

**THE INCONSISTENCY BETWEEN THE PRE-SERVICE
TEACHERS' LESSON PLANNING AND THEIR
PERFORMANCE IN MICRO-TEACHING CLASS**

A THESIS

Submitted in Partial Fulfillment of the Requirements

for gaining the degree of Bachelor of Education

The English Education Department



By:

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SEMARANG
2020**

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is my work. I am entirely responsible for the content of this thesis. Other researchers' opinions or findings included in this thesis are quoted or cited in accordance with ethical standards,

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The researcher

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RATIFICATION

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Had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 30 Maret 2021

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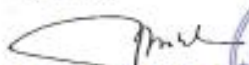
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Walisongo State Islamic University

Assalamualaikum Wr. Wb.

I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

Title : **THE INCONSISTENCY BETWEEN
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LESSON PLANNING AND THEIR
PERFORMANCE IN MICRO-
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Name of Student : Ayu Ani Sartika Dewi

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Department : English Education Department

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang to be examined at Munaqosyah Session.

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Wassalamualaikum Wr.Wb.

Advisor II



Dra. Ma'rifatul Fadhilah, M.Ed
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MOTTO

1. Surah Al-Baqarah verse 286

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا...

“Allah does not burden a person but according to his ability...”

2. “life is not about competing with others, but competing with ourselves, because we walk in the line of our lives”

ABSTRACT

Ayu Ani Sartika Dewi, 1603046028. 2020. *The Inconsistency Between the Pre-Service Teachers' Lesson Planning and Their Performance in Micro-Teaching Class* Thesis. English Education Department. Universitas Islam Negeri Walisongo Semarang. First Advisor: Dr. Siti Tarwiyah, S.S., M.Hum. Second Advisor: Dra. Ma'rifatul Fadhillah, M.Ed.

To carry out successful teaching in the micro-teaching class, students need to develop a good lesson planning. The lesson plan functions as a guideline in teaching in order to achieve the learning objectives and successful teaching. This study focuses on the extent of the inconsistencies and factors that influence the inconsistencies. Therefore, the researcher applied a qualitative descriptive method to analyze the problem. Data were collected through observation, interviews, and documentation. This research was conducted at the Universitas Islam Negeri Walisongo Semarang, with fifth-semester students consisting of three English Education Department classes. The results of the analysis of the extent to which the inconsistency between the pre-service teachers' lesson planning and their performance in the micro-teaching class is 56% of the inconsistency from 100%. and factors that cause inconsistencies, among others; the time provided is very short to explain the material, do teaching practice via video, media limitations at home when making teaching videos, do not have students, lack of preparation in teaching practice, nervousness faced by pre-service teachers, also lack of confidence. The pedagogical implications of this research can increase knowledge about the extent of inconsistency and the factors that affect the inconsistency between the pre-service teachers' lesson planning and their performance in the micro-teaching class.

Keywords: *Micro-teaching, Pre-service teacher & Lesson plan.*

DEDICATION

This thesis is dedicated to:

My beloved father Sihat and mother Seniyah

My lovely sisters and brothers, Marlina S.Pd, Muhammad Daud S.Pd, Silawati S.Pd, and Ahmad Yani S. Sos

My brothers and sister-in-law, Sukarianda, Cut Saedah Nafisah, and Abdi Gayo

My dear nieces and nephews, Reda Sukman Pratama, Gibran Fahri, Alya Nadaulkarimah, Diyana Ramadhani, and Diyani Ramadhani

All my family in Rerebe, Gayo, Aceh, and Semarang

All my friends who have always supported me, I can't mention one by one

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Alhamdulillah Robbil Alamin, first of all, I would like to thank Allah SWT who is almighty for the mercy, blessings, and opportunities given to me so that the writing of the thesis with the title “The Inconsistency Between the Pre-Service Teachers’ Lesson Planning and Their Performance in Micro-Teaching Class” can be finished. Shalawat and Salam are addressed to the Prophet Muhammad SAW who has brought us from the realm of darkness to the realm of light from the era of ignorance to an age full of blessings.

During the writing of this thesis, I received a lot of advice, guidance, encouragement, and comments from several people. They act as motivators in completing my thesis. I can be in the position now because of them. Therefore, I would like to sincerely thank them, they are:

My much gratitude, my special thanks to my parents, **Mr. Sihah** and **Mrs. Seniyah** who never stopped guiding, providing support, love, and prayers so that this thesis can be completed. When I wanted to give up on this thesis my parents were the first to encourage me, and

because of them, I got more enthusiasm. This thesis is also dedicated to my beloved brothers and sisters **Marlina, Muhammad Daud, Silawati, and Ahmad Yani** who also always give me encouragement, support, and motivation to be successful. I also say thanks to my brothers and sister-in-law as well as my nieces and nephews who also always support me. And also do not forget to thank and appreciate other people:

1. **Prof Dr. Imam Taufiq, M.Ag**, the Rector of Universitas Islam Negeri Walisongo Semarang for his advice during my study at the university.
2. **Dr. Hj. Lift Anis Ma'sumah, M.Ag** as the Dean of Teacher and Teaching Training Faculty of Universitas Islam Negeri Walisongo Semarang.
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4. **Dr. Siti Tarwiyah, S.S., M.Hum.** As the first consultant and **Dra. Ma'rifatul Fadhilah, M.Ed.** As the second consultant who gave the researcher guidance, correction, and overall support from the

preliminary stage of a manuscript until the completion of this writing thesis.

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8. **IMAGAS** and **KMA** organizations always make researchers feel like have family overseas

The researcher realized that this writing thesis is still the simple ones; There are still many mistakes of researchers in making this thesis. Therefore constructive criticism and suggestions will be highly appreciated. May almighty God Allah SWT always bless us, once and for all.

Finally,

Semarang, 21st December 2020

The researcher

A handwritten signature in black ink, appearing to read 'Ayu Ani Sartika Dewi'.

Ayu Ani Sartika Dewi

1603046028

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CHAPTER I

INTRODUCTION

A. Background of the Study

Micro-teaching was first used in medical science at Stanford University in the 1960s to improve students' quality, then applied in teacher training for the same purpose.¹ Micro-teaching training is a practical training technique and also provides many opportunities for prospective teachers to design their teaching styles before they are involved in teaching in the classroom as a teacher.² Also, pre-service teachers can develop pedagogical content, student-teacher knowledge, and can help them to get adequate knowledge about the art of teaching.³ Aslihan Saban's research said that: Grgeren stated that in the micro-teaching class, pre-service teachers feel the real teaching, also learn to transfer knowledge to their

¹ Aslihan Saban and Ahmet Naci Coklar, "Pre-Service Teachers' Opinions About The Micro-Teaching," *The Turkish Online Journal of Educational Technology*, 12.2 (2013), 234–40.

² Nur Cebeci, "Prospective teachers' beliefs about micro-teaching," *ELT Research Journal* 5.1 (2016), 60-71.

³ Darmayenti Darmayenti, Besral Besral, and Martin Kustati, "English Skills Based Microteaching: An Effective Model in Enhancing English Student Teachers' Teaching Skills," *Al-Ta Lim Journal*, 26.1 (2019), 23 <<https://doi.org/10.15548/jt.v26i1.556>>.

classmates. There are two models of micro-teaching learning; first prepare the lesson plan's material, second determine the steps of teaching. Micro-teaching learning activities carried out must be controlled and the duration is only 5-20 minutes and also the students are around 20 students.⁴

Micro-teaching is one of the compulsory subjects given to all students of the education faculty and micro-teaching is a prerequisite for them to undertake a Field Experience Program (PPL) or an internship at a school.⁵ Micro-teaching training is carried out at the pre-service level,⁶ because pre-service teachers have gotten their material on the lecture bench which will be practiced in the micro-teaching class.⁷ Because micro-teaching are classes for developing effective methods that will be applied by pre-service in teacher

⁴ Aslihan Saban and Coklar.

⁵ Nadiah Ma'mun, "The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher," *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), 143 <<https://doi.org/10.21580/vjv7i23046>>.

⁶ Paul M Ajuwon, Nora Griffin-shirley, and Frank E Mullins, "Missouri State University," *The Grants Register 2019*, 27 (2019), 508–10 <https://doi.org/10.1007/978-1-349-95810-8_822>.

⁷ Armağan Ateşkan, "Pre-Service Teachers' Cultural and Teaching Experiences Abroad," *Journal of Education for Teaching*, 42.2 (2016), 135–48 <<https://doi.org/10.1080/02607476.2016.1144634>>.

professional development.⁸ In micro-teaching, pre-service teachers find opportunities to develop skills such as; preparing lesson plans, choose lesson objectives, attracting students' attention, speaking in front of groups, asking questions, managing time effectively, and assessing techniques. Pre-service teachers also have to deal with needs analysis, designing a syllabus, writing material or adaptation and evaluation.⁹ Evaluating student performance and assessing, this activity is one of the activities that must be carried out in teaching.¹⁰ As for the activities carried out in the micro-teaching class such as orientation, including teaching material; exploration includes modeling teaching skills; elaboration of skills training activities.¹¹ Besides, pre-service teachers also prepare predetermined learning plans. Pre-service

⁸ Salwa Al Darwish and AbdulAzeez Sadeqi, "Microteaching Impact on Student Teacher's Performance: A Case Study from Kuwait," *Journal of Education and Training Studies*, 4.8 (2016), 126–34 <<https://doi.org/10.11114/jets.v4i8.1677>>.

⁹ Maria Christina Eko Setyarini, "Student Teachers Difficulties in Teaching English to Hotel Staff," *Vision: Journal for Language and Foreign Language Learning*, 7.1 (2018), 23 <<https://doi.org/10.21580/vjv7i12456>>.

¹⁰ U I N Walisongo Semarang, "Hybrid Learning of Daviq . Com in the Subject of Teaching Listening and Speaking Daviq Rizal," 6.2 (2017), 177–91.

¹¹ Darmayenti, Besral, and Kustati.

teachers conduct micro-teaching for real students planned and prepared by them, because careful planning will be the basis for all other skills.¹² As already mentioned in the Al-Qur'an about planning AL-HASHR:18 (59)

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ ۗ
إِنَّ اللَّهَ حَكِيمٌ بِمَا تَعْمَلُونَ

“O ye who believe! fear Allah and let every person pay attention to what he has done for tomorrow (the hereafter), and fear Allah, indeed Allah is All-Knowing what you do.”

From the verses of the Al-Qur'an above, a plan will be very helpful in determining the things to be achieved (goals) in the future and determine the various stages needed to achieve these goals.

According to Moerdiyanto, lesson planning is the process of preparing subject matter, the use of instructional media, the use of learning approaches or methods, in predetermined time allocation. The

¹² Michael Cavanagh and others, “Pre-Service Teachers’ Impact on Student Learning: Planning, Teaching, and Assessing during Professional Practice,” *Australian Journal of Teacher Education*, 44.2 (2019) <<https://doi.org/10.14221/ajte.2018v44n2.5>>.

preparation that pre-service teachers can do is by making learning plans. before entering the classroom, the teacher must know what he/she will do in the class, given the importance of widely recognized lesson planning.¹³ Although it is possible to teach without pre-planning, planning provides options and can increase pre-service teachers' chances to deliver lessons successfully.¹⁴

Research has been done by Septi Sesorina, from the English Education Study Program of Indonesia University of Education (2014), entitled “The Analysis Of Teachers’ Lesson Plan In Implementing Theme-Based Instruction For Teaching English To Young Learners”. This research states that the lesson plan is an important part of the instruction which consists of several aspects (goals, objectives, activities, media, and assessment). lesson plans are a guide for teachers to refer to.¹⁵

¹³ Vassiliki Derri and othersm, “Early Professional Development of Physical Education Teachers: Effects on Lesson Planning,” *Procedia - Social and Behavioral Sciences*, 152 (2014), 778–83 <<https://doi.org/10.1016/j.sbspro.2014.09.320>>.

¹⁴ Marisca Revani Putri, “The Consistency Between The Lesson Plans And Teaching Practices : A Case In Work Experience 1 Course,” 1 (2015).

¹⁵ H. Douglas Brown, “The Analysis of Teachers’ Lesson Plan in Implementing Theme-Based Instruction for Teaching English To

Research has been done by Ida Farida, Usman Kasim, and Abdul Manan, from the University of Syiah Kuala, Banda Aceh (2018), entitled “Analysis Of Lesson Plans For Teaching Speaking” state that Lesson plans play an important role in teaching-learning processes. planning a lesson before teaching is considered essential to teach an effective lesson. By preparing a lesson plan, it will be easier for the teacher to achieve her course goals.¹⁶

So it can be concluded that the lesson plans have a very important role in teachers' world. Lesson plans are made for guidelines that must be followed when the teaching process is in the classroom, with the lesson plans teachers have goals that they must achieve in the learning process.

Lesson plans are described as plans, guidelines, or designs to help the teacher do the lesson. The lesson plan is also seen as a written and structured outline consisting of learning objectives and the stages of the

Young Learners,” *Journal of English and Education*, 2014.1 (2003), 140 <<https://media.neliti.com/media/publications/192273-EN-the-analysis-of-teachers-lesson-plan-in.pdf>>.

¹⁶ Annie goleman, daniel; boyatzis, Richard; Mckee, “濟無No Title No Title,” *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99 <<https://doi.org/10.1017/CBO9781107415324.004>>.

lesson's content development.¹⁷ Lesson plans are considered an important component of teacher training and successful teachers have good planning.¹⁸ besides, teaching success comes from effective planning.¹⁹ Making lesson planning and implementation micro-teaching learning must be able to run effectively and according to a purpose.²⁰ However, the concern is the lesson plans that have been made and designed in such a way are not following their implementation in the classroom.

The lesson planning that pre-service teachers have made are indeed not consistent with their performance in micro-teaching classes. Savas basturk also stated that pre-service teachers in implementing lesson plans faced some difficulties, some pre-service teachers considered the problem of time is so short to explain

¹⁷ Sharmini Ghanaguru, Premalatha Nair, and Caroline Yong, "Teacher Trainers' Beliefs in Microteaching and Lesson Planning in a Teacher Training Institution," *English Teacher*, 42.2 (2013), 216–28.

¹⁸ L Bazrafkan and N Shokrpour, "Academic Staff's View Points on the Implementation of Lesson Plan," *Journal of Medical Education*, 8.1 (2005), 27–31 <<https://doi.org/10.22037/jme.v8i1.753>>.

¹⁹ Syed Kamaruzaman and Syed Ali, "Teachers' Planning and Preparation for Lesson Plan in the Implementation of Form 4 Physical Education Curriculum for the Physical Fitness Strand," *Malaysian Online Journal of Educational Sciences*, 1.4 (2013), 38–47.

²⁰ Hunaepi, "Konsistensi Penerapan Rencana Pelaksanaan Pembelajaran pada Mata Pelajaran Biologi," *Jurnal Ilmiah Biologi "Bioscientist"* 1.1 (2012).

the material, lack of knowledge also caused inconsistencies in its implementation and various other problems.²¹

A lesson plan and its implementation will not function effectively due to time constraints in delivering the material.²² Sometimes the mismatch between the lesson plan and its performance in the micro-teaching class is also caused by the pre-service teacher's fear and they are not confident when they are in front of the class to deliver the material. Nervousness is also a big problem that pre-service teachers must face, although having practiced many times before teaching practice in micro-teaching classes, nervousness will make our performance not following the lesson plan that has been created and designed. classroom conditions also often make pre-service teachers' lesson planning not to match their performance, such as fussy students who don't want to be told to sit in groups and so on.

²¹ Savaş Baştürk, "Primary Pre-Service Teachers' Perspectives on Constructivism and Its Implementation in Schools," *Universal Journal of Educational Research*, 4.4 (2016), 904–12 <<https://doi.org/10.13189/ujer.2016.040428>>.

²² Wakhid Nashruddin and Dian Nurrachman, "The Implementation of Lesson Study in English Language Learning: A Case Study," *Dinamika Ilmu*, 16.2 (2016), 169 <<https://doi.org/10.21093/di.v16i2.356>>.

B. Reason for Choosing the Topic

The writer considers several reasons below in choosing the topic of this study:

1. Micro-teaching class is a compulsory subject that must be taken by pre-service teachers for Field Experience Program (PPL) requirement.
2. According to the researcher's experience, there are still many students who have not been able to adjust the lesson plans made by themselves with their implementation when teaching in the micro teaching class

C. Research Question

1. To which extent is the inconsistency between the pre-service teachers' lesson planning and their teaching performance in a micro-teaching class?
2. What factors influence the inconsistency between the pre-service teachers' lesson planning and their teaching performance in a micro-teaching class?

D. The objective of the Study

This study aims to explain:

1. The extent of inconsistency between the pre-service teachers' lesson planning and their teaching performance in the micro-teaching class.

2. The factors that influence the inconsistency between the pre-service teachers' lesson planning and their performance in the micro-teaching class.

E. Scope of The Study

The scope of this study includes all students of fifth-semester English Education Department at the Universitas Islam Negeri Walisongo Semarang. The total number of participants is 100 students. A survey of the factors that contributed to the inconsistency between the pre-service teachers' lesson planning and their performance, also the extent of their inconsistencies in micro-teaching class.

F. Significance of the Study

1. Theoretical benefit

The researcher wishes that this result of the study will give additional information to the readers. They will find out the reasons why the pre-service teachers' lesson planning and their performance are not consistent in micro-teaching classes.

- a. For the students

The findings of this study can provide many benefits for students especially for students of the English Education Department.

Theoretically, students can find out the reasons why the pre-service teachers' lesson planning and their performance are not consistent in the micro-teaching class. Practically, they can overcome their problems with the guidance of the lecturer and with their motivation. Finally, they can be consistent in implementing the lesson planning they have made.

b. For a lecturer

By knowing the findings of this research, hopefully, the lecturers will be more improve their management and pay attention to pre-service teachers in teaching practice in the micro teaching class.

c. For the next researchers

The findings of this study can help other researchers to get a lot of information about the factors that influence the inconsistencies between the pre-service teachers' lesson planning and their performance in the micro-teaching class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The research has been done by Sri Ratnaningsih Department of English, Indonesia University of Education, Indonesia (2017), on the title “Scientific Approach Of 2013 Curriculum: Teachers’ Implementation in English Language Teaching”.²³ This research employs a case study qualitative research design. The results of this study are they conducted all the stages involving observing, questioning, experimenting, associating, and communicating. The teachers conducted active and meaningful learning, but they still lack critical thinking. Observing was conducted with various media and creative delivery. However, they have to highlight the questioning stages where the students did not initiate to learn without stimulation and encouragement from the teachers. Thus, it made the teachers show their efforts to stimulate and

²³ Sri Ratnaningsih, “Scientific Approach of 2013 Curriculum: Teachers' Implementation in English Language Teaching,” *English Review: Journal of English Education*, 6.1 (2017), 33 <<https://doi.org/10.25134/erjee.v6i1.792>>.

motivate them to offer questions. Besides, the teachers employed the discussion to make them creating active, cooperative, and collaborative learning. The findings show that teacher A and teacher B (Class B and C) implemented the teaching in line with their lesson plans while teacher B (class D) and C were less appropriate because they did not write the learning objectives and model. This research's strength is research that can uncover specific things that are very detailed because it uses a case study application. The weakness of this study is the incompleteness of the documentation attached. This research's similarity uses the same in terms of data collection by observation and interview, also the same in terms of discussing lesson planning and its implementation. The difference between the two studies is the subject, the subject of this study in school, and the research subject to be studied at Universitas Islam Negeri Walisongo Semarang.

The research has been done by Thooptong Kwangsawad Mahasarakham University's student (2016), on the title "Examining EFL Pre-service Teachers' TPACK through Self-report, Lesson

Plans, and Actual Practice”.²⁴ Using quantitative methods, this study's results indicate that self-reported data (measured by the TPACK survey), lesson plan assessments, and class observations show high scores for all domains. EFL pre-service teachers' practice seems to be aligned with self-reported in their lesson plans, although there is a slight difference between lesson planning and classroom situations. However, this study's findings revealed that the participants had a high TPACK level (Mean > 3.5). This implies that the EFL pre-service teacher education program has proven successful in training teachers with highly developed TPACK knowledge that gives them skills and technological knowledge to be implemented in their practical teaching. This study's strength is that researchers have findings that are accompanied by tables so that it makes it easy for readers to understand the purpose of this study. The weakness of this study is that it does not explain data collection techniques in analyzing

²⁴ Thooptong Kwangsawad, “Examining EFL Pre-Service Teachers’ TPACK Through Self-Report, Lesson Plans and Actual Practice,” *Journal of Education and Learning (EduLearn)*, 10.2 (2016), 103 <<https://doi.org/10.11591/edulearn.v10i2.3575>>.

data. The similarity of this research is the object of research, both researchers examined the pre-service teacher. The difference between the two studies is the research method, this research uses a quantitative method, while the research to be examined uses a qualitative method.

The research has been done by Jose Da Conceicao Verdial (2019), on the title “Problematic of Indonesia Language Learning Planning at SMAK Suria Atambua”.²⁵ Descriptive research is applied in research. The results of this study are based on observational data on the RPP compiled by educators, it appears that the problematic planning of learning the Indonesian language is the incompleteness of identity, the incompleteness of learning material, the inconsistency of time allocation, the inaccuracy in the selection of learning media, and the incompleteness of the assessment of learning outcomes. This research's strength is that the researchers enclose the lesson plan document and manage the parts that are not following the lesson plan that should be. The

²⁵ Jose Da and Conceicao Verdial, “Problematik Perencanaan Pembelajaran Bahasa Indonesia Di Smak Suria Atambua,” 4 (2019), 61–70 <<https://doi.org/10.32938/jbi.v4i2.203>>.

weakness of this research is the reference part, too few references are used in this study. This research's similarity is the research method of the two researchers using descriptive qualitative, also the same in terms of collecting data, namely interviews and documentation in the form of lesson plans. The difference between the two studies is the research subject, the subject of this study is at SMK Suria Atambua. The researcher will examine it at Universitas Islam Negeri Walisongo Semarang.

The research has been done by Citra Ayuliasari (2017), on the title “The Correspondence Between Curriculum 2013 Lesson Plans and The Implementation to Develop Scientific Process Skills in Sman 3 Yogyakarta”.²⁶ This research is qualitative descriptive analysis research with a content analysis method. This study's conclusions are (1) The suitability of the scientific process development planning in the Learning Implementation Plan (RPP) made by teachers with the demands of the 2013 Curriculum

²⁶ Citra Ayuliasari, Suratsih, and Sukarni Hidayati, “Kesesuaian Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013 Dan Implementasi Dalam Mengembangkan Kemampuan Proses Ilmiah Di SMA Negeri 3 Yogyakarta,” *Jurnal Prodi Pendidikan Biologi*, 6.7 (2013), 392–402.

in SMA Negeri 3 Yogyakarta almost all following the demands of the 2013 Curriculum. (2) Development of the scientific process in implementing learning not following science process's design capabilities compiled in the Learning Implementation Plan (RPP). This research's strength is that the researcher makes a research table with appropriate and non-compliant sections in each class studied. The weakness of this study is that it does not attach the lesson plans as documented. The similarity of this research is the research method of the two researchers using descriptive qualitative methods. The difference between the two studies is the research subject. The subject of this research is at SMAN 3 Yogyakarta, and the research subject to be studied at Universitas Islam Negeri Walisongo Semarang.

B. Theoretical Review

1. Lesson plans

Lesson Plan is a plan of face-to-face learning activities for one or more meetings. The lesson plan is developed from the syllabus to encourage students' learning activities to achieve Basic Competence (BC). Lesson plans

are designed in the form of a Syllabus and lesson plan that is agreed to in the Content Standards. Lesson planning discusses learning planning and preparation of media and learning resources, learning design, and learning scenarios. Preparation of syllabus and lesson plans are adjusted using the learning used.²⁷

According to Permendikbud No. 22 of 2016 and Permendikbud No. 65 of 2013 concerning Basic and Secondary Education Process Standards, a lesson plan is a learning activity plan designed face-to-face for one or more meetings. Lesson plans a plan that describes the procedure and regulates the learning process to achieve one of the syllabus's standard competencies. In this case, the teacher has paid close attention, good material, assessment, time allocation, learning resources, and teaching methods that will be used so that the details of learning activities are

²⁷ KEMENDIKBUD RI, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 22 Tahun 2016," *Kemendikbud RI*, Standar Proses Pendidikan Dasar Dan Menengah, 2016, 1–15 <<http://luk.tsipil.ugm.ac.id/atur/bsnp/Permendikbud22-2016SPDikdasmen.pdf>>.

neatly arranged in planning the implementation of learning.²⁸

To compile the lesson plan the teacher must refer to certain Basic Competencies in the curriculum/syllabus. A lesson plan is made in the framework of teacher guidelines.

According to Permendikbud No. 22 2016 regarding Process Standards, 14 learning principles must be applied to the 2013 curriculum. They are;

1. From students told to learn to find out,
2. From the teacher as the only source of learning based on various learning resources,
3. From the textual approach to the process as an amplifier to use the scientific approach,
4. From content-based learning to competency-based learning,
5. From partial learning to integrated learning,

²⁸ Djuwairiah Ahmad, "Developing English Lesson Plans for the First Year," 1 (2013).

6. From learning that emphasizes a single answer to learning with answers that are multidimensional truth,
7. From learning verbalism to applicative skills,
8. Improvement and balance between hard skills and soft skills,
9. Learning that prioritizes culture and student empowerment as lifelong learners,
10. Learning that applies values by giving examples, building a will, and developing student creativity in the learning process (tut wuri handayani),
11. Learning that takes place at home at school and in the community,
12. Learning that applies the principle that whoever is the teacher, whoever is the student, and wherever there is a class,
13. Utilization of information and communication technology to improve the efficiency and effectiveness of learning,

14. Recognition of individual differences and students' cultural backgrounds.²⁹

Process standards are developed concerning the above principles that include planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process.

According to Permendikbud No. 81A in 2013, there were several steps in preparing the lesson plan including:

1. Review the Syllabus,
2. Identify subject matter,
3. Determine learning objectives,
4. Develop learning activities,
5. Elaboration of types of assessments,
6. Determine the time allocation,
7. Determine the source of learning.³⁰

²⁹ Permendikbud No. 22 2016 tentang Standar Proses, 14 prinsip yang harus diterapkan pada kurikulum 2013.

³⁰ Mei Anggriani Aruan and Fitriani Lubis, "Analisis Rencana Pelaksanaan Pembelajaran (Rpp) Guru Bahasa Indonesia Sma Negeri 7 Medan Tahun Pembelajaran 2016/2017," *Kode: Jurnal Bahasa*, 7.3 (2018), 28–40 <<https://doi.org/10.24114/kjb.v7i3.10981>>.

Based on the theory above, the lesson plan is a very important part of the teaching and learning process without the existence of a lesson plan the teacher cannot achieve the maximum objectives. Learning must have an impact and the goal of success, therefore a teacher must plan every learning and make the plan. Lesson planning is an important role in guiding teachers to carry out their duties as an educator.

2. Pre-service Teachers

Pre-service teachers are students trained from higher education institutions to become professional teachers. Pre-service teachers come to every teacher education program with prior experience, knowledge, and beliefs about learning and teaching. Pre-service teacher's knowledge and belief have an effective role in their development as a teachers.³¹

Pre-service teachers must be equipped with techniques and skills to apply in class so

³¹ İsmail Zeki Dikici, "Pre-Service English Teachers' Beliefs towards Grammar and Its Teaching at Two Turkish Universities," *International Journal of Applied Linguistics and English Literature*, 1.2 (2012), 206–18 <<https://doi.org/10.7575/ijalel.v.1n.2p.206>>.

that they will be able to develop teaching theories and have the ability to make effective teaching decisions and strategies.³² One of the main challenges for pre-service teachers is finding teaching strategies and methodologies that can increase the effectiveness, efficiency, interesting teaching behavior, and give students experience in learning.³³ Teaching and learning processes for pre-service teachers need to be more designed and invited teacher preparation programs. The pre-service teacher program is part of teaching simulation practice in micro-teaching class.

The pre-service teachers believed that micro-teaching practice played a crucial role in shaping their teaching methodology and gave them a great chance to transfer the theoretical

³² Wahyudi Wahyudi and Adi Winanto, "Development of Project-Based Blended Learning (PjB2L) Model To Increase Pre-Service Primary Teacher Creativity," *Journal of Educational Science and Technology (EST)*, 4.2 (2018), 91 <<https://doi.org/10.26858/est.v4i2.5563>>.

³³ Zuhkhriyan Zakaria and others, "The Effect of Art-Based Learning to Improve Teaching Effectiveness in Pre-Service Teachers," *Journal for the Education of Gifted Young Scientists*, 7.3 (2019), 531–45 <<https://doi.org/10.17478/jegys.606963>>.

information they learned into practice.³⁴ Micro-teaching practices have a positive effect on their teaching regarding material preparation and adaptation, various activities, peer interaction, and a sense of readiness. For most pre-service teachers, teaching practice in the micro-teaching class is their first experience of teaching. Even though they have acquired theoretical courses such as the method of language teaching, second language acquisition, language assessment, speaking skills, and so forth, they still encounter problems during their teaching practice.

3. Micro-teaching

Micro-teaching is a concentrated, focused form of peer feedback and discussion that can improve teaching strategies. Micro-teaching is a practice-controlled system that makes it possible to focus on teaching specific behavioral and teaching practices.³⁵

³⁴ Ma'mun.

³⁵ KR Reddy, "Teaching How to Teach: Microteaching (A Way to Build up Teaching Skills)," *Journal of Gandaki Medical College-Nepal*, 12.1 (2019), 65–71 <<https://doi.org/10.3126/jgmcn.v12i1.22621>>.

Micro-teaching is a teacher training technique for learning teaching skills. It uses real teaching situations to develop skills and helps to become deeper knowledge of the art of teaching. On the other hand, micro-teaching helps eliminate mistakes and build stronger teaching skills for beginners. Micro-teaching increases confidence enhances classroom teaching and develops classroom management skills.³⁶

There are 10 main steps in micro-teaching:

1. Orientation and presentation of demonstration lessons
2. Observation of lessons and criticism
3. Creation of micro-teaching setting
4. Discussion of teaching skills
5. Selection of a particular teaching skills
6. Preparation of the micro lesson plan
7. The practice of teaching skills
8. Feedback
9. Replan, re-teach and re feedback, repeat

³⁶ Ambili Remesh, "Microteaching, an Efficient Technique for Learning Effective Teaching," *Journal of Research in Medical Sciences*, 18.2 (2013), 158–63.

10. Integration of skills in real teaching and improves performance

Based on the theory above, it can be concluded that micro-teaching is an organized teacher training program. Micro-teaching also one of the teaching practice training models to develop basic teaching skills that are carried out in a structured manner and has its own rules to improve the quality of pre-service teachers.

Micro-teaching is a minimized teaching meeting where a teacher teaches a small unit, a group of students for a small period of 5-20 minutes. Situations like this offer useful arrangements for experienced or inexperienced teachers to acquire new teaching skills and to improve old ones.

Phases of micro-teaching:

1. Knowledge acquisition phase: In this phase, the teacher trainee learns about the skill and its components through discussion, illustrations, and

demonstration of the skill given by the expert.

2. Skill acquisition phase: Based on the expert's demonstration, the teacher trainee plans a micro-lesson plans a micro-lesson, lesson for practicing the demonstrated skill.
3. Transfer phase of micro-teaching: After attaining mastery level and command over each of the skills, the teacher trainee integrates all these skills and transfer to actual classroom teaching is done during this transfer phase.³⁷

Components of micro-teaching:

1. Micro-teaching situations: Micro-teaching consists of the size of the class, length of the content and teaching method, etc. There are 5 to 10 students in the class and the teaching period ranges from 5 to 20 minutes. The content is presented in a unit.

³⁷ Remesh.

2. Teaching skill: The development of teaching-skills of the student's teachers is provided in the training program such as lecturing skill, the skill of blackboard writing, skill of asking questions, etc.
3. Student-teacher: The student who gets the training of a teacher is called student-teacher. During training his various capacities are developed in him, such as class management, the capability to maintain discipline and capacity to organize various school programs, etc.
4. Feedback devices: Providing feedback is essential to bring changes in the behavior of the students. Feedback can be provided through videotape feedback questionnaires.
5. Micro-teaching laboratory: Necessary facilities for feedback can be gathered in a microteaching laboratory.³⁸

Based on the theory above, we know that micro-teaching has rules that must be followed, and the components of micro-

³⁸ Remesh.

teaching must also be complete. without following the micro-teaching rules that already exist a pre-service teacher will not achieve maximum goals in teaching practice.

CHAPTER III

RESEARCH METHOD

This part discusses the method applied in conducting this research, which consists of research design, data sources, data collection techniques, and data analysis.

1. Place and Time of the Study

a. Research Setting

This research was conducted on fifth-semester students, which consisted of three classes, namely A, B, and C micro-teaching subject, English Education Department at Universitas Islam Negeri Walisongo Semarang.

b. Research Time

The observation section research was conducted for 2 weeks, November 13-27 2020 by observing the pre-service teacher teaching practice video, and the interview section research was conducted on November 28-30, 2020 through the WhatsApp application.

2. Research Design

The research of analyzing The Inconsistency Between the Pre-Service Teachers' Lesson Planning and Their Performance in Micro-teaching

Class used a descriptive design with a qualitative approach. According to Sugiyono, the descriptive method is research that describes the phenomenon, symptom, condition which used qualitative or quantitative.³⁹ It is simple to research, compared with other studies, because in this study, the researcher did not do anything to the object or area being studied. A qualitative research approach is a research approach based on the philosophy of postpositivism, used to examine the natural conditions of objects, where the researcher is a vital instrument, and qualitative research results emphasize more on meaning than generalization.⁴⁰ Based on the statement above, the research was described with a qualitative approach. The descriptive method is chosen, which involves collecting data to answer the problem statement's research questions. As a descriptive study, it elicited the inconsistency between the pre-service teachers' lesson planning and their performance in micro-teaching class.

³⁹ Sugiyono. *Cara Mudah Menyusun Skripsi, Tesis, dan Disertasi*, Alfabeta (2013) Bandung, 33.

⁴⁰ Sugiyono. *Metode Penelitian Pendidikan*. CV ALFABETA (2016) Bandung, 16.

3. Data sources

What is meant by data sources in research is the subject from which data can be obtained.⁴¹ The main sources of this research come from:

- 1) Teaching videos and lesson plans of fifth semester English Education Department at Universitas Islam Negeri Walisongo Semarang.
- 2) In this research, the micro-teaching class's total population is 120 students divided into three classes, A, B, and C. The amount of class A is 42 students, the amount of class B is 42 students, and class C is 36 students. The researcher chooses 100 pre-service teachers as research sampling.
- 3) Documents in the form of lesson plans.

4. The technique of Data Collection

The data collection of this research was taken in a micro-teaching class for 2020/2021 academic year at Universitas Islam Negeri Walisongo

⁴¹ Prof. Dr. Suharsimi Arikanto. *Prosedur Penelitian Suatu Pendekatan Praktik*. PT Rineka Cipta. Edisi Revisi (2010) Jakarta, 172.

Semarang. The data itself was collected using the following data collection methods:

1. Observation

Observation is an activity to get the information needed to present a real picture of an event to answer research questions, to help understand human behavior, and for evaluation that is measuring certain aspects of doing feedback on these measurements.⁴² In this observation, the researcher observed the teaching video of the micro-teaching class. The subjects of observation are the English Education Department students in the fifth semester of Universitas Islam Negeri Walisongo Semarang. The first observation in class PBI-5A was taken on November 13th, the second observation in class PBI-5B was taken on November 19th, and the last observation in class PBI-5C was taken on November 24th, 2020.

The observation focused on the pre-service teachers' performance in the micro-teaching

⁴² V. Wiratna Sujarweni. *Metodologi Penelitian Lengkap, Praktis, dan Mudah Dipahami*. PT PustakaBaru. (2019) Yogyakarta, 32.

class. There are 4 ways that researchers did observation;

- a. The researcher asked permission from the lecturer who taught the micro-teaching class.
- b. The researcher asked the komting to submit their teaching practice video link and their lesson planning.
- c. Researchers made observations and observed the lesson plans of pre-service teachers and videos of their teaching practice in the micro-teaching class.
- d. The researcher prepared observation sheet. (see appendix 1)

2. Interview

The interview is used as a data collection technique if the researcher wants to know the respondents' things in more depth and the number of respondents is small.⁴³ The interview that the researchers were used is a semi-structured interview, in which the implementation freer and more open in finding problems. The interview starts with the issues

⁴³ Sugiyono. *Metode Penelitian Pendidikan*. CV ALFABETA (2016) Bandung, 194.

that cover interview guidelines. The sequence of questions is not the same whether each participant depends on the interview process and each individual's answer. But interview guidelines guarantee researchers can collect the same types of data from participants. The researcher was interview some students of the fifth-semester English Education Department at Universitas Islam Negeri Walisongo Semarang.

For collecting the data from the interview, the researcher used three procedures as follows:

- a. The researcher prepares the concept of a question to the pre-service teacher or fifth semester of the English education department. (see appendix 2)
 - b. The researcher asks and talks in a friendly way according to the concept of question that has been prepared.
 - c. The researcher writes the answers.
3. Documentation

The documentation technique is a collection of several documents that support research in the form of writing, drawing, or

someone's monumental work. The form of documentation that researchers attached is lesson plans that have been made by pre-service teachers and that have been observed by researchers in micro-teaching classes. (see appendix 4)

5. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing into units, synthesizing, organizing into patterns. Choosing which is important and which are will be studied, and make conclusions so that they are easily understood by themselves and others.⁴⁴ It is the process of systematically searching and managing data that has been achieved from the result of observation, interviews, and other materials to analyze the inconsistency between pre-service teachers' lesson planning and their performance in micro-teaching class. In this study, the researcher used a qualitative descriptive

⁴⁴ Sugiyono. *Memahami Penelitian Kualitatif*. CV ALFABETA (2016) Bandung, 89.

research design. The researcher carries out some steps as follow:

1. Data Reduction

Data reduction is defined as the process of selecting, separating, paying attention to simplification, abstracting, and transforming rough data arising from written records in the field. Reports or data obtained in the field were written in the form of complete and detailed descriptions. Data obtained from the field was quite a lot, so it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing key points, focusing on the things that matter, and looking for themes and patterns. The researcher has analyzed the responses of the participants during the interview, to control the time of the interview and help participants answer deeper and clearer. The data reduction function summarizes, retrieves basic and important data, makes categorization, based on uppercase, lowercase, and numbers because field notes are in the form of uppercase,

lowercase, numbers, and symbols that are still chaotic which cannot understand.

In data reduction the researcher carries out the first three stages of the researcher grouping and summarizing the data. The second provides codes to determine themes, groups, and patterns regarding matters relating to the data being studied. In the transcript, some informants claimed that 'too short time was allocated in learning micro-teaching' then the researcher will encode the transcript as "time allocation". and the third the researcher makes explanations relating to the theme, pattern, or group concerned.

2. Data Display

After reducing all data, the next step is to display the data. In qualitative research, brief explanations, diagrams, relationships between categories, flowcharts, and others can be carried out. The data will be compiled and summarized to facilitate and help researchers conclude. Then show what stage the analysis will reach. Researchers were completed typing and transcripts. Based on the researcher's

questions, all data was included which is the inconsistency between the pre-service teachers' lesson planning and their performance, but the data collection technique uses field analysis and document analysis. in the display of data, the researcher interpreted the data in interviews in groups, leading to conclusions.

3. Conclusion Drawing/Verification

Conclusion Drawing is to carry out continuous verification throughout the research process, namely during the data collection process. Interpretation is the final step in data analysis techniques.⁴⁵ At this stage, previously coded data is interpreted by enriching information through a comparative analysis that does not eliminate all original contexts. Data was taken from the beginning of data collection, the researcher decided what it means, noting regularities, patterns, explanations, possible configurations, causal flow, and propositions.

⁴⁵ Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media), 2014,

At this stage, the researcher concludes and develops the meaning of the data presented. Conclusions that were still rigid were verified during the study, so the researcher got a credible and objective guaranteed conclusion. Verification can be in the form of rethinking in the minds of researchers when recording or it can be a review of notes in the field.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the results of a study conducted in Universitas Islam Negeri Walisongo Semarang of English Education Department students. This chapter was divided into two parts:

- a) Findings
- b) Discussions

A. Findings

The research findings based on the results of the data analysis consisted of three sections; observation, interview, and documentation. It was conducted to answer the research question:

- A. The inconsistency between the pre-service teachers' lesson planning and their teaching performance in a micro-teaching class

Percentage table between consistency and inconsistency of the lesson plans and their implementation

| No | Code of respondent | Consistent | Inconsistent |
|----|--------------------|------------|--------------|
| 1 | 001 | 50% | 50% |

| | | | |
|----|-----|-----|-----|
| 2 | 002 | 31% | 69% |
| 3 | 003 | 40% | 60% |
| 4 | 004 | 49% | 51% |
| 5 | 005 | 42% | 58% |
| 6 | 006 | 18% | 82% |
| 7 | 007 | 63% | 37% |
| 8 | 008 | 50% | 50% |
| 9 | 009 | 72% | 28% |
| 10 | 010 | 35% | 65% |
| 11 | 011 | 47% | 53% |
| 12 | 012 | 32% | 68% |
| 13 | 013 | 50% | 50% |
| 14 | 014 | 45% | 55% |
| 15 | 015 | 17% | 83% |
| 16 | 016 | 30% | 70% |
| 17 | 017 | 25% | 75% |
| 18 | 018 | 31% | 69% |
| 19 | 019 | 18% | 82% |
| 20 | 020 | 44% | 56% |
| 21 | 021 | 40% | 60% |
| 22 | 022 | 36% | 64% |
| 23 | 023 | 50% | 50% |
| 24 | 024 | 61% | 39% |

| | | | |
|----|-----|-----|-----|
| 25 | 025 | 78% | 22% |
| 26 | 026 | 55% | 45% |
| 27 | 027 | 16% | 84% |
| 28 | 028 | 35% | 65% |
| 29 | 029 | 20% | 80% |
| 30 | 030 | 39% | 61% |
| 31 | 031 | 80% | 20% |
| 32 | 032 | 76% | 24% |
| 33 | 033 | 5% | 95% |
| 34 | 034 | 50% | 50% |
| 35 | 035 | 33% | 67% |
| 36 | 036 | 50% | 50% |
| 37 | 037 | 67% | 33% |
| 38 | 038 | 59% | 41% |
| 39 | 039 | 52% | 48% |
| 40 | 040 | 28% | 72% |
| 41 | 041 | 80% | 20% |
| 42 | 042 | 89% | 11% |
| 43 | 043 | 57% | 43% |
| 44 | 044 | 56% | 44% |
| 45 | 045 | 76% | 24% |
| 46 | 046 | 14% | 86% |
| 47 | 047 | 75% | 25% |

| | | | |
|----|-----|-----|-----|
| 48 | 048 | 43% | 57% |
| 49 | 049 | 33% | 67% |
| 50 | 050 | 35% | 65% |
| 51 | 051 | 28% | 72% |
| 52 | 052 | 79% | 21% |
| 53 | 053 | 52% | 48% |
| 54 | 054 | 53% | 47% |
| 55 | 055 | 14% | 86% |
| 56 | 056 | 67% | 33% |
| 57 | 057 | 71% | 29% |
| 58 | 058 | 42% | 58% |
| 59 | 059 | 21% | 79% |
| 60 | 060 | 40% | 60% |
| 61 | 061 | 55% | 45% |
| 62 | 062 | 80% | 20% |
| 63 | 063 | 26% | 74% |
| 64 | 064 | 73% | 27% |
| 65 | 065 | 79% | 21% |
| 66 | 066 | 61% | 39% |
| 67 | 067 | 78% | 22% |
| 68 | 068 | 52% | 48% |
| 69 | 069 | 76% | 24% |
| 70 | 070 | 30% | 70% |

| | | | |
|----|-----|-----|-----|
| 71 | 071 | 53% | 47% |
| 72 | 072 | 11% | 89% |
| 73 | 073 | 50% | 50% |
| 74 | 074 | 47% | 53% |
| 75 | 075 | 27% | 73% |
| 76 | 076 | 27% | 73% |
| 77 | 077 | 35% | 65% |
| 78 | 078 | 30% | 70% |
| 79 | 079 | 36% | 64% |
| 80 | 080 | 52% | 48% |
| 81 | 081 | 41% | 59% |
| 82 | 082 | 81% | 19% |
| 83 | 083 | 22% | 78% |
| 84 | 084 | 32% | 68% |
| 85 | 085 | 67% | 33% |
| 86 | 086 | 17% | 83% |
| 87 | 087 | 41% | 59% |
| 88 | 088 | 53% | 47% |
| 89 | 089 | 14% | 86% |
| 90 | 090 | 35% | 65% |
| 91 | 091 | 60% | 40% |
| 92 | 092 | 32% | 68% |
| 93 | 093 | 20% | 80% |

| | | | |
|--------------|-----|------------|------------|
| 94 | 094 | 44% | 56% |
| 95 | 095 | 60% | 40% |
| 96 | 096 | 10% | 90% |
| 97 | 097 | 6% | 94% |
| 98 | 098 | 5% | 95% |
| 99 | 099 | 24% | 76% |
| 100 | 100 | 21% | 79% |
| Total | | 44% | 56% |

From the results of the data studied, the pre-service teacher is the most consistent between the lesson plans and their performance in the pre-activity section. Pre-activity section is at the beginning of teaching activities, so pre-service teachers still remember their activities very well. The most inconsistent between their lesson plans and their performance in the main activity section, even though that is the essence of their teaching practice was that they have to explain the material and make the students understand the material presented. However, it is unfortunate that many pre-service teachers do not implement what they have made in the

lesson plans into their teaching practice. On average, pre-service teachers use a scientific approach, but some students use project or problem-based learning.

Several factors make them inconsistent between their lesson plans and their performance: pre-service teachers don't know the correct lesson plan, do not understand how to teach the material, the time is not optimal, micro-teaching via video, there are no media at home, there are no students, no proofread session, lack of preparation, nervous, Not confidence, and misunderstanding.

B. The factors that cause the inconsistency between the pre-service teachers' lesson planning and their teaching performance in a micro-teaching class

1. Don't know the correct lesson plan

Pre-service teachers do not know what the correct lesson plan looks like, even though before taking the micro-teaching class they have received the lesson plan class because it has three classes and three lecturers, the lecturer

who teaches lesson plan class not necessarily the lecturer who teaches the micro-teaching class. So pre-service teachers are confused because each lecturer is different in preparing the lesson plans so that the pre-service teachers are still confused and don't know what the correct lesson plan looks like.

2. Do not understand how to teach the material

Pre-service teachers are constrained in understanding the material that will be delivered to their students. Each pre-service teacher also delivers different materials according to their Basic Competent. And when they are told to teach they do not understand the material they are going to convey to students so that the video for their teaching practice is not optimal, and does not match the lesson plans they have made.

3. The time is not optimal

The time provided for teaching practice is very limited, only 15 minutes,

making pre-service teachers unable to maximize the teaching process. Because each basic competency that is obtained has a different time in explaining the material, moreover the material that should have a long explanation is cut short because of the limited time.

4. Micro-teaching via video

Micro-teaching via video is very ineffective and less than optimal even though pre-service teachers are asked to make teaching videos because micro-teaching classes are practice-based classes. However, because the pandemic period made everything change from offline learning to online and pre-service teachers were required to be able to practice teaching even from home, there were no students, so here the pre-service teacher seemed to have students and seemed to interact with them. For students, especially if the pre-service teacher uses the teaching method of 'problem-based learning' with this

approach, students' role is more dominating than the teacher's role. This makes pre-service teachers confused because they have to share roles with their students, because the students are themselves. Pre-service teachers are also required to be multitalented, meaning they have to be educators, creators, editors, and have to create a YouTube account because videos of their teaching practice are requested to be uploaded on YouTube. Many are constrained by a bad internet connection for pre-service teachers who live not in urban areas.

5. There are no media at home

In learning media is one of the tools that can make students better understand the material presented in class, it also has great benefits in making it easier for students to learn the subject matter. However, because the pre-service teacher made video teaching at home and was very limited in the media used, they included LCD in their lesson plans, but at

home, they did not have an LCD so that they did not implement the media that had been included in the lesson plans. The ineffectiveness also prevents them from implementing the media, because pre-service teachers make videos in their rooms that are not too large and are not effective when using a whiteboard and other media.

6. There are no students

The name is teaching practice, of course, there are students and teachers, but this time the teaching practice felt by pre-service teachers is different because they have to teach without students. Also in teaching practice, the teacher is asked to interact with students, which makes them confused about how to interact with students. The pre-service teacher also designs lesson plans by involving students, determining teaching time, and students being involved in it. However, in their teaching practice, lesson plans are

made and their implementation when teaching practices are not consistent.

7. No proofread session

In the micro-teaching class, what is done is teaching practice–feedback–re-teaching. In making teaching videos, there is no correction session, the lecturers do not provide feedback to the pre-service teacher so that the pre-service teacher does not know where the mistakes are, so it makes pre-service teacher unable to improve their teaching practice skills.

8. Lack of preparation

Preparation is a very important part when we want to do something, especially when we are going to practice teaching, of course, the preparation must be accurate so that the results are satisfactory. However, some pre-services are not optimal in preparing materials for teaching practice so that their implementation does not match the performance in the micro-teaching class.

9. Nervous

Nervous is one reason that pre-service teachers cannot adjust the lesson plans that have been made and the implementation in making teaching videos. Feeling nervous can make us forget what should be explained in front of the class, nervousness can also occur when the pre-service teacher does not master the material so that he is mentally unprepared for teaching practice.

10. Not confident

Confidence is one of the most important expressions in humans. Not having confidence makes us unable to do what we want. Pre-service teachers who have prepared the words to make teaching practice videos are not appropriate because they are not confident. The factor of insecurity can affect us, who initially can speak assertively and straightforwardly will become edgy due to not being confident.

11. Misunderstanding

Pre-service teachers often misunderstand when instructed by the lecturer to make assignments, and teaching practice video assignments ordered by the lecturer, considering that the lectures are conducted online, making the pre-service teacher do not understand what kind of instructions are asked the lecturer. also what the correct teaching video is like, they don't know.

B. Discussions

This study aims to determine the factors that cause inconsistencies between pre-service teachers' lesson planning and their performance in micro-teaching class.

1. A teacher is never separated from the lesson plan word as well as a pre-service teacher in a micro-teaching class. Pre-service teacher is required to be able to make lesson plans, but not a few of them do not know what the correct lesson plans. How can they make good teaching practice videos if they do not know what the correct lesson plan. In fact, before

joining the micro-teaching class, the lesson plan was received, because it has three classes and there are three lecturers teaching. Lecturers who teach in the lesson plan class are not necessarily the lecturers who teach in the micro-teaching class, but each lecturer is different in preparing the lesson plans.

2. Pre-service teachers do not know and understand the material they are going to teach. This was consistent with Savas Basturk's research, which shows that pre-service teachers have concerns about the implementation of a constructivist approach in good learning activities. Some of the pre-service teachers stated that this constructivism approach took a lot of time, but the time provided was very limited. Furthermore, one of the biggest obstacles in implementing the constructivism approach in teaching activities in schools is the weakness of pre-service teacher knowledge.⁴⁶
3. As the results revealed, lecturers' time for teaching practice of pre-service teachers is less

⁴⁶ Baştürk.

than optimal, thus making teaching practice less satisfactory. Wakhid Nashruddin shows that the time allotted was only about 15 minutes, this seems not to work effectively since the limitation of time. Even though the lesson plan that has been made has a good and ideal plan, however, it cannot be implemented.⁴⁷

4. Micro-teaching this time is very different from the previous micro-teaching because during the pandemic pre-service teachers were required to continue to practice teaching online by making teaching practice videos. The pre-service teacher stated that teaching practice by making teaching videos is very ineffective and less than optimal because the micro-teaching class is practice-based and should be done in a classroom with students as well. In teaching practice via video, pre-service teachers must be multitalented, meaning they have to become educators, editors, create YouTube accounts, and become students.

⁴⁷ Nashruddin and Nurrachman.

5. From the findings above, the inconsistency of the pre-service teachers' lesson plans and their performance during teaching practice, is influenced by the media. The media included in the lesson plan is not applied in the teaching practice process. The pre-service teacher said that they did not have the media included in the lesson plan at home, considering that currently there is a pandemic era where everything is done at home.
6. Pre-service teachers seem to have students in teaching practice, especially if pre-service teachers use the teaching method of 'problem-based learning' wherewith this approach the role of students is more dominant than the role of teachers. Lesson plans that pre-service teachers have made also involve students in it. This makes pre-service teachers confused so they have to share roles with their students, namely themselves. And many pre-service teachers are constrained by poor internet connections for those who do not live in urban areas.

7. In making teaching videos by the pre-service teacher, the lecturer has no correction session, nor is there any feedback regarding the teaching video of the pre-service teacher so they do not know where the mistakes are and make them unable to improve their teaching practice. But the opposite of Yunita Ningsih's research, pre-service teachers stated that they are more confident and better at the second teaching practice than the first teaching practice because the pre-service teacher is given feedback so they know the shortcomings in the first teaching practice so that they can improve their performance in the next teaching practice.⁴⁸
8. Pre-service teachers said that they were not skilled in preparing to make teaching practice videos because, during the pandemic, more assignments were given than usual. It is almost the same as Sri Yuliani's research, which shows several obstacles to pre-service teachers in dealing with Microteaching classes, namely

⁴⁸ Yunita Ningsih, "Performance of Learning Processes In A micro Teaching Class At Ar-Raniry Islamic National University," *english education journal*, 8 (4), (2017) 553–561

the lack of provision of facilities and difficult preparation before teaching pre-service teachers.⁴⁹

9. Nervousness is also a big problem that pre-service teachers must face. Based on the above findings, students agreed that the inconsistency between the lesson plans and their implementation during teaching practice was also influenced by the nervousness. This was consistent with Indah Wahyu Puji Utami and Mashuri Ulfatun Nafi'ah's research, which shows that nervousness is a big problem pre-service teachers have to face. Teaching is not easy. Even they have practiced before, but still feel nervous. make them forget all the arrangements of the lesson plans that have been made.⁵⁰
10. The researcher also found an additional result that several other factors make inconsistencies

⁴⁹ Sri Yuliani, "Classroom Application of Microteaching : An Analysis of Students' Perspectives" *journal of english for academic*, vol 5, no 1 (2018) 81–97.

⁵⁰ Indah Wahyu Puji Utami, Mashuri, and Ulfatun Nafi'ah, "A Model of Microteaching Lesson Study Implementation in the Prospective History Teacher Education," *Journal of Education and Practice*, 7.27 (2016), 10–14.

between pre-service teachers' lesson plans and their micro-teaching class performance. Not confident make pre-service teachers from doing what they're supposed to do. The words that the pre-service teacher has prepared to make the teaching practice video cannot be implemented during the teaching practice due to insecurity, who initially can speak firmly and clearly will stutter because they are not confident.

11. Misunderstanding makes pre-service teachers not implement their lesson plans in teaching video practice. Pre-service teachers often misunderstand when instructed by the lecturer to make assignments, and practice videos of teaching assignments ordered by the lecturer, considering that lectures are carried out online makes pre-service teachers not understand what kind of instructions the lecturer asks for. also what a true teaching video looks like.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and gives suggestion related to the research problem

A. Conclusion

After analyzing the research results, the researcher concluded an inconsistency between the pre-service teacher's lesson planning and their performance in the micro-teaching class. According to the results of observations made in each fifth-semester micro-teaching class, there are still many pre-service teachers who have not implemented their lesson plans into their teaching practice videos. Besides, factors that cause inconsistencies between lesson planning and their performance in teaching practice include; The pre-service teacher does not know the correct lesson plan, do not understand the material to be taught in teaching practice, limited time, teaching practice via video, media limitations at home, do not have students, no correction session or giving feedback, lack of

preparation, nervousness, not confidence, also misunderstanding.

Pre-service teachers do not know the correct lesson plan, how can they make a teaching practice video if they do not know the correct lesson plan. Pre-service teachers do not really understand and do not master the material that they will convey in the teaching practice process. The time is too little for teaching practice where they have to explain a material. In teaching practice via video, pre-service teachers feel ineffective because they have to go through video to not interact directly with their students. They also have to provide a large cellphone RAM and internet quota. Lack of media at home during teaching practice makes pre-service teachers not totality in teaching practice. The absence of students in teaching practice is also a teaching practice that must consist of students and teachers, it is very ineffective if there are only teachers without students. The absence of a correction session given to teacher's pre-service makes them not knowing where the error part, so they cannot improve or improve their quality in teaching practice. During the pandemic, pre-service

teachers have to study from home, the assignments given from the campus are also more numerous than usual, making them unable to prepare carefully for their video teaching practice. The nervousness experienced by pre-service teachers when practicing teaching makes them unable to perform properly. The lack of confidence experienced by the pre-service made them not participate in the lesson planning activities they had made. Pre-service teachers often experience misunderstandings regarding instructions from lecturers in making videos of their teaching practice.

These factors create inconsistencies between the pre-service teachers' lesson planning and their performance in the micro-teaching class.

B. Suggestion

Based on these conclusions, although pre-service teachers experience various problems in implementing their lesson plans into teaching practice, they need to practice diligently to be able to adapt the lesson plans to their performance. Because microteaching is a very important subject for prospective teachers; to be able to practice

teaching before they enter the field for the Experience Practice Program (PPL). The researcher wants to give some suggestions as follows:

1) The fifth-semester student

students need to understand and know the correct lesson plans first; after that they must often learn teaching practices to be able to help pre-service teachers overcome the inconsistency problem between lesson plans and their performance in the micro-teaching class.

2) To the next researcher

To produce more optimal research, the researcher suggests that further research also discusses the problems faced by pre-service teachers in making a lesson plan and its micro-teaching class performance.

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APPENDIX 1
OBSERVATION SHEET

Code of Respondent : 010

Student Number : 1803046008

| No | Students' plan | Consistency/ inconsistency | Notes |
|----|---|---|---|
| 1 | <p>Pre-activity</p> <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher plays a video about breakfast and asks for responses from several students. 3. The teacher checks attendance and ensures the readiness of the students. 4. Students and teachers discuss competencies that have been previously studied and developed concerning | <p>Consistency</p> <p>Inconsistency</p> <p>Consistency</p> <p>Consistency</p> | <p>There is no prayer in the lesson plan but there are in his performance.</p> <p>No breakfast video playback was implemented but it is in the lesson plan.</p> |

| | | | |
|---|---|--|---|
| | <p>the competencies to be learned and developed.</p> <p>5. Students pay attention to the teacher's explanation of the competencies to be achieved and their benefits in everyday life.</p> | Consistency | |
| 2 | <p>Main activity</p> <p>Observing</p> <p>1. Students observe simple conversations about asking and answering questions about a person's habits.</p> <p>2. Students identify linguistic elements in the text (interrogative, declarative).</p> <p>Asking</p> <p>3. Students ask for words in conversational conversations that are</p> | <p>Inconsistency</p> <p>Inconsistency</p> <p>Inconsistency</p> | <p>Students observe the conversation, the teacher reads the questions regarding the conversation and asks students to answer them.</p> <p>Students do not identify linguistic elements.</p> <p>In this section, students are asked to find a job name and</p> |

| | | | |
|--|---|---|---|
| | <p>given different colors or italicized.</p> <p>4. Students write down how to ask for and provide information about someone's habits in a notebook based on what has been observed in the conversational text.</p> <p>Gather information</p> <p>5. Students interview other students using the tic tac toe game given by the teacher (students make questions first by referring to the adverbs of frequency given).</p> <p>6. Students report the results of their interviews which have been written on the worksheet.</p> <p>7. The teacher gives</p> | <p>Inconsistency</p> <p>Inconsistency</p> <p>Inconsistency</p> <p>Inconsistency</p> | <p>raise their hands for students who want to answer it.</p> <p>Then the teacher explains the work that the students have mentioned earlier.</p> <p>There are no games in teaching practice performance.</p> <p>The teacher asks students to create a dialogue that describes the work as described by the teacher.</p> |
|--|---|---|---|

| | | | |
|---|---|---|---|
| | <p>awards to the winners of the game</p> <p>Reasoning / Associating</p> <p>8. Students write down a person's habits based on written instructions on a worksheet.</p> | Inconsistency | |
| 3 | <p>Post activity</p> <p>1. Students and teachers make a summary/conclusion of the lesson.</p> <p>2. The teacher provides feedback on the learning process and results.</p> <p>3. The teacher asks students to collect completed worksheets.</p> <p>4. The teacher delivers the lesson plan at the next meeting.</p> | <p>Consistency</p> <p>Inconsistency</p> <p>Inconsistency</p> <p>Consistency</p> | <p>No feedback was provided by the teacher.</p> <p>The teacher does not ask students to make worksheets and also does not ask students to collect them.</p> |

APPENDIX 2

TEXT INTERVIEW

1. What difficulties did you experience when teaching micro-teaching classes?
2. What were the causes of the difficulties?
3. Were all the learning steps in the lesson plan implemented when teaching the micro-teaching class?
4. What made you do not implement all the stages?
5. Was the time provided in micro-teaching teaching used to the maximum?

APPENDIX 3

TRANSCRIPT INTERVIEW

1. Respondent 01

Date : 28th November 2020
Participant : Hamdi Ria Firstiawan
Class : PBI-5A
Note : An as an interviewer and B as an informant

| Turn | Speaker | Expression |
|------|---------|--|
| 1 | A | Ok, Good Morning! Let me introduce myself, and my name is Ayu Ani Sartika Dewi, and how about you? |
| 2 | B | My name is Hamdi Ria Firstiawan. |
| 3 | A | What class? and what is the Student Identification Number |
| 4 | B | Class A sis, 1803046008 |
| 5 | A | Here, I want to interview Hamdi about the micro-teaching class that is currently being taken this semester |
| 6 | B | Oh yes please sis |
| 7 | A | What difficulties did you experience during teaching practice in the micro-teaching class? |
| 8 | B | The difficulty is in my opinion, I'm not good at speaking English |
| 9 | A | Having difficulties when teaching practice, yes, besides not being |

| | | |
|----|---|--|
| | | good at speaking English, what other difficulties did Hamdi experience? |
| 10 | B | Because the micro-teaching this time was conducted online, it was difficult to understand the materials provided by the lecturers |
| 11 | A | Ooh, okay, what about the lesson plan, is it made by yourself? |
| 12 | B | Yes made by myself |
| 13 | A | According to Hamdi, have all the learning steps in the lesson plan, both pre-activity, main, and post-activity, have all been implemented into teaching practice videos? |
| 14 | B | In my opinion, it has not been implemented because yesterday the lecturers were not included, so some are left behind. |
| 15 | A | why didn't the lecturer come in? |
| 16 | B | Because she has a business |
| 17 | A | Oh, what factors make Hamdi not implement all his learning activities during his teaching practice? |
| 18 | B | It was not implemented when making the teaching video because I didn't understand the material, nor did I understand how to teach it. |
| 19 | A | Oh, I see, how about the given time? is there a limit to the duration of the teaching practice video? |
| 20 | B | Yes, the time limit is 15 minutes. |

| | | |
|----|---|---|
| 21 | A | Did Hamdi use the given time to the maximum? |
| 22 | B | I only use the time for a while, sis, so it's not optimal |
| 23 | A | Why only use it briefly? |
| 24 | B | Confused about what to say. |
| 25 | A | If the media that Hamdi listed in the lesson plan were all used when making teaching practice videos? |
| 26 | B | The media that I use is PPT, but I replace it with paper, I also don't use the tools due to lack of equipment at home |
| 27 | A | It can be concluded that it is not implemented properly. |
| 28 | B | Yes |
| 29 | A | OK Hamdi, thanks for taking the time to help with my research. |
| 30 | B | Yes, you're welcome |

2. Respondent 02

Date : 29th November 2020

Participant : Muhammad Syihab Adda

Class : PBI-5B

Note : An as an interviewer and B as an informant

| Turn | Speaker | Expression |
|------|---------|---|
| 1 | A | Assalamualaikum, Let me introduce myself, my name is Ayu Ani Sartika Dewi, PBI 2016, here I would like to interview fifth-semester students |

| | | |
|----|---|---|
| | | who are taking micro-teaching classes this semester. And what is your name? |
| 2 | B | My name is Muhammad Syihab Adda |
| 3 | A | Now is semester five. right? |
| 4 | B | Yes sis |
| 5 | A | What class are you in? |
| 6 | B | Class PBI-5B |
| 7 | A | Okay, we go straight to the question, what difficulties did you feel when you practiced teaching in the micro-teaching class? |
| 8 | B | My difficulty is in the video editing section because I can't edit the video |
| 9 | A | Are there any other factors? |
| 10 | B | No sis |
| 11 | A | How about the preparations, is it already good? |
| 12 | B | I think I have |
| 13 | A | It means that the preparation is good |
| 14 | B | Not actually sis, actually I don't know where my fault. because I have never commented so I cannot evaluate myself. |
| 15 | A | Does it mean there is no correction session from the teaching practice video? |
| 16 | B | There is a peer check model. But I am not sure because that checked by our friend |
| 17 | A | Ohh I see, how about the lesson plan is made by yourself or not? |

| | | |
|----|---|---|
| 18 | B | Mostly yes, but there is a little inspiration from friends hehe |
| 19 | A | In your opinion, have the learning activities in the lesson plan been implemented into the teaching practice video? like pre-activity, main and post-activity |
| 20 | B | If the second video is not instructed to share the same activities as in the lesson plan |
| 21 | A | What? We are told to make lesson plans for our teaching guide, right, if we don't follow the lesson plans, what will we follow as a teaching guide? |
| 22 | B | Yes sis, in the second video I forgot the instructions on what should I do |
| 23 | A | Are there other factors or not? |
| 24 | B | No sis, I just don't know the instructions |
| 25 | A | What about the media in the lesson plan, is it used during teaching practice? |
| 26 | B | In essence, if the second video does not match my lesson plan, because there are no instructions to equalize the lesson planning and the performance |
| 27 | A | What about the duration of the teaching practice video, is there a time limit? |
| 28 | B | 10 minutes |
| 29 | A | Do you think the time has been used optimally? |
| 30 | B | Yes sis |

| | | |
|----|---|---|
| 31 | A | Okay, thanks Syihab for taking the time to help me. |
| 32 | B | You're welcome, sis. |

3. Respondent 03

Date : 30th November 2020

Participant : Nike Nur Fadlillah

Class : PBI-5C

Note : An as an interviewer and B as an informant

| Turn | Speaker | Expression |
|------|---------|---|
| 1 | A | Assalamualaikum, Let me introduce myself, and my name is Ayu Ani Sartika Dewi I'm currently researching my thesis. And how about you? What is your name? |
| 2 | B | Oke, my name is Nike Nur Fadlillah |
| 3 | A | here I will interview y. |
| 4 | B | Nike took the micro-teaching class this semester right? |
| 5 | A | Yes sis |
| 6 | B | Oke, we go to the question. What difficulties did you experience when teaching micro-teaching classes? |
| 7 | A | The difficulty that I experienced during the teaching practice in the micro-teaching class during this pandemic was the difficulty in gathering students who would be taught or involved in the instructional videos. the second did not understand how to make the |

| | | |
|----|---|---|
| | | lesson plan so the lesson plan and the video were not in sync. |
| 8 | B | Okay. if there are obstacles from yourself? |
| 9 | A | Nervous, because I do not master the material so that mentally not ready. |
| 10 | B | What about the lesson plan, did it make it by yourself? |
| 11 | A | Yes, made by myself |
| 12 | B | In your opinion, do the learning activities in the lesson plan match the performance in the teaching videos that have been made? |
| 13 | A | I don't think so, many of my teaching practice videos are not appropriate |
| 14 | B | What parts are missing? |
| 15 | A | The post activity section |
| 16 | B | What is the problem? why can't it match between the RPP and the performance? |
| 17 | A | Because I don't really understand what the correct lesson plan looks like |
| 18 | B | Not taught how to make the correct lesson plan? |
| 19 | A | The lecturer explained not to the point, so we were confused |
| 20 | B | Didn't you get the lesson plan last semester? |
| 21 | A | In the past, we have been taught by a lecturer, we call it a lecturer (a) and now it is no longer explained by the lecturer who teaches the micro-teaching class, we call it lecturer (b) |

| | | |
|----|---|---|
| | | because the lecturer (b) thinks that we already understand about the lesson plan, whereas the technique of making lesson plans between lecturer (a) and lecturer (b) is different |
| 22 | B | Oh i see, what about the time limit or the duration of the video? are there any provisions? |
| 23 | A | It's a matter of time there are no special provisions |
| 24 | B | Have the media included in the lesson plan been implemented in the teaching practice video? |
| 25 | A | No, from yesterday I really don't understand which one to adjust whether the lesson plan or the learning video. |
| 26 | B | Okay, thank you very much for taking the time to help me research. |
| 27 | A | Yes, you are welcome |

APPENDIX 4

LESSON PLAN DOCUMENT

Name : M. Syihab Adda
NIM : 1803046080
Class : PBI-5B

LESSON PLAN

School : MA NU TBS KUDUS
Class / Semester : X / Odd Semester
Subject : English
Subject Material : Descriptive Text
Time Allocation : 2x40 minutes / Meeting

A. CORE COMPETENCE

| | |
|-------|---|
| KI 1: | Appreciate and comprehend fully the followed religion doctrine. |
| KI 2: | Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behavior in effective interaction with the social and natural environment. |
| KI 3: | Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena. |
| KI 4: | Process, present, and reason in a concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or |

| | |
|--|--|
| | other sources which have a similar point of view/theory. |
|--|--|

B. Basic Competence and Indicator

| Basic Competence | Indicator |
|--|--|
| 3.4 Construct a simple descriptive text about a tourism place, or a historical building orally or written. And pay attention to social function, the structure of the text, and an element of language which appropriate with the context | <p>3.6.1 Understanding descriptive text along with its social function</p> <p>3.6.2 Identify the descriptive structure of the text using the text provided by the teacher</p> <p>3.6.3 Identifying linguistic elements in descriptive texts</p> |
| 4.4 Text Descriptive | <p>4.4.1 Capturing contextual meanings related to social functions, text structures, and linguistic elements of descriptive text, oral and written, short and simple texts related to famous tourism place and historical buildings</p> <p>4.4.2 compile oral and written descriptive texts, short and simple, related to famous tourism place and historical buildings, by paying attention to social functions, text structures, and linguistic elements, correctly and in context</p> |

C. Learning Aims

Through a scientific approach using the problem based learning model, students can compare social functions and text structures of several descriptive text and are skilled in capturing meanings related to social functions and text structures through composing paragraphs with curiosity, discipline, and confidence during the process learning and able to communicate and work well in groups.

D. Learning Method

The learning process will use a scientific approach and problem based learning method.

E. Learning Materials

Social function of descriptive text:

- a. Social function/purpose of descriptive text is to describe particular person, place or thing.

Generic structure of the text:

- a. Identification: identify the topic
- b. Description: describe things related to the topic.

Language features of the text:

The characteristics of the descriptive text include:

- a. Present tense, using the present form of verbs, such as my aunt likes cooking, it has two doors, etc.
- b. State verbs, using a stative verb which describes a state, such as think, believe, have, belong, love, hate, etc.
- c. Adjective, using adjectives, such as long, beautiful, tremendous, etc.
- d. Adverb, using adverbs such as loudly, fluently, carelessly, fast, etc.

F. Material for Remedial

- a. Teacher re explain the material about descriptive text
- b. Students re work the assignment about descriptive text

G. Material for Enrichment

Teacher give more assignment for students. To deepen their understanding about descriptive text.

H. Learning Media and Tools

Media : Paper text and Power Point

Tools : Board marker, Pen, Laptop, LCD Projector

I. Learning sources

Book

Kementrian pendidikan dan kebudayaan.2017.
Buku Guru Bahasa Inggris SMA/MA/SMK/MAK
Kelas X Chapter V Page 60.

Online dictionary

<https://www.oxfordlearnersdictionaries.com>

J. Learning Activities

| No | Activities | Learning Steps | Time |
|----|------------|---|------------|
| 1 | opening | <ol style="list-style-type: none">1. Greeting and reciting Basmalah together for opening the class2. Teacher checks student's attendance list.3. Teacher motivates students to be ready to learn.4. Teacher recalls student's previous material.5. Teacher explains the purpose and | 10 minutes |

| | | | |
|---|---------------|--|------------|
| | | <p>the basic competence of the material.</p> <p>6. Teacher explains the techniques and the stages of learning.</p> <p>7. Teacher informs the scope of assessment.</p> | |
| 2 | Main activity | <ul style="list-style-type: none"> • Observing Teacher stimulates students by showing a picture of people, a tourism place, or a historical building according to the context of its use. • Questioning The students ask about Descriptive text. • Exploring Teacher asks the students to find out the material about descriptive text in handout book. • Associating <ol style="list-style-type: none"> 1. Students are divided into 7 groups consist of 3 people. 2. Each group has to make a list of questions about the picture for their | 30 minutes |

| | | | |
|---|---------|---|-----------|
| | | <p>group.</p> <ol style="list-style-type: none"> 3. Each group has to make a note simple sentence to their group. 4. Every group has to make a different sentence to other group. <ul style="list-style-type: none"> • Creating The Teacher asks students to make a paragraph (descriptive text) from the picture that they did. • Communicating The Teacher asks student to presentate their paragraph in front of the class. | |
| 3 | Closing | <ol style="list-style-type: none"> 1. Teacher facilitates students to make conclusion. 2. Teacher facilitates students to make reflection. 3. Teacher checks student's understanding. 4. Teacher informs what to learn and/or gives assignments for the upcoming | 5 minutes |

| | | | |
|--|--|---|--|
| | | learning. 5. Teachers close the class by reciting hamdalah together. | |
|--|--|---|--|

K. Learning Assesment

a. Assessment and Worksheet (Knowledge, Skill, Attitude)

1. Assessment of Knowledge

a. Technique : Written test

b. Lattice of instruments :

| Indicators | Material | Form of Question | Number of Question | Level of Cognitive | Score |
|---|------------------|--|--------------------|--------------------|-------|
| 1.Students are able to identify and underline the the characteristic of descriptive text | Descriptive text | a.Written (<i>Work in pairs. Please identify and underline the a sentence that explains the descriptive text in the text below!</i>) | 1 | | 10 |
| 2.Students can choose the answer a,b,c,d bestin the sentences in worksheet. | Descriptive text | b.Written (<i>Please choose the best answer a,b,c,d. these sentences below!</i>) | 5 | | 10 |

Worksheet 1

Read carefully and choose the best answer between a, b, c, or d !

The text below is for question number 1 –5

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen

3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He plays football and tennis.

4. According to the passage, we know that Peter is
....
- a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
5. It is implied in the passage that
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.

Scoring Guidelines : the correct answer x 20

Final Score : 100

Do it with your friends and then identify which is a sentence that explains the descriptive text

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought anew stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. Shereally has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet.

Scoring Guidelines : the correct answer x 20

Final Score : 100

Assessment of Skill

| Basic Competence | Material | Indicator | Level of Cognitive | Number of Questions |
|---|-----------|---|--------------------|---------------------|
| 4.1.Compiling, creating oral and written interpersonal text interaction is very short and simple which involves the act of descriptive text with regard to social functions, text structure, and the correct linguistic elements | Greetings | 4.1.1.compleme nt the existing text so that it becomes a good descriptive text. 4.1.2.Makedescr iptive text in accordance with the image that has been given 4.1.3. have a conversation about describing the image that has been given, | | 1 |

Worksheet 2

Do in pairs! Create a two paragraphs in which the paragraph describes about the descriptive text

Scoring Rubric for writing skills:

| Aspect | Score | Performance Description | Weighting |
|---|--------------|--|------------------|
| Content (C) 20% -Topic -Details | 4 | The topic is complete and clear and the details relating to the topic | 2X |
| | 3 | The topic is complete and clear but the details almost relating to the topic | |
| | 2 | The topic is complete and clear but the details are not relating to the topic | |
| | 1 | The topic is not clear and the details are not relating to the topic | |
| Orientation (O) 20% -Declarative sentences -Negative sentences | 4 | Identification is complete and descriptions are arranged with proper connectives | 2X |
| | 3 | Identification is almost complete and descriptions are almost arranged with proper connectives | |
| | 2 | Identification is not complete and descriptions are arranged with few missue of connectives | |
| | 1 | Identification is not complete and descriptions are not arranged with missue of connectives | |
| Grammar (G) 20% Simple past tense agreement | 4 | Very few grammatical or agreement inaccuraces | 2X |
| | 3 | Few grammatical or agreement inaccuraces but not affective on meaning | |
| | 2 | Numerous grammatical or agreement inaccuraces | |

| | | | |
|--|---|--|------|
| | 1 | Frequent grammatical or agreement inaccuracies | |
| Vocabulary (V) 15 % | 4 | Effective choice of words and word forms | 1,5X |
| | 3 | Few misspellings of vocabularies, word forms, but not change the meaning | |
| | 2 | Limited range confusing words and word forms | |
| | 1 | Very poor knowledge of words, word forms, and not understandable | |
| Mechanics (M) 15% -Spelling -Punctuation -Capitalization | 4 | It uses correct spelling, punctuation, and capitalization | 1,5X |
| | 3 | It has occasional errors of spelling, punctuation, and capitalization | |
| | 2 | It has frequent errors spelling, punctuation, and capitalization | |
| | 1 | It dominated by errors of spelling, punctuation, and capitalization | |

Scoring Guidelines:

Total Score =
 $(3C+2O+2G+1,5V+1,5M / 4) \times 10$
 Final Score = 100

3. Attitude Assessment

| Core Competence | Basic Competence | Character | Indicator | Assessment |
|-----------------|------------------|-----------|-----------|------------|
|-----------------|------------------|-----------|-----------|------------|

| | | | | |
|--|---|--------------------------|--|---|
| <p>2. Respect and act honestly, discipline, responsible, care (tolerance and mutual assistance), courteous, confident in interacting effectively with the community and natural environment within the reach of the association and its existence.</p> | <p>2.1. Shows honest behavior, discipline, confident, and responsible in doing transactional communication with teachers and friends.</p> | <p>Discipline</p> | <p>2.2.1. Coming on time at school. 2.2.2. Obeying every rule of the school. 2.2.3. Doing every assignment on time. 2.2.4. Dressing an appropriate uniform. 2.2.5. Always follow the daily schedule.</p> | <p>It's done by peer assessment technique. The students will observe their friends attitude (discipline) then write them in a peer assessment sheet using the following score and description : 1 : If the students never performs the behavior that will be assessed. 2 : If the students rarely performs the behavior that will be assessed. 3 : If the students often performs the behavior that</p> |
|--|---|--------------------------|--|---|

| | | | | |
|--|--|--|--|--|
| | | | | will be assessed. 4 : If the students <i>always</i> performs the behavior that will be assessed |
|--|--|--|--|--|

Worksheet for peer assessment

Name :

Class :

SRN :

| No | Indicators | score | | | |
|----|---|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Coming on time at school | | | | |
| 2 | Obeying every rules of the school. | | | | |
| 3 | Doing every assignment on time. | | | | |
| 4 | Dressing an appropriate and polite uniform. | | | | |
| 5 | Always follow the daily schedule. | | | | |
| | Total Score | | | | |

The maximum score for this assessment is : 20

The highest score for this assessment is : 10 (total score:2)

L. Remedial and Enrichment

For students who have not met the minimum completeness criteria (KKM) after carrying out the cumulative test, then they will be given additional learning (Remedial Teaching) for the GPA that has not yet fulfilled the cumulative test again with the following provisions:

- a. The questions given are different from the previous questions but are equivalent
- b. The final score to be taken is the value of the last result
- c. Other students who have completed ($>$ KKM) are welcome to participate for those who are interested in providing justice

Peer-checked by Bagas dwi pramudya (1803046085)

Teacher's Planning Competence

- | | |
|--|-----|
| 1. Formulating objectives and indicators | : 5 |
| 2. Preparing materials | : 6 |
| 3. Planning the activities | : 5 |
| 4. Determining learning sources, media | : 5 |
| 5. Designing assessment and evaluation instruments | : 4 |
| 6. Allocating time | : 6 |
| 7. Remedial and enrichment program | : 5 |
| 8. Overall arrangement | : 5 |

Total : $41 \times 10 = 410 : 43 = 9,53$

Teacher's Implementing Competence

- | | |
|---------------------------------|-----|
| 1. Opening | : 6 |
| 2. Organizing the activities | : 4 |
| 3. Using media | : 4 |
| 4. Using communicative language | : 5 |
| 5. Motivating students | : 4 |

6. Using time effectively : 4
7. Closing : 4

Total Score : $31 \times 10 = 310 : 36 = 8,61$

Teacher's Assessing and Evaluating Competence

1. Assessing attitudes, knowledge, and skills : 4
2. Assessing attitudes, knowledge, and skills : 5
3. Making interpretation, determining the correlated problems : 3
4. Identifying the needs for follow-up, carrying out follow-up, analyzing the results of evaluation : 2,5

Total Score : $14,5 \times 10 = 145 : 17 = 8,52$

CURRICULUM VITAE

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- MAS Fajar Hidayah

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- Pondok Pesantren Madu Mandiri (2011-2013)
- Integrated Boarding School (2013-2016)
- Gaza English Course Pare (January 2017)
- Kresna English Course Pare (January 2018)

Semarang, December 21st, 2020

The Researcher



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