



**PROBLEMS FACED BY STUDENTS IN IMPLEMENTING LESSON
PLAN IN MICRO TEACHING SUBJECT**

THESIS

*Submitted to the English Teaching Department of Tarbiyah and Teacher Training
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Bachelor Degree in English Teaching*

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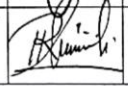
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ABSTRAK

RANTI AFRIANI, NIM. 1730104057, Judul Skripsi:" PROBLEMS FACED BY STUDENTS IN IMPLEMENTING LESSON PLAN IN MICRO TEACHING SUBJECT" Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Permasalahan dalam penelitian ini adalah masih adanya masalah yang ditemui mahasiswa pada implementasi *lesson plan* di mata kuliah *Micro Teaching* oleh mahasiswa Jurusan Tadris Bahasa Inggris semester VI Universitas Islam Negeri Mahmud Yunus Batusangkar tahun akademik 2021/2022. Ada yang tidak mengimplementasikan aktivitas yang telah ditulis di *lesson plan*, dan ada juga yang menampilkan berbeda dengan yang ditulis, dan ada yang mengimplementasikan tetapi tidak secara maksimal. Tujuan dari penelitian ini adalah untuk menemukan masalah yang dihadapi mahasiswa pada implementasi *lesson plan* di mata kuliah *Micro Teaching* oleh mahasiswa Jurusan Tadris Bahasa Inggris semester VI Universitas Islam Negeri Mahmud Yunus Batusangkar tahun akademik 2021/2022.

Metode penelitian yang digunakan adalah *qualitative*, dengan menggunakan *case study design*. Informan penelitian ini adalah mahasiswa jurusan Tadris Bahasa Inggris tahun akademik 2021/2022. Teknik pemilihan informan dilakukan dengan menggunakan teknik *snowball sampling*. Pada penelitian ini peneliti berfungsi sebagai instrumen kunci. Instrumen yang digunakan untuk mengumpulkan data adalah panduan wawancara. Untuk menguji keabsahan data, peneliti melakukan *time triangulation*. Untuk menganalisis data, peneliti menggunakan teori Miles, Huberman, and Saldana (2014) yaitu dengan cara mereduksi data, menyajikan data, serta memverifikasi data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa ada 5 masalah yang ada pada mahasiswa dalam mengimplementasikan *lesson plan* pada mata kuliah *micro teaching*. Masalah yang dihadapi oleh mahasiswa adalah : 1) Lupa Urutan Aktivitas di *Lesson Plan*, 2) Keterbatasan waktu, 3) Masalah dalam memberikan motivasi, 4) Masalah dalam penguasaan materi, 5) Masalah dalam mengelola kelas.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Micro teaching is one of the activities that English students as teacher candidates participate during their education program. Micro teaching is defined as the subject that is used by pre-service teachers to put their knowledge and abilities into practice, bridging the gap between theory and practice (Koross, 2016). Consists of a small group of students ranging from 5-10 people. Focused on basic teaching skills. In micro teaching, English students put themselves in front of a small group audience while also seeing and commenting on the performances of others.

The importance of micro teaching for pre-service teachers, such as: develop and foster certain skills of teachers/prospective teachers in teaching, can practice new methods and strategies in a supportive environment, immediately get feedback on the performance by playing back the recorded video, can prepare and carry out learning by reducing anxiety (Helmiati, 2013).

Micro teaching provides student teachers with the skills of managing the classroom, curriculum design, lesson planning, lesson presentation, and reflecting about their performance (Msimanga, 2020). There are 8 basic teaching skills needed by all of educators, they are explaining, strengthening, leading class discussion, class controlling, asking questions, making variation, guiding small group discussion and learning. All of that skill should be taught in prior terms courses theoretically and practically in micro teaching subject. In addition, this is the final subject before student of education and teacher training try to teach in real class at school. Students in micro teaching class have to demonstrate their ability to produce learning materials and teach in a class based on their prior knowledge and skills. Furthermore, after learning this course, students of education and teacher training faculty can be expected being a good teacher when they teach a lesson (Nugraheni, 2019).

English Department also provides micro teaching program. This subject has three credit hours followed by all students in the sixth or the seventh semester. Students who take this subject are divided into several groups that have seven or eight students in one class, and it is supervised by one lecturer. In the first meeting, lecturer will explain the learning system, what should be done during the semester in micro teaching subject. Then, The lecturer will suggest the students for several things, such as: they must prepare their lesson plan, and they must ready to perform teaching performance every week. Next meeting, the lecturer will teach the students how to open the lesson, how to deliver the material, and how to close the lesson. The students will do teaching performance step by step. For instance: this week, the student will perform how to open the class, next meeting they will teach how to deliver the material, and next week they will perform how to close the class. As the final task, the students will do perform start from opening the class until closing the class, it is known by comprehensive examination.

To conduct teaching practice in micro teaching, students need a lesson plan. Lesson plan is very essential in teaching and learning process.. (Harmer, 1998) explains that a lesson plan gives framework for teachers of an overall shape of the lesson and gives students confidence in the teaching. A lesson plan serves as a guideline for organizing classroom learning activities. Using a lesson plan in the classroom allows teachers to know what should be covered in class, thus the lesson plan should include clear objectives and activities. A good lesson is adaptive and flexible, with clear objectives, a diverse range of activities, skills, and materials, and engaging content. To develop a good lesson, teachers must make solid selections regarding the objectives, strategies, methods, and materials they will use (Brewster, Ellis and Guaib, 2004) in (Rahmatilah, 2016).

In addition, Implementing the lesson plan is the most important (and difficult) phase of the daily lesson planning cycle. Goofur and

Farooque (2010) in (Rahmatilah, 2016) stated that “the most frequent difficulties cited by student teachers in lesson planning are: in choosing learning experiences appropriate to the learners, deciding and allotting the time suitably for every lesson, identifying and developing proper learning aids, and executing the planned lesson in classroom” .

There have been several previous studies discuss about implementing lesson plan from several related sources. There are various similarities and differences across the studies, such as the major focus, educational level, and study method used. Most of the relevance studies focus on difficulties and perception in implementing lesson plan during teaching practice university educational level and used qualitative design, (Srihidayanti, Ma'rufah, & Jannah, 2015), (Rahmatilah, 2016). It can be concluded that from previous studies that most of the studies focus on implementing lesson plan during teaching practice. But the researcher tried to focus on little bit different topic that is problems faced in micro teaching subject.

Based on the observation the video in micro teaching class, the students implementing lesson plan in teaching performance in micro teaching class. The students faced problems, they are: students do not implement some activities in lesson plan, for example, in the opening activities, in the lesson plan it is written motivates students by asking questions and sharing experiences, but when there is no implementation. Then when in while teaching activities, it was written that the teacher gave a flash card related to the material at that time, but in implementation there is no flash card. The next problem is what they have implemented different from lesson plan. For example in lesson plan it is written that it will show a video about simple dialogue, but what is shown is only a picture, and students read it together. Next, the do not implement it maximally, for example in reviewing the material that has been taught last week, only questions are not related to further learning, They tend to stop just by asking do you remember our lesson last week? you still remember what it

is about?, it is not associated with students. And also sometimes, the order is not always the same as in the lesson plan. Learning objectives have not been fully achieved due to limited time. Lack of confidence and lack of preparation when performing.

Based on the problem earlier, researcher is interested in conducting this research. The researcher wants to find out “problems faced by students in implementing lesson plan in micro teaching subject”.

B. Research Focus and Question

Eventhough there are phenomena found in the background related to implementing lesson plan in micro teaching subject, but in this research the researcher focused on student’s problems in implementing lesson plan in micro teaching subject in terms of basic teaching skills. Based on the focus of the research, the researcher proposes the question as follows, "what are the problems faced by students in implementing lesson plan in micro teaching subject at sixth semester of English teaching department at UIN Mahmud Yunus Batusangkar registered 2021/2022 Academic Year?".

C. Definition of the Key Term

In order to let the readers easy to understand about the main idea of this research, some definition of key terms are provided:

1. Problem

Problem is the trouble that students faced, when they implement their lesson plan while teaching practice in micro teaching subject.

2. Lesson Plan

Lesson plan is a guideline for implementing learning, these include learning objectives, learning materials, learning activities, assessment/evaluation.

3. Micro Teaching

Micro Teaching is a subject in English Teaching Department Mahmud Yunus State Islamic University Batusangkar consist of 3 credits, that

used by student teachers to practice how to teach and affords student teachers the opportunity to put the theories that they have learnt into practice.

D. Purpose of the Research

The purpose of this research is to find out the problems faced by students in implementing lesson plan in micro teaching subject in sixth semester of english teaching department at UIN Mahmud Yunus Batusangkar registered 2021/2022 academic year.

E. Significance of the Research

The researcher hopes that the result of this research will have some benefit both theoretically and practically.

1. Theoretically

This research is expected to add knowledge about the problems faced in implementing lesson plan in micro teaching subject.

2. Practically

This research is expected will be beneficial for several participants:

a. English Students

The researcher hopes that the results of this study can provide a understanding about problems faced in implementing lesson plan so that they can improve their teaching quality in the future.

b. English Teaching Department Lecturer

The result of this research is expected give contribution to the English Teaching Department Lecturer to know problems faced in implementing lesson plan in micro teaching subject and will find some alternative solution to overcome it.

c. Head of English Teaching Department

The result of this research is expected give contribution to the Head of English Teaching Department to know problems faced in implementing lesson plan in micro teaching as evaluation and supervise in every process in English teaching department class.

d. Researcher

For the researcher it hopes that the study enhance knowledge about problems faced in implementing lesson plan in micro teaching subject, and also as the requirement for getting a bachelor's degree.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Micro Teaching

a. Definition of Micro Teaching

According to (Helmiati, 2013) micro teaching is a training concept that can be used in various stages of competency and professional development of education and teacher training staff, both for pre-service training for prospective teachers as well as for in-service training and education for teachers.

(Mahmud & Rawshon, 2013) state that micro teaching is a method for training teachers where explicit use is made of the principle of feedback and where the teacher-learning situation remains limited with respect to: the number of students to whom the lesson is given; the duration of the lesson; the extent of the lesson in terms of contents and didactic presentation.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

(Msimanga, 2020) states teaching are a teacher training technique used to help pre service teachers to acquire teaching skills by teaching scaled down lessons to practice how to teach.

In conclusion, Micro teaching is a training concept/technique for learning teaching. It helps pre service teachers to developing skills, and get deeper knowledge about the art of teaching in the real teaching situation.

b. Purpose of Micro Teaching

There are some purposes of micro teaching by experts. According to Dwight Allen in (Helmiati, 2013), the goals of micro

teaching for prospective teachers are: first, provide a real learning experience and practice a number of basic teaching skills separately. Second, prospective teachers can develop their teaching skills before they enter the real classroom. Third, provide the possibility for prospective teachers to master some basic teaching skills and understand when and how these skills are applied, so that prospective teachers are able to create an effective, efficient, and interesting learning process.

According to (Sukirman, 2012) the purpose of micro teaching include the following: To facilitate, train, and develop prospective as well as teachers in terms of basic teaching skills (teaching skills). Firstly, to facilitate, train and foster candidates as well as teachers to have the competencies expected by the provisions of laws and government regulations. Secondly, to train the appearance and teaching skills that are carried out part by part specifically in order to obtain maximum ability in accordance with professional demands as a teacher. Third, to provide opportunities for candidates and teachers to practice and correct, as well as assess their strengths and weaknesses (self-evaluation) in terms of teaching skills. Fourth, to provide opportunities for every practicing teacher (prospective teachers and teachers) to improve and improve their strengths and weaknesses, so that teachers always try to improve their services to students.

According to (Otsupius & Anthonia, 2014) there are several objectives or purpose of micro teaching. First, to enable teacher trainees to learn and assimilate new teaching skills under controlled conditions. Second, to enable teacher trainees to master a number of teaching skills. Third, to enable teacher trainees to gain confidence in teaching. Fourth, understand the concept of micro teaching. Fifth, understand the principles underlying micro teaching. Sixth, analyze the complex process of teaching into

essential micro teaching skills. The last, understand the procedure of micro teaching for developing teaching skills.

According to (Asmuni, 2001) there are several benefits that can be obtained by teachers/prospective teachers through micro teaching, which include: Generate, develop, and foster certain skills. Essential teaching skills in a controlled manner can be trained. Fast and precise feedback can be obtained immediately. Practice enables the component of teaching skills to be better. In practice situations, prospective teachers/teachers can focus specifically on the objective component of skills. Demands the development of a systematic and objective observation pattern. Enhance the efficiency and effectiveness of the use of schools in a relatively short teaching practice time.

c. Importance of Micro Teaching for Prospective Teachers

Microteaching provides a training opportunity for student teachers who benefit or profit from all of the advantages of the situation. Such advantages are: student teachers are able to act as pupils and as teachers, as sources of feedback, as organizers of microteaching session and as video operators.

(Bakır, 2014) states micro teaching assists the teacher training process by providing an experimental environment, where the pre-service teachers can gain teaching skills, because it is difficult to provide a natural setting for doing this experiment. As a result, micro teaching not only allows students to put theory into practice, but it also boosts their self-confidence by educating them about learning principles, attitudes, and assumptions, as well as their academic identities.

(Msimanga, 2020) states micro teaching help student teachers to practice how to teach and test teaching theories that they have learnt in a scaled down lesson. Micro teaching are a group teaching technique which involve a number of activities in which student

teachers participate as learners (being taught during the lesson), as teachers (by teaching the lesson), and as observers (by observing the lesson and giving feedback about the lesson).

It can be concluded that, the importance of micro teaching are as a training opportunity for pre service teachers to practice theories they have learnt. Who benefit or profit from all of the advantages of the situation. It can boost their self-confidence by educating them about learning principles, attitudes, and assumptions, as well as their academic identities.

d. Characteristic of Micro Teaching

From several meanings, the nature and characteristics possessed by micro-learning approach, Allen and Ryan in (Sukirman, 2012) further identify the fundamentals of the characteristics of micro learning, namely:

1) Micro teaching is real teaching

The training process developed in the micro-learning approach is a real teaching activity. But it is carried out not in the actual classroom, but in a classroom, laboratory or special place designed for micro-learning.

Just like a teacher who will teach, first the teacher must make teaching preparations or now called the lesson plan (RPP). Likewise, everyone who will practice using a micro-learning approach or model must first make thorough preparations, both written preparations (RPP) and other preparations needed to support the smooth micro-learning process.

2) Micro teaching focuses on training for the accomplishment of specific tasks

The exercises developed in the micro-learning approach are only focused on specific types of skills, according to

what each practitioner wants or on the basis of suggestions given by the supervisor.

Therefore, even though the micro learning approach is categorized in the form of actual teaching activities, the attention of each participant who practices must focus on the type of skill he is practicing. For example, the type of skill opens up learning, then that type of skill becomes the main reference in doing learning, learning activities, while aspects or other learning activities are still carried out but are not the focus of attention.

- 3) Micro teaching allows for the increased control of practice
Learning carried out by applying the micro approach is more directed at increasing control over each type of skill being trained. Strict, careful, and comprehensive control is relatively easy to do in micro learning, because each participant who practices only focuses on certain types of skills.

Thus, the observer or supervisor can focus more on the specific types of skills that are being practiced by the practicing teacher. The advantage, of course, is that the observer will get data or information that is quite complete and accurate related to the description of the abilities of each practice. Thus the observer or supervisor will be able to provide complete and accurate input for improvement for each practice, in the next training session.

- 4) Micro teaching greatly expands the normal knowledge of results or feedback dimension in teaching

Through the micro learning approach, you can broaden your knowledge and understanding related to learning. From the training process in micro learning, interested parties will get very valuable input to improve the process

of preparing, coaching and improving the teaching profession.

Based on explanation theory above, it can be concluded that characteristic of micro teaching are micro teaching is real teaching, just like a teacher who will teach, first the teacher must make teaching preparations (lesson plan). in micro teaching focuses on training for the accomplishment of specific tasks, it expands the normal knowledge of result or feedback dimension in teaching, and micro teaching allows for the increased control of practice.

e. Skills in Micro Teaching

As a teacher/educator, mastery of basic teaching skills is one of the main requirements in the learning process in addition to other requirements (Helmiati, 2013). The basic skills in microteaching are:

1) Opening skills

Opening lessons is an activity of teachers/educators in preparing students to take part in learning which includes; the condition creates an atmosphere of mental readiness for students, creates a communicative atmosphere between teachers/educators and students, raises the attention of students to what will be learned in this case can be started from the daily situation of students to the material to be studied.

Opening the learning can be done in several ways, for example: conveying greetings, inviting students to start by praying, giving motivation, checking student attendance, and so on. With several activities carried out in opening the learning, that is not the purpose of opening the learning, but it is a technical thing to do. As for the purpose the main thing about

opening learning activities, whatever the type of activity carried out by the teacher must be aimed at creating conditions ready to learn (pre-learning) (Sukirman, 2012).

The components and aspects related to opening lessons are: Attract students' attention; some of the ways that teachers use to attract students' attention include: teaching styles, use of teaching aids, varied patterns of interaction. Generating motivation; to generate motivation, it can be done by showing warmth and enthusiasm, generating curiosity, expressing conflicting ideas, and paying attention to student interests. Provide a reference; reference is an attempt to give students a clear picture of the things to be studied by specifically and briefly stating a series of relevant alternatives. Efforts that are usually done by teachers include: stating goals and task limits, suggesting steps to be taken, reminding the main problem to be discussed, and asking questions. Making links; hook material is very important when the teacher wants to start a new lesson. Some of the teacher's efforts to make linking materials include: making connections between relevant aspects of the subject matter that are known to students, teachers comparing or contrasting new knowledge with existing knowledge. It is known that students or teachers explain the concept first and then describe it in detail.

2) Closing Skill

Closing the lesson is the activity of the teacher / educator ending the core learning activities. In ending this lesson, the activities carried out are to provide a comprehensive picture of all the material that has been studied, to know the level of student absorption of the material and to know the level of success of the teacher/educator in the teaching and learning process.

In closing the learning activities, there are several ways or techniques that can be done by the teacher. For example, closing by making conclusions, making summaries, conducting reflections, submitting reviews, conveying information closing greetings and so on. Each type of activity carried out in closing the learning, it is not a goal but a technique or method. The goals to be achieved from closing activity is to provide a complete learning experience for all the material that has been studied in previous learning activities (Sukirman, 2012).

To get a complete picture at the end of the activity, there are several ways that the teacher can do in closing the lesson, namely: Review; by summarizing the essence of the lesson and making a summary. Evaluating with various forms of evaluation, for example demonstrating skills, asking students to apply new ideas in other situations, expressing students' own opinions and giving written questions.

3) Ability to explain

This skill is defined as the skill of the teacher/educator in presenting oral information which is organized systematically with the aim of showing the relationship between the material that has been collected and mastered and prepared to be presented. Apart from that, the emphasis on giving explanations is a process of student reasoning and not indoctrination.

The ability to explain is very important, because one of the ultimate goals of learning is a change in behavior, both related to knowledge, attitudes, skills and habits. In simple terms we can conclude, how student behavior will change as expected if the material being studied is not understood. As for obtaining a good understanding, it depends on the characteristics of micro teaching on the explanation given by the teacher. Therefore,

related to the previous discussion, that in order to further clarify students' understanding, in explaining (lecturing) it should be accompanied by appropriate illustrations and examples (Sukirman, 2012).

(Asmuni, 2001) states the components of explaining skills include: Planning the lessons; In planning the explanation, it is necessary to pay attention to the content of the message to be conveyed and the recipient of the message (students with all their readiness). Presenting explanations; some of the components to consider are: clarity; clarity of purpose, language and process of explanation is the key in providing explanations. Using examples and illustrations; examples and illustrations will make it easier for students who have difficulty accepting abstract concepts. Usually the general pattern for relating examples and propositions is inductive and deductive patterns. Emphasis; emphasis can be done by making variations in teaching style (variations in voice, expressions) and creating a presentation structure, namely providing information that shows the direction or main purpose of the presentation (can be done by providing an overview. Organizing; organizing can be done by: making the connection between examples and propositions clear and giving an overview of the important points during or at the end of the presentation. Turn it over; to find out the level of student understanding, feedback can be obtained by: paying attention to student behavior, providing opportunities for students to answer teacher questions and asking students' opinions whether the explanation given is meaningful or not.

4) Questioning skills

Questioning skills are verbal utterances of teachers/educators who ask for responses from students. The

response given can be in the form of knowledge to things that are the result of consideration. Thus, asking questions is an effective stimulus that encourages students' thinking skills.

According to Allen and Ryan in (Sukirman, 2012), so that the questions submitted can be responded to, in asking questions, several tactics or tricks can be used, namely: a) Probing questions; it means tracking questions, namely using follow-up questions to deepen or to dig deeper into the answers required from students, b) Higher-order questions; This means follow-up questions, namely follow-up questions proposed to students to improve their learning ability in a more analytical and comprehensive manner, c) Divergent questions; the meaning is different questions, skills to express various forms of different questions to a problem that wants to be asked.

5) Skills in using variations

Skills in using variations are defined as the actions of teachers/educators in the context of the teaching and learning process which aims to overcome student boredom so that in the teaching and learning process, students always show perseverance, enthusiasm and participate actively.

6) Skills to provide reinforcement

Skills to provide reinforcement are the behavior of teachers/educators in responding positively to a certain behavior of students that allows the behavior to be repeated.

Giving reinforcement is giving a response from the teacher to student learning activities. The purpose of providing reinforcement is to further increase learning motivation. The form of reinforcement can be done in two ways, namely verbal and non-verbal reinforcement. The target is the same, verbal and non-verbal reinforcement is intended to provide a response to the process and student learning outcomes. Through the

responses delivered by the teacher, students will feel recognized for the process and results they are doing (Sukirman, 2012).

7) Class management skills

Class management skills are the skills of teachers/educators to create and maintain optimal learning conditions and return them to optimal conditions if they occur which may interfere with activities, either by disciplinary or remedial activities.

According to (Asmuni, 2001) Class management skills are grouped into 2, first namely: Skills related to the creation and maintenance of conditions optimal learning: show responsiveness; through this act of responsiveness students feel that "the teacher is with them" and "knows what they are doing". This impression can be shown by looking carefully at the class, approaching movements, giving statements and reacting to student disturbances and confusion. Sharing attention; effective classroom management is characterized by an effective division of attention as well. The act of dividing attention can be done visually and verbally. Focus group attention; his action is important to maintain student attention from time to time and can be carried out by alerting students, demanding student responsibility. Give clear instructions. Reprimand; an effective verbal reprimand must meet the requirements, among others, being firm, clearly directed at disruptive students and behavior that must be stopped, avoiding harsh or insulting warnings, avoiding prolonged chatter. Gives reinforcement; reinforcement can be given to students who like to interfere, if at one time he is "caught" doing a positive act. It can also be used for students who behave naturally as an example.

Second, Skills related to the return of optimal learning conditions. This skill is related to the teacher's response to ongoing student disturbances with the intention that the teacher can take remedial actions to restore optimal learning conditions. Some strategies that can be used. First, group management. The group problem-solving approach can be done by the teacher as an alternative in dealing with classroom management problems. Second, find and solve behavior that causes problems.

Based on the theory above, it can be conclude there are some basic skills that must be mastered by a student who want to be a teacher in future. They are opening skills, closing skills, Ability to explain, questioning, using variations, reinforcement, and classroom management.

f. Procedures and Stages of Micro Teaching

According to (Kumar, 2016) there are nine procedures in micro teaching. The First one is, particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples. The second one, the teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees. Third, the teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice. Fourth, the teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers. Then, on the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee, the supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well. Next, in the light of the feedback given by the supervisor, the teacher trainee re plans the lesson

plan in order to use the skill in more effective manner in the second trial. Then, the revised lesson is taught to another comparable group of pupils. Then, the supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons. The last one, the teach – re-teach cycle may be repeated several times till adequate mastery level is achieved.

In addition Asril (2010) in (Asril, 2019) states there are some steps that should be done by student-teachers in micro teaching class. First is introducing about micro teaching. It means the lecturer gives knowledge to the student-teachers about the micro teaching and briefed the roles and guides the student-teachers about micro teaching. Second is teaching planning. It means, before teaching practice, student-teachers should prepare what skill that will be taught and make the lesson plan. Third is teaching practice. It means, the student-teachers have ten to fifteen minute to practice their teaching in micro teaching class with small number of students. Fourth is discussing. In this steps student-teacher will do some discussion with the students like give some comments or feedback toward the student-teachers performance.

Based on explanation above, there some procedures of micro teaching that must be known by supervisor of micro teaching and student-teacher. They are introducing about the concept of micro teaching, prepare the lesson plan, practice teaching discussing and giving feedback.

(Richards & Farrell, 2011) states that stages in micro teaching as follows:

- 1) Planning the Micro lesson

A microlesson usually lasts from 5 to 10 minutes, as with the skills approach described in the previous section. However, whereas the focus of a microlesson could be a teaching skill,

microlessons can include other types of goals related to other dimensions of teaching. For example: making learning stimulating and enjoyable, relating a lesson to the learners' experience, developing awareness of learning strategies, using a reading text creatively, developing risk-taking in learners, developing motivation, managing feedback, utilizing student input, encouraging student participation, and becoming aware of one's teaching style.

2) Teaching and Observing

The student teacher teaches his or her microlesson and the observers complete their observation tasks.

3) Reflecting on the Lesson

The observers meet to compare their observations of what was achieved. Following this, the student teacher gives his or her account of the experience, commenting on any aspect of the experience he or she would like the group to think about.

On the other hand, Helmiati (2013) Micro teaching activity can be grouped into three stages, namely:

1) The first stage (cognitive stage).

At this stage, it is hoped that the practitioners will understand and specifically explore the concept and meaning of basic teaching skills in the learning process. They must understand what the basic skills of teaching specifically one by one, why they are needed, and how to practice them. Practitioners need to be facilitated in the formation of cognitive maps of basic teaching skills. They need to be assisted in understanding concepts related to the content of skills, how to use one skill and another at the right time and condition, and how to synergize one skill with another. In addition, it is hoped that the knowledge and experience that has been gained by the

practitioner can be transferred positively to real teaching situations combined with basic teaching skills.

2) Implementation stage.

In this second stage, it is expected that the practitioners will actually practice the basic teaching skills repeatedly, with the hope that if the practitioners has repeatedly practiced, they will know his shortcomings so that improvements can be made in the next practice until he is skilled at using it in the teaching and learning process. At this stage the practitioners is able to prepare learning tools starting from the lesson plans, the media to be used and everything that is required for professional teachers/educators.

3) Feedback stage

This third stage is a flashback for the practitioner by studying the results of the observations of peers who will provide information after seeing firsthand the implementation of the practitioner's teaching activities.

2. Lesson Plan

a. Definition of Lesson Plan

Lesson plan is defined by many people in different way, (Brewster & Ellis, 2002) states lesson plan is essential in teaching learning processes. Lesson plan provides a guideline for managing learning activities in the classroom. Using lesson plan in teaching learning processes makes the teachers know what should be taught in the class, so lesson plan should has a clear objectives and activities. A good lesson is adaptable and flexible which has clear objectives, has variety of activities, skills, and materials and has interesting content.

According to (Koross, 2016) a lesson plan is defined as written activity procedures in the teaching and learning process. (Sugianto, 2020) states that one of the most important elements that English

teachers must consider is a lesson plan. It serves as a guideline to ensure that the teachers' instructions lead to the desired result. Furthermore, the objectives, themes, materials, time allocation, level, type of method employed, activities, and the manner in which the assessment is conducted are all interwoven in it.

(Arifmiboy, 2019) Lesson plan is a plan face-to-face learning activities for one or more meetings. It was developed from the syllabus to direct student learning activities in an effort to achieve Basic Competence (KD). Each participant who will practice is obliged to compile a complete and systematic lesson plan so that the training activities take place interactively, inspiring, fun, challenging, efficient, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of students. Lesson plan is prepared based on KD or sub-themes carried out in one or more meetings.

From the theory above, it can be summarize that lesson plan is a written activity procedures in teaching and learning process that pre-service teachers use to help them in the classroom. It use as a guideline to achieve the learning goals. It was developed from the syllabus to direct student learning activities in an effort to achieve basic competence. it is include objectives, themes, materials, time allocation, level, type of method employed, activities, and the assessment. A good lesson is adaptable and flexible which has clear objectives, has variety of activities, skills, and materials and has interesting content.

b. Components of Lesson Plan

(Srihidayanti et al., 2015) In 2013 Curriculum, designing the lesson plan should refer to Ministry of Education and Culture's regulation number 22, year 2016 about standard process consist of

which stated that the lesson plan should at least cover the learning objective, the learning material, the learning method, the learning source, and the assessment of students' achievement". Particularly, the components of the lesson plan are (1) identity (school name, subject, class/semester, major content, and time allotment); (2) core competence (aspects of attitude, knowledge, and skill that should be learned by students in certain school level, class, and subject); (3) basic competence and indicator of competence achievement; (4) learning objective; (5) learning materials; (6) teaching method; (7) resources (tools and media); (8) teaching activities; (9) Assessment.

(Arifmiboy, 2019) Principles of Preparation in preparing lesson plan must comply with the following principles.

- 1) Individual differences of students include initial ability, intellectual level, talent, potential, interest, learning motivation, social ability, emotion, learning style, special needs, learning speed, cultural background, norms, values, and/or environment of participants educate
- 2) Active participation of students.
- 3) Student-centered to encourage the spirit of learning, motivation, interest, creativity, initiative, inspiration, innovation and independence
- 4) Development of a reading and writing culture designed to develop a love for reading, understanding various readings, and expressing in various forms of writing.
- 5) The provision of feedback and follow-up to the lesson plan contains a program design for providing positive feedback, reinforcement, enrichment, and remedies. Emphasis is on the linkage and integration between basic competence, learning materials, learning activities, indicators of competency achievement, assessment, and learning resources in a single whole learning experience.

- 6) Accommodating integrated thematic learning, integration across subjects, across learning aspects, and cultural diversity.
- 7) Application of information and communication technology in an integrated, systematic, and effective manner according to the situation and conditions.

In conclusion, there are some components that should include in lesson plan at least cover the learning objective, the learning material, the learning method, the learning source, and the assessment of students' achievement. In preparing lesson plan must comply with the following principles, they are: should consider individual differences of students include initial ability, intellectual level, talent, potential, interest, learning motivation. Next one, the active participation of students, student-centered, and application of information and communication technology in an integrated.

c. Purpose of Lesson Plan

Duncan and Met (2010) in (Rahmatilah, 2016) A lesson plan can be an instruction for how to perform the teaching and learning process so that students can achieve the lesson's aim. By lesson planning, it helps ensuring classroom instruction matches with curriculum curriculum goals and objectives, allowing students to demonstrate their effective learning on unit or curricular assesment.

Therefore, (Irnia, 2020) states the teacher's lesson plan is critical in the classroom. It should be well-prepared and created by teachers in order for it to be effective, interesting, and enjoyable in the classroom. A lesson plan allows the instructor to efficiently manage her time, effort, and resource decisions in each meeting.

It can be summarize that the purpose of lesson plan as intruction for how to perform the teaching and learning process so that the students can acieve the lesson's goals. It should be well-prepared and created in order to be effective, interesting, and enjoyable in the classroom.

d. Problems in Implementing Lesson Plan in Micro Teaching Subject

According to (Srihidayanti et al., 2015) in the area of implementing lesson plan, the teachers have difficulties in the term of implementing steps of learning activities, preparing students' readiness, and giving learning activities which are attitude competence oriented.

1) Implementing Steps of Learning Activities

It can be challenging to apply steps of learning activities indicated in the lesson plan in the classroom, or what the teachers have written in the lesson plan can be difficult to implement in the classroom at times. They did not view the lesson plan while teaching, therefore they were occasionally unconcerned with what was scheduled in the lesson plan. Another factor is that the classroom environment does not always match the lesson plan's expectations. Unplanned school events that are not on the school calendar, such as a teacher meeting, take up so little time in a session that the entire scheduled learning activities cannot be completed in that lesson.

2) Preparing Students' Readiness

Some teachers have difficulties in preparing students' readiness in the classroom. In particular, they felt difficult in preparing students physically and psychologically to involve in TLP. Their reasons are presenting interesting activities in the beginning of the lesson is difficult because it does not always

work to attract students' attention. Another reason is that students are sometimes difficult to be arranged because of their individual mood.

3) Giving Learning Activities Which Are Attitude Competence Oriented

The last difficulty is giving learning activities involving attitude competence oriented. The teachers said that it is difficult because there is no clear indicator of attitude competence in the syllabus. Particularly, teachers felt difficult in concerning what appropriate attitude to be integrated in certain activity and make it sense for students.

Burden and Byrd (2010) as cited in (Rahmatilah, 2016) claimed that there are some problems that commonly happened on the implementation of lesson plan such as, objectives, procedures, time allocation, teaching aids, and assessment/evaluation.

1) Objectives

Planning the objectives is a crucial thing that must be concentrated carefully when arranging lesson plan, because the objectives will dictate the natural content to be taught to the students (Burden & Byrd, 2010). Pre-service teachers should determine the objectives of the lesson before teaching and learning process is started. Students have to reach the objectives in the end of the lesson.

Determining the objectives will be the difficult part for pre-service teachers before starting the lesson. Most of pre-service teachers have problems in determining the objectives at the beginning, inclining to consider in phase of what the teachers will do rather than what the students will learn.

2) Procedures

There are some activities to conduct teaching and learning process. Each activity should be based on lesson plan. There are opening activity, developmental activity, and closing activity (Burden & Byrd, 2010).

a) Opening

There are some activities in the opening activity before teaching and learning process is conducted. Burden and Byrd (2010) argued that if this activity is not held properly, students may be more tending to be off task and perhaps misbehave. This activity is planned to get students' attention and focus learning the objectives. That problem happened in introductory or opening activity. Pre-service teachers confuse in what they should do with the students in opening activity whether they should add up to date information related to the lesson, give warmers activity or repeat the lesson in advance. Besides, this activity is also planned to motivate students to learn the lesson.

b) Developmental activity

The students may feel boring with the lesson in the classroom so that they lack of attention to the pre-teacher's explanation in the developmental activity. Teachers may discover that the lesson is not working out in the way that had planned by them. Students may have trouble grasping the concepts, they may have a little bit interest to the topic, or partaking may not be what they expected (Burden & Byrd, 1999).

c) Closing activity

It consists of summary of lesson, feedback of lesson, and homework. Sometimes pre-service teachers were difficult to conclude or summary the lesson to the students because

of the students' attention. The students do not pay attention to the pre-service teachers.

3) Allocation

Most of pre-service teachers should consider about the time in conducting teaching and learning process based on lesson plan that they have created as well. Usually time allocation is influenced by the condition of the students in the classrooms.

4) Teaching aids

Pre-service teachers plan some teaching aids that are written in the lesson plan. Sometimes the teaching aids implementation is not appropriate with the lesson plan. Pre-service teachers might need to have a rally with a computer and a program that related to the subject area; unfortunately the computer might already be booked for the day that you were preparing the lesson. Besides computer, there are other things of teaching aids that make lesson plan deviate from the original plan. For instance, the copies of tasks are not appropriate with the number of students in the class, projector is off, and there is no bold maker to write on the blackboard, and so on. It is challenging for the teachers to prepare and re-check the teaching aids to be used in teaching and learning process.

5) Assessment/evaluation

Assessment/evaluation is very important for the students. Usually, assessment/evaluation is last written in the lesson plan. It is implemented to check the students' understanding about the lesson that has been learned. Burden and Byrd (2010) claimed that measuring students is essential to support teachers defining the grade to which educational objectives have been

accomplished and to help teachers identify their students as individual. Pre-service teachers are frequently unsure of what kind of assessments to offer in order to ensure that they are appropriate for the objective.

Another, (Rifa Qothrunnada, 2017) found that some problems in implementing lesson plan, here as follows:

1) Forgetting the sequences activities of lesson plan

In teaching practice, teachers should be aware with the sequence activities included in the lesson plan. It is because once they miss the sequence activities in the lesson plan, there might be problems faced by the teachers. In this case, all of the participants stated that sometimes they forgot about the plan written on the lesson plan. Based on discussion of the observation above, there were some activities which were not implemented in teaching practice. When the researcher asked about why these activities were not implemented, all of them assumed it was because they forgot about the sequence activities of lesson plan.

2) Managing Time

Managing time could be assumed as one of considerations whether our lesson plan had been implemented or not. When teachers were not able to manage their time well, the activities planned on the lesson plan could not be implemented. All the participants argued that they faced problem in managing time either in lesson plan or in teaching practice. All participants admitted that they had problems related to managing time, namely running out of time.

3) Managing Classroom

In order to make the classroom managed well, the teachers should be able to handle the students. Moreover, the teachers

should be able to engage students' interest, so that they could pay attention to the teacher during teaching practice.

Based on the explanation above, it can be summarized that problems faced by pre service teachers in implementing lesson plan in terms of implementing steps of learning activities, managing time, managing classroom, and terms of objectives, procedures, allocation, teaching aids, and assessment/evaluation.

B. Review of Relevant Studies

There have been several previous studies conducted by some researchers.

First, study by Srihidayanti, Ma'rufah, Jannah (2015) "Teachers' Difficulties in Lesson Planning: Designing and Implementing". Purpose of this study to investigate teachers' difficulties in designing and implementing 2013 Curriculum. The research was qualitative design study employed open-response items questionnaire, and interview to collect the data about teachers' difficulties in designing and implementing lesson plan in 2013 Curriculum. The informants in this study were seven English teachers of Secondary School in Bandung, West Java. The participants of this study were selected according to purposive sampling. The results shows that the teachers have difficulties in the area of the components of lesson plan, basic principles of lesson plan and implementing lesson plan. Regarding to components of lesson plan, the teachers get difficulties in determining time allotment, determining learning objectives, determining teaching method, and determining assessment. In basic principles of lesson plan, the teachers get difficulties in designing lesson plan related to students' differences; designing lesson plan related to students' interests and needs; developing reading and writing behavior; and using cohesiveness of themes, subject matter, learning aspects and cultural variety. The similarity between this research and that previous research is

both of the research studied about difficult/problems in implementing lesson plan and the difference was the previous research studied about difficulties in designing lesson plan and this research studied about problem only in implementing lesson plan.

Second, (Rahmatilah, 2016) “The Perception of English Education Department of Universitas Muhammadiyah Yogyakarta Pre-Service Teachers on the Implementation of Their Lesson Plans at SMA Muhammadiyah 6 Yogyakarta”. This study aims to investigate the implementation and problem faced by pre-service teachers in UMY in implementing lesson plan during teaching practice. The research was descriptive qualitative. The informants in this study consisted of three students as pre-serviceteachers of EED of UMY batch 2013 who were doing internship program at SMA Muhammadiyah 6 Yogyakarta. Purposive sampling was used to select the informants. Observation and interview as data collection method. The data was analyzed using coding analysis. The result of this study show that problems faced by EED of UMY pre-service teachers on the implementation of lesson plan at SMA Muhammadiyah 6 Yogyakarta.were pre- service teachers did not use teaching aids based on lesson plan, some activities were not implemented well as written in the lesson plan (giving motivation, taking attendance, giving summary of the lesson, giving feedback of the lesson, giving homework), and time allocation was not fulfilled well as stated in lesson plan. The similarity between this research and that previous research is both of the research studied about problems in implementing lesson plan and the difference in technique in collection and analysis the data, informants.

Third, a study by (Rifa Qothrunnada, 2017) “The Implementation of Lesson Plan in Teaching Practice by English Education Department Students of Universitas Muhammadiyah Yogyakarta”. This research aimed to find out how these pre-service teachers of EED UMY implemented their lesson plan. In addition, the study was intended to investigate what the

challenges were faced by these pre-service teachers in implementing the lesson plan. Descriptive qualitative was applied in this research in which the data were collected from three participants of students of EED UMY batch 2014 using observation and individual interviews. The observation was used to find out how the lesson plan was implemented in the classroom, while the individual interviews were applied to seek the challenges found by these pre-service teachers when implementing their lesson plan. Based on the observation, the findings revealed that the lesson plan designed prior to teaching practice has been generally well implemented by all participants. However, there were some aspects in the lesson plan that were not well implemented, and these aspects were further investigated in the individual interview session. Then, the data collected from the individual interviews revealed that the aspects that were not well implemented were caused by some problems. There were four problems in implementing the lesson plan faced by the participants during their teaching practice. These problems were related to forgetting the sequence activities of lesson plan, managing time, managing classroom, and lacking preparation prior to teaching practice. The similarity between this research and that previous research is both of the research studied about problems in implementing lesson plan and the difference in technique in collection and analysis the data, informants.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed qualitative research with case study design. Because this study aim to describe and gain a deeper understanding of a situation, It is considered as the suitable research method since this study is aim to find out and explore the problems faced by English students in implementing lesson plan in micro teaching subject. (Gay, Mills, & Airasian, 2012) states that a case study is a qualitative research method in which researchers concentrate on a bounded system (for example, a single teacher, a classroom, or a school. It is focused on a particular phenomenon, such as a situation or event.

B. Research Setting

This research conducted at English Teaching Department at UIN Mahmud Yunus Batusangkar. The setting of this research was the sixth semester students especially for the sixth semester students' who have followed micro teaching subject registered at 2021/2022 academic year.

C. Research Informants

Informants are defined as people who have information and know about the problem related to the research. The informants of this research was taken by snowball sampling. According to (Gay et al., 2012) snowball sampling was select a few people who fit a researcher's needs, then using those participants to identify additional participants, and so on, until the researcher has a sufficient number of participants. Therefore, in this research the informant give information about her friends who fit with this research to be an informant. The informants of this research were 6 students have taken micro teaching subject registered in 2021/2022 Academic Year.

D. Research Instrument

In this research, the key instrument is researcher herself. Researcher used interview guide to collect the data related. In process of collecting information the researcher used some support system such as recording, interview guide as instrument, documentation to help the researcher. In collecting information the researcher used structured interview. Interview question based on the interview guides. It supported by Gay (2012) states structured interview is the researcher has specific person that contains information.

E. Technique of Data Collection

The researcher used interview as data collection method. The type interview was structured interview. The researcher used interview guide to help her in order to find the problem faced by students in implementing lesson plan in micro teaching subject. The objective of an interview, according (Cohen, Manion, & Morrison, 2005), is to obtain information about the participants' experiences in their current circumstances. When conduct the interview, the researcher used Indonesian language in order to make communication run effectively and used recorder to record the information.

F. Checking the Data Trustworthiness

In this research to check the data trustworthiness used triangulation data to get best information. Triangulation is one of techniques to check data worthiness. (Gay et al., 2012) states Triangulation is the use of multiple methods, data collection strategies, and data sources to get a more complete picture of the topic under study and to cross check information. Triangulation is a primary way that qualitative researchers ensure the trustworthiness (validity) of their data. In this research, researcher use time triangulation to make sure that the researcher will not missing the informations. The researcher did the interview in two times. For the first interview researcher was ask about their problems in implementing lesson

plan in micro teaching subject and for the second interview is for make sure again the data in the previous interview to check credibility of the data. To collecting data the researcher used interview again. It used to get deep information from the informant and to confirm the first interview. But the interview did in different time and place.

G. Technique of Data Analysis

The data were analyze based on the interview result, the researcher did condensation of the data, data display, and drawing and verifying conclusions (Miles, Huberman, & Saldana, 2014).

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data *stronger*.

In the data condensation, the researcher has done some steps.. First, the researcher was made the transcription of the interview result. Second, the researcher coded the transcriptions for each informant as follows: I.1, means first informant, I.2 for second and informant and so on. Related to the problems such as: P.1 for problem 1, P.2 for problem 2, and so on.

2. Data Display

The subsequent significant progression of investigation action is data display. Commonly, data display is a coordinated compacted gathering of data that permits end drawing and activity. The analyst will show information in even structure to discover and show students' problems in implementing lesson plan in micro teaching subject.

In this step, the researcher displays the data about problem faced by students in implementing lesson plan in micro teaching subject into table.

3. Conclusion and Verification

After build up and showing information, the last advance is to make end drawing and check. In this movement, the analyst made ends and confirm information by finishing up understudies students' problems in implementing lesson plan in in micro teaching subject.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about the finding of the research entitled problems faced by students in implementing lesson plan in micro teaching subject. In analyzing the data the researcher started firstly, interviewed the informants; secondly, transcribed the recording; thirdly, reduced the data and coded the data as follows: I.1 is the first informant, I.2 as the second informant and so on. Then, the researcher coded the problems as follows: P.1 for the first problem, P.2 for the second problem and so on. The researcher used structured interview and time triangulation to get the data, it useful to check validity of data.

Based on the data analysis, the researcher found five problems faced by students in implementing lesson plan in micro teaching subject. The problems were: 1) *Forgetting the order activities of lesson plan*, 2) *Limited Time* 3) *Problem in giving motivation*, 4) *Problem in Mastering the Material*,5) *Problem in Managing Classroom*.

The following explanation is the results of the interview gotten from those informants dealing with problems faced by students in implementing lesson plan in micro teaching subject. It were described as follows:

1. Forgetting the Order Activities of Lesson Plan

The first problem that encountered by students in implementing lesson plan in micro teaching subject gotten by informant 1 and 2 about forgetting the order activities of lesson plan. This information is gotten through interview. It can be seen in interview that researcher did with informant 1 on Tuesday, 5th July at 13.00 pm in GH 1 building Campus 1 UIN Mahmud Yunus Batusangkar. The interview result was:

I.1 : *“Saya udah bikin step-step yang mau kita lakukan, namun ada beberapa yang kelupaan gitu, misalnya itu kak setelah berdo’a langsung ke motivasi lupa cek absen atau apa gitu kak”*

(I've made the steps that we want to do, but there are some

forget, for example, after praying, I went straight to the motivation, I forgot to check the absence or something)

Then, the same information got from informant 2 on Tuesday, 5th July at 15.00 pm in GH 1 buliding Campus 1 UIN Mahmud Yunus Batusangkar.

The interview result was:

I.2 : *“terkadang kadang kita terlalu nervous gitu kadang lupa untuk baca basmallah misalnya atau apersepsi nanya kabar siswa, siswa juga banyak bercerita soal itu, dan itu bikin lupa kak apa step selanjutnya, apaa ya gitu setelahnya...atau bisa aja lupa absen siswa”*

(sometimes we are too nervous, sometimes we forget to read Basmallah, for example, or apperception to ask how the students are doing, the students also talk a lot about it, and that makes me forget what the next step is)

The interview did between the informant 3 and the reseacher on Wednesday, 6th July at 09.00 am through whatsapp video call. The interview result was:

I.3 : *“Mengevaluasi pembelajaran saya lupa atau ketinggalan melakukan evaluasi, langsung ditutup saja”*

(Evaluating learning I forgot or missed doing the evaluation, I just closed it immediately)

Next, The interview did between the informant 5 and the researcher on Thursday, 7th July at 10.00 am in front of E Building Campus 1 UIN Mahmud Yunus Batusangkar. The interview result was:

I.5 : *”kesulitannya itu kan kita enggak selalu berpatokan atau selalu melihat lesson plan jadi agak sedikit lupa atau ada yang tinggal.*

(The problem is that we don't always stick to it or always look at the lesson plan, so we forget a little or something is missing and skipped).

Based on the result of the interview above, there were some activities which were not implemented in teaching practice. When the researcher asked about why these activities were not implemented, all of them assumed it was because they forgot. From the explanation,

students often forgot the order activities they have been write in lesson plan. And also students said that when they implementing lesson plan, it's not suitable from what they wrote before, because they often forgot, they just teach what's coming to their mind. It is dealing with information from Informant 6:

The interview did between the informant 6 and the researcher on Thursday, 7th July at 14.00 pm through whatsapp video call:

1.6 : “Masalahnya itu mungkin ketika tampil itu seperti hilang pikiran kak, kosong aja yang ada dikepala. Terkadang saya ketika mengajar tidak terlalu melihat ke lesson plan jadi yang diajarkan apa yang ada di pikiran aja kak”

(The problem may be that when it appears, it seems like you have lost your mind, Sis, it's just empty in your head. Sometimes when I teach, I don't really look at the lesson plan, so I just teach what's on my mind sis).

Then to get clear information, the researcher did second interview by using phone. The result was:

1.6 : “Iya kak, kan pas waktu tampil itu tidak melihat-lihat ke lesson plan jadi apa yang telah dirancang sebelumnya ketika tampil itu udah lupa kak, jadi hanya mengikuti alur di dalam kelas aja kak”

(Yes, Sis, when I was performing, I didn't look at the lesson plan so what I had previously designed when I appeared, I forgot, Sis, so I just followed the flow in the classroom, Sis.)

Based on the interview result above, we can see that the problem faced by students in implementing lesson plan is forgetting the order activities of lesson plan. They often forgot and skipped the step they have been written in their lesson plan, and also when they implementing lesson plan, it's not suitable from what they wrote before, because they often forgot, they just teach what's coming to their mind.

2. Limited Time

The second problem that encountered by students implementing lesson plan in micro teaching subject was limited time. It can be seen from statement informant 1, 3 and 4, as follows:

The interview did between the informant 1 and the researcher on

Tuesday 5th July at 13.00 pm in GH 1 building Campus 1 UIN Mahmud Yunus Batusangkar.

I.1 : “...*dan kemudian di bagian skill-skill ketengah mulai dari menjelaskan materi sampai ke menutup pembelajaran itu kan kami harus mulai dari awal ga mungkin langsung ke menjelaskan pelajaran jadi karena waktunya juga banyak yang ke skip kak, karena fokusnya cuman ke menjelaskan, mungkin itu masalahnya kak*”.

(And then in the skills section in the middle, starting from explaining the material to closing the lesson, we have to start from the beginning, it's impossible to go straight to explaining the lesson, so because there is also a lot of time to skip, sis, because the focus is only on explaining).

Then, the same information got from informant 3 on Wednesday, 6th July at 09.00 am through whatsapp video call.

I.3 :” ...*di kegiatan penutup, meng evaluasi pembelajaran langsung ditutup saja, karena waktu tidak cukup*”

(In the closing activity, evaluating my learning, I forgot or missed doing the evaluation, I just closed it immediately, because there was not enough time).

Next, the interview did between the informant 4 and the reseacher on Thursday, 7th July at 9.00 am in Front of E Building Campus 1 UIN Mahmud Yunus Batusangkar.

I.4 :”... *jadi kita belum selesai mengajar dan waktu udah keburu abis*”.

(we haven't finished teaching and time is running out)

Based on the interview result above, the informants argued that they faced problem when implementing lesson plan in micro teaching. Several informants admitted that they had limited time, they did'nt have enough time to implement lesson plan, because the time of micro teaching subject limited. they are just at the beginning but time is up so the next stage is not implemented. And also the informants skip and forgot some step in lesson plan because of the limited time they had in implementing lesson plan.

3. Problem in Giving Motivation

The third problem that encountered by students implementing

lesson plan in micro teaching subject was problem in giving motivation. The students have problems in giving motivation, it can be seen from statement informant 2, 3 and 5, as follows:

The interview did between the informant 2 and the researcher on Tuesday 5th July at 15.00 pm in GH 1 buliding Campus 1 UIN Mahmud Yunus Batusangkar.

The interview result was:

I.2 : *"...bagian motivasi, itu sangat jarang dilakukan karena susah kak tidak bisa kami coba untuk mengaitkan dengan materi, ga bisa memberikan konteksnya ke siswa dalam kehidupan mereka secara real"*.

(The motivation part, it's very rarely done because it's hard, Sis.

We can't try to relate it to the material, we can't give context to students in their real life).

Then to get clear information, the researcher did second interview by using phone. The result was:

I.2 : *"untuk motivasi saya sering ga relate, karena motivasi itu kan tidak hanya memberikan kata bijak saja gitu, harus ada keterkaitan dengan siswa. Misalnya kita memberikan motivasi diri untuk sukses, tapi tidak memberikan bahasa yang sesuai dengan siswa, karena cuman memberikan kalimat pendek dan tidak dijelaskan. Disitu kesulitannya bagi saya untuk coba menghubungkan dengan diri siswa dan dengan pelajaran hari itu."*

(For motivation, I often don't relate, because motivation doesn't just give words of wisdom, it has to be related to students. For example, we provide self-motivation to succeed, but do not provide language that is suitable for students, because it only provides short sentences and is not explained. That's where the difficulty for me to try to connect with the students and with the lesson that day).

Then, the informant 3 also give the information related to problem in giving motivation. The interview did between the informant 3 and the reseacher on Wednesday, 6th July at 09.00 am through whatsapp video call. The interview result was:

I-3 : *"kesulitan yang saya hadapi ketika mengimplementasikannya yaitu memotivasi siswa kak memotivasi siswa ini harus dikaitkan dengan materi yang akan kita ajarkan, bukan hanya sekedar quotes biasa"*

(The difficulty I faced when implementing it was motivating the

students. Motivating students must be related to the material we will teach, not just ordinary quotes).

Then to get clear information, the researcher did second interview by using phone. The result was:

I.3 : *“Mungkin saya kurang mengerti maksud dari dosen kak, mengira memotivasi itu hanya sekedar kata-kata mutiara atau memberikan video motivasi atau gambar-gambar yang berisikan kata-kata motivasi. Seharusnya kan motivasi itu berkaitan dengan materi pembelajaran hari itu. Misalkan materi tentang narrative text legend, lalu kami tanyalah ke siswa, apakah suka membaca? Jadi masalahnya disitu, hanya sebatas itu saja, tidak dikaitkan. Kalau menayangkan video ya hanya sampai situ saja, tidak ada dibahas lebih lanjut juga”.*

(Maybe I don't understand the meaning from lecturer, thinking that motivating is just aphorisms or giving motivational videos or pictures containing motivational words. The motivation should be related to the learning material that day. For example, the material is about narrative text legend, then we ask the students, do you like reading? So the problem is there, it's just that, it's not linked. If you show a video, that's all there is to it, there's no further discussion either).

Next, The interview did between the informant 5 and the researcher on Thursday, 7th July at 10.00 am in front of E Building Campus 1 UIN Mahmud Yunus Batusangkar. The interview result was:

I.5 : *“...dalam kegiatan pembuka kesulitan dalam memberikan motivasi kepada siswa, bagaimana memotivasi siswa biar ada kaitannya juga gitu ke pelajaran kak.”*

(In the opening activity, the difficulty in motivating students, how to motivate students so that it has something to do with the lesson).

Based on the utterances above, the informants said that it is difficult in giving motivation, they often rarely implement it while teaching practice in micro teaching because they cannot found the best way to motivating students that have relation to the lesson. They misunderstanding the meaning utterance by lecturer, they thinks that in giving motivation only sharing motivational video, pictures, quotes or aphorisms without linked it to students' life or the material want to be learned. They often used only quotes, that it will be boring for some students in the classroom.

4. Problem in Mastering the Material

The fourth problem that encountered by students implementing lesson plan in micro teaching subject was problem in mastering material. It can be seen from statement informant 2, 3, 4 and 5, as follows:

The interview did between the informant 2 and the researcher on Tuesday, 5th July at 15.00 pm in GH 1 buliding Campus 1 UIN Mahmud Yunus Batusangkar. The interview result was:

I.2 : “Di kegiatan inti disini mungkin penguasaan materi kak, kadang ada materi itu belum terkuasai dengan baik”.

(In the main activity, maybe mastery of the material, Sis, sometimes there is material that has not been mastered well).

Then, the same information got from informant on Wednesday, 6th July at 09.00 am through whatsapp video call.

I.3 : “Bagian inti waktu menjelaskan awal sekali saya menampilkan media misal gambar, gambar ini saya kaitkan dengan pembelajaran namun kadang enggak sampai materi yang kita sampaikan itu kepada siswa kak”.

(The main part of the time was explaining that at the beginning I displayed media such as pictures, I associated this picture with learning, but sometimes it didn't reach the material that we conveyed to the students).

Next, the interview did between the informant 4 and the reseacher on Thursday, 7th July at 9.00 am in Front of E Building Campus 1 UIN Mahmud Yunus Batusangkar.

I.4 :” ..kalau masalah atau kendalanya mungkin eee saya kekurangan vocabulary kak, misalnya menampilkan tentang sebuah teks gitu kak, jadi yang di dalam teks tersebut saya tidak mengetahui maksud kata-katanya kak, dan teman-teman yang menjadi murid juga tidak mengetahui kak. Yaa mungkin dalam penguasaan materi nya ini ya kak”

(If there is a, maybe I lack vocabulary, Sis, for example, showing a text. I didn't know what the words mean, and my friends who are students don't know either. Yes, maybe in mastery of this material)

Next, The interview did between the informant 5 and the researcher on Thursday, 7th July at 10.00 am in Front of E Building Campus 1 UIN

Mahmud Yunus Batusangkar.

I.5 :” *Lalu di kegiatan menjelaskan mengalami sedikit masalah karena saya sering gugup ketika menjelaskan. materinya belum terkuasai dengan baik kak, sehingga tidak percaya diri ketika tampil dan gugup”.*

(Then in the explaining activity I had a bit of a problem because I was often nervous when explaining. The material has not been mastered well, that’s why i am not not confident when implementing it and are nervous).

Based on interview result above, we can see that the informants faced problems in explaining material. Some informants said that because they are didn’t mastering the material well so that they felt nervous and not confident.

5. Problem in Managing Classroom

The last problem that encountered by students implementing lesson plan in micro teaching subject was problem in managing classroom. It can be seen from statement informant 3 as follows:

The interview did between the informant 3 and the reseacher on Wednesday, 6th July at 09.00 am through whatsapp video call.

I.3 : *“ketika memberikan tugas kelompok, bagaimana cara membuat siswa itu aktif, bekerja sama dalam kelompok, saya bingung ketika meminta siswa untuk membuat worksheet yang diberikan”*

(when giving group assignments, how to make students active, work together in groups, I am confused when asking students to make a given worksheet).

Based of the interview result, the informant 3 have problem in how to make students active, how to asking student to be involved to do the task.

B. Discussion

Based on the result of the data analysis, it showed that there were five problems that faced by students in implementing lesson plan in micro teaching subject. They had problem: forgetting the order activities of lesson plan, limited of time, problem in giving motivation, problem

in mastering the material, problem in Managing Classroom.

The first is forgetting the order activities of lesson plan. They often forgot and skipped the step they have been written in their lesson plan, and also when they implementing lesson plan, there were some activities which were not implemented in teaching practice. When the researcher asked about why these activities were not implemented, all of them assumed it was because they forgot. The finding also found in the previous study by (Rifa Qothrunnada, 2017) that students forgetting the sequences activities of lesson plan when implementing. Likewise, study by (Srihidayanti et al., 2015) the problems faced in implementing step of learning activities in lesson plan. It can be challenging to apply steps of learning activities indicated in the lesson plan in the classroom, or what the teachers have written in the lesson plan can be difficult to implement in the classroom at times. They did not view the lesson plan while teaching, therefore they were occasionally unconcerned with what was scheduled in the lesson plan.

The second, problem in limited time. Based on information got from informant, they did'nt have enough time to implement lesson plan, because the time of micro teaching subject limited. they are just at the beginning but time is up so the next stage is not implemented.

The third, problems faced by students in implementing lesson plan was problem in giving motivation to the students. Giving motivation usuall odone in opening activity. They said that it is difficult in giving motivation, they often rarely implement it while teaching practice in micro teaching because they cannot found the best way to motivating students that have relation to the lesson. They often used only quotes, that it will be boring for some students in the classroom. (Rahmatilah, 2016) states that problem happened in introductory or opening activity. Pre-service teachers confuse in what they should do with the students in opening activity whether they should add up to date information related to the lesson, give warmers activity or repeat the lesson in advance. Besides, this activity is also planned to motivate students to learn the

lesson.

The fourth, they felt problem in mastering the material. Based on interview result above, the result of this research showed that the students didn't mastering the material well so that they felt nervous and not confident. There are material that has not been mastered by students so it not implemented well. (Sukirman, 2012) the mastering the material is very important, because one of the ultimate goals of learning is a change in behavior, both related to knowledge, attitudes, skills and habits. In simple terms we can conclude, how student behavior will change as expected if the material being studied is not understood.

The last problem found in this research was problem in managing class. Based of the data researcher found that student have problem in how to make students active, how to asking student to be involved to do the task. This is new problem that researcher found based on the data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research concludes several problems faced by students in implementing lesson plan in micro teaching subject of the Sixth semester students English teaching department, at Mahmud Yunus State Islamic University Batusangkar. The Problems were divided into five problems. They were : 1) Forgetting the Order Activities of Lesson Plan, 2) Limited time, 3) Problem in giving motivation, 4) Problem in mastering the material, 5) Problem in Managing Classroom.

B. Suggestion

1. English Department Students

Based on finding of the research, the researcher expect that students who take the micro teaching subject can understand the problems during implementing lesson plan and they can find the solutions themselves, so they can become better. The researcher give some suggestion for english students who will implementing lesson plan in micro teaching subject that should be more excited, creative, and improve their knowledge related what should they taught in teaching practice. Then, the students have to watch and practice more about teaching practice.

2. The lecturers

Based on finding of this research about problems faced by students in implementing lesson plan in micro teaching subject, the lecturer is expected to help the students to solve the problem, and use the another strategy that can overcome the problem that faced by students.

3. The next researcher

Based on the result of this research, the researcher suggests to the other researchers to consider this research. In addition, this research is expected to be one of references for other researcher who wants to conduct further research in the another method.

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