control a class when the main teacher can not teach, and enable the lesson run smoothly (Richard 2001:31). Beside those benefits, a lesson plan also important for a new teacher because they might not know what to do in the classroom because she/he has less experience, thus well-prepared plan can provide self confidence and personal security, so the teacher can give more attention to the students. The teaching activities can also be more creative and fun because the lesson is thought and planned carefully (Cruickshank 2009:159).

It can be conclude that preparing a lesson plan before teaching has a lot of advantages. The teacher may have a good self-confidence because she/he has known what to do and what to teach in the classroom. The teacher can be

more focus on the students' development during teaching so that the activity can be more fun and run well.

3. The Function of Lesson Plan

Lesson planning is crucial for both teacher's and students' success (Echevarria, et al, 2008:20). For the teachers, a lesson plan may be used as the base for the better future lesson plan and a new teacher that has limited teaching experiences may use it as guidance in teaching. For a substitute, who replaces the main teacher, lesson plan also can be used as guidance to teach. A lesson plan also provides accountability by providing a record of work for the school's authorities, inspectors, and parents. Beside that, for students, lesson plan may make them feel more secure because they know what their teacher expect to achieve (Brewster and Ellis, 2003: 231-232).

As a result, lesson plan can be used as guidance to teach in the classroom and a reflection of the previous teaching activity. Lesson plan also can provide security for both teachers and students.

4. Designing Lesson Plan

Nowadays, experts served a lot of forms of lesson plan with various components. A lesson plan should describe what and how the teaching and learning activity will be conducted in short period (Cruickshank, 2009:179). Further, there are some criteria for a good lesson plan as Brewster and Ellis describe below

“A good lesson is adaptable and flexible; is a back up system; has clear objectives; has a variety of activities, skill, interaction, materials; cater for individual learning style; has interesting, enjoyable content; has an appropriate level of challenge and is well prepared, well planned, and well timed.” (Brewster and Ellis, 2003:231)

The way teachers plan a lesson relies on the situation where the lesson take place and on the teacher’s experience (Harmer 2001:310). Before starting to make a lesson plan, the teacher should consider a number of important factors, such as the language level of the students, their educational and cultural background, their motivations, and their different learning style (Harmer, 2001:308). In his revision book, Harmer (2007:367-377) explains how to design a lesson plan from pre-planning and planning. The first step is determining the students’ needs. The teacher can conduct a need analysis to know what the students want and need by talking to the students about their needs, giving students list of possible activities or topics they prefer, asking the students to write their needs, and administer questionnaires before, during, and after the course. And then the teacher makes the plan. In making the plan, the teacher should consider the syllabus type he or she uses, and then makes the lesson stages. After that, the teacher should consider the aims, skills and language focus, procedures, and materials that they use.

Brown (2001:149-151) explains some essential elements of a lesson plan, such as goals, objectives, materials and equipment, procedures, evaluation, and extra-class work. Besides these elements, there are also lesson phase in a lesson plan, such as prospective (opening), stimulation, instruction/preparation,

closure, and follow-up (Richard 2001:33). Cruickshank (2009:182) also suggests some components to be stated in a lesson plan, such as, objectives, resources, set induction, methodology, assessment, closure, and reflection.

In designing lesson plan, Echevarria (2008:24-33) explains some components that teacher has to consider. First, the content and language objectives should be stated simply and clearly, orally and in writing, conform to the age and proficiency levels of the students. It is crucial to differentiate receptive and productive skills in determining language objective because most students tend to acquire receptive skills faster than productive skills. Stating the various languages objectives can be planned along to the goals and activities of the lesson. Second, all the content and language objectives should be developed from the lesson topic and be part of the instructional plan. Third, the concepts should suit to the age and educational background of the students. Finally, the supplementary materials present a real-life context and allow students to connect prior experience with new learning. Besides, in planning a lesson, the teacher also should consider the time allocation.

In planning a lesson, the teacher also should consider some aspects such as the students' L1 literacy, their L2 proficiency and reading ability, the cultural and age appropriateness of the L2 materials and the level difficulties of the materials to be read (Gunderson, 1991:21 in Echevarria, et al, 2008:32).

There are eleven components of lesson plan in Minister of Education's regulation number 41 year 2007, such as, the identity of subject, basic competence, standard competence, indicators, objectives, teaching materials, time

allocation, teaching method, teaching stages, assessment and evaluation, and sources. The subject identity includes the name of the school, the class, semester, skills, topic, and the number of meeting. There are three phases in teaching stages, such as, pre-activity (lead-in), main-activity, and post-activity.

In Work Experience 1 course, the lecturers introduced some lesson plan forms, especially the SIOP lesson plan model taken from Echevarria et al (2008:230-235). There are four lesson plan templates introduced in SIOP and used by the student teachers to set the plans for teaching practices. The student teachers need to choose one of the templates to be used in the micro teaching session. Most of the student teachers chose the second SIOP lesson plan template and the components are standards, theme, lesson topic, language objective, content objective, learning strategies, key vocabulary, materials, teaching stages (motivation, presentation, and practice/application), review/assessment, and extension.

In short, a lesson plan has to consist of some crucial elements such as objectives, materials, teaching stages (pr-activity, main-activity, and post activity), assessment and evaluation, and time allocation.

B. The Concept of Micro Teaching

Microteaching lesson study (MLS) is a cooperative learning experience intended to challenge prospective teachers' thinking about teaching and learning, and provide their connection between the theory and practice (Fernandez, 2006:1). In addition, micro teaching is a technique that is used in teacher education where a

teacher candidate teaches a small portion of a lesson to a small group of his classmates and teaching competencies are carried out under strict supervision. After teaching a small group, to begin to teach a whole class is one of the techniques that improve teacher education. In micro teaching activity, the student teachers get the opportunity to learn about drawing learner's attention, asking question, using and managing time effectively. It also helps them to improving class management skill. Moreover, by observing their peer doing micro teaching, the student teacher can have time to observe and evaluate different kind of teaching strategies (Kilic, 2010:6).

According to Milley (2004: 4-5) and Fernandez (2006: 2), micro teaching can help student teacher become more confident about their ability to direct their own learning, develop their ability to practice, elaborate, model, and organize the topic. Besides that, the student teacher also gets self-feedback, peer-feedback, and feedback from lecturer for the ability to master the topic and get high motivation. Micro teaching also gives student teachers more experiences to involve in important aspect of teaching such as planning, teaching, reflecting on and revising the lessons, then implementing their knowledge from the previous course.

Hence, in this study, a micro teaching activity is an activity that the student teachers teach their peers, juniors, and real students with the lesson plan in 15 minutes. So in Work Experience 1 course the student teachers can implement their skills and knowledge they got from previous course because they have to

plan a lesson and attain the plan in that available time. Here, the student teachers may learn how to manage the classroom, situation, and time well.

C. The Importance of Lesson Plan in Micro Teaching Activity

Planning lesson is needed for student teacher and novice teacher as guidance for them in teaching their first and second year. Later, the teacher probably will rely on experience and expertise (Cruickshank, 2009:161). Make a lesson plan for the classroom activity has a lot of benefits, such as, provide security in the some unpredictable situation of a classroom, help teacher think about the content, materials, procedure, time allocation, and activities, help a substitutes to take control a class when the teacher can not teach (Richard 2001:31). But rather than working to a pre-arranged plan, a teacher should be more like a doctor, basing treatment by precise diagnosis. All classes and students have different characteristic, so to decide previously what they should learn on a given day is to restrain them to a mental structure and ignore the ‘flesh-and-blood here-and-now learners’ (Rinvolutri 1996 in Harmer 2001:311).

Teaching is considered as the complex way about how to teach a specific topic to a specific group of students at a specific time in a specific classroom within a specific school (Johnson 1999:1). Then, Malahmah-Thomas (1987:3) stated in Harmer (2001:311) that experienced teachers may well succeed to run effective lesson without planning a lesson. If the lesson run well they can be extremely rewarding for all concerned. But more often they run the risk of being meaningless and confusion. There is a real danger that if teacher do not

have a clear plan of their goals – and, decisively, if the students cannot or will not achieve the lesson shape, then there is no useful of planning the lesson. Besides that, the attainment of interaction in the classroom can not be taken for granted and guaranteed just because of extensive planning because interaction in the class has to be managed.

Moreover, another essential part in teaching is the quality of teaching or pedagogical preparations (plan a lesson, deliver instruction, and evaluate learning) that student teachers experiencing. It will give influence to the quality and the style of their teaching. The more knowledge and skills they have in planning lesson, delivering instruction and evaluating learning, their students will have better understanding (Cruickshank et al, 2009:10-11). In micro teaching activities, the student teachers get opportunity to develop those skills such as to prepare lesson plans, choose teaching goals, speak in front of a group, and to ask questions, and use evaluation techniques that they got from the previous courses. The experience to learn how to realize teaching goals through planning a model lesson show how preparation, organization, and presentation are crucial in learner's learning to be the real teacher in the future (Kilic, 2010: 6).

As a result, planning a lesson for micro teaching activity is needed because one essential thing that student teachers need to consider is to match up the teaching activities, materials, and the limited time allocation.

D. The Concept of Consistency

In Oxford Advance learner's Dictionary (1995:245-246) consistency means the quality of being consistent. And consistent has two meanings; first is the person, behavior, views that always following the same pattern or style; not changing; and second is in agreement or harmony with something. Besides, Svenson (1993:199) defines consistency as the agreement of choice in "identical" choice task. In addition, Kim and Yoon (2009) in Kurosu (2009:203) state that consistency occurs when a person do similar thing in similar way. In other book, consistency defines as follow:

"Critto (2000:3) states that combination of variety by agreement is called consistency. Further, he refers consistency to the way in which agreement initiates, integrates, and leads to achievement of all being –knowing, loving, serving and enjoying, if he analogically applies to human concepts. And capacity for consistency refers to the way in which human beings may choose agreement and consequently relate to what exists in the same way as agreement. "

Devito (2003:64) also states that consistency represents people's need to sustain stability among their attitudes. The people expect particular things to go together and other things not to go together. He also says that consistency is one of the main processes affecting people perception of others. Hence, consistency is the agreement to do similar thing in similar way to sustain stability.

In this study, consistency occurs when the student teachers apply the lesson plans in the teaching practices pervasively as written in the lesson plans. For novice teacher conducts teaching activity based on the lesson plan is helpful. Besides, it also can make them feel more confident and focus to the students before, while, and after the lesson (Brewster and Ellis, 2003: 231-232).

E. Related Study

There are some previous studies conducted in the area of classroom observation, micro teaching practice, and lesson plan implementation. Bar-Hama and Leshem (2008) found that teaching is a grid of interrelated dimension that some aspects are clearly observed and others are not. Lesson plan is one of the aspects that can be observed. In the other hand, Theresia (2007) stated that teachers have difficulties in planning a lesson and implementing the lesson, especially in the objective part. Kilic (2010: 6) explained that micro teaching is very important for the student teachers experience to face the real classroom situation because micro teaching gives them opportunity to prepare the teaching aspects such as lesson plans, teaching, and evaluation.

The lesson plan may not be implemented fully in the classroom activity, so that the writer would like to study the consistency between the lesson plans and teaching practices in Work Experience 1 course and find out some factors that affect the consistency.

F. Conceptual Framework

Teaching requires pedagogic abilities and skills of a teacher. To conduct a good teaching the teacher should prepare the plan before entering the classroom in order to have more preparation to teach in the classroom. There are some difficulties in making a lesson plan, especially in stating objective and activities. Moreover, it is quite difficult to implement the lesson plan in the teaching activity well because there are some factors that can occur during the

teaching activity, such as, the students' motivation, time availability, environment condition, technical problem, and so on.

In Oxford Advance learner's Dictionary, consistent has two meanings; first is the person, behavior, views that always following the same pattern or style; not changing; and second is in agreement or harmony with something. In other words, consistent is following a particular pattern in harmony. In this study, the consistency means how far the student teachers implement the plan they made. The writer observed the consistency of the essential elements of the lesson plan such as the objectives, materials, teaching stages, assessment and evaluations, and time allocation. To determine how far the consistency of a particular component, the writer settled a parameter of consistency base on Sugiyono's argument about rating scale that the researcher need to set and understand the meaning of each parameter or symbol of the scale she/he made. The parameter is as follow: 1) inconsistent = 0% - 9%, from the number of data 2) low consistent = 10% - 39%, from the number of data 3) medium consistent = 40% - 69%, from the number of data 4) high consistent = 70% - 99%, from the number of data 5) consistent = 100%, from the number of data.

Based on the judgments and the situations happen in the real activity, preparing lesson plan before entering the class has a lot of benefits both for the teacher and the students. In micro teaching activity the student teachers have opportunity to develop their lesson plan, implement the lesson plan, and evaluate their teaching practice. But, there are some problems occur when creating lesson plan and implementing it in teaching activity (micro teaching activity). So, it will

be useful to study the consistency between the lesson plans and teaching practices in Work Experience 1 course and find out the factors that affect the consistency.

CHAPTER III

METHODOLOGY

A. Method of the Study

The research was designed to obtain information about the consistency between the lesson plans and teaching practices and to find the factors that affect the consistency. In this case, the consistency between the lesson plans and teaching practices is a classroom activity; and the factors that affect the consistency can be found in the process of teaching practice activities. Thus, it was conducted by using case study. Case study is described as the unit of analysis that could be a teacher, a classroom, a school, an agency, an institution, or a community (Johnson, 1992: 75-76). A case-study researcher emphasizes consideration on a single entity, usually that occur around his or her environment (Johnson, 1992: 75). Case study can provide a lot of information about the processes and strategies used in the classroom.

B. Time and Place of the Study

The study was conducted through observation from May to December 2010 to collect the data needed in Work Experience 1 course at English Department in State University of Jakarta.

C. Subject of the Study

The subject of the study was the 18 students of education program 07A regular class who took Work Experience 1 at English Department in State University of Jakarta

D. Data collection technique

According to Hancock (2006:51-52), there are some documents used to gathering data in the case study method, such as from internet, private and public records, physical evidence, and instrument created by researcher. Private records are the material produced by an individual that provide perception about the person's beliefs, attitudes, and behaviors such as diaries, notes, and personal letters. Besides, the instruments made by researcher were surveys, questionnaires, and examinations administered to individuals who have perception into the research situation.

The data were the student teachers' lesson plans and the teaching practice activities. The data in this study were taken from the field note, checklist, interviews and videos. The data from observation were taken from May to June. The data from field note and checklist were taken during the observation. In the observation, the writer observed the teaching practice and wrote some notes related to the study, such as some student teachers' unordered teaching stages, inconsistent teaching duration, and classroom condition. Besides, the writer also did checklist on the checklist table made for observing the teaching practices (Cruickshank, 2009:184; Echevarria, 2008: 228-229). The checklist system was

based on the rubric on table 3.1 for determining the consistency between the lesson plans and the teaching practices. In these processes, the writer compared the lesson plans of the student teachers and their teaching practices then wrote on the field note and did checklist. These data were taken to determine the consistency between the lesson plans and the teaching practices. The data from interview were taken from 16th to 24th August 2010. The writer also took videos to strengthen the data and the analysis, and to recheck the data taken during the observation.

In this study, the writer took four main components in the lesson plans that made by the student teachers for doing their teaching practices in Work Experience 1 course; the components are material, teaching stages (pre-activity, main-activity, and post-activity), assessment and evaluation, and time allocation. The format of the lesson plan used by the student teacher in this study was taken from Sheltered Instruction Observation Protocol (SIOP) lesson plan templates. There are four lesson plan templates in SIOP (see appendices) and all student teachers agreed to use the second template.

Table 3.1 Rubric for determining the consistency between the lesson plans and the teaching practices

No	Components of the lesson plan	Consistent	Inconsistent
1	Material	The teacher teaches the material(s) that written in the lesson plan in the teaching practice activity.	The teacher doesn't teach the material(s) that written in the lesson plan in the teaching practice activity.
2	Teaching stage: Pre-activity	The teacher does all pre-activities that written in the lesson plan in the teaching practices	The teacher doesn't do all pre-activities that written in the lesson plan in the teaching practices
	Teaching stage: Main-activity	The teacher does all main-activities that written in the lesson plan in the	The teacher doesn't do all main-activities that written in the lesson plan in the

		teaching practices	teaching practices
	Teaching stage: Post-activity	The teacher does all post-activities that written in the lesson plan in the teaching practices	The teacher doesn't do all post-activities that written in the lesson plan in the teaching practices
3	Assessment and evaluation	The teacher does all activities for assessing and evaluating that written in the lesson plan in the teaching practices	The teacher does all activities for assessing and evaluating that written in the lesson plan in the teaching practices
4	Time allocation	The teacher conducts the teaching practice activity in between 14 minutes 30 seconds and 15 minutes 30 seconds	The teacher conducts the teaching practice activity less or over than 14 minutes 30 seconds and 15 minutes 30 seconds

The rubric in table 3.1 was settled by the writer to determine the consistency between the lesson plans and the teaching practice activities. In making the rubric, the writer referred to the concept of consistency in chapter II. The rubric was guidance to analyze the documents and the teaching activity.

Then, the writer did the checklist as in table 3.2 follow:

Table 3.2 Table of checklist for identifying consistency between the lesson plan and the teaching practice

Subjects of the study	Objectives	Material	Teaching Stages			Assessment and evaluation	Time Allocation	Consistency of student teacher
			Pre	Main	Post			
S1	√	√	√	√	√	√	√	
S2	√	√	√	√	√	√	x	
S3	√	√	√	x	√	√	x	
S4	√	√	√	√	√	x	x	
S5	√	√	√	√	√	√	x	
Sn...	√	√	√	√	√	√	x	
Consistency of the component								

Information:

Sn = Student teacher

√ = indicating consistent

x = indicating inconsistent

E. Data Analysis Technique

The writer used triangulation data resource analysis to analyze the data (Sugiyono, 2008:373). The data were taken from observation (field notes, checklist, and videos), documents (lesson plans), and interviews. In the observation of teaching practices, the writer wrote all data needed to obtain the information and the record the teaching practices on the videos. Besides, the writer also used checklist to compare the lesson plans and the teaching practice activities. In this process, the writer obtained qualitative data to obtain the information about the consistency. When the data were collected, the writer transferred the data into the percentage by using the basic statistic formula by Elifson 1998 in Martono 2010:12-13. The formula is:

$$\text{Percentage} = \frac{f}{N} \times 100\%$$

Information:

f = the number of students who practiced the component *x* consistently

N = all of the subjects

After that, the data were categorized by rating scale to get the final result in qualitative data form.

Chapter IV

RESULT OF THE STUDY

This chapter describes the findings and data interpretation of the study conducted in Work Experience 1 class at English Department of State University of Jakarta. The discussion of this chapter covers the findings of the study that answers the research questions: *how is the consistency between the lesson plans and the teaching practice activities?* and the sub research questions are: *what aspects of the lesson plan those are consistent or inconsistent? And what is the purpose of inconsistent implementation between the lesson plans and the teaching practices?*

A. Findings

The writer categorized the data to answer the research question by using rating scale. Since rating scale requires the writer to set the standardization that is helped to ease the identification of large group of data. The writer is the one who need to define each categorization that the researcher want from the study she conducted (Sugiyono, 2008:141). The rating scales are classified as follow:

1) Inconsistent = 0% - 9%, from the number of data. 2) Low consistent = 10% - 39%, from the number of data. 3) Medium consistent = 40% - 69%, from the number of data. 4) High consistent = 70% - 99%, from the number of data. 5) Consistent = 100%, from the number of data.

The data were taken from observations, documents, and interviews. And to strengthen the analysis, the writer also provides videos. The data were analyzed as follow:

1. Material

The consistency rate of the material in teaching practice 1 and teaching practice 2 were consistent (100%) because all of the student teachers applied the materials in the teaching practices as it were written in the lesson plan. For example, in the lesson plan the student teacher (S3) planned to teach news item text about the language features and meaning of the news item text and in the teaching practice she taught the materials through 9 learning activities and 1 news item text, “Red Shirt Military Strategist Dies of Wounds” (see appendices). Another example, the student teacher (S14) planned to teach how to make a reservation – read an advertisement about making reservation and make an on line reservation in internet and she applied the materials through 5 learning activities in the classroom (see appendices).

2. Teaching stages

The teaching stages are divided into three stages, they are pre-activity, main-activity, and post-activity. The consistency of those three stages are varies. In the teaching practice 1 the pre-activity is high consistent because there were 13 student teachers (72.2%) who applied the pre-activity consistently and 5 student teachers (27.7%) who didn’t apply the pre-activity in the lesson plan consistently. The main-activity is medium consistent because there were 11 student teachers

(61.1%) who applied the pre-activity consistently and 7 student teachers (38.9%) who didn't apply the pre-activity in the lesson plan consistently. And the post-activity was same with the main-activity, it is high consistent because there were 11 student teachers (61.1%) who applied the pre-activity consistently and 7 student teachers (38.9%) who didn't apply the pre-activity in the lesson plan consistently. And in the teaching practice 2 the pre-activity is high consistent because there were 15 student teachers (83.3%) who applied the pre-activity consistently and 3 student teachers (1.66%) who didn't apply the pre-activity in the lesson plan consistently. The main-activity is medium consistent because there were 11 student teachers (61.1%) who applied the pre-activity consistently and 7 student teachers (38.9%) who didn't apply the pre-activity in the lesson plan consistently. And the post-activity is high consistent because there were 14 student teachers (77.7%) who apply the plan and 4 (22.2%) student teachers who didn't apply the post activities as it were in the lesson plan.

There were student teachers who chose to inconsistently apply the plan because the situation in the classroom and the number of the students that they didn't predict before. Besides, the time allocation also has influence in conducting the learning activities.

“Biasanya kalo dari yang sudah-sudah tergantung keadaan di kelas yang saya temui. Yang seringnya saya tidak mengikuti seluruhnya. Intinnya urutannya seperti ini, tapi untuk simple, pastinya tergantung kondisinya juga, tergantung waktu juga jadi gak saya implimentasikan sesuai di LP (S1, see appendices: interview scripts).”

For the pre-activity, as example, the student teacher (S10) planned to 1) ask the students' to read the dialogue volunteer in pairs about the expressions of

certainty for twice and the other students listen carefully to their friends, 2) ask the students to underline the expression of degree of certainty in the dialogue, and 3) ask students to mention all the expression that they have underlined in the dialogue. But, in the classroom she didn't do the second and the third activities in the pre-activity because she forgot the steps and the plan. She said that she uses the lesson plan as guidance to teach in the classroom and she applies it flexibly.

“...sebagai panduan. Karena kalo ngikutin dari awal sampai akhir nanti pas di kelasnya jadi malah kaku. Dan kan gak semua yang udah kita planning-in itu sama dengan sikon di kelas. Jadi ya disesuaikan dengan keadaan di kelas (S7, see appendices: interview scripts).”

For the main activity, as example, the student teacher (S3) planned to divide the students into groups of three but the large number of the students in the classroom made the student teacher divided the class into groups of 4 and 5. She said that:

“...mungkin kita punya konsep apa yang harus dilakukan pada saat teaching practice, ini, ini, ini. Tapi pada kenyataannya ada hal-hal tidak terduga yang bikin kita gak melakukan hal itu... Ya disesuaikan dengan keadaan kelasnya, kita kan gak mungkin memaksakan untuk mengimplementasikan yang udah kita buat kalo keadaannya gak sesuai.”

Another example, the student teacher (S7) planned to play a video but in the teaching practice there was no video played because there was no video player to play the video. This situation is called unforeseen situation that may happen in the classroom that make the plan can't be applied as it is (Harmer, 2007:366).

In the post-activity, as example, the student teacher (S9) planned to ask the students (3-5 students) to mention the expression of certainty through the

discussion but in the teaching practice she didn't apply the plan because the time was over.

"waktunya udah abis kan, ya udah gua tutup aja lessonnya (see appendices: interview scripts)."

Another student teacher (S12) planned an activity for the pre-activity but in the teaching practice she applied it in the post activity.

"Lupa, [laughed]. Belom ngapalin lesson plan. Jadi udah ada materi, fokus sama materi, tapi urutannya gak sesuai. [laughed]."

3. Assessment and Evaluation

The consistency of assessment and evaluation in the teaching practice 1 and teaching practice 2 is high consistent (72.2%). Both in teaching practice 1 and teaching practice 2 there were 13 student teachers (72.2%) who applied the assessment and evaluation activities stated in the lesson plan.

For example, the student teacher (S5) planned to assess and evaluate the students by doing task 1: *match the sentences in the left boxes with the similar meaning in the right boxes* and then discuss the answer together, but the time was over so that the activities couldn't be conducted. The student teacher (S14) also had the same problem. She planned *the students to share any difficulty when making a recount*, but the time was over so she couldn't continue her teaching practice. Another student teacher (S13) planned to teach three activities as the assessment and evaluation activities: *1) invite the students to find any difficult words or phrase in the monologue, 2) discuss the meaning and pronounce the words, and 3) check the students' understanding about the text*, but in the teaching practice she only applied the last activity, she said that:

“... Oh ya, saya pribadi lupa urutan kegiatan pembelajaran di yang udah ditulis di lesson plan, suka kebolak-balik gitu urutannya...”

4. Time Allocation

Time allocation is the component that got low consistent and the lowest percentage both in teaching practice 1 and in teaching practice 2, but the percentage was increase from teaching practice 1 (16.6%) to teaching practice 2 (27.7%). In teaching practice 1 there were only 3 student teachers (16.6%) who used the time consistently and the 15 other student teachers (83.3%) used the time inconsistently. And in the teaching practice 2, there were 5 student teachers (27.7%) who used the time consistently and another 13 student teacher (72.2%) didn't use the time consistently.

As example, the duration of student teacher's (S3) in teaching practice 1 was 29 minutes 2 seconds. It happened because she spent a lot of time in two main-activities: *discuss about the content of the news item* and *discuss the language feature of the news item*. Those activities took much time because she explained the materials and asked the students to discuss about a news item text titled 'Red Shirt Military Strategist Dies of Wounds' from the aspect of the content and the language feature. If the student teacher 3 was inconsistent because she spent more time, the student teacher 14 was inconsistent because the time for study at Diponogoro Rawamangun Junior High School has finished – time to go home for the students- so she had to finished her lesson. Her teaching duration was 13 minutes 48 seconds.

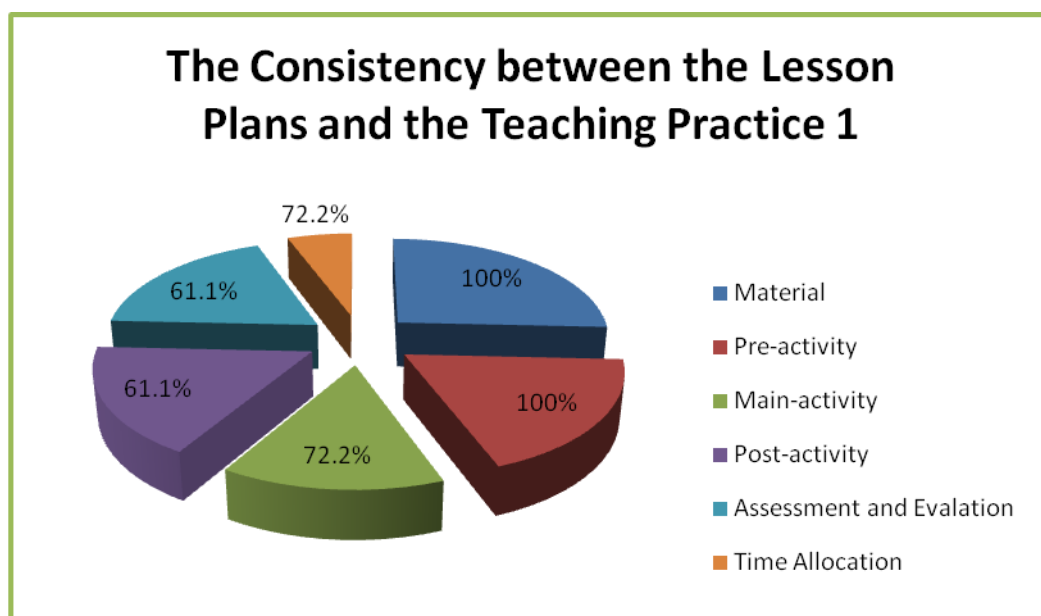
“Hambatannya. Oh ya, terutama di ini, time management, itu agak sulit mengontrol waktu (S1, see appendices: interview scripts).”

“Waktunya terbatas sekali, fasilitas/sarana buat mengajarnya (S9, see appendices: interview scripts).”

“Kegiatan pembelajaran karena waktunya suka over dari yang direncanakan (S10, see appendices: interview scripts).”

After all data were analyzed as above, the writer presented the data in the pie chart in order to ease the analysis and to find the answer of the research question.

Chart 4.1 The consistency percentage between the lesson plans with the teaching practice 1

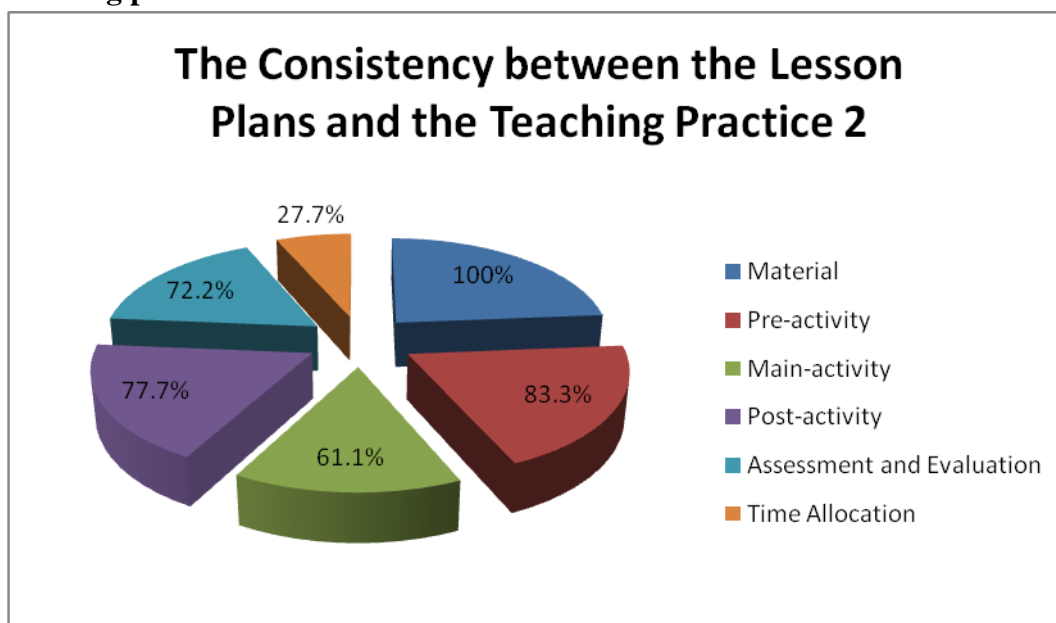


The chart shows that the percentage of the materials used in teaching practice 1 reach 100%. It means that all of the student teachers consistently applied the material in teaching practice 1 based on the material in their lesson plans. The next component was teaching stages – pre- activity, main-activity, and post activity – the percentage of pre-activity was 72.2%, 61.1% for the main-activity, and 61.1% for post-activity. For assessment and evaluation, it reached 72.2% because there were 5 (five) student teachers who didn’t apply the

assessment and evaluation on the lesson plans consistently in the teaching practice 1 activity. And for the last component, time allocation, reached the lowest percentage of the consistency that was 16.6%.

So, based on the chart above, the components that got the highest percentage in the lesson plans that applied in the teaching practice 1 was the material (100%). And the time allocation (16.6%) got the lowest percentage of all components.

Chart 4.2 The consistency percentage between the lesson plans with the teaching practice 2



The chart shows that the percentage of objectives written in lesson plans were applied 94.4% in teaching practice 2 activities. The materials used in teaching practice 2 reaches 100%. It means that all of the student's teachers consistently applied the material in teaching practice 2 based on the material in their lesson plans. The next component is teaching stages – pre-activity, main-

activity, and post activity – the percentage of pre-activity was 83.3%, 61.1% for the main-activity, and 77.7% for post-activity. For assessment and evaluation, it reached 72.2% because there were 5 (five) student teachers who didn't apply the assessment and evaluation on the lesson plans consistently in the micro teaching activities. In using the worksheets, the consistency was 88.8% because there was only one student teacher who didn't apply the worksheet in the teaching practice 2. And time allocation reached the lowest percentage of the consistency that was 27.7%. So, based on the chart above, the component that got the highest percentage in the lesson plans that applied in the teaching practice 2 was the material (100%) and the time allocation (27.7%) got the lowest percentage of all components.

There were five (27.7%) student teachers having decreased consistency applying the lesson plans during the teaching practice 1 and teaching practice 2. The three (16.6%) other student teachers got the same percentages and ten (55.5%) others got increase. It shows that during the processes of teaching practice 1 to teaching practice 2 55.5% student teachers made improvements in applying the lesson plan to the teaching practice in Work Experience 1 class (see appendices, table 1.3).

B. Discussion

In the teaching practice 1 the consistency of material was consistent because they reached 100%. The teaching stages reached medium and high consistent, pre-activity reached 72.2%, main-activity reached 61.1%, and post-activity reached 61.1%. The assessment and evaluation was in high consistent,

that was 72.2%. And the time allocation was in low consistency because it only reached 16.6%. And in teaching practice 2, the consistency of the material was still consistent because it reached 100%. The teaching stages reached medium and high consistent, pre-activity reached 83.3%, main-activity reached 61.1% and post-activity reached 77.7%. The assessment and evaluation was in high consistent consistency that was 72.2%. And the time allocation was in low consistent because it only reaches 27.2% (see appendices: table 1.4).

Based on the over all result, the consistency between the lesson plans with the teaching practices, there are 42.8% components are high consistent.

And the consistency development from teaching practice 1 to teaching practice 2 shows that one component had decrease percentage during the teaching practice and teaching practice 2. One component had increase percentage and the five others had same percentage (see appendices: table 1.4).

The consistent applications between the lesson plans and the teaching practices don't always mean better than the inconsistent one because the success teaching practices depends on the conditions in the classroom. The teaching practice is successful when the students can achieve the learning objectives and there were some conditions that made the teaching practices didn't run as planned in the lesson plans in order to achieve the learning objectives. The conditions are the large number of students that were unpredicted before, the teaching media that couldn't work well, and the number of planned activities that were incompatible with the available time that made the student teachers couldn't apply the lesson plan consistently.

“Hambatannya muridnya dan penguasaan materi. Kalo guru baru kan materinya gak kaya guru lama. Misalkan ada nervous juga, bingung mau ngapain.(S7)”

“... Terus, juga mungkin kaya kemaren pengalaman unexpected situation, jadi kurang antisipasi. kaya speaker gak nyala jadi kan perlu antisipasi. (S1)”

“... Banyaknya materi juga harus disesuaikan dengan waktunya. Itu sih yang paling susah.(S2)”

The student teachers chose to apply some lesson plan components inconsistently in order to achieve the learning objectives.

“Improvisasi aja, disesuaikan dengan keadaan kelas. Jadi ya gak plek-plek harus ngikutin lesson plan kan (S5).”

“... Karena kalo ngikutin dari awal sampai akhir nanti pas di kelasnya jadi malah kaku. Dan kan gak semua yang udah kita planningin itu sama dengan sikon di kelas. Jadi ya disesuaikan dengan keadaan di kelas. (S6)”

“Improvisasi, kan harus sesuai keadaan juga. (S7)”

“[lesson plan itu fungsinya] sebagai pegangan kali ya, sebagai guideline sebagai rencana kita untuk ngajar. Jadi kita ngajar gak start from zero, kita ada pegangan, ada rencana. Jadi kita tinggal menjalankan rencana yang udah kita buat aja.(S8)”

“Kalo itu sih mendingan lebih fleksibel. Jadi mendingan kita udah punya pegangannya, tapi pas pelaksanaannya gak usah kaku-kaku banget. (S13)”

Hence, the lesson plan was used as guidance in teaching practice activity for the student teachers as novice teachers to teach in the classroom, but the implementation of the plan was depended on the conditions in the classroom itself. The teacher couldn't force to apply the plan consistently unless it will make the student didn't get the knowledge of the lesson taught by the teacher (objective

of the teaching practice activity). So, it is more important to achieve the learning objective rather than apply the plan consistently.

C. Limitation of the Study

This study has some limitations such as the number of teaching practices that were observed, the observational tools, and the limited number of lesson plan's components that were observed. The researcher only observed 2 teaching practices among 3 teaching practices (peer-teaching, micro-teaching, and real-teaching) because the study was conducted after the peer-teaching was done. For observational tools, the researcher only used video camera and daily notes to record the teaching practice activities. And the writer only observed four main lesson plan's components: material, teaching stages (pre-main-post activities), assessment and evaluation, and the time allocation.

Chapter V

Conclusion, Implication and Recommendation

A. Conclusion

The result in teaching practice 1 shows that material was applied consistently, pre-activity and assessment and evaluation were applied in high consistent, main-activity and post-activity were applied in medium consistent, and time allocation was applied in low consistent. The consistent component was the material (100%) and component with the lowest percentage was the time allocation (16.6%). The result in teaching practice 2 shows that material was applied consistently, pre-activity, post –activity, and assessment and evaluation were applied in high consistent, main-activity was applied in medium consistent, and time allocation was in low consistent. Just like in teaching practice 1, the consistent component was also the material (100%) and component with the lowest percentage was the time allocation (27.7%). The result also shows that 55.5% of the student teachers made improvement in applying the lesson plan consistently from teaching practice 1 to teaching practice 2.

The consistent applications between the lesson plans and the teaching practices don't always mean better than the inconsistent one because the success teaching practices depends on the conditions in the classroom. The teaching practice is successful when the students can achieve the learning objectives and there were conditions that made the teaching practices didn't run as planned in the

lesson plans in order to achieve the learning objectives. The conditions are the large number of students that were unpredicted before, the teaching media that couldn't work well, and the number of planned activities that were incompatible with the available time that made the student teachers couldn't apply the lesson plan consistently.

B. Implication

Based on the conclusion above, the implication of this study is to make the next student teachers who takes Work Experience 1 class at English Department in State University of Jakarta will be more aware in making their lesson plan and practicing the plan in the micro teaching activity. The result of this study also can be used for better next Work Experience 1 program, especially for the lecturing session and the study guide. In the current study guide, the lesson plan was only discussed in a glance. It is important to discuss the lesson plan before the student teacher were asked to make a lesson plan in order to avoid confusion in compiling the plan. Further, this study may be used as a reference for the next Work Experience 1 study guide. Although the result of this study shows that the 57.1% components in lesson plans were applied in high consistent, 84.6% student teachers who were interviewed chose to be flexible in applying the lesson plan in teaching activities because it is more important to achieve the learning objectives than to apply the lesson plan consistently.

C. Recommendation

Considering the result of the study, the researcher recommends the next students of English Department in State University of Jakarta who take Work Experience 1 to pay more attention in compiling lesson plan. Besides, they have to pay a lot of attentions in compiling each components of the lesson plan, reconsider the number of activities that have to be covered with the limited time available. They have to use the time wisely so that all activities can be covered in the allocated time. Moreover, more practices are needed for the students to improve their performance because they can make their own reflection from other students, learn more about the classroom situation, and train themselves to be ready to teach the real students in the real classroom.

Based on the observation, most students did improvement during the two teaching activities, teaching practice 1 and teaching practice 2. Because the lecturers introduced new lesson plan formats (Sheltered Instruction Observation Protocol – SIOP lesson plan templates), it proposes to explain the lesson plan clearly, especially the components of the lesson plan, before asking the student to make a lesson plan for teaching practice because there are some students who feel confused of making the lesson plan. Besides, the lecturers also are recommended to supervise the teaching practice activity and give feedback about their performance.

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APPENDICES

SIOP Lesson Plan Templates

appendix b: Lesson Plans

SIOP® Lesson Plan Template 1

Date: _____ Grade/Class/Subject: _____
 Unit/Theme: _____ Standards: _____
 Content Objective(s): _____
 Language Objective(s): _____

Key Vocabulary	Supplementary Materials
----------------	-------------------------

SIOP® Features		
Preparation <input type="checkbox"/> Adaptation of Content <input type="checkbox"/> Links to Background <input type="checkbox"/> Links to Past Learning <input type="checkbox"/> Strategies incorporated	Scaffolding <input type="checkbox"/> Modeling <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Comprehensible input	Grouping Options <input type="checkbox"/> Whole class <input type="checkbox"/> Small groups <input type="checkbox"/> Partners <input type="checkbox"/> Independent
Integration of Processes <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening	Application <input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Linked to objectives <input type="checkbox"/> Promotes engagement	Assessment <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral

Lesson Sequence

Reflections:

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

SIOP® Lesson Plan Template 2**STANDARDS:****THEME:****LESSON TOPIC:****OBJECTIVES:**

Language

Content

LEARNING STRATEGIES:**KEY VOCABULARY:****MATERIALS:****MOTIVATION:***(Building background)***PRESENTATION***(Language and content objectives, comprehensible input, strategies, interaction, feedback)***PRACTICE/APPLICATION:***(Meaningful activities, interaction, strategies, practice/application, feedback)***REVIEW/ASSESSMENT:***(Review objectives and vocabulary, assess learning)***EXTENSION:**

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short (2008), *Making Content Comprehensible for English Learners: The SIOP® Model*.)

SIOP® Lesson Plan Template 3

Topic:		Class:	Date:
Content Objectives:		Language Objectives:	
Key Vocabulary:		Materials (including supplementary and adapted):	
Higher-Order Questions:			
Time:	Activities Building Background <i>Links to Experience:</i> <i>Links to Learning:</i> <i>Key Vocabulary:</i>		

(Continued on next page)

annex 4

SIOP® Lesson Plan Template 4

Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to . . . ; HOTS = Higher Order Thinking Skills	
SIOP® Lesson Content Standards:	Grade:
Key Vocabulary:	Visuals/Resources:
HOTS:	
Connections: Prior Knowledge/Building Background/Prior Learning:	
Content Objectives:	Review/Assessment:

(Developed by Melissa Castillo & Nicole Teyechea. Used with permission.)

(Continued on next page)

Observational instrument in teaching practice 1

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Nurma Aprilia (S1)
Date : 20-05-2010
TP : TP 1

1. Objectives

➤ In LP : Students will be able to understand a news item

➤ In TP : Consistent

2. Material

➤ In LP : News Item (listening)

➤ In TP : News Item (listening)

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 1

➤ Practiced in class : 1

Main-activity

➤ Number of activity in LP: 5

➤ Practiced in class : 5

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : checking student's understanding by using worksheet 1

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 14 minutes 33 seconds (consistent)

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Defilia Ayuningtyas (S2)
Date : 20.05.2010
TP : TP 1

1. Objectives

➤ In LP : Students will be able to recognize the structure of a news item

➤ In TP : Consistent

2. Material

➤ In LP : News Item : Expression of surprise and amusement and the structure of news item skill - Speaking

➤ In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Post activity

➤ Number of activity in LP: -

➤ Practiced in class : -

4. Assessment and evaluation

➤ In LP : ① discuss some news items that students ever heard - peers
② Make a dialogue using the expression of surprise & amusement → practice it

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 20 minutes 45 seconds (inconsistent)

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Fela Dafitri (S3)
 Date : 20.05.2010
 TP : TP 1

1. Objectives

➤ In LP : Students will be able to recognize the language features of a news item.

➤ In TP : Consistent

2. Material

➤ In LP : News Items : Language features and meaning of the news items text
skill : reading

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 1

➤ Practiced in class : 1

Main-activity

➤ Number of activity in LP: 6 (the 1st activity in this stage isn't consistent w/ LP)*)

➤ Practiced in class : 6

Post activity

➤ Number of activity in LP: 2

➤ Practiced in class : 2

4. Assessment and evaluation

➤ In LP : Checking students' understanding by using worksheet 2.

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 29 minutes 2 seconds (inconsistent)

*) in LP she planned to divide the class into groups of three, but in TP she divided the groups into groups of 4 and 5 → it ~~was~~ happened because the large number of the students in class.

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Tri Purba Dharmastuti (S4)
Date : 20.05.2010
TP : TP 1

1. Objectives

➤ In LP : Students will be able to write a news item

➤ In TP : consistent

2. Material

➤ In LP : News item : Make a news item based on the pictures

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : 2

Main-activity

➤ Number of activity in LP: 2

➤ Practiced in class : 2

Post activity

➤ Number of activity in LP: -

➤ Practiced in class : -

4. Assessment and evaluation

➤ In LP : Students work in pairs to make a news item based on the pictures then present it in front of the class

➤ In TP : inconsistent → because the students only write the news item but they don't present it because the time is up.

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 18 minutes 25 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Inggih Widya Ananta (SS)
Date : 24.05.2010
TP : TP 1

1. Objectives

➤ In LP : students recognize different expression to show likes and/or dislikes about something

➤ In TP : consistent

2. Material

➤ In LP : Hobbies and interest - Like and dislike expression pronunciation drills

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Main-activity

➤ Number of activity in LP: 2

➤ Practiced in class : 2

Post activity

➤ Number of activity in LP: 2

➤ Practiced in class : 2

4. Assessment and evaluation

➤ In LP : doing task 1 then discussing the best answers

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 16 minutes 20 seconds (inconsistent)

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Bella Novitasari (56)
Date : 24.05.2010
TP : TP 1

1. Objectives

➤ In LP : Students understand a simple dialogue about likes and dislikes

➤ In TP : consistent

2. Material

➤ In LP : Hobbies and Interest - like and this like (listening)

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : 2

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : doing task 2 and discuss the best answers

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 11 minutes and 20 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Tito Dimas Atmawijaya (S7)
Date : 24.05.2018
TP : TP 1

1. Objectives

➤ In LP : Students use different expressions to show likes and dislikes about something

➤ In TP : consistent

2. Material

➤ In LP : Hobbies and interest - like and dislike (grammar focus)

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : 2

Main-activity

➤ Number of activity in LP: 4

➤ Practiced in class : 3 (the 1st activity isn't applied)

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 2 (there's an addition activity - ice breaking)

4. Assessment and evaluation

➤ In LP : doing task 3 and discuss the answers

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 20 minutes 30 seconds

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Febby Anggraeni (S8)
Date : 24.05.2010
TP : TP 1

1. Objectives

- In LP : students use different expressions to show likes and/or dislikes about something.
- In TP : consistent

2. Material

- In LP : Hobbies and interest - like and dislike role playing
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 1 (no ice-breaking activity)

Main-activity

- Number of activity in LP: 6
- Practiced in class : 6

Post activity

- Number of activity in LP: 3
- Practiced in class : 3

4. Assessment and evaluation

- In LP : doing task 4 & 5 and role playing
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 25 minutes 3 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Jenny Flora Tambunan (99)
Date : 24.05.2010
TP : TP 1

1. Objectives

➤ In LP : Students will be able to know the expression of degree of certainty

➤ In TP : consistent

2. Material

➤ In LP : Expression of degree of certainty
· pronunciation drills

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 1

➤ Practiced in class : 1

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 2 (the time is up, so the activity can't be applied)

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : - (the time is up, so the activity can't be applied)

4. Assessment and evaluation

➤ In LP : ask the students to mention the expression of certainty through the discussion

➤ In TP : no assessment and evaluation activity (inconsistent)

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 15 minutes 16 seconds (consistent)

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Lilik Yuliawati (S10)
Date : 24.05.2010
TP : TP 1

1. Objectives

- In LP : students will be able to know the expression of degree of certainty
- In TP : consistent

2. Material

- In LP : Expression of degree of certainty
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 3
- Practiced in class : 1

Main-activity

- Number of activity in LP: 4
- Practiced in class : 4 (the 3rd activity isn't consistent)*)

Post activity

- Number of activity in LP: 2
- Practiced in class : 2

4. Assessment and evaluation

- In LP : worksheet 1
- rank the expression of degree of certainty
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 14 minutes 25 seconds (inconsistent)

*) in LP she planned 5 minutes, but in TP it was 2 minutes

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Yusrani Rahmaningtyas (S11)
Date : 24.05.2011
TP : TP 1

1. Objectives

➤ In LP : Students will be able to know the expression of degree of certainty.

➤ In TP : consistent

2. Material

➤ In LP : The expression of degree of certainty

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : - (no activity applied)

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : Teacher gives the list of ^{questions} ~~state~~ and students have to ask it to their peer then perform it in front of class.

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 9 minutes 25 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Febriyanti Utami (S12)
Date : 25.05.2010
TP : TP 1

1. Objectives

➤ In LP : students will be able to make a reservation

➤ In TP : consistent

2. Material

➤ In LP : Making reservation
identifying expression for making reservation
(listening)

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 3

➤ Practiced in class : 2 (the 2nd activity is applied in post-activity)

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 2 (the activity that should be applied in pre-activity is applied here)

4. Assessment and evaluation

➤ In LP : Listen and complete a dialogue, find any difficult words
in the dialogue then discuss the answers

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 ~~min~~ minutes

➤ In TP : 14 minutes and 40 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Dessy Nur Setyorini (S13)
Date : 25.05.2010
TP : TP1

1. Objectives

➤ In LP : Students will be able to make a reservation

➤ In TP : consistent

2. Material

➤ In LP : Making reservation : identify and classify the expressions of making and taking reservation

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 1

➤ Practiced in class : 1

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 4 (there's an additional activity : discussion)

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : - (no activity)

4. Assessment and evaluation

➤ In LP : Create the expression based on the given questions

➤ In TP : no assessment and evaluation activity (inconsistent)

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 13 minutes 40 seconds (inconsistent)

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Fitri Nuraini (s14)
Date : 25.05.2010
TP : TP 1

1. Objectives

➤ In LP : ☒ Students will be able to make a reservation

➤ In TP : consistent

2. Material

➤ In LP : Making reservation :
- Read an advertisement about making reservation
- Making reservation on Line in internet

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 1

➤ Practiced in class : 1

Main-activity

➤ Number of activity in LP: 3

➤ Practiced in class : 3

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : Making reservation and fill the reservation form
- Share any difficulties when filling the form

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 16 minutes 50 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Rohaerah (S15)
Date : 27.05.2010
TP : TP 1

1. Objectives

➤ In LP : Students will be able to identify the topic and the main idea of hortatory exposition text.

➤ In TP : Consistent

2. Material

➤ In LP : Hortatory exposition text

➤ In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 4

➤ Practiced in class : 4

Main-activity

➤ Number of activity in LP: 9

➤ Practiced in class : 7 (2 activities aren't applied)

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 2 (addition: the students share their recommendation)

4. Assessment and evaluation

➤ In LP : asking students to make recommendation

➤ In TP : asking students to make recommendation then share it (inconsistent)

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 18 minutes 38 seconds (inconsistent)

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Widya Kinanti Larasati (S16)

Date : 27.05.2010

TP : _____

1. Objectives

➤ In LP : Students will be able to identify the generic structure of hortatory exposition text.

➤ In TP : Consistent

2. Material

➤ In LP : Hortatory exposition text
Generic structure

➤ In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 4

➤ Practiced in class : 1 (inconsistent)

Main-activity

➤ Number of activity in LP: 6

➤ Practiced in class : 6

Post activity

➤ Number of activity in LP: 4

➤ Practiced in class : 4

4. Assessment and evaluation

➤ In LP : Completing sentence with the appropriate Verbs
(peer - assessment)

➤ In TP : Consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 27 minutes 50 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Enggar Mulyagati (S17)
Date : 27.05.2010
TP : TP1

1. Objectives

- In LP : students will be able to identify the language features of hortatory exposition text and the generic structure of the text.
- In TP : Consistent

2. Material

- In LP : Hortatory exposition text
- In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 8
- Practiced in class : 8

Post activity

- Number of activity in LP: 2
- Practiced in class : 3 (addition : extension → making homework)

4. Assessment and evaluation

- In LP : Make a draft of hortatory exposition based on the given topic then present their draft.
- In TP : Consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 16 minutes 37 seconds

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Erni Sulistyawati (S18)
Date : 27.05.2010
TP : TP1

1. Objectives

- In LP : ~~Students will be able to produce a hortatory~~
Students will be able to give opinions and arguments toward certain issues.
- In TP : consistent

2. Material

- In LP : Hortatory exposition text
Debating contest
- In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 7
- Practiced in class : 5

Post activity

- Number of activity in LP: 2
- Practiced in class : - (no post-activity)

4. Assessment and evaluation

- In LP : give each student a topic on popular issues, and then ask them to make a hortatory text at home based on the given topic
- In TP : no assessment and evaluation activity.

5. Time allocation

- In LP : 15 minutes
- In TP : 26 minutes 7 seconds

Observational instrument in teaching practice 2

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name	:	Nurma Aprilia (S1)
Date	:	1-6-2010
TP	:	TP2
1. Objectives		
➤ In LP	:	Students will be able to recognize the structure of a recount
➤ In TP	:	Consistent
2. Material		
➤ In LP	:	Recount text : identify the structure and the language features of recount text
➤ In TP	:	consistent
3. Teaching stages		
Pre-activity (lead in)		
➤ Number of activity in LP:	:	1
➤ Practiced in class	:	1
Main-activity		
➤ Number of activity in LP:	:	4
➤ Practiced in class	:	4
Post activity		
➤ Number of activity in LP:	:	-
➤ Practiced in class	:	-
4. Assessment and evaluation		
➤ In LP	:	doing worksheet 2 and discuss together
➤ In TP	:	Consistent
5. Time allocation		
➤ In LP	:	15 minutes
➤ In TP	:	16 minutes 31 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Defilia Ayuningtyas (s2)
Date : 1-6-2010
TP : TP 2

1. Objectives

- In LP : students will be able to write a recount
- In TP : consistent

2. Material

- In LP : Recount text
 - expression of asking information
 - Make a recount text
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 3
- Practiced in class : 3

Post activity

- Number of activity in LP: -
- Practiced in class : -

4. Assessment and evaluation

- In LP : students do activity 1 and present it in front of the class
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 17 minutes 8 seconds

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Fela Dafitri (S3)
Date : 1-6-2010
TP : TP2

1. Objectives

- In LP : students will be able to recognize the language features of a recount.
- In TP : Consistent

2. Material

- In LP : Retcount text
 - grammar focus
 - pronunciation drills of -ed endings
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 1
- Practiced in class : 1

Main-activity

- Number of activity in LP: 6
- Practiced in class : 4 (the two last activities can't be applied because of the limited time allocation)

Post activity

- Number of activity in LP: -
- Practiced in class : -

4. Assessment and evaluation

- In LP : worksheet 3 and 4
- In TP : worksheet 4 can't be applied because the time is up. It become a homework

5. Time allocation

- In LP : 15 minutes
- In TP : 18 minutes 28 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Tri Purba Dharmastuti CS4
Date : 1-6-2010
TP : TP 2

1. Objectives

➤ In LP : Students will be able to understand a recount text

➤ In TP : consistent

2. Material

➤ In LP : recount text
, reading comprehension

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 1

➤ Practiced in class : 1

Main-activity

➤ Number of activity in LP: 6

➤ Practiced in class : 6

Post activity

➤ Number of activity in LP: -

➤ Practiced in class : -

4. Assessment and evaluation

➤ In LP : do worksheet 1 and discuss the answer together

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 14 minutes 54 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Inggih Widya Ananta (SS)
Date : 1-6-2018
TP : TP 2

1. Objectives

- In LP : students recognize different expression to show likes and dislikes about something.
- In TP : consistent

2. Material

- In LP : Hobbies and interest
 - like and dislike => the expressions
 - pronunciation drills
 - +
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 3
- Practiced in class : 3

Main-activity

- Number of activity in LP: 2
- Practiced in class : 2

Post activity

- Number of activity in LP: 2
- Practiced in class : 1 (the last activity become a homework)

4. Assessment and evaluation

- In LP : do task 1 and discuss the answer together
- In TP : task 1 become a homework (inconsistent)

5. Time allocation

- In LP : 15 minutes
- In TP : 15 minutes 55 seconds (inconsistent)

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Bella Novitasari (S6)
Date : 1-6-2010
TP : TP 2

1. Objectives

- In LP : Students understand a simple dialogue about likes and dislikes
- In TP : consistent

2. Material

- In LP : Hobbies & interest
- a recording → listening
- Match the sentences
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 3
- Practiced in class : 3

Post activity

- Number of activity in LP: 1
- Practiced in class : 1

4. Assessment and evaluation

- In LP : doing task 2 and discuss the answer together
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 14 minutes 30 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Tito Dimas A. (S7)
Date : 1-6-2010
TP : TP 2

1. Objectives

➤ In LP : Students use different expressions to show likes and/or dislikes about something

➤ In TP : Consistent

2. Material

➤ In LP : Hobbies & interest
• Grammar focus of likes & dislikes

➤ In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : 1 (the 1st activity isn't applied)

Main-activity

➤ Number of activity in LP: 4

➤ Practiced in class : 2 (the 1st and the 3rd activities aren't applied)

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : do task 3 and ~~answer~~ discuss the answer together

➤ In TP : consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 15 minutes 58 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Febby Anggraeni (S8)
Date : 1.6.2010
TP : TP 2

1. Objectives

- In LP : Students use different expressions to show likes and/or dislikes about something
- In TP : consistent

2. Material

- In LP : Hobbies & interest
 - Identify expressions of likes and/or dislikes
 - role-playing
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 1 (no ice breaking activity)

Main-activity

- Number of activity in LP: 6
- Practiced in class : 5 (the video only played once)

Post activity

- Number of activity in LP: 3
- Practiced in class : 2 (the extension isn't applied)

4. Assessment and evaluation

- In LP : the students do role-play and teacher (team teacher) assess the students
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 16 minutes 58 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Jenny Flora Tambunan (SG)
Date : 2.6.2010
TP : TP 2

1. Objectives

- In LP : Students will be able to use the expression of asking for / giving goods and services, refusing to do something
- In TP : Consistent

2. Material

- In LP : Expressions of asking for and giving goods and services and refusing to do something
 - read aloud
 - retell the story
- In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 5
- Practiced in class : 6 (discuss the answers of worksheet 1)

Post activity

- Number of activity in LP: 1
- Practiced in class : 1

4. Assessment and evaluation

- In LP : worksheet 1 and retell a story
- In TP : Consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 22 minutes 34 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Lilik Yulianawati (S10)
Date : 2.6.2010
TP : TP 2

1. Objectives

- In LP : Students will be able to know the expressions of asking for, giving goods & services, and refusing to do something
- In TP : Consistent

2. Material

- In LP : Expression of asking for, giving goods & services, and refusing to do something
- In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 8
- Practiced in class : 8

Post activity

- Number of activity in LP: -
- Practiced in class : -

4. Assessment and evaluation

- In LP : do worksheet 2, cross-check the answers with peers and discuss it together
- In TP : Consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 16 minutes 31 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Yusrani Rahmawatiyas (S11)
Date : 2-6-2010
TP : TP 2

1. Objectives

- In LP : Students will be able to know the expressions of asking for, giving goods and services, and refusing to do something.
- In TP : consistent

2. Material

- In LP : expressions of asking for, giving goods and services, and refusing to do something
• listening and identifying the expressions
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: ~
- Practiced in class : ~

Main-activity

- Number of activity in LP: 3
- Practiced in class : 3

Post activity

- Number of activity in LP: 3
- Practiced in class : 3

4. Assessment and evaluation

- In LP : teacher asks the students to read the story sentence by sentence (1 sentence → 1 student)
- In TP : teacher and students read the whole text together

5. Time allocation

- In LP : 15 minutes
- In TP : 14 minutes 35 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Febriyanti utami (S12)
Date : 1.06.2010
TP : TP2

1. Objectives

- In LP : Students will be able to understand the meaning of texts about experiences (past experience)
- In TP : consistent

2. Material

- In LP : recount text
• Identify the social ~~func~~ function and generic structure of recount text
- In TP : consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 3
- Practiced in class : 3

Main-activity

- Number of activity in LP: 4
- Practiced in class : 4

Post activity

- Number of activity in LP: 2
- Practiced in class : 2

4. Assessment and evaluation

- In LP : students answer the questions related to the text
~~task~~ discuss the answer and review the key vocabulary
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 18 minutes 28 seconds

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Dessy Nur setyorini (S13)
Date : 1-6-2010
TP : TP2

1. Objectives

➤ In LP : students will be able to understand the meaning of the text about experience

➤ In TP : consistent

2. Material

➤ In LP : recount text
- unforgettable experience
- listening comprehension

➤ In TP : consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : 2

Main-activity

➤ Number of activity in LP: 4

➤ Practiced in class : 4

Post activity

➤ Number of activity in LP: 3

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : teacher invites students to find any difficult words/phrases in the worksheet & discuss together. Teacher checks understanding

➤ In TP : only the activity → Teacher checks students understanding → that can be applied about recount

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 14 minutes 19 seconds.

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Fitri Nuraini (S14)
Date : 1-6-2010
TP : TP2

1. Objectives

- In LP : students will be able to retell past experience
- In TP : Inconsistent : because the objective isn't achieved. the students haven't done the retell activity but the time is up.

2. Material

- In LP : Recount text
- writing a short paragraph of recount text
- In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 3
- Practiced in class : 3

Main-activity

- Number of activity in LP: 3
- Practiced in class : 2 (the time is up before the last activity can be applied)

Post activity

- Number of activity in LP: 1
- Practiced in class : ~ (the time is up)

4. Assessment and evaluation

- In LP : Share any difficulties when making a recount text
- In TP : no assessment and evaluation activity because the time is over.

5. Time allocation

- In LP : 15 minutes
- In TP : 13 minutes 48 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Rohaenah (S15)
Date : 2-6-2010
TP : TP2

1. Objectives

- In LP : Students will be able to identify the language features (adjectives & nouns) of descriptive text -
- In TP : Consistent

2. Material

- In LP : Descriptive text : Adjectives
- In TP : Consistent with the lesson plan.

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 4
- Practiced in class : 4

Post activity

- Number of activity in LP: 1
- Practiced in class : 1

4. Assessment and evaluation

- In LP : ask some students to make some sentences that describing their own nickname (animal's name) by using adjectives
- In TP : consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 17 minutes 56 seconds

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Widya kinanti Larasati (S16)
Date : 2.6.2010
TP : TP 2

1. Objectives

➤ In LP : Students will be able to ~~identify the~~ ^{produce a} identify spoken ~~communication~~ ^{purposes} of descriptive text of public places

➤ In TP : Consistent

2. Material

➤ In LP : Descriptive text (game)

➤ In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 4

➤ Practiced in class : 4

Main-activity

➤ Number of activity in LP: 6

➤ Practiced in class : 5 (the 1st point : the students are divided into 4 groups : because the number of student)

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : Teacher pays attention to the students while the game are played.

➤ In TP : Consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 18 minutes 40 seconds.

**Instrument: determine the consistency between the lesson plan
(LP) and the teaching practice (TP)**

Name : Enggar Mulyajati (S17)
Date : 2.6.2010
TP : TP2

1. Objectives

➤ In LP : students will be able to identify the communicative purposes of descriptive text

➤ In TP : Consistent

2. Material

➤ In LP : Descriptive text
- Matching the pictures and the sentences

➤ In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

➤ Number of activity in LP: 2

➤ Practiced in class : 3 (addition : Review the previous activity)

Main-activity

➤ Number of activity in LP: 6

➤ Practiced in class : 6

Post activity

➤ Number of activity in LP: 1

➤ Practiced in class : 1

4. Assessment and evaluation

➤ In LP : the students match the pictures & sentences then discuss the work together.

➤ In TP : Consistent

5. Time allocation

➤ In LP : 15 minutes

➤ In TP : 15 minutes 24 seconds (consistent)

Instrument: determine the consistency between the lesson plan (LP) and the teaching practice (TP)

Name : Erni Sulistiyawati (s18)
Date : 2.6.2010
TP : TP 2

1. Objectives

- In LP : students will be able to produce a descriptive text
- In TP : Consistent

2. Material

- In LP : Descriptive text
- Write a short paragraph of descriptive text
- In TP : Consistent

3. Teaching stages

Pre-activity (lead in)

- Number of activity in LP: 2
- Practiced in class : 2

Main-activity

- Number of activity in LP: 8
- Practiced in class : 6

Post activity

- Number of activity in LP: 1
- Practiced in class : 1

4. Assessment and evaluation

- In LP : Students make a descriptive text and present their work
- In TP : Consistent

5. Time allocation

- In LP : 15 minutes
- In TP : 18 minutes 41 seconds

Field notes in teaching practice 1

Date: 20.05.10 Page: 12:55

Micro-teaching ~~class~~ Practice class

- Students : 09 Non-Dik B Reg (19 students)
- Attachments : Daily Lesson Plan , worksheet
- Teaching aids : i-Pod , speaker , pictures
- Time allocation @ teacher : 15 minutes (LRC)
- Student teachers : 1. Nurma Aprilia
2. Defilia Ayuningtyas
3. Fela Dafitri
4. Tri Purba Dharmastuti

The ^{notes}~~comments~~ :

1. Nurma Aprilia

- Time duration : 14 minutes 33 seconds
- ~~Less~~ clear explanation about the instruction in the worksheet.
- Use English 95% . ~~I think~~ considering that the students are the year 10 students in EFL context , it is suggested to use mix language (L1 30% and L2 70%).
- All the activities in the lesson plan can be ~~fulfilled~~ fulfilled well.
- The duration also not over the ~~time~~ allocated time and not ~~less~~ much less.
- Good in emphasizing the key vocabularies and clarify it in L1

2. Defilia Ayuningtyas

- Duration : 20 minutes 45 seconds . It takes more time than the allocated time , because the activities she is practicing require a lot of time.
- She also is practicing a lot of activities , such as reviewing previous

lesson, brainstorming, etc.

- She has good interaction with the students
- Use teaching strategy to attract students' attention and motivation to study (asking question)
- Clearly explain the instruction in worksheet
- In brainstorming activity, she is not write the students' answers in the with board, just asking orally.
- All activities are fulfilled.

3. Fela Dafitri

- Time duration : 20 minutes 2 seconds . It is overload the allocated time. Some factors that make it happen because the students have to listen to the recording twice and do the task. This activity needs time.
- Again, she is discussing a lot of things that takes her time.
- There are too many activities she is conducting. But it makes the students understanding is good because she is also giving clear explanation.
- There are some inconsistent activity in her LP and the implementation. Point "14" in LP stated that the class is divided into groups of 3, but in the practice the class is divided into groups of 4 or 5. This happens may be caused by the huge number of students. Point "15", it is stated that each representative read the paragraph, but in practice there are 2 people of each group read 2 paragraphs (1 student = 1 paragraph)
- She also uses English 90%, not really appropriate in EFL context.

4. Tri Purba Dharmastuti

- Use the time ineffectively. She is wasting a lot of time for only 1 activity.
- The students are involving in the activities well.
- The duration is 18 minutes 25 seconds
- She can not finish the last task well because the time availability for WF class is up, the room will be used by another class.

Micro teaching practice class

1. Students : 09 NDA Reg (17 students)
2. Attachments : Daily lesson plan, worksheet, ~~book~~
3. Teaching aids : LCD, Laptop, Speaker, Materials in PPT form
4. Time allocation @ teacher : 15 minutes
5. Place : D 204
6. Student teachers : 1. Inggih Widya Ananta
2. Bella Navitasari
3. Tito Dimas Atmawijaya
4. Febby Anggraeni.

The notes :

1. Inggih Widya Ananta

- She is using ice breaking - game for encourage / attracting students' spirit, students' attention in the following activities. And it is success!
- She is using repetition-drills to emphasize the vocabularies & content.
- there is good interaction between T-S, but less interaction between S-S.
- The students involvement is very high.
- She is also using some technique (e.g clapping hand) to keep the students' involvement.
- She is using LCD and Laptop to present her lesson, so it is not taking time to write on board.
- Her duration is 16 minutes 20 seconds, it is not too far from the allocated time.

2. Bella Novitasari

- She is using TPR to attract the students' involvement
- She is walking around the students to check students' work while the listening activity.
- All activities are fulfilled.
- Her duration is 11 minutes 20 seconds. With the rest of the time (3 minutes 40 seconds) I think it's better for her to do checking students' understanding or do repetition for key vocabularies because the time still available quite a lot.

3. Tito Dimas Atmawijaya

- He is also using ice breaking (game) to keep students' involvement and refresh the students from the previous activities.
- He is using L2 all the time (around 90%) when giving instruction, explaining the lesson and the task. It is not appropriate for year 8 students in EFL context.
- He is also giving positive reinforcement to the students
- Almost same like others, tito spends much time in 1 activity (discussing).
- There an inconsistency in LP to the practice, in LP stated that the students will watch video about like and dislike, but in practice there is no video.
- The duration is 20 minutes 30 seconds
- In LP not stated to claps hand at the last part, but tito is doing it and asking students too.

4. Febby Anggraeni

- She is using L2 \pm 90% in the classroom just like Tito did.
- Less key vocabulary ~~are~~ is emphasizing in her activity
- She is using peer-works and role-play.
- She is spending much time in assessment section.
- Here, in her LP, She is ~~not~~ stating to ask students clapping their hand. But She is ^{not doing} ~~doing~~ it. Actually this activity is stated in Tito's activity (last activity).
- She is providing videos and asking the students to watch it.
- All activities are fulfilled.
- She is also giving positive reinforcement.
- Her duration is 25 minutes 35 seconds.

After Inggih's group practiced their micro-teaching, the micro teaching practice activity will be continued by Jenny's group. The place is still at D 204, but the different is the target learners (the students).

> Students :

> Attachments = Daily Lesson Plan, worksheet.

> Teaching aid = marker, white board.

> Time allocation @ teacher : 15 minutes

> The Student teachers : 1. Jenny Flora Tambunan

2. Lilik Yuliawati

3. Yusrani rahmaningtyas

The notes :

1. Jenny Flora Tambunan

- Wasting time in checking students' attendance by calling their name 1 by 1.
- The activity of stating the objective is not stated in LP but she is doing it.
- The activities are monotoneous
- Use conventional / classic method of teaching: teacher centeredness.
- Students are not engaging well. Less than 50% participation.
- She is using slang language → wanna
- There are inconsistency LP - practice. She is not practicing two activities in LP. Not all activities are fulfilled.
- Her duration is 15 minutes 16 seconds.

2. Lilik Yuliawati

- Just like the previous session, in this chance the students are not participating well.
- There are two activities in LP can't be fulfilled in teaching practice.
- The duration is 14 minutes 23 seconds.

3. Yusrani Rahmaningtyas

- Concentrate in a small group of some students only
- Low volume of her voice
- Less active
- The duration is 9 minutes 25 seconds. Because the time allocation is still much, it is suggested that to do repetition-drills of key vocabulary if all ~~the~~ activities has done.

Students : 09 NonDik Non Reg A

Teaching aids : LCD, laptop, speaker, flashcard, tickets (Realia)

Time allocation @ teacher : 15 minutes

Place : 0204

Attachments : Worksheet, daily lesson plan, Pictures,

Student teachers :

1. Febrianti Utami

2. Dessy Nur Setyorini

3. Fitri Nuraini

4. Marisca Revani Putri

The notes :

1. Febrianti Utami

- Clear explanation of the tasks
- 90% of using English
- Inconsistency in placing the activity. In LP the activity is located in motivation session, but in the practice it is in the last part of the practice. 11
- her duration is 14 minutes 40 seconds

2. Dessy Nur Setyorini

- too long is 'discussion' activity
- Less active participation of the students.
- There are laptop and LCD, but she chooses to use white board and write down on it.
- The activity of discussing tasks is not stated in LP.
- Her duration is 13 minutes 40 seconds
- Not all activities are fulfilled

3. Fitri Nurani

- Low voice
- less T-S and S-S interaction
- Use real materials that relate to the real condition in the field.
- Provide pictures
- clear explanation of the materials.
- Her duration is 16 minutes 50 seconds.

Students : Dik '07 A Reg (12 students)

Teaching Aids : LCD , Laptop

Time allocation : @ 15 minutes

Place : LRC

student teacher : 1. Rohaenah

2. Widya Kinanti Larasati

3. Enggar Mulyajati

4. Erni Sulistiyawati

the Notes :

1. Rohaenah

- Do opening by checking students' attendance
- Clear explanation of tasks, provide Q-A session
- There are some inconsistency between the LP and the practice. she is skipping 1 activity and then jump into the next activity
- At the end of the session, she asked the students to share their opinion / recommendation but this activity is not stated in LP.
- The interaction only between S-T. less in S-S.
- Duration : 18 minutes 38 seconds

2. Widya Kinanti Larasati

- Some activities she practiced were not stated in LP, such as, reading a paragraph (by students)
- Too long duration / Time consuming in 1 activity - checking students understanding about the previous lesson.
- Use English almost in the whole session (90 %)
- Too Long in 1 activity.

- In LP, she stated that there will be 4 groups but in practice she divided the students to work in pair of three because of the limited number of students.
- Her duration is 27 minutes 50 seconds.

3. Enggar Muliyati

- Use various texts.
- Use various teaching strategies, such as spread 3 kinds of text to the whole class randomly.
- Clear explanation of text
- All activities are fulfilled
- Duration : 16 minutes 37 seconds.

4. Emi Sulistyawati

- Good interaction with the students by asking real life situation related to the topic
- Provide attractive topic (Because the students are very eager to discuss the topic)
- Too long presentation session.
- There is time reduction in the teaching practice for case building session (in LP = 5 minutes, in teaching practice = 3 minutes).
- Too long practice session
- Good involvement of students
- She gave feedback about the students' practice
- Duration : 26 minutes 7 seconds.

Field notes in teaching practice 2

Date: 1.6.2010 Page: 06:45

Students : 82 (28 students)

Teaching aids : LCD, Laptop, pictures, worksheet, speaker

Time allocation : @ 15 minutes

Place : 8-2 . SMP Diponegoro.

Student teacher : 1. Inggih Widya Ananta

2. Bella Novitasari

3. Tito Dimas Atmawigaya

4. Febby Anggraeni

The Notes : 1. Inggih Widya Ananta

- Good opening by using ice breaking (it can attract students' attention).
- She forgot to state the objective
- Good interaction between T - S
- Students participated actively
- Because of the limited time, the last activity she made as homework.
- Duration : 15 minutes 55 seconds

2. Bella Novitasari

- clear explanation ~~and~~ of task and instruction
- Good interaction between S-T
- Good students participation
- All activities are fulfilled
- Duration : 14 minutes 39 seconds

3. Tito Dimas Atmawijaya

- the first activity in LP wasn't practiced / not fulfilled
- 1 activity in practice isn't fulfilled
- clear explanation of the lesson & task
- His duration is 15 minutes 58 seconds.

4. Febby Anggraeni 16:58

- clear explanation and instruction
- Two activities in practice session were not fulfilled.
- Good students' participation
- The extension isn't fulfilled.

Students : 8-3 (26 students)

Place : SMP Diponegoro

Teaching aids : LCD , Laptop , speaker , worksheet

Time allocation : @ 15 minutes ,

Student Teachers : 1. Tri Purba Dharmastuti

2. Nurma Aprilia

3. Fela Dafitri

4. Depilia Ayuningtyas .

The note :

1. Tri Purba Dharmastuti

- Use positive reinforcement
- Loud voice
- Students participate actively
- Good interaction between T-S
- Clear explanation & instruction
- Understandable lesson delivery
- All activities are fulfilled
- Her duration is 14 minutes 54 seconds

2. Nurma Aprilia

- Use positive reinforcement
- Clear explanation and instruction
- Good interaction between T-S
- Students participate actively
- All activities are fulfilled
- Too ~~long~~ long duration in discussion part.

- Her duration is 16 minutes 31 seconds

3. Fela Dafitri

- Use ice breaking to encourage students' motivation
- Too long in lesson delivery / discussion part
- Spread the worksheet first then explain the instruction, it's better to spread the worksheet and explaining the instruction.
- Not all activities are fulfilled
- Her duration is 18 minutes 28 seconds

4. Defilia Ayuningtyas

- There are some students not involved / busy with their work.
- Not good class management because the students are too active
- clear instruction
- Good interaction between T-S and S-S
- Duration : 17 minutes 08 seconds

Students : 8-1

Place : SMP Diponegoro

Teaching aids : LCD, Laptop, speaker

Student teachers : 1. Dessy Nur ~~seto~~ setyorini

2. Marisca Revani Putri

3. Febriyati Utami

4. Fitri Nuraini

The Note :

Because the 3 teachers (Dessy, Febri, and Fitri) ~~are not coming yet~~ haven't come yet, the teaching arrangement (Dessy - Marisca - Febri - Fitri) changed into Marisca - Dessy - Febri - Fitri. It's not good because the students get productive skill first (Marisca - speaking) and then listening - Dessy / Receptive skill. T.T

1. Marisca Revani Putri

- Less involvement of students
- The duration was too long, 22 minutes because of the students didn't participate actively
- Less classroom management
- All activities are fulfilled.

2. Dessy Nur Setyorini

- She didn't check students' readiness.
- Less classroom management, less students involvement
- Low voice
- Not all activities are fulfilled
- Her duration is 14 minutes 19 seconds

3. Febriyanti Utami

- Low voice
- Less classroom management
- Less students involvement
- Her duration is 18 minutes 28 seconds.

4. Fitri Nuraini 13:48

- Low voice
- Less classroom management
- Not all activities are fulfilled because the time is up.

Students : 7-3

Place : SMP Diponegoro

Teaching aids : laptop, LCD, pictures, flash cards, Name tags

Time : 15 @ teachers

Student teachers : 1. Rohaenah

2. Enggar Mulyajati

3. Eri Sulistiyawati

4. Widya Kimanti Larasati

The Notes :

1. Rohaenah

- Good students participation
- Use clapping hand to attract students attention
- Use positive reinforcement
- Clear instruction
- Not really clear explanation about the content knowledge → the usage and more example, but directly ask the students to practice.
- Checking students engagement by asking questions / ask the students to repeat what other students said.
- Her duration is 17 minutes 56 seconds.

2. Enggar Mulyajati

- She is not yet in her position (center of the class / face the students) but she has talked while walking to her position.
- Calling the students with "guys", it's not appropriate.
- Clear instruction
- She did review the previous lesson but not stated in LP.

- Not good board management, she'd better off the LCD and clear the white board. Because it can disturb students' attention
- The class sometimes become so noisy, so the teacher has to ask for students attention many times (attention please!)
- Her duration is 15 minutes 24 seconds.

3. Erni Sulistyawati

- Not present the pictures well. It's better to use LCD because the pictures she presented are too small, so the ~~stad~~ some students can't see the pictures clearly.
- too Long in motivation session
- Attractive activity
- Not really good classroom management because some of the students are busy with their work and become noisy.
- Not all activities are fulfilled (presentation)
- Her duration is 18 minutes 41 seconds

4. Widya Kinanti Larasati 18:49

- She is explaining while the students aren't giving attention to her
- She divided the students ~~in the~~ into 4 groups and arranged the sitting arrangement. She'd better to stand at the center of the class, not at the front of the class.

Students : 8-1

Place : SMP diponegoro

Teaching aids : LCD, Laptop

Student Teachers : 1. Jenny flora Tambunan
2. Yusrani Rahmanningtyas
3. Lilik Yuliyawati

The Notes :

1. Jenny flora Tambunan

- Not allowed to ask about 'the real teacher performance at the school'.
- She'd better to use cassette / mp3 because the pronunciation of the teachers is not right (some words).
- Give wrong instruction
- Clear explanation
- She translated all the sentences. It takes time. It's better if she let the students to work alone, to do their effort.
- Her duration is 22 minutes 34 seconds.

2. Yusrani Rahmanningtyas

- Low voice
- Not good students participation
- Not variative activity and it's too passive.
- Too Long in practice time
- Not good in time management. Because the teacher only give 1 activity for a long duration
- She didn't discuss the answer together w/ students just displayed the ~~key~~ answer key, so the students didn't get feedback.

- Her duration is 14 minutes 35 seconds

3. Lilik Yuliyawati

- Same like Jenny, Lilik didn't use cassette / mp3, just read by herself.
- She'd better walk along the rows and check the students understanding
- Not good students involvement
- Less attention to the students
- Her duration is 16 minutes 31 seconds.

Interview Scripts

Student 1

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Komponen yang sulit terutama pasti tentang langkah-langkah pembelajaran karena terkadang yang sudah kita rencanakan di lesson plan berbeda dengan kenyataan yang kita temui di kelas, anaknya, kemudian dari waktunya, terus juga dari... ya terutama dari kesiapan anaknya ya mungkin ya. Jadi itu intinya yang agak sulit diimplementasikan.”

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

“Hambatan dalam menyusun lesson plan.. [paused] kalo untuk menyusun lesson plan ini yah,, saya tidak terlalu menemui kesulitan karena lesson plan masih bisa, apa ya. masih ada waktu untuk memikirkan rencana yang akan kita lakukan di pembelajaran nanti. Kalo untuk lesson plan gak terlalu ada hambatan.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?
Gak ada hambatan ya?

“Mungkin kalo ada hambatan, seperti itu lagi, balik lagi ke... karena intinya ada di kegiatan kan, materi dan kegiatan. Untuk mengatasi materi lihat dari berbagai sumber, dari buku, dari internet. Dan untuk menyusun langkah-langkah pembelajaran ya disesuaikan dengan materi dan kira-kira bayangan kita dengan cara seperti apa materi ini disampaikan, dengan cara apa tepatnya disampaikan.”

4. Terus hambatan-hambatan apa yang anda temui dalam TP itu apa aja sih?

“Hambatan dalam teaching practice, maksudnya?”

➤ Saat mengajar.

“Hambatannya. Oh ya, terutama di ini, time management, itu agak sulit mengontrol waktu. Oh ya, saya pribadi lupa urutan kegiatan pembelajaran di yang udah ditulis di lesson plan, suka kebolak-balik

gitu urutannya. Dari segi penyampaian materi, kekurangan saya pribadi adalah suara, jadi kadang tidak mencakup seluruh kelas.”

5. Terus apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Hambatan itu, yang pertama, time management: sebelum implementasi sebenarnya perlu latihan jadi bisa mengira-ngira berapa lama suatu kegiatan dilakukan. Untuk yang ke dua. Tadi yang kedua → lupa, biasanya saya buat catatan kecil di kertas kecil. Jadi kalo saya lupa bisa liat lagi ke situ, catatan kecil inti urutan kegiatan pembelajaran. Dan yang ke tiga ini yang masih belum bisa diatasi, masih berusaha lebih teriak2 lagi.”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam mengajar yang sebenarnya?

Hambatan implementasi...

Paling tadi kali ya longkap-longkap..

“Ya karena lupa urutannya. Terus, juga mungkin kaya kemaren pengalaman unexpected situation, jadi kurang antisipasi. kaya speaker gak nyala jadi kan perlu antisipasi.”

7. Nah, terus untuk mengatasi hambatan-hambatan tersebut?

“Untuk mengatasinya ya, mungkin untuk yang sekarang lebih dipikirkan kegiatan cadangan seperti apa, kalo kegiatan tersebut gak berjalan.”

8. Menurut anda, apasih fungsi LP?

“Fungsi lesson plan, sebagai panduan, panduan sebagai guru baru untuk mengadakan pembelajaran.”

➤ Ada lagi?

“Kayanya udah sih.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Ketika ingin mengadakan pembelajaran kita udah ada panduan apa materi yang harus diberikan. Kemudian kegiatannya juga, urutan

kegiatannya juga sudah tahu jadi lebih, mudah2an di kelas jadi lebih smooth lah pembelajarannya”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP, hayoo?

“Komponen yang pasti tujuan (SK, KD, indikator), karena dari tujuan nanti akan dikembangkan materinya apa.”

➤ Tujuan apa indikator?

“Tujuan dari objektif dan indikator. Kemudian komponen selanjutnya materi pasti. Kemudian langkah pembelajaran dan terakhir itu untuk assessment.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?

Apa saja komponennya?

“Komponennya seperti yang saya sebutin tadi, kurang lebih sama lah ya. Mulai dari, kalo kita bahasa Inggris kan ya. Pakenya objektif, objektif itu bisa dari SK, KD, lalu objektif yang kita buat sendiri, indikatornya terus kemudian ada materi, langkah pembelajaran, dan assessment review, sama worksheet.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Kalo untuk komponen sama, sebelum dan sesudah mengikuti kelas we1. Untuk formatnya saya mengikuti yang di SIOP model. Template yang model ke 2.”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Biasanya kalo dari yang sudah-sudah tergantung keadaan di kelas yang saya temui. Yang seringnya saya tidak mengikuti seluruhnya. Intinnya urutannya seperti ini, tapi untuk simple, pastinya tergantung kondisinya juga, tergantung waktu juga jadi gak saya implimentasikan sesuai di LP.”

Student 2

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

"Komponen pertama yang pasti itu kegiatan pembelajaran. Kenapa? Karena harus disesuaikan untuk menyusun komponen dan kegiatan itu. Misalnya waktu, masalahnya waktu itu harus disesuaikan. Banyaknya materi juga harus disesuaikan dengan waktunya. Itu sih yang paling susah."

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

"Pertama memahami SK dan KD, itu kan kita harus benar2 paham supaya pemilihan materi dan kegiatannya supaya gak salah. Terus hambatan apa lagi ya,,, [paused] Memilih materi juga susah. Terus mengurutkan kegiatan materi dari awal masuk kelas sampai kita mengevaluasi kegiatan itu. Sama assessment-nya. Assessment susah."

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Pertama, yang pasti harus teliti sih, cermat dalam memilih materi, terus memahami, benar-benar memahami SK, KD. Kalo misal emang gak paham kita konsul sama yang lebih ahli. Kalo gak sama temen, sama temen yang lebih tahu lah tentang bagaimana nih yang lebih bagus, kira-kira mana yang cocok untuk kegiatan ini, terus waktunya gimana nih."

4. Hambatan-hambatan apa yang anda temui dalam TP?

"Pertama student-nya, students' behavior. Gimana kita mengendalikan siswanya. Terus selain yang dari Lp itu kan kita menyesuaikan juga kegiatan kita real di kelas dengan lesson plannya itu kita menyesuaikan itu kan agak susah. Karena waktu, keterbatasan waktu, itu sebenarnya kendala utama. Lesson plannya begini, ternyata waktunya gak cukup. Kegiatan yang seharusnya dalam kelas malah jadi PR. Terus gara-gara students nya juga, jadi kita harus bisa benar-bener mengendalikan siswa dan menyesuaikan dengan waktunya itu."

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Ya tadi menyesuaikan dengan waktunya. Kita harus bisa mengendalikan siswa.”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Penyesuaian waktu. Kadang2 materi yang sudah kita dipilih susah gitu, susah untuk bisa siswa tangkap. Padahal menurut kita mudah gitu, mudah untuk siswa menyerap materi itu, tapi pas diimplementasiin wah mmuridnya gak ngerti. Sussah tuh kaya gitu.”

7. Terus apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Kalo misal udah terlanjur kasih materi itu, untuk kedepannya kita cari materi yang lebih gampang, yang lebih dimengerti oleh siswa. Dan cari materi yang lebih bervariasi juga, jadi gak monoton dan gak cepet bosen.”

8. Menurut anda, apakah fungsi LP?

“Menurut saya sebagai panduan guru. Saya sih sebagai prospective teacher kalo tanpa megang lesson plan kadang-kadang masih bingung abis ini mau ngapain ya, mau ngapain ya? Bingung gitu, masih bingung, kita gak tahu bakal kegiatan selanjutnya itu apa. Jadi kalo ada lesson plan, ah abis ini kita bakal melakukan ini, abis ini melakukan ini. Jadi mempermudah pengajaran kita di kelas.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Seperti yang barusan (jawaban di pertanyaan no. 8).”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP? Yang wajib!

“Wajib ada, kalo menurut saya, dari yang udah, terutama dari yang pemerintah itu ya (diknas) kayanya udah cukup ya, itu semua komponennya udah ada. Udah cukup. Abis kan dari SK, KD kan kita dengan berpacu pada itu kita bisa menyusun materi, menyusun [paused] menyusun kegiatannya, jadi kan gak ngaler-ngidul kemana-mana, jadi kita fokus ke yang kita tuju.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?

Apa saja komponennya?

“Lesson plan yang dari pemerintah itu, yang dari Diknas. Udah tahu kan komponennya apa aja.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Pasti nambah dong, itu yang SIOP. Yang SIOP itu kan Cuma ada tiga macem...”

➤ Empat

“Empat macem. Terus yang dari pemerintah, terus udah itu aja.”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Kalo bagi saya sih, saya.. gimana ya. Saya sih pengennya milih dua-duanya. Kenapa milih dua-duanya karena saya masih prospective teacher, kadang-kadang seperti yang saya bilang, saya masih bingung apa yang harus saya lakukan setelah melakukan ini, ini, ini, ini. Jadi, kalo lebih sistematis lebih enak gitu ngajarinnya, udah terplanning di benak kita itu gimana gitu ngajarinnya. Kalo misalnya sebagai panduan, lesson plan itu kan emang panduan pengajaran kan bagi guru. Jadi saya pilih dua-duanya.”

Student 3

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Yang sulit ini kayanya kegiatan pembelajarannya. Karena mungkin kita punya konsep apa yang harus dilakukan pada saat teaching

practice, ini, ini, ini. Tapi pada kenyataannya ada hal-hal tidak terduga yang bikin kita gak melakukan hal itu."

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

"Hambatannya [paused] mungkin kita harus ngebayangin dulu situasi studentsnya kaya gimana baru kita bisa menumpahkannya ke dalam suatu lesson plan. Tapi masalahnya misalnya keadaan satu kelas dengan kelas lain kan berbeda, jadi kita harus menyesuaikan lesson plannya juga."

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Memodifikasi lesson plan"

4. Hambatan-hambatan apa yang anda temui dalam TP?

"Teaching practice... Gimana cara membuat students itu gak boring dan gimana cara mengajar kita. Itu sih intinya."

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Cari metode2 pembelajaran atau cara ngajar grammar yang unik itu gimana sih yang gak bosen? Paling browsing-browsing aja."

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

"Tadi udah disebutin. Misalnya ada suatu kondisi yang gak tak terduga."

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Ya disesuaikan dengan keadaan kelasnya, kita kan gak mungkin memaksakan untuk mengimplementasikan yang udah kita buat kalo keadaannya gak sesuai."

8. Menurut anda, apakah fungsi LP?

"Pertama menurut pengalaman saya adanya lesson plan itu penting banget terutama untuk guru-guru baru kaya kita. Yang pertama itu fungsinya untuk mengimajinasikan apa yang akan kita ajarin, terus apa lagi ya, memberikan kita catatan-catatan apa yang akan kita ajarin ke siswa."

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Terjawab di nomor 8 (Mengimajinasikan apa yang akan kita ajarkan. Memberikan catatan2 apa saja yang akan diajarkan ke siswa).”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Yang penting, materi indikator, sama kegiatan pembelajaran.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?

Apa saja komponennya?

“Sebelum WE itu yang gw tau, itu ada tiga stages dalam lesson plan, Preliminary, main, post. “

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Sebelum ikut WE langsung aja kan kegiatannya apa apa apa, tapi setelah ikut WE harus ada identitas dan segala macem itu.”

13. Mana yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Idealnya sih, mengikuti lesson plan ya. Cuma kembali lagi tergantung keadaan kelas. So, kalo misalnya ada yang lupa-lupa. Ato lupa nya itu karena keadaan di kelas, jadi flexible aja.”

Student 4

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Komponennya, palingan sih... oh ya, komponen yang paling susah dilaksanakan kadang-kadang suka lupa itunya tuh teaching stagesnya, jadi kebanyakan improvisasinya deh.”

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

“Hambatannya [paused] palingan sih sumbernya ya. Kadang gak itu sih, gak relevan. yang gak relevan. Kalo ngikutin buku kesannya teks

book banget. Kalo nyari di ineternet juga bukan perkara yang gampang kan.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Rajin browsing atu nanya2 temen kalo gak nyari-nyari buku aja sih. Kalo gak nanya temen-temen.”

4. Hambatan-hambatan apa yang anda temui dalam TP?

“Ya itu, kadang suka lupa teaching stages. Ya waktunya kadang suka tidak bisa diperkirakan sebelumnya.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Berusaha supaya TP’a lebih efektif, waktunya selalu diingetin biasanya ya.”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Ya itu, suka lupa lesson plannya teaching stages apa aja. Terus di teaching practicenya lompat-lompat ato improve sendirian deh.”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Banyak2 belajar dari temen sama evaluasi diri sendiri.”

8. Menurut anda, apakah fungsi LP?

“Ya jelas. Supaya guru ada rencana untuk mengajar di kelas dan tidak blank di kelas, dan lebih terarah”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

Terjawab di no 8.

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Ada SK, KD, tujuan, indikator, ya itu sih yang penting, tujuan sih yang perlu ditekankan.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?

Apa saja komponennya?

“RPP doing, ya komponen RPP tuh yang di diknas.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Ya itu contohnya sih siop, komponennya lupa saya.”

13. Manakah yang anda pilih:

- (1) Mengikuti LP secara keseluruhan dan sistematis
- (2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

"Gw sih lebih milih yang ke dua."

Student 5

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

"Kayanya evaluation karena biasanya waktunya gak cukup. Terus sebenarnya sih bisa aja di on going activity, tapi di on going activity kan kurang detail, maksudnya kalo jawabnya bareng-barengan gak ketahuan siapa aja yang udah bisa, siapa aja yang belum. Sedangkan kalo dibikin terpisahkan makan banyak waktu."

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

"Mencari materi yang sesuai dengan tujuan yang akan kita capai."

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Ya di cari dari browsing, kalo gak dapet. Ya kadang-kadang internet walopun di situ banyak sumber kadang-kadang gak relevan, jadi kadang-kadang ya share sumber ama temen."

4. Hambatan-hambatan apa yang anda temui dalam TP?

"Classroom management, itu kadang-kadang yang kita rencanain di LP belum tentu bisa tercapai saat mengajar. Karena mungkin yang kita kira anak ini akan menjawab seperti ini, ternyata kan kita harus merubah itu, gitu."

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Improvisasi, disesuaikan dengan keadaan kelas. Jadi ya gak plek-plek harus ngikutin lesson plan. Ya kalo anak belum ngerti, kita gak mungkin ngikutin ke step selanjutnya gitu."

6. Menurut anda, apakah fungsi LP?

“Sebagai patokan kita dalam mengajar, jadi kita mengajar ada alurnya. Gak lari kesana kemari materinya, gitu.”

7. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Jelas lebih mudah sih, karena step-stepnya udah jelas, prosedurnya udah jelas. walopun ditengah-tengah ada yang gak sesuai kita bisa sekreatif mungkin. Supaya pembelajaran tetep berjalan dengan baik, kita ikutin sesuai keadaan aja.”

8. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Yang udah dari Diknas dan SI udah cukup lengkap. Dari identitas, SK, Kd, tujuan, indikator, apa namanya... kegiatan yang awal-inti-penutup, teaching stages, evaluasi, materi, daftar pustaka, lampiran tuh ada semua. Jadi kalo misalkan kita gak masuk bisa langsung digantiin orang, karena lampiran-lampirannya udah jelas.”

9. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?
Apa saja komponennya?

“Sebelum mengikuti kelas WE 1 sih taunya yang itu doang, yang dari Diknas.”

10. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Setelah mengikuti kelas WE 1 tau itu ada yang SIOP itu, terus Cruickshank yang dikasih liat sama ibu Darmahusni, tapi setelah mengikuti kelas WE 1 saya sih milih lebih mengikuti yang dari Diknas karena emang udah standarnya jadi supaya gak usah ribet gitu.”

11. Manakah yang anda pilih:

- (1) Mengikuti LP secara keseluruhan dan sistematis
- (2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Selama yang sistematis bisa berjalan sih yang sistematis. Cuma nanti kalo ada keadaan yang gak sesuai sama keadaan di kelas bisa lebih fleksibel.”

Student 6

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

"Evaluation, soalnya kan kita dalam mengajar itu ada yang mulai dari lead-in, main activity, sampe closing, kadang waktunya gak cukup."

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

"Hambatannya itu menyesuaikan activity dg SK KD dan mencari sumber-sumber yang bikin anak murid tertarik dengan apa yang kita ajarin."

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Saya mencoba untuk mencari sumber-sumber materi yang baru dan innovative, supaya anak-anak itu pas nanti diaajarinnya curiosity-nya ada."

4. Hambatan-hambatan apa yang anda temui dalam TP?

"Classroom management apalagi muridnya sangat aktif, selain itu time management."

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Seharusnya Rehearsal dulu sebelum action di kelas."

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

"Hambatannya itu kadang-kadang LP yang kita buat tidak sesuai dengan sikon di kelas. Apa misalnya waktunya, atau ada faktor-faktor eksternal lainnya gitu."

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Biasanya ada planning A planning B gitu deh."

8. Menurut anda, apakah fungsi LP?

"Supaya pas ada di kelas supaya gak bingung mau ngapain. Pas murid ngeliat kita juga gak .. kalo kitanya bingung muridnya juga bosan. Jadi ya lebih terarah aja."

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

"Jd lebih terarah"

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Komponennya seperti yang sudah saya pelajari dari Mam Sri, yaitu basic competence, standar competence, time allocation, purpose, indicator, terus kalo di dalam activitynya ada lean in, main, closing; terus sama yang gak boleh ketinggalan evaluation, sama sumber-sumbernya, buku-bukunya harus lengkap.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?
Apa saja komponennya?

“Sebelum paling Cuma ini doang, objective, yang lead in, main, closing, sama. Kan yang waktu sebelum ikut WE 1 gak tahu kalo evaluation itu dimasukin ke dalam RPP.”

12. Jadi setelah ikut WE 1 tahu dong?

“Ya gitu deh.”

13. Manakah yang anda pilih:

- (1) Mengikuti LP secara keseluruhan dan sistematis
- (2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis) karena kalo ikutin secara sistematis jadi kaku dan ada unexpected situation.

“Saya pilih dua, yang sebagai panduan. Karena kalo ngikutin dari awal sampai akhir nanti pas di kelasnya jadi malah kaku. Dan kan gak semua yang udah kita planningin itu sama dengan sikon di kelas. Jadi ya disesuaikan dengan keadaan di kelas.”

Student 7

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Indikator karena ketika kita menentukan indikator kita harus punya gambaran kegiatan pembelajaran yang jelas.”

2. Hambata-hambatan apa yang anda temui dalam menyusun LP?

“Sumber gak begitu menghambat sih. Kadang-kadang indikator dan kegiatan pembelajaran kurang searah.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Mesti banyak sumber.”

4. Hambatan-hambatan apa yang anda temui dalam TP?

“Hambatannya Muridnya dan penguasaan materi. Kalo guru baru kan materinya gak kaya guru lama. Misalkan ada nervous juga, bingung mau ngapain.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“More practice.”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Time management.”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“More practice”

8. Menurut anda, apakah fungsi LP?

“Supaya kita lebih siap, namanya juga guru baru kan. Untuk jadi pedoman dalam pelajaran hari itu.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Ya otomatis time management jadi lebih terarah, mau ngapain yam mau ngapain.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Time allocation”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?

Apa saja komponennya?

“Diknas “

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“SIOP”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

- (2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Improvisasi, kan harus sesuai keadaan juga.”

Student 8

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Mungkin lebih ke indikator kali ya. Dari indikator itu kadang-kadang kita sulit untuk menentukan gimana sih aktifitas yang sesuai untuk mencapai indikator itu.”

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

“Pertama itu ya, kita harus benar-bener memikirkan antara kesesuaian indikator dengan aktifitas belajar-mengajar yang kita rancang, itu sih menurut saya.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Karena waktu peer-teaching kita per kelompok ya diskusi sama teman lain.”

4. Hambatan-hambatan apa yang anda temui dalam TP?

“Apa ya,,, [paused] mungkin karena waktu itu kita teaching practicenya ke temen sendiri kurang dapet feelnya, jadi karena temen-temen sendiri siswanya jadi terlalu pandai untuk ukuran siswa ukuran SD dan SMP.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Berusaha menaturalkan situasinya, meski agak sulit.”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Waktu kali ya, lebih time management itu yang dirasa agak mengekang.”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Minta bantuan temena untuk mengingatkan. Seperti kalo tinggal 5 menit ada yang ketok-ketok.”

8. Menurut anda, apakah fungsi LP?

“Sebagai pegangan kali ya, sebagai guideline sebagai rencana kita untuk ngajar. Jadi kita ngajar gak start from zero, kita ada pegangan, ada rencana. Jadi kita tinggal menjalankan rencana yang udah kita buat aja.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Ya itu tadi, dengan lesson plan mengajar kita lebih terarah dan terfokus karena kita udah punya tujuan dan indikator, dan kegiatan pembelajaran yang jelas.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Menurut saya yang ada di RPP sekarang udah bagus ya, udah mencakup semua ya. Indikator, kegiatan, penilaian. seperti yang sekarang.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?
Apa saja komponennya?

“Yang standar kali ya, yang dipake di sekolah-sekolah itu. Kalo untuk SIOP itu yang buat WE. Mungkin ada yang dari Nunan itu.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“SIOP, Nunan”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Kalo saya sih lebih prefer ke yang ke dua ya lebih fleksibel, yang namanya RPP kan cuma sebagai pedoman kita aja, selebihnya ketika implementasi di kelas kita bisa lebih mengelaborasi, disesuaikan dengan karakteristik siswanya.”

Student 9

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

"Komponen ya practicenya, bagian ininya, activity. Kita bisa berencana tapi gak tahu kan di lapangannya kaya gimana, situasi di kelasnya juga gak tahu."

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

"Paling hambatannya materi harus dicari. Terus ini, menyesuaikan indikator. Terus kalo di RPP itu menentukan objective dan activity."

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Browsing materi pasti. Yang menentukan objective itu saya membayangkan apa yang akan terjadi di kelas. Jadi saya mendesain sedemikian rupa itu yang lama. Biar sesuai."

4. Hambatan-hambatan apa yang anda temui dalam TP?

"Waktunya terbatas sekali, fasilitas/sarana buat mengajarnya."

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Yang pertama ya, walopun RPP nya 60 menit, di lapangannya ya ada beberapa kegiatan yang gak dilaksanakan. Menyiapkan media sehari sebelum pelaksanaan."

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

"Mungkin satu karena belum professional jadi masih grogi, terus yang kedua kesulitannya adalah handle siswanya agar mau memperhatikan kita, gitu."

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

"Banyak belajar."

8. Menurut anda, apakah fungsi LP?

"Lesson plan itu seperti scenario, jadi saya butuh itu."

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Yang pertama objective, itu tujuannya ada jadi saya tinggal menjalankan, kedua materinya udah ada, jadi gampang, tinggal make aja.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Satu identitas, dua tujuan saya mau mengajar tu apa, terlepas dari Sk dan KD itu wasib ain, terus apa ya activity, materi yang sesuai, sama feedback.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui? Apa saja komponennya?

“Lesson plan yang waktu di Elt method 2 sama yang dari ELT method 1 itu dari internet.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Siop, diknas dan Cruickshank.”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Yang jelas yang pertama, tapi kalo misalnya beda ya udah, harus mengikuti lapangan yang ada.”

Student 10

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Kegiatan pembelajaran karena waktunya suka over dari yang direncanakan.”

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

“Hambatannya itu susah bikin lesson plan pas bikin indikator sama tujuan pembelajaran.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Belajar, nanya-nanya. Untungnya kalo yang WE 1 kemaren kan bareng sama CSD, jadi bisa konsultasi sama dosen laen juga.”

4. Hambata-hambatan apa yang anda temui dalam TP?

“Ya tadi, jadi kadang rencananya udah bagus banget, ternyata pas dilaksanainnya kadang gak sesuai apa yang direncanakan. Dari segi waktunya, ya itu classroom managementnya, kadang beda-beda sih target learnernya.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Kalo dari segi waktu mungkin ada beberapa yang dieliminasi, kalo udah mepet banget. Kalo untuk target learnernya yang bervariasi ya dicoba untuk nyesuain aja.”

6. Hambata-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Menjaga buat ngejaga sesuai banget sama lesson plan itu sulit, terutama waktunya.”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Rehearsal”

8. Menurut anda, apakah fungsi LP?

“Yaitu keep us on the track. Jadi supaya ngajar itu gak melenceng, terus supaya ngajar itu sesuai sama Sk dan KD dari situ kan kita tau oh kalo untuk indikator ini kegiatannya apa, jadi gak melenceng dari yang sebagai mana mestinya.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Banyak sih sebenarnya. Kalo misalkan kita gak pake lesson plan itu tuh apa yah, ya gak enak karena gak tau mau ngajar apa, terus tu nanti itu sesuai apa enggak sama standarnya. Sebenarnya kita banyak dimudahin sama lesson plan itu sendiri seperti otomatis bikin lesson plan udah tau sumber belajarnya dari mana aja, bahan-nbahannya apa aja, materinya yang didistribusiin apa aja.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Kalo masalah komponen gak tau deh, ya dari sananya udah gitu. Semua yang dari Diknas sih udah pas sih. Tapi kalo dari yang SIOP banyak yang gak ngerti, karena kurang sosialisasi dan kurang terbiasa, ada yang beda-beda.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?
Apa saja komponennya?

“Yang dari Diknas. Oh sama ini yang dari method 2, yang dikasih sama Mam Lina.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Dari SIOP, tapi lebih prefer ke yang Diknas karena gak ngebingungin.”

13. Manakah yang anda pilih:

- (1) Mengikuti LP secara keseluruhan dan sistematis
- (2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Sebenarnya sih pengen yang pertama, pengen ngikutin secara sistematis. Cuma nanti dalam lapangannya gak bisa, yang ke dua.”

Student 11

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Kadang kita susah untuk menentukan indikator, tapi seiring berjalannya waktu jadi gampang.”

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

“Hambatan mungkin dalam [paused] selain indikator, materi, dan penyusunan antara kegiatan dan menempatkan dengan waktu.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Kita harus memperkirakan waktunya, waktunya tuh sesuai gak sama materinya. Terus kalo waktunya kelamaan kita harus rearrange lagi materi-materi tersebut atau menghapus materi yang udah kita tulis.”

4. Hambatan-hambatan apa yang anda temui dalam TP?

“Dalam mengontrol situasi. Kadang situasi yang ada di dalam kelas itu beda dengan apa yang ada dalam pikiran kita. Jadi mungkin kita harus bisa mengetahui karakter siswa.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Seperti yang tadi saya bilang. Tentang waktu dan materi. Misalkan ada satu hambatan, ada anak yang males gak mau ngerjain, muridnya rame, waktunya time consuming, dan tidak sesuai dengan materi yang mau kita ajarkan, jadi kita keluar dari lesson plan yang kita buat.”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Waktu dan materi, classroom management, time management (time consuming).”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Need analysis, kita harus tahu karakteristik siswanya juga.”

8. Menurut anda, apakah fungsi LP?

“Sebagai panduan buat kita. Kalo pas ngajar kita gak punya panduan, itu nanti pas ngajar kita bisa blank, dan lesson plan itu buat agar kita itu teratur dalam mengajar siswa. Disamping itu kalo kita udah prepare lesson plan itu, insya Allah kita bagus dalam mengajar.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Terarah dalam mengajar dan lebih PD.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Komponen yang sudah saya buat berdasarkan diknas itu sudah cukup lengkap menurut saya.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?
Apa saja komponennya?

“Model diknas sih”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“Ada, yang SIOP”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Yang ke dua.”

Student 12

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Komponen yang sulit dilaksanakan adalah tujuan karena dalam satu mata kuliah kurang di jelaskan bagaimana menyusun objective yang sesuai.”

2. Hambatan-hambatan apa yang anda temui dalam menyusun LP?

“Yang pertama pembuatan indikator yang selaran dengan objective sehingga itu bisa dicapai dalam melaksanakan lesson plan kita.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Banyak baca, ya kebanyakan sih kita kerja bareng sama temen-temen.”

4. Hambatan-hambatan apa yang anda temui dalam TP?

“Hambatannya, so far gak ada sih. Oh ini mungkin untuk teaching practicenya gak ada masalah, tapi dalam pembuatan lesson plan itu.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

(karena tidak ada hambatannya jadi tidak dijawab)

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Ya waktu kadang yang kurang.”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Membuat materi kira-kira lebih padat jadi waktunya bisa sesuai sama materi.”

8. Menurut anda, apakah fungsi LP?

“Iya panduan. Memang penting, tapi kalo ditemui hanya kendala-kendala tertentu bisa kan keluar dari lesson plan.”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Kemudahannya lebih terprogram, lebih terencana, tahu step-by-step kegiatannya, jadi lancar.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Indikator, karena menentukan kegiatan.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?
Apa saja komponennya?

“Baru tahu yang dari Diknas doang”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“SIOP”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Mengikuti lesson plan secara keseluruhan dan sistematis.”

Student 13

1. Menurut anda, komponen-komponen Lesson Plan (LP) apa yang sulit dilaksanakan dalam teaching practice (TP)?

“Penyesuaian waktu yang sulit, kadang kita udah menentukan sekian ternyata beda sama kenyataannya. Ya itu dia, paling penyesuaian antara materi kegiatan sama waktu. Jadi kesesuaian antara ketiga itu. Jadi kan kalo waktunya gak sesuai, materinya juga gak tercapaikan.”

2. Hambata-hambatan apa yang anda temui dalam menyusun LP?

“Mencari materi, menyusun indikator juga lumayan agak susah, sama tujuan pembelajaran. Kalo pake SIOP sih gak susah tujuannya, yang dari Diknas susah tujuannya.”

3. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Gak usah ada dua-duaan. Gak usah ada tujuan segala gak usah ada indikator. Jadi udah ada SK, KD, indikator gitu aja. Terus sama materi, materinya bener-bener dipersiapkan. Materinya harus sesuai sama siswa kita.”

4. Hambatan-hambatan apa yang anda temui dalam TP?

“Studentsnya ada cultural shock. Terus caranya, metodenya, juju raja pertama-tama teaching practice ngalamin kesulitan.”

5. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“On going dengan pengalaman”

6. Hambatan-hambatan apa yang anda temui dalam mengimplementasikan LP dalam TP?

“Lupa, [laughed]. Belom ngapalin lesson plan. Jadi udah ada materi, fokus sama materi, tapi urutannya gak sesuai. [laughed].”

7. Apa yang anda lakukan untuk mengatasi hambatan-hambatan tersebut?

“Bikin notes kecil.”

8. Menurut anda, apakah fungsi LP?

“Sebagai guide kita, sebagai panduan. Karena bagi pemula, seperti kita ini kalo misal tanpa rencana [paused] bila kita gagal merencanakan maka kita akan merencanakan kegagalan. [laughed]”

9. Manfaat/kemudahan apa yang anda dapat dengan membuat LP?

“Sebelum teaching practice tinggal liat, udah ada ini, materinya ini, oh nanti pengen pake metode seperti ini. Jadi gak kesulitan what should I do, jadi kita udah punya pegangan.”

10. Menurut anda, komponen apa saja yang harus terdapat dalam LP?

“Itu semua yang udah ada udah penting, yang di SIOP, yang di method 2, dan kalo yang di Diknas itu udah terlalu penting.”

11. Sebelum mengikuti kelas WE1, LP model apa saja yang anda ketahui?

Apa saja komponennya?

“Di CSD 1 dikasih tahu model Diknas. Terus yang dari method 1 dan 2.”

12. Setelah mengikuti kelas WE1, LP model apa yang anda pilih untuk digunakan? Mengapa? Apa saja komponennya?

“SIOP salah satunya, tapi tergantung situasi dan tergantung permintaan juga.”

13. Manakah yang anda pilih:

(1) Mengikuti LP secara keseluruhan dan sistematis

(2) Menjadikan LP hanya sebagai panduan pengajaran (tanpa mengikuti secara keseluruhan dan sistematis)

“Kalo itu sih mendingan lebih fleksibel. Jadi mendingan kita udah punya pegangannya, tapi pas pelaksanaannya gak usah kaku-kaku banget.”

THE PROCESSES OF TEACHING PRACTICE

1. Teaching Practice 1

Student 1

In the lesson plan, the student teacher planned to teach news item text. She planned to teach listening skill by a news item text: “Thai Army Ready to Use Bullets in Street” and worksheet 1. For pre-activity, she planned to *ask students some questions related to news item such as: are you up to date with the current issues? Where can you find information about those issues? How often do you read or watch or listen to news? Have you listen to the Thailand political crisis recently?* For main-activity, she planned to *1) tell the students about the objective of the meeting, 2) ask the students to listen to a recording of a news item titled “Thai Army Ready to Use Bullets in Street”, and 3) while the students are listening to the recording, teacher write down the related and most difficult vocabulary.* In post-activity she planned to *1) check the students’ understanding by using worksheet 1, 2) discuss about the recording, and 3) find out the meaning of the related vocabulary and practice how to pronounce them.* To assess and evaluate the students, she planned to use worksheet 1 and discuss about the recording. The allocated time was 15 minutes.

In the teaching practice, she applied all those activities systematically and in line with the lesson plan in 14 minutes 33 seconds. So, it is considered consistent.

Student 2

In the lesson plan, the student teacher planned to teach about the news item text. She planned to teach the structure of the news item text and the expressions of surprise and amusement. In the pre-activity, she planned to 1) review on the previous news items text, 2) ask the students response toward the news item through some questions, and 3) brainstorm their previous knowledge about some news item that they ever heard. In main-activity, she planned to list kinds of expression of surprise and amusement and let the students discuss some news items they have ever heard inn peers. For post-activity, she planned to ask the students to make a dialogue using the expression of surprise and amusement and practice it.

In the teaching practice, she applied all the materials and activities in the lesson plan. But her time was 20 minutes 45 seconds, this condition make the component time allocation was inconsistent.

Student 3

In the lesson plan, the student teacher planned to teach about the news item text. She planned to teach reading comprehension using a news item text: “Red Shirt Military Strategies Dies of Wounds”. First, she stated the objective and then divided the class into groups of three. Then she distributed the news item text titled “Red Shirt Military Strategies Dies of Wounds” while explaining what the students are going to do with the text. After that, teacher leads the students to find the meaning of the difficult words and do pronunciation drills from the difficult word. For the post activity, she planned to discuss about the content of the new

item and the language feature of the news item then check the students' understanding by using worksheet 2 and discuss the answer.

In the teaching practice, she didn't divide the class into groups of three but become group of 4 or five. For this condition, she said as follow:

"...mungkin kita punya konsep apa yang harus dilakukan pada saat teaching practice, ini, ini, ini. Tapi pada kenyataannya ada hal-hal tidak terduga yang bikin kita gak melakukan hal itu... Ya disesuaikan dengan keadaan kelasnya, kita kan gak mungkin memaksakan untuk mengimplementasikan yang udah kita buat kalo keadaannya gak sesuai."

She couldn't implement the plan because the large number of the student in the classroom that she didn't predict before. So, she adjusted it with the condition in the classroom. Besides, she also conducted the teaching practice in 29 minutes 2 seconds. So, her time is inconsistent.

Student 4

In the lesson plan, the student teacher planned to teach writing a news item text. As the pre-activities, she planned to 1) *review the content of the news item* and 2) *review the language features of the news item*. For the main-activity, she planned to *discuss the structure of the news item and ask the students to work in pairs to make a news item based on the pictures*. To assess the students, she *asks the students to work in pairs to make a news item based on the pictures*.

In the teaching practice, she also applied all the activities in the lesson plan. Her time is inconsistent because the duration of her teaching practice was 18 minutes 25 seconds.

Student 5

In the lesson plan, the student teacher planned to teach about hobbies and interest: the expressions of like and dislike using some pictures. As the pre activity, she planned to *1) teacher has students repeat and do what teacher says, 2) teacher shows some pictures to students, and 3) teacher asks students whether they like the objects shown in each pictures or not.* For main activity, she planned to *1) teacher explains to students how to use expressions to show likes and dislikes and 2) teacher has students do pronunciation drills about the expressions to show like and dislike.* And as the post activity and assessment, she planned to *1) teacher has students do task 1 and 2) teacher and students discuss the best answers for exercises given in the task 1.*

She applied all the activities planned in the lesson plan in 16 minutes 20 seconds in teaching practice.

Student 6

In the lesson plan, the student teacher planned to teach about the like and dislike expression and listening comprehension using a recording: “play the guitar!”. She planned *1) teacher asks students to review the material learned in the activity 1 and 2) teacher has students act out what the teacher instructs as the pre-activities.* The main activities were *1) teacher explains to the students the situation described in the recording, 2) teacher distributes the worksheets to the students, and 3) teacher has the students do task 2 while listening to the recording.* And the post activity and the assessment was *teacher and students discuss the answers for the exercise given in the task.*

In the teaching practice, she applied all the materials and activities planned. Her duration was 11 minutes 20 seconds.

Student 7

In the lesson plan, the student teacher planned to teach about likes and dislikes expressions. He planned 1) teacher has students play a refreshment activity (catch-finger game) and 2) teacher has students review the material learned in the activity 2 as the pre-activity. In the main-activity, he planned 1) *teacher has students watch a video about like and dislikes*, 2) *teacher explains to the students the grammar focus shown in the video, such as love/like/hate + nouns/verbs*, 3) *teacher has students do pronunciation drill*, and 4) *teacher has students do task 3*. And as the post activity and assessment was *teacher and students discuss the answer for the exercise given in the task*.

In the teaching practice, there was no video watched in the classroom (main activity) and he added an activity (clapping hands) in the post activity. So, it is considered inconsistent. And his time was 20 minutes 30 seconds.

Student 8

In the lesson plan, the student teacher planned to teach about the like and dislike expressions. In the pre-teaching activity, she planned 1) *teacher asks students to clap their hands then suddenly asks them to stop*, and 2) *teacher reviews the materials learned from activity 1 until activity 3*. In the main activity, she planned 1) *teacher tells students that they are going to watch a video about expressions to show likes and dislikes*, 2) *teacher tells the situation in the video that students will see (the scripts of conversation in the video are distributed to*

the students by teacher 1, 2, and 3), 3) teacher play the video twice and let the students learn how to use expressions showing likes and dislikes through watching the video, 4) teacher asks students to underline the expressions showing likes and dislikes that appear in the conversation script (task 4), 5) teacher leads students to do pronunciation drill, 6) teacher asks students to do role-playing in pairs based on the video viewing (students may use the script given, but they need to change the names of the actors with their names), 7) teacher lets students practice role-playing. And in the post activity as the assessment activity, she planned 1) teacher asks students to do role-playing and 2) teacher (together with teacher 1, 2, and 3) assesses students' performance and gives feedback to students. She also planned an extension activity: teacher assigns students to do homework (task 5).

In the teaching practice, she didn't apply the first activity in the pre-teaching activity because actually that is the activity for the previous lesson (done by previous teacher). Her time was 25 minutes 3 seconds.

Student 9

In the lesson plan, the student teacher planned to teach the expression of degree of certainty. As the pre activity, she planned to ask the students to share their personal ideas and certainties about issues of "A Controversy of National Examination" by answer some questions. As the main activity, she planned 1) *the teacher writes all of the students' answers on the white board, 2) discuss the answer, and 3) read all the expression of certainty together with the teacher and find the difficult words and do pronunciation drills. In post activity, she planned*

to ask the students (3-5 students) to mention the expression of certainty through the discussion. She planned to assess the students by asking the students to mention the expression of certainty through the discussion.

In the teaching practice, she didn't apply the last activity in the main activity: *read all the expression of certainty together with the teacher and find the difficult words and do pronunciation drills.* She also didn't do the post activity and the assessment activity. Her duration was 14 minutes 33 seconds. After the teaching practice, she told the writer:

"waktunya udah abis kan, ya udah gua tutup aja lessonnya."

Student 10

In the teaching practice, the student teacher planned to teach the expression of degree of certainty. The pre-activities were *1) teacher asks the students' to read the dialogue volunteer in pairs about the expressions of certainty for twice and the other students listen carefully to their friends, 2) teacher asks the students to underline the expression of degree of certainty in the dialogue, and 3) teacher asks students to mention all the expression that they have underlined in the dialogue.* The main activities were *1) teacher explains the instruction of the worksheet, 2) teacher gives the worksheet and asks the students to do the worksheet, 3) teacher gives time for students to do the worksheet for 5 minutes, and 4) teacher discusses the answer together with the students.* The post activities and the assessment activity were *1) the teacher asks the students to rank the expression of degree of certainty based on the dialogue in the table and 2) teacher gives the answers and the students check on their work.*

In the teaching practice, she didn't do the second and the third activities in the pre-activity. And in the second activity of the main activity, she only gave 2 minutes to do the worksheet. Her duration was 14 minutes 25 seconds.

Student 11

The student planned to teach the expression of degree of certainty. In the pre activity, she planned *1) teacher choose one student and 2) ask him/her to give a question to his/her friends, and let him/her to answer the question*. The main activities were *1) teacher writes the sample question and the sample answer on the white board, 2) teacher explains the instruction before asks the students to do the pair work, and 3) teacher gives the list of questions that the students' have to ask the questions to their partner*. The post activity and the assessment activity was *teacher asks the students (2pairs) to perform their work in front of the class*.

In the teaching practice, she didn't do all the pre-activity and jumped to main activity. Her duration was 9 minutes 25 seconds.

Student 12

In the lesson plan, the student teacher planned to teach about reservation. The pre activity were *1) asking the students personal experiences about reservation, 2) share teacher's experiences in making a reservation, and 3) invite the students to list the possible purpose of a reservation*. In the main activity, she planned *1) the students listen to and complete the dialogue, 2) listen and answer the questions, and 3) discuss the answer*. The post activity and the assessment activity was *find any difficult words or phrase in the dialogue have listened*.

In the teaching practice, she did the second activity of pre activity in the last activity after post activity.

“Lupa, [laughed]. Belom ngapalin lesson plan. Jadi udah ada materi, fokus sama materi, tapi urutannya gak sesuai. [laughed].”

Her duration was 14 minutes 40 seconds.

Student 13

In the lesson plan, the student teacher planned to teach about reservation. The pre activity was *ask the students’ understanding about the previous activity*. The main activity were *1) discuss the expressions of making and taking a reservation, 2) identify and classify the expressions of making and taking a reservation, and 3) repeat after the teacher on the expressions of making and taking reservation*. The post activity and the assessment activity was *create the expressions based on given questions*.

In the teaching practice, she added an activity after the second main activity: *discuss the task in the previous activity*. And she didn’t do the post activity. Her duration was 13 minutes 40 seconds.

Student 14

In the lesson plan, the student teacher planned to teach about reservation. The pre activity was *ask whether or not the students have ever read an advertisement containing venue reservation*. The main activity were *1) read the advertisement and tell what is it about, 2) pay attention to the reservation form and listen to the teacher’s explanation about it, and 3) suppose that you want to*

make a reservation and fill in the reservation form. The post activity was share any difficulties when filling the reservation form.

In the teaching practice, she could apply all the activities in 16 minutes 50 seconds.

Student 15

In the lesson plan, the student teacher planned to teach about the hortatory exposition text. In the pre activity, she planned to *1) give students current issues related to national examination, 2) ask students to give their opinions about it, 3) let the students express their opinion whether it is pro or contra, and 4) relate the discussion to the topic of the lesson –hortatory exposition text.* The main activity were *1) give students short information about hortatory exposition text, 2) make sure the students understand about the hortatory exposition text, 3) lead the students to listen to the recorded material related to people's opinion toward National Examination, 4) play the recorded material once, 5) distribute the worksheet and give the students clear instruction, 6) ask the students to listen to the same recorded material, 7) play the recorded material once (or twice if it is needed), 8) give time for students to fill the worksheet, and 9) discuss the answer together.* The post activity was *ask the students to make their own recommendation toward the previous issues to complete the worksheet.*

In the teaching practice, she didn't apply the fourth and the eighth activity of the main activity. She also added an activity in the post activity: *the students share their recommendation.* Her duration was 18 minutes 38 seconds.

Student 16

In the lesson plan, the student teacher planned to do the following activities in pre-activity: 1) *ask the students about the generic structure of hortatory exposition text in the previous session*, 2) *divide the students into 4 groups by counting 1 to 4*, 3) *show a presentation slide showing a jumbled paragraph of a text*, and 4) *show a presentation slide showing the arrangement of the text then check it together*. In the main activity, she planned to 1) *ask the students about the tenses, verbs, and connectives*, 2) *explain that hortatory exposition has some language features*, 3) *explain each language features*, 4) *give the worksheet of the ordered text to each group of the students*, 5) *ask the students to identify the verbs and connectives in the text*, and 6) *check it together*. As the assessment activity, in the post activity she planned to 1) *deliver worksheet consisting of incomplete sentence*, 2) *ask the students to complete the incomplete sentence with the appropriate and possible verbs and connectives*, 3) *invite two students to read their works, and invite the rest of the students to assess it*, and 4) *give some feedback to the students*.

In teaching practice activity, from the 4 (four) activities in the pre-activity, she only applied the first activity consistently. The second activity, she didn't divide the group into 4 groups but ask them to work in pair. And for the two last activities, she didn't apply it. Her duration was 27 minutes 50 seconds.

In the interview she said:

"Improvisasi aja, disesuaikan dengan keadaan kelas. Jadi ya gak plek-plek harus ngikutin lesson plan kan."

Student 17

In the lesson plan, she planned to teach about hortatory exposition. The pre-activities were *1) review the generic structure and language features of the hortatory exposition text, and 2) make sure the students understand the generic structure and the language feature.* The main-activities were *1) present the power point slides related to hortatory exposition text, 2) ask the students to identify the generic structure of the text, 3) ask the students to decide which part of the text that present the arguments, 4) divide the students into 4 groups, 5) distribute the worksheet and give the students clear instruction, 6) time for students to fill the worksheet, 7) discuss the answer together, and 8) ask the students to present their discussion.* In the assessment and post activity, she planned to *1) ask the students to make draft of hortatory exposition based on the topic given in group and 2) ask the students to present their draft.*

In the teaching practice she applied all the activity and added an extension activity: homework. Her duration was 16 minutes 37 seconds.

Student 18

In the lesson plan, she planned to teach about hortatory exposition text. The pre activities were *1) relate the previous lesson on hortatory text to the students' daily life and 2) tell the students the usage of hortatory text.* The main activities were *1) introduce a format of a debate, 2) give information on how to do a debate, 3) divide the class into two groups, one group will be affirmative team and the other is negative team, 4) provide a motion for them, 5) give them 5 minutes to do case building, 6) let the students do classical debate, and 7) ask*

some person to be adjudicators to judge the presented argument from each team. And the post activities were 1) give each student a topic on popular issues and 2) ask the students to make a hortatory text at home based on the given topic.

In the teaching practice, she only gave 3 minutes for case building and she didn't apply the two activities in the post activities. Her time was 26 minutes 7 seconds.

2. Teaching Practice 2

Student 1

In the lesson plan, the student teacher planned to teach about recount text – My Extraordinary Experience. In the pre-teaching activity she planned to *review the previous part about the text – A Private Conversation*. Then in the main activity she planned to *1) recognize the structure of the text, 2) recognize some language features from the text, 3) check students' understanding by using worksheet 2, and 4) discuss the answer together*. She didn't plan the post activity because another student teacher will continue the next lesson.

In the teaching practice, she did all the plan pervasively as it was on the lesson plan in 16 minutes 31 seconds.

Student 2

In the lesson plan, the student teacher planned to teach about narrative. The pre-activity were *1) review on the previous part and 2) brainstorm the students' previous knowledge about bad or good experiences that they have ever had by using the expression of asking information*. The main activities were *1) list the expressions of asking information, 2) let the students make a recount by doing*

activity 1, and 3) ask some students to present their works in front of the class. To assess the students, she used activity 1 and asked the students to present their work in front of the class.

In the teaching practice, she could apply all those activity well. Her duration was 17 minutes 8 seconds.

Student 3

In the lesson plan, the student teacher planned to teach about recount text and the -ed ending pronunciation. The pre-activity were review on the language features and the structure of the text. The main activity were 1) recognize the sentence used in the text, 2) check the students' understanding by using worksheet 3, 3) explain the pronunciation of -ed endings (/t;/d;/əd/), 4) drill the pronunciation of -ed endings (/t;/d;/əd/), 5) check the students' understanding by using worksheet 4, and 6) discuss the answer together.

In the teaching practice, she wasted a lot of time for discussion and pronunciation drill, so the rest activities didn't have enough time to be applied. As the result, the last two main activities couldn't be applied, the activity 5 became homework and the activity 6 couldn't be done. Her time was 18 minutes 28 seconds.

Student 4

In the lesson plan, she planned to teach about recount text. The pre-teaching activity was *asking students some questions related to recount*. The main activity were planned to 1) *tell the students about the objective of the meeting*, 2) *let the students read a recount text titled "A Private Conversation"*, 3) *recognize*

some words related to the text, 4) do pronunciation drills of some words related to the text, 5) check the students' understanding by using worksheet 1, and 6) discuss the answer together.

In the teaching practice, she could apply all the activity as it was in the plan in 14 minutes 54 seconds.

Student 5

In the lesson plan, the student teacher planned to teach about hobbies and interest: the expressions of like and dislike using some pictures. As the pre activity, she planned to *1) teacher has students repeat and do what teacher says, 2) teacher shows some pictures to students, and 3) teacher asks students whether they like the objects shown in each pictures or not.* For main activity, she planned to *1) teacher explains to students how to use expressions to show likes and dislikes and 2) teacher has students do pronunciation drills about the expressions to show like and dislike.* And as the post activity and assessment, she planned to *1) teacher has students do task 1 and 2) teacher and students discuss the best answers for exercises given in the task 1.*

In the teaching practice, she didn't apply the last activity because the time was over. She made it as homework for the students. Her duration was 15 minutes 55 seconds.

Student 6

In the lesson plan, the student teacher planned to teach about the like and dislike expression and listening comprehension using a recording: "play the guitar!". She planned *1) teacher asks students to review the material learned in*

the activity 1 and 2) teacher has students act out what the teacher instructs as the pre-activities. The main activities were 1) teacher explains to the students the situation described in the recording, 2) teacher distributes the worksheets to the students, and 3) teacher has the students do task 2 while listening to the recording. And the post activity and the assessment was teacher and students discuss the answers for the exercise given in the task.

In the teaching practice, she applied all the materials and activities planned. Her duration was 14 minutes 39 seconds.

Student 7

In the lesson plan, the student teacher planned to teach about likes and dislikes expressions. He planned 1) teacher has students play a refreshment activity (catch-finger game) and 2) teacher has students review the material learned in the activity 2 as the pre-activity. In the main-activity, he planned 1) *teacher has students watch a video about like and dislikes*, 2) *teacher explains to the students the grammar focus shown in the video, such as love/like/hate + nouns/verbs*, 3) *teacher has students do pronunciation drill*, and 4) *teacher has students do task 3*. And as the post activity and assessment was *teacher and students discuss the answer for the exercise given in the task*.

In the teaching practice, the first activity in pre-activity didn't applied. Besides, there was no video watched in the classroom (main activity) and he added an activity (clapping hands) in the post activity. So, it is considered inconsistent. The third activity of main activity also didn't applied, he change it

into: the student to work in pairs and do role-play. His time was 15 minutes 58 seconds.

Student 8

In the lesson plan, the student teacher planned to teach about the like and dislike expressions. In the pre-teaching activity, she planned 1) *teacher asks students to clap their hands then suddenly asks them to stop*, and 2) *teacher reviews the materials learned from activity 1 until activity 3*. In the main activity, she planned 1) *teacher tells students that they are going to watch a video about expressions to show likes and dislikes*, 2) *teacher tells the situation in the video that students will see (the scripts of conversation in the video are distributed to the students by teacher 1, 2, and 3)*, 3) *teacher play the video twice and let the students learn how to use expressions showing likes and dislikes through watching the video*, 4) *teacher asks students to underline the expressions showing likes and dislikes that appear in the conversation script (task 4)*, 5) *teacher leads students to do pronunciation drill*, 6) *teacher asks students to do role-playing in pairs based on the video viewing (students may use the script given, but they need to change the names of the actors with their names)*, 7) *teacher lets students practice role-playing*. And in the post activity as the assessment activity, she planned 1) *teacher asks students to do role-playing* and 2) *teacher (together with teacher 1, 2, and 3) assesses students' performance and gives feedback to students*. She also planned an extension activity: *teacher assigns students to do homework (task 5)*.

In the teaching practice, she didn't apply the first activity in the pre-teaching activity because actually that is the activity for the previous lesson (done by previous teacher). In the main activity, she didn't apply the third activity as it was in the plan because the students have understood the lesson. And in the post activity, she didn't apply the extension activity. Her time was 16 minutes 58 seconds.

Student 9

In the lesson plan, the student teacher planned to teach about the expression of asking for/giving goods and services, and refusing to do something. The pre-activity was planned to *1) teacher states the topic and the objective of the lesson and 2) asking the students to mention the celebration around the world that they have known*. The main activity was planned to *1) teacher gives a short dialogue about the Halloween, 2) teacher reads the dialogue for the first time, 3) teacher asks the students to read aloud in pairs, 4) teacher gives instruction before asking the students to do the worksheet, and 5) teacher gives the worksheet to the students and let the students to do the worksheet*. The post activity was *asking the students to retell the dialogue about Halloween in front of the class*.

In the teaching practice, she apply all the activity as it was in the plan, besides, she also added an activity in the main activity: discuss the answer together. Her duration was 22 minutes 34 seconds.

Student 10

In the lesson plan, the student teacher planned to teach about the expression of asking for/giving goods and services, and refusing to do something.

In the pre-activity, she planned the teacher to 1) *explain the instruction before give the story of Jack-O'-Lantern to the students*, 2) *read the story of Jack-O'-Lantern in front of the class for 2 times*, and 3) *ask the students to complete the worksheet while listen to the teacher*. The main activities were 1) *the teacher writes all the answers in the white board* and 2) *ask the students to read the full sentence by sentence*. The post activity and the assessment activity was the teacher asks the students to retell the story by their own words.

In the teaching activity, she applied all the activities in the pre- and main-activity, but she changed the post activity into: *teacher and students read the text together*.

Student 11

In the lesson plan, the student teacher planned to teach about the expression of asking for/giving goods and services, and refusing to do something. The pre-activity was planned to 1) *review the previous section about the dialogue of Halloween* and 2) *analyze the expression in the dialogue*. The main-activity was planned to 1) *teacher shows another expression of asking for/giving goods and services, and refusing to do something*, 2) *teacher read all the expressions for the first time*, 3) *teacher asks students in a row to read aloud all the expressions presented in the power point slide*, 4) *teacher explains the instruction of the worksheet and give the example of how to do the worksheet*, 5) *teacher gives the worksheet and ask the students to do the worksheet*, and 6) *teacher gives time for students to do the worksheet for 3 minutes*. And the post activity was planned the

teacher to *1) ask the students to cross their worksheet to their pairs and 2) gives the answer of the worksheet and let the students check their answer.*

In the teaching practice, she applied all the activities as they were in the plan in 14 minutes 35 seconds.

Students 12

In the lesson plan, the student teacher planned to teach about recount text – unforgettable experiences. The pre-activity was planned the teacher to *1) do warm up activity, 2) ask the students what they have to learned in the previous sections, and 3) leads the students to discuss the social function and the generic structure of a recount text.* The main activity was planned the teacher to *1) explain the social function and generic structure of a recount text, 2) has students read the text provided and discuss the generic structure with their peer, 3) ask some students to read the text aloud, and 4) drills the pronunciation of mispronounced words.* And the post activity was planned the teacher to *1)ask the students to answer the questions related to the text and 2) lead the students to discuss the answer and review the key vocabulary and the content.*

In the teaching practice, she applied all the activities above consistently in 18 minutes 28 seconds.

Students 13

In the lesson plan, the student teacher planned to teach about recount text – unforgettable experiences. The pre-activity was planned the teacher to *1) ask students about their personal experiences and 2) states the objectives of the lesson aiming at discuss recount text.* In the main-activity, she planned to *1) explain the*

function of recount text, 2) ask the students to listen to a monologue of recount text and complete the text, 3) discuss the answer together with the students, and 4) ask some questions about the text orally. In the post activity and the assessment activity, she planned to 1) invite the students to find any difficult words or phrase in the monologue, 2) discuss the meaning and pronounce the words, and 3) check the students' understanding about the text.

In the teaching practice, she could apply all the activities in the pre- and main-activity well. But she only applied the last activity in the post activity because she forgot the plan:

“... Oh ya, saya pribadi lupa urutan kegiatan pembelajaran di yang udah ditulis di lesson plan, suka kebolak-balik gitu urutannya...”

Her duration was 14 minutes 19 seconds.

Students 14

In the lesson plan, the student teacher planned to teach about recount text – unforgettable experiences. The pre-activities were *1) teacher shows pictures of places, 2) brainstorm personal experience about what students do on their weekends, and listen what students will be learned today.* The main-activity were *1) students listen to the teacher's explanation about how to make a recount, 2) suppose that you want to go holiday and make a recount about your holiday in a group of four, and 3) share your recount with your friends.* The post and the assessment activity was *the students share any difficulty when making a recount.*

In the teaching practice, she only could apply half activities in the plan because the time was over. She only applied all the pre-activities, the first and the second activities of main activity. Her duration was 13 minutes 48 seconds.

Students 15

In the lesson plan, the student teacher planned to teach about descriptive text – Public Places. In the pre teaching, she planned to *1) give each student certain nickname which will be used during the learning process and 2) explain to the students that they are going to learn about descriptive text.* The main activity were *1) explain students what descriptive text is, 2) explain students what adjective is and its relation with descriptive text, 3) give the students the examples and the usage of adjective, and 4) lead the students to practice using adjective to modify nouns by looking at the pictures in the power point slides.* And the post activity was *the teacher asks the students to make some sentences describing their own nickname by using adjective.*

In the teaching activity, she apply all the activity in the lesson plan pervasively in 17 minutes 56 seconds.

Students 16

In the lesson plan, the student teacher planned to teach about descriptive text – Public Places. In the pre-activity, she planned to *1) ask the students whether they still remember the song, invite one of the students to lead his/her friends to sing the song, 3) review the previous lesson by asking the students to mention the adjectives learned, and 4) review the previous lesson by asking the description of particular place.* The main activity were the teacher *1) divides the students into*

two groups, 2) tells the students that they are going to play Where Is It game, 3) explains the rules, 4) invite a student from each group to choose a paper which consists of a description of a place, 5) ask the students to read the description loudly and clearly for the other group to guess, and 6) repeat until the last question. And the post activity was the teacher pays attention to the students while the games are played.

In the teaching practice, she only didn't apply the first activity of pre-activity inconsistently. In the plan she stated to divide into two groups, but in the teaching practice she divided into four groups and it happened because the large number of the students in the classroom that she didn't predict before. Her duration was 18 minutes 49 seconds.

Students 17

In the lesson plan, the student teacher planned to teach about descriptive text – Public Places. In the pre-activity she planned the teacher to *1) ask the students whether they have visited many public places in Jakarta and 2) mention various kinds of public places.* In the main activity she planned the teacher to *1) describe the public places such as bus station, traditional market, etc, 2) ask students to involve together while describing public places, 3) ask students which part of the presentation they haven't understood, 4) distribute the worksheet, 5) explain the instruction and make sure they understand, and 6) gives time for students to do the worksheet.* And the post activity was *discussing the worksheet together by choosing the students randomly.*

In the teaching practice, she added an activity in the pre-activity: *review the previous lesson*. And the rest of the activities were applied consistently in 15 minutes 24 seconds.

Students 18

In the lesson plan, the student teacher planned to teach about descriptive text – Public Places. In the pre activity, she planned to 1) *ask the students to see the pictures printed in the papers*, 2) *generate ideas from the students about the pictures*, 3) *give a sentence in a rolled paper for a pair of students*, and 4) *ask the students to match the sentence with the pictures*. The main activity were 1) *check the students' answer*, 2) *explain the format of a descriptive text based on the pictures*, 3) *ask students to give more description about the pictures*, 4) *show the worksheet to the students*, 5) *ask the students to comment on the pictures in the worksheet*, and 6) *ask the students to make a short descriptive text describing the picture in the worksheet*. And the post activity was *giving the students time to present their works*.

In the teaching practice, she only didn't apply the second and the third activity in the main activity, but the rest activities were applied consistently. Her duration was 18 minutes 41 seconds.

Table 4.1 Checklist of the consistency between the lesson plans with the teaching practice 1

Subjects of the study	Material	Teaching Stages			Assessment and evaluation	Time Allocation	Consistency
		Pre	Main	Post			
S1	√	√	√	√	√	√	100%
S2	√	√	√	√	√	x	83.3%
S3	√	√	x	√	√	x	66.6%
S4	√	√	√	√	x	x	66.6%
S5	√	√	√	√	√	x	83.3%
S6	√	√	√	√	√	x	83.3%
S7	√	√	x	x	√	x	50%
S8	√	x	√	√	√	x	66.6%
S9	√	√	x	x	x	√	50%
S10	√	x	x	√	√	x	50%
S11	√	x	√	√	√	x	66.6%
S12	√	x	√	x	√	√	66.6%
S13	√	√	x	x	x	x	33.3%
S14	√	√	√	√	√	x	83.3%
S15	√	√	x	x	x	x	33.3%
S16	√	x	√	√	√	x	66.6%
S17	√	√	√	x	√	x	66.6%
S18	√	√	x	x	x	x	33.3%
Consistency	100%	72.2%	61.1%	61.1%	72.2%	16.6%	

Table 4.2 Checklist of the consistency between the lesson plans with the teaching practice 2

Subjects of the study	Material	Teaching Stages			Assessment and evaluation	Time Allocation	Consistency of each subject
		Pre	Main	Post			
S1	√	√	√	√	√	x	83.3%
S2	√	√	√	√	√	x	83.3%
S3	√	√	x	√	x	x	50%
S4	√	√	√	√	√	√	100%
S5	√	√	√	x	x	x	50%
S6	√	√	√	√	√	√	100%

S7	√	x	x	√	√	x	50%
S8	√	x	x	x	√	x	33.3%
S9	√	√	x	√	√	x	66.6%
S10	√	√	√	√	√	x	83.3%
S11	√	√	√	√	x	√	83.3%
S12	√	√	√	√	√	x	83.3%
S13	√	√	√	x	x	√	66.6%
S14	√	√	x	x	x	x	33.3%
S15	√	√	√	√	√	x	83.3%
S16	√	√	x	√	√	x	66.6%
S17	√	x	√	√	√	√	83.3%
S18	√	√	x	√	√	x	66.6%
Consistency	100%	83.3%	61.1%	77.7%	72.2%	27.7%	

Table 4.3 The development of each student teacher consistency in applying the lesson plan to the teaching practice 1 (1st) and the teaching practice 2(2nd).

The subjects of the study (the student teachers)	1 ST (teaching practice 1)	2 ND (teaching practice 2)	The consistency rate
S1	100%	83.3%	D
S2	83.3%	83.3%	S
S3	66.6%	50%	D
S4	66.6%	100%	I
S5	83.3%	50%	D
S6	83.3%	100%	I
S7	50%	50%	S
S8	66.6%	33.3%	D
S9	50%	66.6%	I
S10	50%	83.3%	I
S11	66.6%	83.3%	I
S12	66.6%	83.3%	I
S13	33.3%	66.6%	I
S14	83.3%	33.3%	D
S15	33.3%	83.3%	I
S16	66.6%	66.6%	S
S17	66.6%	83.3%	I
S18	33.3%	66.6%	I

D = Decrease S = Same I = Increase

Table 4.4 The consistency rate of the lesson plan component in teaching practice 1 and teaching practice 2 and the consistency development between the LP components and teaching practice from the teaching practice 1 to the teaching practice 2

Lesson Plans' components	1 ST (teaching practice 1)	Consistency rate	2 ND (teaching practice 2)	Consistency rate	The consistency development
Material	100%	C	100%	C	S
Pre-activity	72.2%	HC	83.3%	HC	S
Main-activity	61.1%	MC	61.1%	MC	S
Post-activity	61.1%	MC	77.7%	HC	I
Assessment and evaluation	72.2%	HC	72.2%	HC	S
Time allocation	16.6%	LC	27.7%	LC	S

C = Consistent

MC = Medium Consistent

D = Decrease

HC = High Consistent

LC = Low Consistent

S = Same

I = Increase