

## **Teachers' Teaching Preparation Towards Their Real Teaching Practice in EFL Classroom**

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### **Abstrak**

Dalam kegiatan belajar mengajar, seorang guru harus menyiapkan RPP dan materi yang akan diajarkan kepada siswanya. RPP yang disiapkan akan bermanfaat untuk guru ketika dia melakukan kegiatan mengajar di dalam kelas. RPP harus jelas dan detail karena di dalamnya berisi tentang kompetensi dasar, indikator pencapaian kompetensi, tujuan pembelajaran, materi yang diajarkan hingga pedoman penilaian yang akan digunakan guru. Dalam hal ini, RPP menjadi pedoman bagi guru dalam melakukan kegiatan pembelajaran di kelas. Penelitian ini membedah kesesuaian isi dari RPP guru serta implementasinya dalam kegiatan mengajar guru di kelas. Penelitian ini menggunakan metode kualitatif dalam proses mengumpulkan data dan menjawab rumusan masalah. Kesimpulan dari penelitian ini adalah RPP yang digunakan guru kurang update dan kurang detail. Sedangkan implementasinya berbeda dengan apa yang mereka buat di RPP dan beberapa guru harus mengubah keseluruhan strategi mengajar dan keseluruhan kegiatan pembelajaran di kelas meskipun kegiatan pembelajaran berlangsung aktif dan kondusif.

**Kata Kunci :** RPP, kegiatan mengajar

### **Abstract**

In teaching and learning activities, a teacher must prepare lesson plan and materials to be taught to his students. The lesson plan will be useful for teachers when they do real teaching practice in the classroom. The lesson plan should be clear and detailed because it contains basic competence, indicator of competence achievement, learning objectives, material to be taught and assessment guidelines. In this case, the lesson plan becomes a guide for teachers in conducting classroom learning activities. This study dissects the content of the teachers' lesson plan as well as its implementation in real teaching practice in the classroom. This study used qualitative methods in the process of collecting data and answering the research questions. The conclusion of this research is lesson plans used by teachers were less updated and less detailed. While the implementation of the lesson plan in the classroom was different from what they designed in the lesson plan and some teachers have to change the overall teaching strategy and learning activities in the classroom even though the learning activities are active and conducive..

**Keywords:** lesson plan, real teaching practice.

### **INTRODUCTION**

English Teaching-Learning process cannot be categorized as an easy thing to do. So many activities can be conducted in the teaching-learning process in classroom in order to help teachers introduce and teach English to students. Making the students understand is one of the teachers' tasks when they are teaching in the classroom. In order to make the students understand, the teachers have to know the materials well and conduct a way to deliver the materials. Another thing teachers have to do is making the teaching preparation. Teaching preparation will help teachers to arrange what they are going to do in the classroom.

Teaching preparation is important because it is a guide for teacher to teach in classroom. Through teaching preparation, teachers have to find the appropriate method/learning model and develop the

learning activities to deliver the materials. Because nowadays teaching using dictation and reading is a monotonous way to do. So, it is teachers' task to find the right and interesting way to teach. They have to choose an interesting media to build students willingness to learn and attract the students and appropriate method to teach in classroom. It is a need for the teachers to make their own teaching preparation before they do real teaching practice.

Another important thing is the lesson plan in the teaching preparation. In the lesson plan, teachers need to develop their own ideas to make indicators about the target that students' have to achieve at the end of the learning process based on the basic competence. Teachers' should consider about so many things before developing the indicators of competence achievement such as the material, the students' level and needs, and

the classroom condition. After made the indicators of competence achievement, teachers have to choose the proper learning model and develop the learning activities based on the learning model they choose that will help the teachers to deliver the material and assess the students progress.

Based on the explanation above, and with the subject were 2 different English teachers from a Junior High School in madura, the researcher conducted this study in order to know: (1) The teachers' idea of teachers' lesson plan especially the indicators of competence achievement, learning objectives, and the learning activities that are the important contents in the lesson plan and (2) The contribution of the teachers' teaching preparation especially their lesson plan or the learning model and activities in their real teaching practice.

## METHODOLOGY

The aims of this study were to know how teachers prepare their teaching preparation and its implementation in their real teaching practice. The researcher used descriptive qualitative as a research design. Research design according to Ary (2010) is a plan used by the researcher of how to proceed or gain understanding of a phenomenon in its context.

To fulfill the aims of this study, the researcher needed some data to be observed such as the components of Lesson Plan and the field note of teachers' real teaching practice in classroom. The source of the lesson plan observed was from the teachers' teaching preparation and the source of the observed field note of teachers' real teaching practice in classroom data was from the field notes observation that the researcher used as the instrument in this research.

To collect the data that the researcher needed in order to answer the research questions, there were some research instruments that helped the researcher. These were the instruments used by the researcher to collect the data: (1) Teachers' Lesson Plan. The researcher observed the making of teachers' teaching preparation by looking at the teachers' lesson plan that they have. The researcher observed the contents of their lesson plan. (2) Field Notes. The last instrument was Field Notes that presented lists of the content of lesson plan and the description of activities that will be observed. There were 3 different field notes observation that will be used by the researcher. Those were a rubric of lesson plan compilation guide and 2 rubrics of teachers' real teaching practice. They were used to add some notes to the teachers' real teaching practice.

In collecting the data there were 2 steps that the researcher did. First step, the researcher observed the

teachers' lesson plan to answer the first research question in Chapter 1. The researcher used field notes to collect the data. Second step, to answer the second research question, the researcher watched the teachers' real teaching practice in classroom. The researcher followed the teachers when they teach in the classroom and observed the way they teach. The researcher observed their teaching activities based on their lesson plan to find out the implementation of the lesson plan to their real teaching practice. While doing those activities (first and second steps) the researcher recorded all the process in the form of audio recording as documentation.

The researcher analyzed all the data that have been collected using descriptive text. The researcher collected teachers' lesson plan and analyzed the lesson plan based on the components observed using rubric of lesson plan compilation guide in the form of field notes. In the analysis, the researcher gave explanation and some comments about the content of lesson plan based on the rubric. Next, the researcher described the result from the explanation and commented in field notes verbally based on theory about lesson plan's components and the development. The theory was used to support data to answer the first research question in Chapter 1.

Then, the lesson plans made by the teachers were the instrument for the researcher to answer the research question number 2. While the teacher was teaching in the classroom, the researcher sat at the back of the class and observed their performance based on their lesson plan to know its implementation by giving some notes on their lesson plan especially in the teaching activities section. Also, the use of field note was to help the researcher collected some important notes from the teachers' real teaching practice. At the end, the researcher got the answer of the research question number 2 from the explanation of the field notes. The result was in the form of descriptive text.

## RESULT AND DISCUSSION

This observation result is supported by arranged field notes. The first result and discussion is about the teaching preparation contents especially in Teachers' lesson plan. There are 3 contents that observed in this study, those are the indicators of competence achievement, the learning objectives and the learning activity.

### The Indicators of Competence Achievement

This research observed 2 different lesson plans from 2 different English teachers in one junior high school. Based on the observation on the first lesson plan from Teacher A, it was known that the indicators of competence achievement were less detailed because it

did not describe the indicators of the basic competence achievement completely. There were 3 main subjects that teacher should teach to students, describing person, thing and animal.

In Teacher A's indicators of competence achievement, the teacher mentioned the social function, text structure and language feature. It looks exactly like the basic competence and it is less detailed for the indicators. The use of operational verbs is less because some points in indicators did not use operational verbs.

And, in Teacher B's indicators of competence achievement, the indicators explanation was not detail whereas indicators of competence achievement should have a detail explanation because it has important function in lesson plan. The use of operational verbs was less because some points in the indicators did not use operational verbs. But, the formulation of the indicators of competence achievement has covered all basic competence.

Both of the indicators of competence achievement were not detail and specific. Because they discussed about the social function, text structure and language features of interaction text of oral and written transactions involving asking and giving information related to the nature of persons, animals, objects according to the context of their use. Actually, indicator of competence achievement is an indicator of the formulation of subject matter or learning materials in order to make students achieve the basic competence. Indicator of competence achievement is the guidelines in developing learning materials, designing learning activities also designing and assessing the learning outcomes. So, it is important to make the indicators of competence achievement detail and specific since there are a lot of aspects to teach to the students and make them understand so that the basic competence is achieved.

The use of operational verbs is considered as the important thing in designing the indicators of competence achievement. The use of it can make teacher easily measured and observed students' learning activity. An operational verb is verbs representing activities that can be measured and observed. It is why in indicators of competence achievement, teachers should use operational verbs in order to make the activities in indicators can be measured and observed. To arrange the indicators, teacher should arrange it orderly from the C1-Pengetahuan, C2-Pemahaman and so on. It should be written orderly from the social function groups, text structure and the language features. It will ease the teacher to design and develop the learning objectives and learning process. Everything should be in sequence. The reason it should be in sequence is because indicators of

competence achievement as the indicators of the basic competence for students have to be arranged from the easiest to the hardest, step by step. Teachers also need to consider the general idea about the materials in basic competence. Naturally, people easily learn in stages from the easy to difficult level, from the simple to the more complex level. So, this is important for teacher to sort the indicators based on the difficulty. The use of operational verbs will help the teachers make the indicators in sequence.

### **Learning Objectives**

Both Teacher A and B did not include the learning objective in their lesson plan, instead they mentioned it in indicators of competence achievement. So the indicators also covered the learning objectives. As seen in the previous section about the indicators of competence achievement, the indicators were not well explained because the formulation was less detailed but still covered all the basic competence. And the indicators already covered the competence of behavior, knowledge and skill.

Learning objective is the second important part in the lesson plan. Learning objectives describe the process and learning outcomes that are expected to be achieved by learners based on the basic competence. This means that the abilities formulated in the learning objectives include the abilities that students will achieve during the learning process and the learning outcomes of a basic competence. The explanation is quite the same as the function of indicators of competence achievement. It is true because there is similarity between them and it also connects with the learning objectives from 2 lesson plans that have been observed.

In this research, the 2 lesson plans observed did not mention the learning objectives. So the teacher did not write or develop the learning objectives. Based on the previous explanation, it is known that learning objective has similarity with indicators of competence achievement. So, according to Sudrajat (2009), the formulation of Indicators of competence achievement and learning objective can be the same because it is known that the Indicators of competence achievement is the benchmark in the assessment and the learning objectives that describe the learning process and outcomes. It could be the ability that students have to achieve has the same target as the benchmark ability. It explains the reason the teachers did not mention the learning objective in their lesson plan. In this research because the teacher did not mention the learning objectives, it was considered that the learning objectives of the materials are the same as the indicators of competence achievement.

### Learning Activities

Teacher A divided the learning activity into 3 activities; preliminary, whilst and closing activity to deliver the materials in every meeting needed. Those 3 activities were formulated by using problem based learning method. The activities chosen have been in accordance with the basic competence. So the teacher chose the activity that match the basic competence. Besides, the teachers should consider the number of meeting when arranging the learning activity. The number of meeting needed to teach the material in basic competence is 6 meetings so she arranged 6 learning activities which have 3 kinds of activities in each meeting.

On the other hand, Teacher B used scientific approach as her method of teaching in her lesson plan. But she also divided the learning activity into 3 kinds of activities, preliminary, whilst and closing activity. Over all, the formulation of the learning activity has been in accordance with the basic competence. The number of the meetings she made was 2 meetings but her learning activity she made only for one meeting. It was different from the number of the meetings in the lesson plan.

Learning activity was done through preliminary, whilst and closing activity. Making the learning activities could be a difficult thing for teachers because they have to plan every activity step by step from the easy to the difficult material using a specific method so that students could understand every material and make a fun atmosphere between students and teachers. Teachers should consider the number of meetings in their lesson plan. And the number of meeting depends on the level of the materials, the more difficult the material, the more number of meetings that the teachers should make. It could be 1-2 meetings for the easy materials and more than 3 or 4 meetings if the material was difficult for the students.

In this research, there were 2 different lesson plans observed. The first one had one meeting so there was only one learning activity including pre-activity, whilst activity and closing activity. While the second lesson plan, it had 6 meetings. Here, the learning activities that have been observed from both lesson plans would be explained per activities.

The first activities called preliminary activity or opening activities. This activity is the beginning activity teacher should do before entering whilst activities which contain the main teaching-learning process happened. In the pre-activity, teacher should at least prepare the students to join the learning process, ask questions about the previous materials which still have connection with

the materials teacher would teach to students at that time and explain the materials that they would learn in brief.

Based on the explanation above about the activities in learning activity, the pre-activity should build the students motivation before joining the learning process. As seen in pre-activities from both lesson plans, there was no problem with the activities that teachers decide to do in their pre-activity. It already fulfilled the purpose of the pre-activity based on PERMENDIKBUD. The difference was the first lesson plan has one meeting and the second one has 6 meetings. But the teacher who made the second lesson plan used the same activities in the pre-activity. And those activities were the same activities with the first lesson plan. This kind of activity was very general so that both teachers used the same activities in their lesson plan. And it clearly stated the function of the pre-activity itself from PERMENDIKBUD. It has been in accordance with both the indicators of competence achievement

The second activity is whilst activity. In this activity teacher explained the main materials to the students. Based on PERMENDIKBUD, whilst activity use the learning model, learning method, learning media, and learning source according to students' characters and the subject. The learning method was selected based on the characteristic competence and the education level. It could be scientific approach/discovery learning/problem based learning/project based learning.

This research found that teacher A used problem based learning. Problem Based Learning (PBL) is a teaching method that use daily problem in students' learning process. In PBL, students will think critically and solve problem given by the teacher individually or in group. On the other hand, the second teacher or Teacher B used scientific approach as a method in her learning activities which consist of 5 stages such as Observing, Questioning, Experimenting, Associating, and Communicating.

Problem Based Learning (PBL) is a teaching method characterized by real problems as a context for learners to learn critical thinking and problem-solving skills, and acquire knowledge (Duch, 1995). Finkle and Torp (1995) stated that PBL is a curriculum development and teaching system that develops simultaneously problem-solving strategies and the basics of knowledge and skills by placing learners in an active role as an unstructured daily problem solver. Based on the two definitions, it can be concluded that PBL is a learning process directed by a daily problem.

Second, whilst activity was fit with the characteristic of PBL. There were a challenges for students, and the challenges or the problems the students have to solve, based on the lesson plan, were pictures



and videos that the teachers gave to students and they have to make sentence to ask about the description of the pictures or the videos. The mini survey and guessing game were also a challenge for students. Next, students have to decide solution of problems or challenge given, they also took responsibility to access and process information to solve the problem such as making questions that ask about the description, filling the chart given by the teacher, discussing mini survey about the result doing some quizzes. Teachers did the evaluation continuously.

There were deficiencies in the lesson plan created by Teacher A. First, it was a bit difficult to determine the learning model used by teacher A because she did not write down the steps that have been set in each learning model. The activities made by Teacher A was match with the activity that should be done based on problem based learning but Teacher A also mention about a projet in the 5<sup>th</sup> and 6<sup>th</sup> meetings which means that it should be considered as the characteristic of project based learning. Besides the unexplained learning steps that explain that the learning activity used project based learning as the learning model, Teacher A also gave the same activity such as quiz and asking questions about the pictures or videos in almost every meeting and did not focus on the project that students must do.

The number of meeting is too many for students especially for the first grade of junior high school. Problem-based learning (PBL) was a different kind of classroom activity model. Long-term, interdisciplinary, student-centered learning activities and integrated with real-world issues. PBL is student-centered activity which means that the center of every activity is students. Students get the problem; find the answer, process information by them. Teacher is not only a guide and gives feedback to students' response. But teacher also provides some answers when students cannot find the answer. But still, they have to learn and solve it by themselves.

A bit different from the first lesson plan, the second lesson plan used Scientific Approach as the approach method that includes 5 stages such as Observing, Questioning, Experimenting, Associating, and Communicating. First is observing stage. In observing activity, the teacher gives the students chance to observe through activities like watching, listening and reading. Teacher facilitates the students to observe, trains them to pay attention (watch, read, listen) to important things from an object or thing. Based on that, the whilst activities in the first lesson plan have been in line with its main purpose. In the first lesson plan, the teacher wants the students to look at a picture in their text book and identify what is on the picture with questions from

the teacher. The teacher also wants the students to give their opinion about the picture, identify the language feature and observe the activity in the picture.

There is Questioning after observing stage. In this stage, teacher gives the students chance to ask about everything that they have watched, observed, read or seen. But teacher should guide the students to make them asking some questions. The questions can be about the fact, concept, procedure, or anything about the object or thing that they have observed. Those questions will be their base to look for more information from the object or the thing that the teacher gives. In this stage from the first lesson plan, the activity that the teacher made in the observing stage was already suitable. The teacher gave the students opportunity to ask about the sentence of mentioning and asked about the description of people, animals, places and also the activity in the picture.

The third stage is experimenting. In this stage students do an experiment or read from other sources and text book, observe an object/activity/event, interview with interviewees. Students can be exploring, trying, discussing, demonstrating, imitating shape or movement. The point is that students have to do experiment, try and collect further information. Based on the lesson plan above, the teacher grouped the students into 4 people each, asked them to observe a picture in their text book then shared and discussed their finding or information from the picture with the other group. It was suitable with the purpose of experimenting stage.

After the students did an experiment and shared it with the other friends in group, the students moved to the next stage called associating which is an activity about processing information that they have collected from the previous stages including observing and collecting information stages. Students analyze the information in order to make a conclusion. The information that students will analyze based on the lesson plan above was comparing simple present tense and adjective that they already observed in the observing stage also comparing some different pictures. It was a good step if teacher used information that students got in observing stage as additional information in associating stage because it could make the students recall the information from the first stage of whilst activity and it is also allowed in this stage to recall information from the previous stages.

Last stage from scientific approach is communicating. It is about delivering the result of observation, conclusion from the result of oral and written analysis or another media. In the communicating stage in the lesson plan above, the teacher wants the students to present their findings and discussion results from every group to the others. The students have to present their own sentences and the teacher will give

feedback to them about the materials they have learned. So the point is that communicating stage is about presenting students' work and the teacher will give them feedback. In the lesson plan, students are presenting their group work and individual work to get feedback and correction from teacher. And teacher will take their score from their work including the presentation.

In short, whilst activity in the second lesson plan used scientific approach as the method in the teaching-learning process which has 5 stages. And every activity that the teacher makes in every stage is suitable with the purposes of the stage and very accurate. It is also easy for students to follow the learning process because they learn individually and work in team, solve some problems, present their work and get feedback from teacher.

The last stage of the learning activities is the closing activities. In the closing activity, teacher and students make summary or conclusion of the materials they have learned, do assessment and/or reflections on activities they have implemented consistently, provide feedback on learning process and outcomes, plan follow up activities in the form of remedial learning, enrichment programs, assign tasks individually or in groups according to the students' learning outcomes and deliver lesson plan at the next meeting. As the explanation about the purposes of closing activity, both lesson plans provide proper closing activities. Both closing activity did reflections on the learning process at that time with the guidance from the teacher, teacher gave students feedback and assignment individually or in groups, explained briefly about the next meeting materials and those activities are closed with good bye.

The second result and discussion is about the implementation of teachers' teaching preparation in teachers' real teaching practice in EFL classroom. This is the way teachers implement their teaching preparation in their real teaching practice. The first teacher, Teacher A, she used Problem Based Learning as her teaching method in the lesson plan. But, in her real teaching practice she used scientific approach with 5M stages (*mengamati* / observing, *menanya* / questioning, *mengumpulkan informasi* / collecting information, *mengasosiasi* / associating, dan *mengkomunikasikan* / communicating). Teacher A spent 2 meetings to teach the materials. At the preliminary activity in every meeting, Teacher A always motivated students to be grateful of their life and asked them to clean up the classroom before they start their lesson. Besides, Teacher A also explained briefly about the materials they were going to learn and gave the students questions to make them questioning the materials.

Second activity is whilst activity when the teachers applied their teaching approach in classroom. Based on the field note, the materials taught to the

students have been in accordance with the concept and easier than in the lesson plan but lacks in-depth discussion of the material and she taught from the simpler contents to more complex. The material also has been in accordance with the indicators of competence achievement since the teacher did not mention specifically the learning objectives in lesson plan.

The learning activities were suitable with the competence to be achieved but the strategy used by Teacher A in her real teaching practice was different from the strategy she used in lesson plan. The focuses on her teaching activity were explaining, giving examples and assignments and presentation. The strategy used by Teacher A while teaching in classroom was scientific approach. Sources used by Teacher A were handout, worksheet and surroundings and the media used was whiteboard. The learning atmosphere was positive and well controlled. Teachers responded well to students. The teacher was good at controlling the class. So, the class was not too crowded. Teacher used bilingual language when teaching the students. It was to make sure that the materials delivered clearly to them. Last activity is closing activity. Before the teacher closed the teaching learning process, she wrote down a text about person description then read it aloud, gave examples for students and then asked them to read it together. Then she closed the activities by saying *hamdalah* and collected students' work. The second meeting was just the same as the first meeting, the differences were in the materials, whilst activity and the closing activity.

In the second meeting, the material was about describing place and in the first meeting was about person description. In the whilst activity at the second meeting Teacher A focused on giving examples, memorizing and presentation. So teacher wrote a descriptive text about bedroom based on the picture in students' worksheet book and asked them to memorize the text. After that, the teacher asked them to deliver what they had memorized. The last activity is closing activity; the teacher did not give students any kind of homework and directly closed the activity by saying *hamdalah*.

The second teacher, Teacher B used scientific approach both in the lesson plan and when she taught in the classroom. The same as Teacher A, the material has been in accordance with the indicators of competence achievements because Teacher B did not mention the objectives of the study. Teacher B's class was more active than Teacher A's class so the atmosphere was more crowded. In the whilst activity students observed a picture of actress given by the teacher in front of the classroom. Then Teacher B let the students mentioned the body parts of the actress in a good description sentence.

Teacher B also gave direct feedback to students' response. In the closing activity, she gave the students group assignment and asked them to collect it in her desk in the following days.

In the second meeting Teacher B's class was the same as the first one, the differences were in the materials, she taught about the description of place. In the whilst activity, she preferred to use discussion method. And in the closing activity, the teacher explained more about the assignment and asked them to collect it on the next meeting.

Overall, both teachers used scientific approach as their method in the real teaching practice. They were observing, questioning, collecting information, associating and communicating. Besides, with the use of scientific approach, teacher could improve students' courage to speak. But still not all of students have the same portion to speak, passive students got fewer time to speak because they did not have confidence to speak and the teacher did not notice it.

*PERMENDIKBUD No. 22/2016* stated that real teaching practice is the implementation of lesson plan which includes 3 learning activities; preliminary, whilst activity and closing activity. The use of lesson plan is as a guide for teachers to ease them doing the real teaching practice.

Based on the research, the result showed that both teachers did not teach using exactly the steps they made in lesson plan. Teacher A somehow was very different between the learning activities she made and the actual teaching she did in classroom. First, the number of meeting. She decided to have 6 meetings to deliver the materials to students, but in fact she only needs 2 meetings. It was good because she can manage the time and made students interested with the materials. Second, she changed the learning model. In her lesson plan, she chose Problem Based Learning as the approach method and she arranged the activity from the first meeting until sixth meeting. But in her real teaching practice, she used scientific approach rather than Problem Based Learning. It could be seen from the steps she did in the classroom. She asked students to observe their desk mate and the picture in their worksheet and there was no final product produced by the students as stated in the lesson plan. It clearly explained that Teacher A did not use her learning activity in the lesson plan at all.

Teacher B who chose to use scientific approach as her approach method was really using it in the classroom. She made it for only one meeting in her learning activity but in her real teaching practice, she made it into 2 meetings because the material was too much and it was matched with the number of meeting she wrote on the identity of the lesson plan. There was

no more difference from what Teacher B did in the classroom with the learning activity she made in the lesson plan besides she skipped some activities in whilst activity she made. It can be concluded that Teacher B used the lesson plan she made as her guide in her real teaching practice.

## **CONCLUSION**

Based on the research findings in Chapter Four, these are the conclusion that can be drawn from the teachers' lesson plan and the implementation in their real teaching practice;

First, it can be concluded that the contents of both lesson plans have been in accordance with *PERMENDIKBUD* rules but still there are some weaknesses in the detail. In Teacher A's lesson plan, she did not clearly classify each activity into the stages of problem based learning. Besides, there is a part that is not mentioned specifically in the lesson plan. Second, about the findings in the implementation of lesson plan in teachers' real teaching practice, it can be concluded that lesson plan is a guide for teacher in doing their real teaching practice. It is up to the teachers and also the conditions of the students, whether they apply the whole activity in the learning activity or do some improvement on it. But sometimes, teachers will do some changes if they think it is too much or less from the expectation teachers made in the lesson plan.

In general, the lesson plan is an important thing to make before teachers do the real teaching practice. It also gives a big impact in teachers' performances. Lesson plan is a guide for teachers to do their real teaching practice. Although in their real teaching practice, they make some changes even changing the method, they still do some activities based on the lesson plan they made. Some contents are helpful too such as the learning assessment. It also gives teachers an idea when to start and when to stop teaching the same materials with the indicators of competence achievement.

## **SUGGESTIONS**

This part offers some suggestions which are aimed to every teacher especially English teachers, and readers who want to make their own lesson plan and doing a real teaching practice.

For teachers, it is suggested that they should know more about the latest *PERMENDIKBUD* so that they can update the format of their lesson plan and understand more about the contents of lesson plan. Teachers should be more selective in choosing the appropriate learning model to be developed in the lesson plan so that it will be easier and helpful for teachers in doing the real teaching and learning activities in

classroom. And make sure that teachers understand well about every learning models that they can use so that they can describe in detail their learning activity in the lesson plan step by step. Besides, teachers should consider some points before making the lesson plan such as students' need and level so the lesson plan is proper to use in their real teaching practice and they do not have to change much of the learning activity in the lesson plan when they do their real teaching practice. For teachers, when they do real teaching practice it is important to be creative in using the media and learning sources in order to gain the students' interest in the material and can enjoy the learning process.

Last, when teachers have to make their own lesson plan, what they have to do is know the basic competence that will be chosen. Then teachers have to make a clear target of what their students have to achieve when the learning activity is done in the lesson plan. Teachers have to choose the proper learning model, create the learning activity, find learning sources and use the media as creative as possible in the lesson plan, so teachers can implement the in the real teaching process. Also, teachers should be more active and creative when they teach in classroom in order to make their students enjoy the explanation and the learning process.

In short, teachers should make the lesson plan carefully based on the basic competence, student's level, needs and also condition so that when they do real teaching practice they can implement the lesson plan they made without any changes. And in the implementation of lesson plan, teachers should at least apply the activity they made in lesson plan because the purpose of it is as guide for teachers to do real teaching practice and to measure and observe students' progress.

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