ENGLISH LESSON PLAN IMPLEMENTATION BY TEACHERS CANDIDATE IN MICRO TEACHING COURSE AT FKIP OF HKBP NOMMENSEN UNIVERSITY

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Article Info	Abstract
	English lesson plan is a set of learning plans contains essential guidance for the teacher referring to English teaching material. Successful teaching is not determined by the learners' achievement but also teaching process, which is prepared well by the teacher. It is the proof of teaching as transferring the knowledge. Referring to this case, this research was intended to find out the extent of the English lesson plan implementation by the teacher candidates of English department students as the learner of English as a foreign language. The implementation was observed engaging 65 students who were attending a microteaching class which was one of education compulsory and requirement subject at FKIP of HKBP Nommensen University. Quantitative research design was used to find out the extent of implementation English Lesson plan of the subject. The research found the level of the implementation at 15,19% at level of high, 27,69 % of moderate, 25,00% at low, and 32,11 of poor. It indicates that the English lesson plan implementation by the teacher candidates as the sample in this research was still low.

INTRODUCTION

Teaching is common word which is understood easily by the people. Teaching is simply understood as transferring knowledge. Teaching is done in institutional involving teacher and learners or students. One of indicators to support the succees education is teaching, therefore, teaching should be concerned well by all the participants of education. Teaching is complex work. The word complex denotes that teaching concerns with physical, emotional, practical, behavioral, political, historical, cultural, spiritual, and personal. By covering all aspects, the teachers have to concern into method, approach, and technique (Larsen and Anderson, 2016).

When English is focused on teaching, the complexity is involving teachers' view of the nature of English, sociocultural setting in which teaching and learning take place (Safitri & Sugirin, 2019; Haerazi & Irawan, 2020a). It means that many things should be prepared before a teacher delivers a material in a classroom or to the students or learners. The things should be prepared well in the form of lesson plan. It is the series of activities that should be done by the teacher.

In general, lesson plans can be defined as a set of learning plans that give guidance to the teacher what material will be taught and how to teach it (Spratt, et al., 2005). This Definition shows that the elements that must be presented in a lesson plan are subject matter

that must be mastered and how learning as an attempt to achieve that material will be designed, managed, and evaluated for success.

Lesson planning is one of the basic skills needed by a teacher. The importance of lesson planning in learning activities can be viewed as someone who is traveling. People who travel need to know a variety of things related to the journey: goal of the journey, time to spend, and necessary logistics for the trip. In general, the lesson plan functions to: (1) give the lesson a framework, an overall shape and (2) remind teachers what they are intended to do, especially if they get distracted or momentarily forget what they had intended (Graves, 2000).

By giving concern on a well and creative lesson plan, it may result on a good teaching. Beside that, teacher(s) should concern to students' learning. Understanding the students learning may help the teacher to understand the learners' needs. In transferring knowledge or teaching, the teacher(s) has to be able to manage learning experience for the students. Learning is about how we perceive and understand the world, about making meaning (Anderson II, 2011). Learning in making meaning is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change.

Despite many years of research into learning, it is not easy to translate this knowledge into practical implications for teaching. There are no simple answers to the questions 'how do we learn?' and 'how as teachers can we bring about learning?' This is partly because education deals with specific purposes and contexts that differ from each other and with students as people, who are diverse in all respects, and ever changing. Not everyone learns in the same way, or equally readily about all types of material. The discipline and level of material to be learnt have an influence. Students bring different backgrounds and expectations to learning. Our knowledge about the relationship between teaching and learning is incomplete and the attitudes and actions of both parties affect the outcome, but we do know enough to make some firm statements about types of action that will usually be helpful in enabling learning to happen.

This background encourages me as the researcher wants to see the implementation of well-arranged lesson plan by the teacher(s) candidate of FKIP Universiats HKBP Nommensen. It is done through answering the research problem which is formulates as "To what extend is the implementation of English lesson plan in teaching practice of teacher candidate at micro teaching class?"

English Lesson Plan has good learning design implies having two main properties namely coherence and variety (Harmer, 2004).

1. Coherence

Good learning design implies having two properties. Coherence means the lesson plan has a logical pattern and there is a connection between parts or elements that form a single entity. If there are, for example, three different activities, there must be a link between the three types of activities. At least, each of these activities must achieve the same goal. If each activity is not interrelated, it can be said that the lesson plan is incoherent.

2. Variety

At least, each of these activities must achieve the same goal. If each activity is not interrelated, it can be said that the lesson plan is incoherent. To achieve a certain competency, it is often necessary to have some continuous activities which will be able to help students have the desired ability together.

The two properties above seem like two conflicting things. In extreme conditions, a very coherent lesson plan cannot meet the requirements of diversity, and instead a lesson plan that contains very diverse activities can become less coherent. Harmer (2004) suggests a

compromise: 'Plan a lesson that has an internal coherence but which allows students to do different things'. We must be able to design lesson plan which has internal coherence without preventing students from doing various types of activities that are varied but still relevant.

Components of Lesson Plan
- Existing elements in the lesson plan can vary between teachers, each adjusting to their needs. However, according to Harmer (2004), basically a lesson plan needs to include the following aspects:
- Who are the students for this activity? (Namely the description or characteristics of classes and study groups who will learn to use the lesson plan)
- What will it achieve? (In the form of a description of the learning objectives to be achieved)
- How long will it take? (A form of statement about the time limit allocated for the learning process)
- What might go wrong? (Problems that may arise and anticipation)
- What will be needed? (Media needed to do learning)
- How does it work? (The series of activities (procedures) that will be carried out to achieve the goal)

Characteristic of Microteaching
        The teachers' quality is still the priority up to this time. It becomes crucial case in education because of the reality the position of the teachers at any level of education like since at kindergarten, primary, junior, up to university level still does not catch good performance based on standardized education needs. To overcome this problem the government always treats the efforts like seminar, workshop, and group discussion up to the research of education problem referring to teacher performance in leading the classroom. It is done to improve teacher performance quality to manage the classroom.
        Professional competency indicates optimally the teachers' ability as good teaching at classroom. The teachers' professional competence in Indonesia consisting of ten categories they are: (1) mastering teaching material; (2) managing teaching programed; (3) classroom managing; (4) using teaching media; (5) mastering education basic; (6) managing interaction teaching and learning; (7) evaluating learning achievement; (8) knowing the function and spiritual service; (9) knowing and doing school administration; and (10) understanding and analysis the result of research in order to improve teaching needs (Buchori, 2008).
        Refering to   UU No.14 year 2005 and PP No.19 year 2005 stated that teacher competencies include personal competence, pedagogic, professional and social. Personality competence is a personality ability that is steady, stable, mature, wise and authoritative, be an example for students, and have good character. Pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, and developing students to actualize various potentials they have. Professional competence is the ability to master extensive and in-depth learning material that enables it to guide students to meet the competency standards set out in National Education Standards.
Organizing Microteaching

1. Theoretically
        The purpose of the first stage or the initial stage of the prospective student teacher is given theoretically with regard to teaching micro. In this case, students are given an understanding and understanding of micro teaching theory relating to everything that must be understood and mastered as provision for prospective teachers. The second stage, students are trained to practice theories that have been mastered and understood by practicing teaching (real teaching). That is, it really does teach, but not in the actual classroom. Likewise, the students are not actual students, but friends themselves who act as students in other terms of

peer teaching. The theoretical implementation begins with introducing theories about (1) understanding, (2) objectives, and (3) Micro teaching functions (Sagala, 2009 and Uzer, 1992).

2. Practically

The purpose of the second phase is practically, students are divided into two groups, each group consisting of 15-20 people. Each individual in the group takes turns acting as a teacher, accompanied by one of the Lecturers as a guide as well as a examiner. The division is based on the agreement of the Study Program Lecturer, which has been equipped with a set of instruments consisting of student attendance that is mentored, practice forms and forms for the exam. Thus, the assessment is based on the components written in the form provided. For students who will practice, must make a lesson plan and choose one of the teaching skills to be practiced. The practice of Micro teaching can be carried out in lecture halls, or in Micro laboratories.

3. Participants

Microteaching participants are the students who have passed all the Science and skills courses, the subject of work expertise, and the course of work behavior. Micro teaching is one of requirements compulsory of educational subjects at FKIP Universitas HKBP Nommensen. The students who are attending microteaching class are they who have passed kinds of educational subject like Philosophy of TEFL, Lesson Planning, Approach, Method, and Technique, Curriculum and Material Development. It means they have master how to prepare lesson plan well in delivering teaching and also how to manage teaching material based on the students need at school.

RESEARCH METHOD

Dealing this research, the researcher prepares instruments of English lesson plan contains sets of questionnaires which is relevance into teaching method, approach, and techniques. It is prepared in order to evaluate the implementation of the lesson plan which is practice in microteaching class by the English department students at FKIP Universitas HKBP Nommensen who learn English as foreign language. Then the procedure of collecting data is done through observation teaching practice. Furthermore the evaluation is done to see the relevance of teaching practice performance and the prepared English lesson plan. The evaluation is conducted based on the questionnaires in instrument of lesson plan.

Research Design

Quantitative research design explains phenomenon in form of numerical data which is analysed mathematically or using statistical procedures. It is commonly applied in educational research which related into the students achievements (Muijs, 2004). Additionally quantitative research design is used to analyse the data in form of students' scores or in form of numbers (Creswell, 2014). In line with this quantitative research design is the research which uses questionnaires as the instrument of collecting data (Silalahi E, 2018). Dealing to this definition, quantitative is an appropriate research design used in this research. It refers to the data which gained in form of numerical. Furthermore the data is analysed by using simple mathematical. The simple means here is that the mathematics only at the part of percentage to answer the research problem to show the extent of the implementation of English lesson plan by the sample in microteaching class performance.

Research Population and Sample

The population of this research are all the students who are attending microteaching class at the sixth semester at academic year 2019/2020. They are English department students at FKIP Universitas HKBP Nommensen Medan. There 245 students at English department at

the sixth semester at academic year of 2019/2020 but not all of them are taken as the sample of this research. The samples are taken purposively. It is based on the purpose of the research. The purpose is the students who are taken microteaching class to the researcher's class at the faculty. It is done in order to easy to researcher to get the data through observation.

Instruments

The instrument will be used to collect the data in this research is English lesson plan. Furthermore the lesson plan will be evaluated based the sets of questionnaires which is called as the instruments of lesson plan. The instruments consist of 28 statements to measure the participants' performance in implementation of the lesson plan. In reporting the result analysis, those statements were reported into 8 categorized. They were: (1) pre-teaching, (2) opening teaching process, (3) comprehension of teaching material, (4) approach, method, and technique, (5) using teaching media, (6) contextual teaching and learning, (7) processing and achievement learning evaluation, and (8) post teaching. To support the data, the teaching practicing performance was video-taped by the sonic handy cam. The data were taken at micro teaching class. The instrument is formulate in the following table

Table 1.
Instrument of Lesson Planning Scoring

No.		Aspek/Kemampuan yang Dinilai		Nil	lai		Nilai
I		Pra Pembelajaran	1	2	3	4	
		1. Kesiapan ruang, alat, dan media pembelajaran					
		2. Memeriksa kesiapan peserta didik					
II		Membuka Pembelajaran					
		1. Melakukan kegiatan apersepsi					
		2. Menyampaikan kompetensi/tujuan yang akan dicapai dan rencana kegiatan					
III		Kegiatan Inti Pembelajaran					
	A	Penguasaan materi pembelajaran					
		1. Menunjukkan penguasaan materi pembelajaran					
		2. Mengaitkan materi dengan pengetahuan yang relevan					
		3. Mengintegrasikan karya ilmiah dalam pembelajaran					
		4. Menarik kesimpulan menuju penemuan konsep					
	B	Pendekatan dan strategi pembelajaran					
		1. Melaksanakan pembelajaran sesuai dengan kompetensi tujuan yang akan dicapai					
		2. Melaksanakan pembelajaran seacara runtut					
		3. Menguasai kelas					
		4. Melaksanakan pembelajaran yang bersifat kontekstual					
		5. Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif					
		6. Melaksanakan pembelajaran sesuai alokasi waktu yang direncanakan					
	C	Pemanfaatan sumber belajar/media pembelajaran					
		1. Menunjukkan ketersediaan media dalam pembelajaran					
		2. Menunjukkan keterampilan dalam penggunaan sumber belajar/media pembelajaran					
		3. Menghasilkan pesan yang menarik minat peserta didik belajar					
		4. Melibatkan siswa dalam pembuatan dan pemanfaatan sumber belajar/media pembelajaran					
	D	Pembelajaran yang memicu dan memelihara keterlibatan kelas					
		1. Menumbuhkan partisipasi aktif peserta didik melalui interaksi guru, peserta didik, dan sumber belajar					
		2. Merespon positif partisipasi peserta didik					

	3.	Menunjukkan sikap terbuka terhadap respon peserta didik
	4.	Menunjukkan hubungan antar pribadi yang kondusif
	5.	Menumbuhkan keceriaan dan antusiasme peserta didik dalam belajar
E		Penilaian Proses dan Hasil Belajar
	1.	Memantau kemajuan belajar
	2.	Melakukan penilaian akhir sesuai dengan kompetensi/tujuan
	3.	Menyampaikan pesan dengan gaya yang sesuai
IV		Penutup
	1.	Melakukan refleksi atau membuat rangkuman dengan melibatkan siswa
	2.	Melaksanakan tindak lanjut dengan memberikan arahan, atau kegiatan, atrau tugas sebagai bagian dari remedial/pengayaan
Nilai Total		

Data Analysis

The collected data were analyzed based on the point of questionnaire which was achieved by the teachers candidate at English department students of FKIP Universitas HKBP Nommensen during teaching practice at microteaching class. The questionnaire was in the form of checklist filled by the researcher while observing teaching practice. The checklist was done based on the likert scale on the instrument of lesson plan. Based on the likert scale, the sample performances for the English lesson plan implementation were calculated in numerical form. Moreover, it was further analyzed by calculating the percentage of the samples' achievement.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The research findings were formulated referring to the research question as, "To what extend is the implementation of English lesson plan in teaching practice of teacher candidate at micro teaching class?"

To determine the extent of the implementation of English lesson plan in teaching practice of the candidate at micro teaching class, a descriptive analysis was utilized. The participants were taught knowledge of lesson plan in education requirements subject like Philosophy of TEFL, Curriculum and Material Development, and Approach, Method, and Technique. Furthermore, the characteristic and techniques designing of lesson plan were gained by the participants at the lesson plan subjects itself. These subjects were designed well in order to enable the teacher candidate to be professional in teaching. In this case, the participants showed that they were still lack in the implementation of lesson plan. It was seen from the students' scores on their performances in teaching practice at the microteaching class. The score can be seen clearly in Table 2.

Table 2
Instrument of Lesson Planning Scoring

No.of Statement	High (4)	Moderate (3)	Low (2)	Poor (1)	Total
1	5	12	32	16	65
2	7	13	18	27	65
3	10	15	16	24	65
4	6	16	18	25	65
5	8	14	15	28	65
6	11	20	10	24	65
7	14	26	12	13	65
8	18	28	9	10	65
Total	79	144	130	167	520
	15.19%	27.69%	25.00%	32.11%	100%

In the instrument of English lesson plan, there were 28 statements used to measure the participants' performance in implementation of the lesson plan. In reporting the result of analysis, those statements were reported into 8 categories. It was intended to simplify the report but it would not miss the meaning of those statements, which measured the participants' performances.

The ability of the participants in implementation English lesson plan is still low. It is still at the level of 15,19 % who get the high scale or only 79 times got by the participants which have to be gotten for 520 times. The same case also happens into the scale of moderate. It is 27,69 % times got by the participants which have to be gotten in 520 times. It means that the participants ability implementation of English lesson plan at microteaching class still stay on the scale low and poor. It is 25,00% at the level of low and 32,11% at the level of poor.To see the extent of the implementation of English lesson plan, the researcher formulates the scale level in the figure.

Figure 1
Scale Implementation of English Lesson Planning
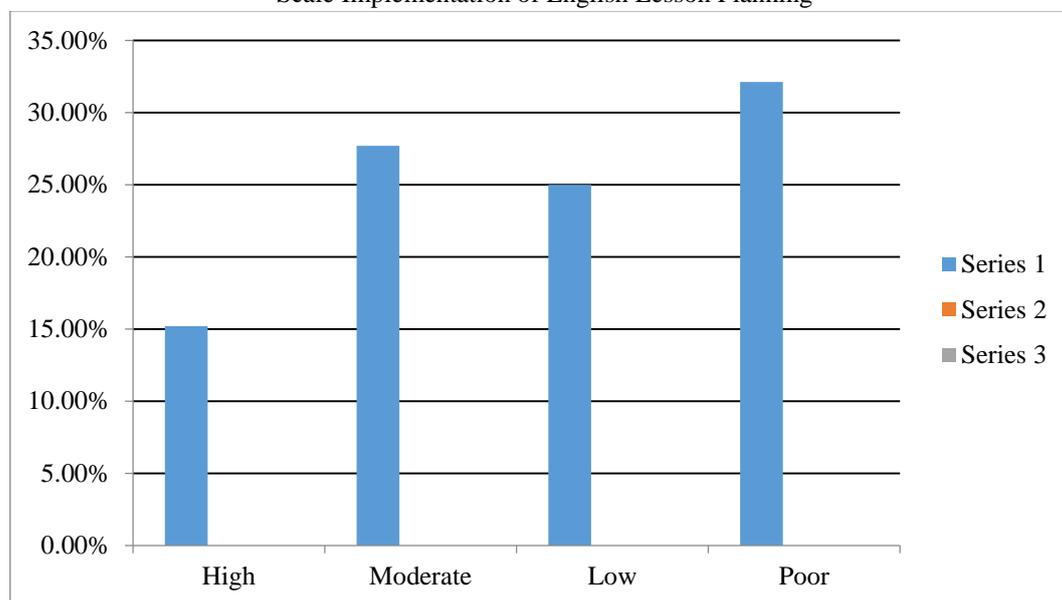
Discussion

The extent implementation of English lesson plan, which was demonstrated in the microteaching class in this study, was still in varieties. The ability of the candidate teachers in the implementation of English lesson plan was still on 15.19%. It means that the ability was still low. Referring to the samples' background knowledge in various kinds of educational subjects within the previous semester, they were expected to achieve high achievement scores. Therefore, they should be well prepared with their English lesson plans before attending a classroom. It is essential for them to come with understanding on teaching as a activity of knowledge transfer. It is in line with Haerazi and Irawan (2020) who state that the preparation of teaching-learning such as lesson plan including learning materials leads teachers or students to understand what they needs to do in the class.

In handling microteaching class, the lecturer had shared instrument of designing a lesson plan containing sets of statements to be prepared well in order to have well teaching performance. It had been taught at the beginning of the meeting. It was done to help the students to master the instrument so that the students might be able to prepare all items in a lesson plan. In addition, this microteaching class was organized in two procedures, i.e. theoretical and practical teaching. Micro-teaching practice is aimed at preparing pre-service

teachers to become a teacher. It is in keeping with Sjolie, Francisco, and Langelotz (2018) who argue that "learning to be a teacher is more than learning to teach and more than taking role of a teacher". It can improve pre-service teachers' experience and personal. In this study, the pre-service teachers' mastery of teaching materials is considered as a crucial thing in teaching practice. They perform their performance as they lack of knowledge of their teaching materials. Because of this, they cannot interconnect the learning materials with another context.

Furthermore, the participants were also engaged in a microteaching class. The participants were a few students. They were grouped into some small classes. There were only thirteen students in each class. It was aimed to allow students to be fully participating in a teaching practice twice in one semester. Another issue was concerning to the time allocation needed in handling a classroom. It is in line with Haerazi et al. (2020) who argue that students should be provided with enough time allocation to build their linguistics knowledge and background knowledge. In microteaching class, the class were exposed with the lesson study method, in which the class used feedback in the way of discussion among students and lecturer after observing teaching practicing. Practice of teaching was conducted by all class participants one by one.

This condition was not adopted well by the candidate teachers. It was proved from the sample ability in implementing the lesson plan. The finding shows that their ability was still low. This result indicates that there were some obstacles in preparing English lesson plan and teaching practice. These issues should be further analysed in a future research.

CONCLUSION

Referring to the research finding, the implementation of English lesson plan at microteaching class by the English department students of FKIP Universitas HKBP Nommensen at sixth semester in academic year of 2019/2020 was still low. It can be concluded by addressing the range of achievement of the samples, which was analysed based on the instrument of lesson. From this finding, it can be concluded that the students did not comprehend the teaching preparation suggested in the instrument of a lesson plan design. The students conducted a teaching practice based on what they had known in their mind without any sufficient consideration towards issues of classroom management.

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