

## **Chapter Four**

### **Findings and Discussions**

This chapter explains and discusses the findings and the discussions of the research. This research was conducted to explore two research questions that were presented in chapter one. The research questions were twofold; the first one was to find out how lesson plan is implemented by pre-service teachers in teaching practice, and the second one was to identify what the challenges of implementing lesson plan in teaching practice faced by pre-service teachers. The first finding was collected from the observation during the teaching practice and the second findings were obtained through individual interview. The following sections discuss these two findings in a more detail explanation.

#### **The implementation of lesson plan in teaching practice by EED students of UMY**

In this part, the researcher attempts to answer the first research question. The first research question was related to the implementation of lesson plan by English Education Department (EED) students of UMY in teaching practice at SMA Muhammadiyah 4 Yogyakarta. The researcher elaborated some aspects based on the lesson plan designed by these pre-service teachers. The aspects that were observed during the teaching practice were the objectives of the lesson, teaching media, the activities, and the assessments. The researcher described these aspects conducted by the pre-service teacher in written texts based on the observation. There were three EED students as the participants in this research, and the researcher used pseudonym

such as Lisa, Jennie, and Rose. There were three observations on their teaching practice during the data collection in which each participant was observed once. The following section reports how lesson plan was implemented during the teaching practice, and the report was written based on each participant's teaching practice. Firstly, the observation checklist is presented in this section in order to give information whether the lesson plan was completed or not during the teaching practice. Secondly, a detail explanation on the lesson plan aspects such as objectives of the lesson, teaching media, the activities, and the assessments is also described. Here is the implementation of lesson plan from the first participant, Lisa.

### **The implementation of lesson plan by the participants**

#### **Lisa**

The observation on Lisa's teaching practice was conducted on April 19<sup>th</sup>, 2017 when she taught students of XI IPS at SMA Muhammadiyah 4 Yogyakarta. The researcher used observation checklist in order to focus on Lisa's teaching practice. The observation checklist helped the researcher take notes about what was going on in the classroom. The table of the observation checklist is presented in the following figure.

Table 4.1 Observation Checklist of Lisa

Setting : SMA Muhammadiyah 4 Yogyakarta

Time : 07.30 a.m, April 19<sup>th</sup>, 2017.

<b>Lesson Planning</b>		<b>Implemented</b>	<b>Not implemented</b>
<b>Objective of the lesson</b>	Siswa dapat memahami dan merespon ungkapan yang digunakan dalam menyatakan perasaan malu	✓	
	Siswa dapat memahami makna dari ungkapan yang sering digunakan untuk merespon perasaan malu	✓	
	Siswa dapat menggunakan ungkapan dari perasaan malu dalam percakapan	✓	
<b>Teaching Media</b>	Lembar soal	✓	
	Media dan alat	✓	
<b>Opening Activity</b>	Salam pembuka dan absensi	✓	
	Motivasi	✓	
	Penyampaian tujuan pembelajaran	✓	
<b>Main Activity</b>	<b>Eksplorasi</b>  Brainstorming: guru menayangkan video berjudul “How to deal with embarrassment” dan menanyakan hal-hal seputar embarrassment expression yang mereka biasa gunakan ketika menyatakan perasaan malu	✓	
	Guru meminta siswa menyebutkan ekspresi yang biasa digunakan dalam mengungkapkan perasaan malu	✓	

<b>Main Activity</b>	Guru menjelaskan macam-macam ungkapan yang digunakan untuk menyatakan perasaan malu	✓	
	Guru memberi contoh dialog yang menyatakan embarrassment	✓	
	Siswadiminta untuk mengidentifikasi ungkapan embarrassment dalam dialog tersebut secara bersama-sama.	✓	
	<b>Elaborasi:</b> Siswa diminta mengidentifikasi ungkapan perasaan malu dari soal yang diberikan	✓	
	Siswa diminta untuk menjawab soal yang diberikan secara individual	✓	
	Siswa membuat teks dialogue embarrassment bersama dengan teman sebangku		✓
	Siswa diminta untuk mempraktekandialogembarrasement di depan kelas		✓
	<b>Konfirmasi:</b> Guru menegaskan pemahaman ungkapan perasaan malu yang sering digunakan	✓	
<b>Closing Activity</b>	Kesimpulan	✓	
	Refleksi (Siswa diminta untuk menjelaskan apa yang telah dipelajari pada pertemuan tersebut)	✓	
	Penutup	✓	
<b>Assessment</b>	Test (short answer)	✓	

Based on the observation checklist above, a more detail explanation about the result of the observation is further explained. In addition, the aspects of the observation checklist such as the objective of the lesson, the teaching media, the activities, and the assessments are also elaborated to give clear explanation about the implementation of the lesson plan.

**Objective of the lesson.** Based on the observation, Lisa wrote three objectives of the lesson to teach at XI IPS. The first objective was that students were able to understand and respond to the expression of embarrassments. Based on the observation, the objectives of the lesson were implemented. It could be seen when she asked about what the meaning of expressing embarrassments, there was student who responded it by raising his hand and answered the questions. The second objective of the lesson was students were able to understand the meaning that was usually used to express the embarrassments. The objective in the lesson was also implemented well during the lesson. It was proven when she asked the students to give the example of expression of embarrassments. The students could answer the example of expressing embarrassments. It can be seen when one student gave the example by saying “*contohnya, I was extremely shy*”. The third objective of the lesson was that students were able to use the expression of embarrassments from dialogue. The third objective was also implemented in the classroom. She asked students to read the dialogue on the slide, and some students read the dialogue of expressing embarrassment. After that, Lisa and her students discussed the dialogue together.

As mentioned in the previous paragraph, it could be concluded that all of the objectives of the lesson in her lesson plan were implemented in the teaching practice. Thus, it could be said that Lisa could achieve the objectives of the lesson well and systematically. This happens because Lisa could state the objectives of the lesson plan clearly and thus implement the objectives clearly during teaching practice, and therefore all of the objectives in the lesson plan were implemented.

In addition, the objective written by Lisa gave her a clear preview for what should be done in the classroom. The clear preview of what should be done in the classroom indeed helped her to make an effective lesson plan which led to an effective learning process. Thus, writing a clear objective would make an effective lesson plan, and this is supported by Farrell (2002) who stated that clearly written objectives were appropriate to make an effective lesson plan. Farrell also mentioned that the objectives written in the lesson plan will break down the natural content to be taught to the students. Besides, there is coherence between the lesson plan and the teaching practice that had been explained from beginning to the end. There was a clear link to connect the activities from the beginning, middle to the end. The existence of a coherent and clear framework in this teaching was in line with Hyland (2004) who stated that the objectives can provide the basic of framework of the course and coherent learning program.

**Teaching media of the lesson.** Lisa wrote two teaching media or teaching aids on her lesson plan. There were work sheets and media or tools. Related to this aspect of lesson plan, Lisa did not write the type of media or tools she was going to

use specifically. During the observation, Lisa could implement her teaching media in her teaching practice. She used work sheets, laptop and also LCD projector. In one of activities, Lisa gave students dialogue texts and work sheet in a piece of paper about expressing embarrassment. However, Lisa only wrote work sheets in the lesson plan, and she did not write a dialogue text as her teaching media. She also used laptop and LCD projector as teaching media that had been provided in the school. These teaching media was not written in the lesson plan. Lisa only wrote media and tools as her teaching aids.

Based on the observation above, it was shown that Lisa was using all of the teaching media written on the lesson plan during teaching practice. However, the teaching practice performed was not really in line with the lesson plan because Lisa missed some information related to teaching media she used during the practice. She did not write the media in detail. First, Lisa only wrote work sheets although she also used dialogue text as her teaching media. Second, she did not describe what kind of media or tools that she used even though she used laptop and projector during teaching practice. So, the researcher assumed that apparently, although Lisa did not write specific teaching media and tools in the lesson plan, she implemented various teaching media quite well in the classroom.

The fact that Lisa did not write the teaching media in detail in the lesson plan, but indeed she implemented various teaching media during her teaching practice, was quite interesting. Actually, she had already prepared the teaching media well prior to teach; she only did not write these teaching media in the lesson plan. Because she had

prepared the teaching media such as laptop, projector, and dialogue text, so the learning process could attract students' attention. It can be seen in one of the activities, when Lisa asked about expressing embarrassments, the students responded her well by raising their hand and answered the questions. Besides, the teaching media that had been prepared were not complicated tools, because she only utilized the existing facilities in the classroom. Thus, even though the teaching media was easy to be prepared, it could attract students' attention. This is in line with Seseorina (2014) who argued that teaching media should be easily prepared or obtained, easily used and operated in the classroom in order to attract student's attention.

**Opening activity.** In the lesson plan, Lisa wrote three activities in the opening activity. The activities were greetings and praying, checking student's attendance, motivating, and delivering the objectives of the lesson. Firstly, Lisa greeted to the students by saying "*hello, good morning students!*". After delivering greeting, she asked students to pray before starting the class. Based on the observation, Lisa introduced herself to the students because it was her first meeting with the students. Furthermore, she checked student's attendance in the beginning of the class by calling their full name and asked them to answer 'present' if their name was called. In addition, she also asked the students' nickname, so she could call them easily. The observation showed that Lisa implemented the opening activity in the lesson plan such as greetings, praying, and checking student's attendance.

Secondly, as Lisa planned motivation activities during the opening in the lesson plan, she gave motivation to students to learn the lesson by displaying a video



related to learn about expressing embarrassment. After that, she asked the students to guess what the lesson was about for that day. In this case, the motivation activity that was written in the lesson plan was implemented during the teaching practice.

Motivation is necessary on the activity in the classroom. Teacher should increase student motivation as this is part of teacher responsibilities. If the teacher could increase students' motivation, then it could make the teaching learning processes being interested. It was supported by Harmer (2002) who mentioned that increasing and directing student motivation is one of teacher's responsibilities. In addition, Harmer also mentioned that students need to be interested both in the subject and the topics.

Thirdly, Lisa introduced the objective of the lesson in that meeting. The objectives of the lesson were delivered to the students clearly. It could be seen when she explained the topic in that meeting. She showed the video related to expressing embarrassment, after that she explained that they would learn about embarrassment for that day. The students could understand about the objective that should be reached by them. They could follow the activities and also they could answer the question that was given by Lisa. Thus, it was shown that Lisa implemented the introduction and the objective of the lesson such as written in the lesson plan during teaching practice.

As a teacher, Lisa should give a clear idea of the lesson for the day. When Lisa introduced the topic of the lesson, it made the students understand about the topic and the objective that should be achieved. According to Snow (2006) mentioned that, "giving student's an overview of the day's lesson conveys a sense that there is a

definite purposes and plan behind the day's activities" (p.64). Based on the observation above, all of the opening activity which was written in the lesson plan was implemented. It was also seen that Lisa implemented opening activities clearly.

**Main activity.** In the lesson plan, Lisa divided three parts of main activity. There were exploration, elaboration, and confirmation. Related to the exploration activity, she wrote several parts. These activities included; (1) the teacher did brainstorming by using video related to the topic (expressing embarrassment), (2) the students were asked to mention expression of embarrassments by teacher, (3) the teacher explained the kind of expressions to express embarrassment, (4) the teacher gave the example of dialogue about expressing embarrassment, and (5) the students were asked to identify the expression of embarrassment in the dialogue.

Based on the observation, Lisa started the main activity by showing the video about expressing embarrassment. After that, she asked the students to tell what the video was about, and then some students answered if the video was about embarrassment. Then, Lisa showed and explained the kinds of expressing embarrassments using power point (PPT) slides. The students and Lisa then discussed about the content of the video. In this activity, the students could answer the questions asked by Lisa. After that, she gave the dialogue about expressing embarrassment in the PPT slide, and asked them to read the dialogue. Furthermore, the students should find the sentences of expressing embarrassment in the dialogue. She explained that the words to express the embarrassment are "*embarrassing, embarrassment or embarrassed*". In observing these activities, it can be seen that the

exploration activity was explained well without any problem. She implemented these activities based on the lesson plan systematically.

In the elaboration activity in the lesson plan, Lisa wrote several activities. These activities included; (1) the students were asked to identify expressing embarrassment from the work sheets given by the teacher, (2) the students were asked to answer the work sheets given by the teacher, (3) the students made dialogue text about expressing embarrassment with their seatmate, (4) the students were asked to practice the dialogue in front of the class.

Lisa distributed work sheets to the students. After that, she asked them to answer and discuss about the dialogue of expressing embarrassment in the work sheets with their seat mate. Then, she asked the students to tell where the sentence of expressing embarrassment in the dialogue text was. In this phase, there were no students who wanted to answer the questions. So, Lisa made an adjustment to ask the students to write the answer in the white board. By changing the plan into this activity, the students could write the answer in the whiteboard one by one. The students and Lisa then discussed about the answer which is written in the white board. After that, she gave an instruction to answer questions about the dialogue text. She gave enough times for the students to answer the questions. After that, she began to discuss and answer the questions together with the students. In this activity, the students felt enthusiastic to answer the questions. It can be seen the students could answer the entire question during discussion.

The observation of Lisa's teaching practice revealed that she used different ways which were not written in the lesson plan in order to make the students answer the work sheets. While in the lesson plan Lisa wrote that the students were asked to answer the work sheets given by the teacher, in the observation there were no students who answered the question. So, she made an adjustment to ask them to write the answer on the white board. Using this way, the student was able to do the task given by Lisa.

In addition, based on the observation, Lisa only implemented two parts of the elaboration activities; activity 1 and activity 2. Lisa did not ask the students to make the dialogue about expressing embarrassment which was planned in the activity 3, and she also did not ask them to practice the dialogue in front of the class as in activity 4. These activities were not implemented because she lacked of time. Thus, not all the activities planned by teacher in the lesson plan were implemented. Sometimes, the implementation in the classroom was different from the plan that had been prepared. Indeed, a good planning is important for teacher in order to know a clear preview for what should be done in the classroom so that they know what to do with the students. It was supported by Harmer (2002) who said that planning the activities is vital to consider what students will be doing in the classroom.

In the confirmation activity of the lesson plan, Lisa wrote only one activity. This activity was intended to ensure the teacher that the students understood how to express embarrassment. Before she closed the class, she ensured the students understood about expressing embarrassment by asking them "*apa yang kita pelajari*

*hari ini?*”. Some students answered that they learned about embarrassment. In this confirmation activity, the observation proved that the activity was implemented well based on the lesson plan. This activity was in line with Farrell (2002) statement which said that for the closure phase the teacher checked what the students have learned by asking “what did you learn?” and “how did you feel about these activities?”. So, teachers should checked students understanding before they end the classroom in order to ensure that the students understand about the lesson of that meeting.

**Closing activity.** Lisa wrote three activities in the closing activity on the lesson plan. They were the conclusion, reflection (the students was asked to point out what had been learned on that day) and closure. In the end of the class, Lisa reviewed what had been learned on the day. She wanted to make sure that her students understood about the lesson by asking them what the lesson was about. In this activity, the students responded her well. Before she finished the class, she gave motivation to the students to practice English regularly. Furthermore, she ended the class by saying “thank you for today, assalamu’alaikum....”.

Based on the observation, it can be seen that closing activity was implemented. She implemented these activities systematically and clearly. Indeed, it is necessary for the teachers to review the lesson before closing the classroom in order to remind the students of the lesson on the day. In addition, the closing activity was done quite briefly. These activities were in line with Snow (2006) who argued that the closure step do not need to be long such as having students quickly report

about the lesson and suggesting or commenting about the lesson could also provide closure.

**Assessment.** Lisa wrote a test in the form of short answer questions as the assessment in her lesson plan. Based on the observation, Lisa could implement the assessment of the lesson in her teaching practice. It could be seen when she spread work sheets to the students. In one of the activity, she asked the students to answer the questions on the work sheet with their seatmate, and give them around fifteen to twenty minutes to answer the question. Then, to assess the students' understanding, Lisa asked them to write the answer on the white board one by one. Some students could answer the questions and were willing to write the answer on the whiteboard. So, it can be assumed that the assessment of the lesson was also implemented.

The assessment in the classroom does not only make the teachers know students' understanding about the lesson, but also give students opportunity to show what they have learned about the lesson (Jabbarifar, 2009). Based on the observation above, not all students wanted to write the answer on the white board. However, the assessment helped teacher in measuring students' understanding about the lesson, and also gave students ideas on what they had learned.

Based on the researcher's opinion, lesson plan written by Lisa is a good lesson plan. Lisa's lesson plan has clear objectives that suitable with the activities and also has variety of teaching media in her lesson plan. The content of the lesson was also structured and interesting. According to Brewster, Ellis and Guaib (2004), a good

lesson is adaptable and flexible which has clear objectives, has variety of activities, skills, and materials and has interesting content. In addition, the next discussion explains the observation result of Jennie. Like Lisa, the researcher also used observation checklist in order to focus on Jennie's teaching practice. The observation checklist helped her take notes on aspects that were done in the classroom.

### **Jennie**

The observation on Jennie's teaching practice was conducted in the same day with Lisa, on April 19<sup>th</sup>, 2017 when she taught the students of class XI IPS at SMA Muhammadiyah 4 Yogyakarta. The observation checklist table is presented in the following figure.

Table 4.2 Observation Checklist of Jennie

Setting : SMA Muhammadiyah 4 Yogyakarta

Time : 10.30 a.m, April 19<sup>th</sup>, 2017.

<b>Lesson Planning</b>		<b>Implemented</b>	<b>Not implemented</b>
<b>Objectivess of the lesson</b>	Siswa mengerti apa itu pamphlet	✓	
	Siswa dapat menjawab pertanyaan berdasarkan pamphlet	✓	
	Siswa mampu membuat advertisement, poster dan pamphlet		✓
<b>Teaching Media of the lesson</b>	Proyektor atau LCD	✓	

<b>Opening Activity</b>	<b>Apersepsi :</b> - berdoa - presensi - menstimulus	✓	
	Motivasi		✓
	Penyampaian tujuan pembelajaran	✓	
<b>Main Activity</b>	<b>Eksplorasi:</b> Guru menunjukkan contoh pamphlet	✓	
	Guru menanyakan apa yang siswa ketahui tentang pamphlet	✓	
	<b>Elaborasi:</b> Guru menjelaskan pengertian pamphlet	✓	
	Siswa diberikan contoh-contoh pamphlet	✓	
	Siswa diberikan pertanyaan mengenai hal apa saja yang ada dipamphlet	✓	
	Guru menjelaskan pengertian pamphlet , generic structure dan karakteristik dari pamphlet	✓	
	Siswa diberikan lembar latihan yang berisikan tentang pamphlet dan diminta untuk menjawab pertanyaan berdasarkan pamphlet tersebut.	✓	



<b>Main Activity</b>	Membahas latihan yang telah dikerjakan secara bersama-sama.	✓	
	Siswa diminta untuk membuat menganalisis generic structure dari sebuah pamphlet secara berkelompok	✓	
	Salah satu siswa diminta untuk maju ke depan dan membacakan hasil dari analisis mereka		✓
	Siswa yang telah membacakan hasil iklannya dapat memilih temannya untuk membacakan hasil kerjanya.		✓
	Siswa yang mendapatkan giliran harus maju ke depan dan melakukan hal yang sama.		✓
	<b>Konfirmasi:</b> guru menanyakan kembali apa itu pamphlet		✓
	guru mengecek pemahaman mereka tentang pamphlet		✓
<b>Closing Activity</b>	Kesimpulan	✓	
	Refleksi		✓
<b>Assessment</b>	-	-	-

**Objectives of the lesson.** Jennie wrote three objectives of the lesson in the lesson plan to teach the class at XI IPS. The first objective of the lesson was students were able to understand what pamphlet was. Based on the observation during her teaching practice, the first objective of the lesson was implemented by Jennie. It could be seen when Jennie delivered the objective of the lesson to the students by giving some activities related to the objective, the students could follow the activities well. The second objective of the lesson was students were able to answer the questions about pamphlet. The second objective of the lesson was also implemented well by her. It was shown when she asked and gave them work sheets about pamphlet then the students could answer the questions. The third objective of the lesson was students were able to make poster and advertisement pamphlet. The third objective of the lesson was not implemented by Jennie because she did not ask the students to make an advertisement about pamphlet or poster.

Based on the observation, it could be seen that not all of the objectives in the lesson plan were implemented during teaching practice because the third objective of the lesson plan was not implemented. The objective which was not implemented was students were able to make poster and pamphlet advertisement. The finding from individual interview with Jennie revealed that this objective could not be implemented because she did not ask the students to make poster and pamphlet advertisement during the teaching practice. As mentioned earlier, a teacher should have a clear and realistic objective in the lesson plan. Actually, Jennie had written the objective of the lesson clearly in the lesson plan, but she did not accomplish the

objective that had been written. Indeed, an activity in the classroom should be in line with the objective of the lesson. Moreover, the activities as well as the tasks given to the students should be suitable with the objectives, too. According to Robertson and Acklam (2000), it was essential to ensure the activities and exercises that were decided to do in the classroom fitted with the objective.

**Teaching media of the lesson.** Jennie only wrote one teaching media on the lesson plan. That was projector or LCD. However, she only wrote one teaching media in the lesson plan although she also used laptop and work sheets as her teaching media.

Referring to the observation, Jennie could implement her teaching media during teaching practice. It can be seen when she used a projector or LCD as her teaching media, and this media had been provided in the school to conduct teaching learning processes. Besides, she used laptop in order to deliver the lesson to the students. In fact, she did not write laptop as her teaching media in her lesson plan. Also, Jennie gave the students work sheets in one of the activity. In this case, she did not write work sheets as her teaching media in the lesson plan, either. This case was also similar with Lisa.

The fact that Jennie did not write the teaching media in detail, but actually she implemented various teaching media during her teaching practice was interesting. The observation found that actually, she had already prepared the teaching media well prior to teach. However, she did not write these teaching media in the lesson plan.

Similar to Lisa, because she had prepared the teaching media such as laptop, projector, and work sheet, the learning process could attract students' attention. Besides, the teaching media that had been prepared were not complicated tools, because she only utilized the existing facilities in the classroom. Thus, what has been done by Jennie was supported by Seseorina (2014) who argued that teaching media should be easily prepared or obtained, be easily used and operated in the classroom.

**Opening activity.** Jennie wrote three activities in the opening activity. The activities were appreciating (praying, checking the attendance, stimulating), motivating, and delivering the objective of the lesson. Firstly, Jennie greeted to the students by saying “*assalamu 'alaikum warahmatullahi wabarakatu*”. After delivering greeting, she asked the students to say *basmallah* together before starting the lesson. And then, Jennie introduced herself to the students because it was her first meeting. Then, she introduced that she was a student of UMY and she would like to teach English. Further, she checked students' attendance by calling their name and asked them to answer or raised their hand if their name was called. It can be assumed that Jennie implemented the appreciation activity well such as greeting, praying and checking the attendance written in the lesson plan.

In the next activity, Jennie introduced the topic of the lesson by showing power point slide having the title “what is pamphlet?”. And then, she asked to the students what pamphlet was. The students answered that pamphlet was such as picture, advertisement. The topic of the lesson was introduced clearly in that meeting. The students could understand about the topic and the objective that should be

reached by them. However, in this teaching practice, Jennie skipped the giving motivation activity although she wrote the motivation activity in her lesson plan. She wrote motivation in the opening activity after appreciation activity. In fact, Jennie skipped motivation and she directly delivered the topic of the lesson to the students. In this case, further interview with Jennie revealed that there were some problems during the implementation of the lesson plan. The problems and the reasons why it happened and how the problems occur is presented in the next finding.

Based on the observation above, it can be seen that almost all of the opening activities written in the lesson plan were implemented. There were no problems on conducting appreciating activity and delivering the objective of the lesson. In fact, a teacher should give a clear idea or objective of the lesson for the day. Introducing the topic of the lesson will make students understand about the objective that should be reached by them. According to Snow (2006) argued that, “giving student’s an overview of the day’s lesson conveys a sense that there is a definite purposes and plan behind the day’s activities” (p.64).

However, the motivating activity which was written on the lesson plan was not implemented in the teaching practice. Further investigation with Jennie revealed that she forgot the sequence activity in the lesson plan. Detail explanation about this case is elaborated in the next finding. Actually, teachers were responsible to increase students’ motivation in teaching learning processes. Also, motivation is necessary on the activity in the classroom to make the teaching learning processes interesting. It was supported by Harmer (2002) who mentioned that increasing and directing student

motivation is one of teacher's responsibilities. Harmer also stated that students need to be interested both in the subject and the topics.

**Main activity.** In the lesson plan, Jennie divided main activity into three parts. They were exploration, elaboration, and confirmation. In the lesson plan, she wrote two activities in the exploration. These activities including; (1) the teacher showed the example of pamphlet, (2) the teacher asked to the students what they knew about the pamphlet.

Based on the observation, Jennie started the lesson by showing the pictures about pamphlet in the LCD. She asked the students to tell what the pamphlet was about, and then some students answered that the pamphlet was about carnival. Continuously, Jennie showed the example of the other pamphlets, and then she showed two or three examples of pamphlet. The students and Jennie then discussed about it. She asked to the students about the topic of each pamphlet and discussed it together. The students could answer the questions, so the discussion ran well. Observing these activities, it could be seen that the exploration activity could be implemented because she implemented these activities based on the lesson plan.

Jennie wrote several activities for the elaboration activity in her lesson plan. These activities were; (1) the teacher explained the definition of pamphlet, (2) the teacher gave the example of the pamphlet, (3) the students were given questions about the pamphlet, (4) the teacher explained the definition, generic structure and characteristics of pamphlet, (5) the teacher gave students work sheets about pamphlet,

and asked them to answer the question based on the picture, (6) the teacher and students discussed the work sheets together, (7) the teacher asked the students to analyze generic structure from some pamphlet as a group work, (8) the teacher asked one of students to come forward and asked them to read the result of their analysis, (9) the student that had been pointed should choose another friends to read the result, (10) the student who was chosen should do the same thing.

Jennie started the main activity by showing power point slides about the definition of pamphlet. Then, Jennie asked the students to read the text on the slide, and she chose one of the students to read the definition. She asked the students to read it loudly in order to make their friends listen. After that, she showed generic structure of pamphlet on power point slide. Jennie explained generic structure step by step. First, she explained what the title of pamphlet was. Then she showed the picture of pamphlet and asked the students to analyze what the title of the pamphlet was. Furthermore, she continued the lesson by explaining the characteristic of pamphlet. After that, Jennie gave work sheets to the students. She asked the students to answer the question individually, and give them 20 minutes to answer the question. After 20 minutes passed, Jennie started to discuss the answers together. The students were asked by her to read their answer point by point. Then, she gave other work sheets about the picture of a pamphlet, and she asked the students to analyze generic structures of the picture as a group work. Unfortunately, the time was not enough, so she did not continue the next activities that she wrote in the lesson plan.

Based on the observation, it could be concluded that only seven activities in elaboration activities that were implemented in the teaching practice, these were activity 1 until activity 7. Because the time was not enough, activity 8 until activity 10 was not implemented. This case was also similar with Lisa in which the activities that had been not implemented were caused by lack of time. Evidently, not all of the activities planned by teacher in the lesson plan were implemented. Sometimes, the implementation in the classroom was different with the plan that had been prepared. Apparently, a good planning was important for teacher in order to know a clear preview for what should be done in the classroom. It was supported by Harmer (2002) who said that planning the activities is vital to consider what students will be doing in the classroom. In this case, further interview with Jennie reveals that there were some problems during the implementation of the lesson plan. The problems and the reasons why it happened are presented in the next finding.

In the lesson plan, Jennie wrote two activities of confirmation step. These activities were; 1) the teacher asked again about what is pamphlet, and 2) the teacher rechecked the students' understanding about the pamphlet. Based on the observation, all of the activities were not implemented in her teaching practice. She directly finished the classroom without rechecked about the lesson of the today's meeting.

While a teacher is supposed to recheck students' understanding or at least summarizing the lesson, Jennie did not complete the class well. This is caused by similar reason; unimplemented activity in the classroom which is caused by some problem. The result of the interview with Jennie reveals some problems during the



implementation of the lesson plan. The problems and the reasons why it happened and how the problems occur are presented in the next finding. Indeed, before the teacher closes the activity in the classroom, he/she should review or summarize the lesson in order to ensure students' understanding. It was supported by Snow (2006) who argued that it is better for the teacher to conclude the lesson rather than simply stopped.

**Closing activity.** Jennie wrote two activities in closing step in the lesson plan, such as the conclusion and reflection. In the end of the class, Jennie reviewed a little bit of what had been learned on that day. However, she did not ask or implement the reflection activity because she did not recheck students' understanding about what had been learned on that day. Furthermore, she closed the class by saying "thank you for today, *assalamu'alaikum....*". Based on the observation, it could be assumed that Jennie only implemented conclusion point of closing activity, while the reflection point was not implemented in her teaching practice.

The conclusion activity was implemented by Jennie when she reviewed the lesson of that day. This activity aimed to give ideas to the teacher about the lesson she just delivered in the classroom. In addition, it was important to recheck whether the students understand about the teaching and learning process in the end of the class in order to ease the teacher in teaching for next lesson. It was supported by Farrell (2002) who argued that in the closure the teacher checked what students have learned and gives a preview about possibilities for future lesson.

**Assessment.** Jennie did not write the assessment of the lesson in her lesson plan. Such situation made the researcher felt confused to judge the result of this aspect because the focus of the observation was based on what was written in the lesson plan and what was conducted in the actual teaching practice. However, based on the observation, Jennie assessed the students using work sheets. In one of the activities she asked the students to answer the work sheets and give them 20 minutes to answer the questions. Then, to assess their understanding, Jennie asked the students to read their answer. Even though Jennie did not mention the assessment in her lesson plan, she tried to assess students' understanding by using work sheets. In fact, assessment of the lesson is important and should be included in the lesson plan. Teachers should measure students' progress and understanding of lesson. It was supported by Jabbarifar (2009) who said that assessment of an individual student's progress or achievement is an important component of evaluation including the measurement and analysis of information about student learning.

Based on the researcher's point of view, lesson plan written by Jennie is a good lesson plan. Jennie's lesson plan has clear objectives that suitable with the activities and also has variety of teaching media in her lesson plan. A good lesson is adaptable and flexible which has clear objectives, has variety of activities, skills, and materials and has interesting content (Brewster, Ellis and Guaib, 2004). In addition, the next discussion explains the observation result of Rose. Similar to the previous observations, the researcher also used observation checklist in order to focus on

Rose's teaching practice. Again, the observation checklist helped her to take notes on the aspects that were done in the classroom.

### Rose

The observation on Rose's teaching practice was conducted on April 27<sup>th</sup>, 2017 when she taught the students of class XI IPA at SMA Muhammadiyah 4 Yogyakarta. The table of the observation checklist is presented in the following figure.

Table 4.3 Observation Checklist of Rose

Setting : SMA Muhammadiyah 4 Yogyakarta

Time : 10.30 a.m, April 27<sup>th</sup>, 2017.

Lesson Planning		Implemented	Not implemented
<b>Goals of the lesson</b>	Siswa dapat menggunakan kalimat <i>simple present</i> dalam teks lisan berbentuk <i>narrative, explanation, discussion</i> dalam konteks kehidupan sehari-hari		✓
<b>Teaching Media of the lesson</b>	Teks lisan berbentuk hortatory exposition	✓	
<b>Opening Activity</b>	Salam pembuka dan berdoa	✓	
	Presensi	✓	
	Motivasi dan mengarahkan siswa pada situasi pembelajaran		✓

<b>Main Activity</b>	<b>Eksplorasi:</b> Siswa mengulang kembali materi tentang hortatory exposition yang dijelaskan dihari sebelumnya.		✓
	Siswa mendengarkan penjelasan dan memberikan pertanyaan tentang hortatory exposition		✓
	<b>Elaborasi:</b> Siswa dibagi ke kelompok sesuai tempat duduk.	✓	
	Siswa mengidentifikasi teks hortatory secara berkelompok.	✓	
	Siswa mengungkapkan pendapat tentang ide utama dari hortatory exposition	✓	
	Siswa diberi soal latihan oleh guru yang berkaitan dengan teks hortatory exposition	✓	
	Siswa membuat outline tentang hortatory exposition text. (tema dan judul bebas).	✓	
<b>Main Activity</b>	<b>Konfirmasi:</b> Siswa mendapat penghargaan dari guru, karena telah melakukan kegiatan dengan baik.		✓
	Siswa diberi umpan balik positif mengenai kegiatan yang telah dilakukan.		✓

	Siswa yang kurang berpartisipasi aktif dalam kegiatan diberi motivasi oleh guru.		✓
<b>Closing Activity</b>	Merangkum materi bersama siswa dengan memberi pendapat tentang hortatory exposition.	✓	
	Salam penutup	✓	
<b>Assessment</b>	Praktik membuat teks hortatory exposition	✓	

Based on the observation checklist above, the researcher presented a more detail explanation about the result of the observation. The researcher also elaborated the aspects of the observation checklist. The aspects were the objectives of the lesson, the teaching media, the activities, and the assessments.

**Objective of the lesson.** Rose only wrote one objective of the lesson in the lesson plan. The objective of the lesson was students were able to use sentences of simple present into narrative, explanation, discussion in daily activity. Based on the observation, the objectives of the lesson were not in line with the activities written in the lesson plan. In the objective of the lesson, she wrote that students were able to use sentences of simple present into narrative, explanation, discussion in daily activity, while in fact she taught about hortatory exposition in the teaching practice. As far as the researcher concerns, the goal of hortatory exposition is contrary different with the objective of what Jennie wanted to achieve on her lesson plan. At this point, the purpose of hortatory exposition is to persuade the readers that something should or

should not be the case or be done. It was assumed that the objectives of the lesson were not implemented by Rose in the teaching practice. Indeed, the objective of the lesson plan should be clear and coherent with the activity in order to make a good lesson plan. It was stated by Farrell (2002) who argued that clearly written objectives were appropriate to make an effective lesson plan.

**Teaching media of the lesson.** In the lesson plan, Rose only wrote one teaching media of the lesson; that was hortatory exposition text. In this case, the teaching media of the lesson was implemented by Rose. It was shown when she gave hortatory exposition texts to the students, and asked them to identify the main point and generic structure of the texts. She also asked them to write the answer with their seatmate. In addition, Rose also gave the work sheets to the students. In fact, Rose did not write work sheets as her teaching media in her lesson plan while in one of the activities, she gave the students the work sheets about hortatory exposition.

Based on the observation above, it can be assumed that actually the teaching media written in the lesson plan was implemented during teaching practice, but she missed to write one teaching media in the lesson plan, the worksheets. So, the researcher assumed that the teaching media of the lesson was implemented based on the lesson plan in her teaching practice. This case was also similar to Lisa and Jennie. However, Rose did not write the teaching media in detail, but actually in the fact she implemented some teaching media. In the researcher's opinion, she had already prepared the teaching media well prior to teach but, she only did not write the use of work sheets in the lesson plan. Besides, the teaching media that had been prepared by

Rose were not complicated tools and easily obtained, because she got the text from internet. This situation was supported by Seseorina (2014) who argued that teaching media should be easily prepared or obtained, be easily used and operated in the classroom.

**Opening activity.** Rose wrote three activities in the opening activity on the lesson plan. The activities were greeting and praying, appreciating and motivating, and delivering the aim of the lesson. Firstly, Rose greeted to the students by saying “*Assalamu’alaikum wr wb, good morning students!*”. After greeted the students, she asked them to pray before starting the class. Based on the observation, that was Rose’s second meeting in her teaching practice. So, she asked the students what they learnt in the previous meeting. Then, she explained that the previous lesson was about hortatory exposition. Observing these activities, it could be seen that Rose only implemented one activity out of three activities in the opening activity. Rose only implemented greeting and praying. She did not do the appreciating, motivating and delivering the aim of the lesson in her teaching practice. She directly asked about the previous lesson. In this case, further interview with Rose reveals that there were some problems during the implementation of the lesson plan. The problems and the reasons why it happened and how the problems occur is presented in the next finding.

**Main activity.** In the lesson plan, Rose also divided the main activity into three parts. There were exploration, elaboration, and confirmation. In the lesson plan, she wrote two activities in the exploration. The first activity was students reviewed about hortatory exposition that was explained in the previous day. And the second

activity, the students listened to the teacher's explanation about hortatory exposition and they asked some questions about hortatory exposition.

Rose started the class by asking the students about previous lesson that had been learned last week. She asked what hortatory exposition was about and asked them to mention the generic structure of hortatory exposition. In her teaching practice, the class situation was very noisy. The students were busy with themselves and they did not listen to what the teacher said. To handle such situation, she reviewed about previous subject in order to remind the students about the previous lesson. Based on the observation, it can be seen that the students were not pay attention to Rose. Maybe, it was because the lesson of that meeting had already been discussed in previous lesson and Rose did not use other activity to attract students' attention. This argument was supported by Harmer (2004) who argued that "students may feel less enthusiastic about today's lesson if it starts with exactly the same kind of activity as yesterday's lesson" (p.125). So, teacher should make a good decision in writing and implementing the activities in the lesson plan. In addition, it can be assumed that exploration activity was not implemented by Rose, because students could not be able to review the lesson of previous day and the students were not listened to the teacher's explanation because they were busy with themselves.

The next main activity was elaboration activity. In the elaboration activity, Rose wrote several activities related to this aspect. These activities were; (1) the students were divided into several groups based on the seat, (2) the students were asked to identify hortatory exposition text with their seatmate, (3) the students were



asked to argue about main ideas of the text, (4) the students were given work sheets by the teacher about hortatory exposition, and (5) the students were asked to make an outline about hortatory exposition text.

Furthermore, Rose gave worksheets to the students. While she gave the worksheets to the students, she also explained that they should finish the worksheets with their seatmate. After that, she explained what to do with the worksheets. She asked the students to identify the main idea of the hortatory exposition text on the sheets. She also asked them to find the argument of the text. To make sure the students understood what they should do, Rose re-explained about the hortatory exposition. She gave the students around 15 minutes to answer the worksheets. After that, she persuaded the students to discuss the answer together. She asked students what the main idea of the text was about. At this stage, only one student was able to answer Rose's question. Then, Rose asked the student to read it loudly. Then, they also discussed about which paragraph having the argument on the text. They discussed the answer around 15 minutes or more. After that, the students were asked to make a text about hortatory exposition and the students were free to choose the theme and title. While the students made hortatory exposition text, Rose wrote the explanation about hortatory exposition on the board. She did that in order to ease students to make hortatory exposition text. Based on the observation, it could be seen that all of the activities of elaboration were implemented. However, the hortatory exposition text written by the students could not be assessed because there was not

enough time. The bell rang when the students were writing the hortatory exposition text.

Based on the observation, the students did not get enough explanation about the lesson because when Rose asked to the students to make hortatory exposition text, she still wrote its explanation on the white board. This is not effective because the teacher should explain the lesson previously before she asked them to practice. In the learning processes, teachers should follow the sequence of teaching. So, the teacher should explain the lesson prior to asking the students to practice to practice on something.

Furthermore, Rose wrote three activities of confirmation activity. These activities were; 1) the students got an award from the teacher because they did the activities well, 2) the students were given a positive feedback from the activities, and 3) the students who were not active in the class were given motivation by the teacher. Unfortunately, Rose did not implement these activities in her teaching practice. This was due to the time was limited, and therefore she asked the students to do the worksheet at home. She directly closed the classroom without implementing the confirmation activity.

**Closing activity.** Rose wrote two activities in closing activity in the lesson plan, summarizing the lesson by giving opinion about hortatory exposition, and closing activity. The bell rang while the students were practicing to write hortatory exposition text, so the teacher made an adjustment and asked them to finish their

work at home. Then, Rose asked the students if there was any question. Before she closed the class, she reviewed more about hortatory exposition which they learnt that day. Furthermore, she closed the class by saying “*assalamu’alaikum....*”.

Based on the observation, it could be seen that all the closing activities were implemented by Rose because she summarized the lesson and giving closing to the students exactly like what she wrote in the lesson plan. In fact, in the teaching and learning processes, it was necessary for the teachers to give a brief review about the lesson before closing the classroom in order to remind students of the lesson on the day. It was stated by Snow (2006) who argued that the closure step does not need to be long such as having students quickly report about the lesson and suggesting or commenting about the lesson could also provide closure.

**Assessment.** Rose wrote ‘practice to make hortatory exposition text’ as the assessment in the lesson plan. Based on the observation, the assessment of the lesson was implemented in her teaching practice. It was shown in one of the activities when she asked students to make hortatory exposition text with their seat mate. The students were free to choose the theme and title of the text. She gave the students around 10 minutes to make the text, but the time was not enough to accomplish it. Therefore, Rose asked them to finish the worksheet at home. In this case, actually the assessment of the lesson was implemented by Rose in her teaching practice, but the time was not enough for the students to finish the assessment. Moreover, she could not measure students understanding because there was not enough time to do the text. Besides, the goal of an assessment was for measuring students, but in this case the

teacher could not measure students understanding. It was in line with Jabbarifar (2009) who mentioned that the assessment in the classroom not only makes the teachers know students' understanding about the lesson, but also give students opportunity to show what they have learned about the lesson.

According to the researcher's point of view, lesson plan written by Rose is not a good lesson plan. A good lesson is adaptable and flexible which has clear objectives, has variety of activities, skills, and materials and has interesting content (Brewster, Ellis and Guaib, 2004). In Jennie's case, her lesson plan was not has a clear objective because the objective of the lesson was not sync with the activities written in the lesson plan. The objective of the lesson and the activities of the lesson on Rose's lesson plan has different topic.

Based on the findings obtained through the observation, there are some points that can be summarized. First, referring to the aspects that were observed during the teaching practice comprising the objectives, teaching media, the activities, and the assessments, it can be said that almost all of these aspects in lesson plan were well implemented by each participant. Three participants were found to be successful in completing the lesson plan in their teaching practice. However, some aspects of the lesson plan sometimes were not implemented due to some reasons, and these reasons were mostly related to some problems happened during the teaching practice. These problems or challenges then become the findings of research question 2, and they are explored further in the following section.

## **The Challenges of Implementing Lesson Plan in Teaching Practice Faced by EED Students of UMY**

In this part, the researcher attempts to answer the second question of the research. The second research question was related to the challenges faced by EED students of UMY in implementing lesson plan at SMA Muhammadiyah 4 Yogyakarta. Based on the interview result, the finding revealed five challenges faced by the EED students in implementing lesson plan. This section presents participants' interview result and followed by discussions by citing supporting statements from the experts. There were three students of EED UMY as the participants of this research, and the researcher used pseudonym such as Lisa, Jennie, and Rose. The researcher had interviewed the participant to find out the answers of the research question 2, and the following section discusses further finding.

**Finding 1. Forgetting the sequence activities of lesson plan.** In teaching practice, teachers should be aware with the sequence activities included in the lesson plan. It is because once they miss the sequence activities in the lesson plan, there might be problems faced by the teachers. In this case, all of the participants stated that sometimes they forgot about the plan written on the lesson plan.

Based on the discussion of the observation above, there were some activities which were not implemented in teaching practice. When the researcher asked about why these activities were not implemented, all of them assumed it was because they forgot about the sequence activities of the lesson plan. It was proven by statement from the interview with Lisa who said that "...I could not implement the lesson plan

well, because I was lack of preparation, therefore I forgot which one should I do first”. Therefore, it could be summed up that lack of preparation in teaching could make teacher forget the sequence activities of the lesson plan. Similarly, Jennie also perceived that the activities which were not implemented were because she forgot the plan written in the lesson plan. Jennie said “... sometimes all of the plan written in the lesson plan could not be implemented”. She also added that “...sometimes the teacher forgot to do the activities that had been written”.

At this point, both participants found similar problems when implementing lesson plan, forget the lesson plan. While Jennie forgot to implement the activities written in the lesson plan, Lisa mentioned she forgot the sequence of lesson plan. In addition, Rose argued that she skipped one of the sequences on the lesson plan because she forgot to implement it. It was supported by her statement who said that “...for example there should be activity where we should give motivation to students on the lesson plan, however we did not do that activity because I forgot about the activity”.

Based on the result above, it can be assumed that forgetting the plan of the lesson plan was one of problems faced by all participants during teaching practice. In fact, teachers should remember the whole lesson plan which had been prepared previously without forgetting any single sequences of lesson plan in order to make the learning intention achieved systematically. It was reinforced by Farrell (2002) who mentioned that teachers should remember the original plan which was designed

with specific intention and the plan was based on the teachers' diagnosis of the students' competence.

**Finding 2. Managing Time.** Managing time could be assumed as one of considerations whether our lesson plan had been implemented or not. When teachers were not able to manage their time well, the activities planned on the lesson plan could not be implemented. Based on the interview, all participants argued that they faced problem in managing time either in lesson plan or in teaching practice. All participants admitted that they had problems related to managing time, namely running out of time, misallocating time and spending too much time in handling students. The following explanation discusses these issues.

***Running out of time.*** During implementing the lesson plan, teachers should be able to consider how much time would be spent to complete one activity. If the teachers were not able to consider the time, they might be running out of time which made them could not complete the sequences activities on the lesson plan. Lisa and Rose admitted that they run out of time while doing teaching practice. It was stated by Lisa who said "...I skipped the activity [in the lesson plan] because running out of time". It could be assumed that running out of time resulted in Lisa could not complete the activity written in the lesson plan. Similarly, Rose also agreed that when she wanted to give any activity like motivation activity, she ran out of time because she needed to handle the students while doing teaching practice. This happened when Rosa wanted to give motivation activity to the students. She said "...for example, the

lesson plan stated that we gave motivation to the students, but we did not do that..... maybe because I ran out of the time due to handling some [noisy] students”.

Based on the data above, it could be assumed that running out of time was one of the problems faced by EED students in teaching practice. According to Rose, the time was run out caused by handling students in the classroom. Therefore, teachers should be able to organize and manage the time as effective as possible in order to make the activity run well. It was supported by Hyland (2003) who argued that a key to successful lesson is organization such as managing the time and set out what both the teacher and learners will be doing each phase of the class.

***Misallocating time.*** Misallocating in planning the lesson plan might cause the problems in teaching practice because once the teachers misallocated the time, it would affect the next activities. Therefore, the teachers should be able to allocate and predict how much time should be spent in one activity. Based on the data collection, all participants faced problem in allocating the time. All participants said that they missed and ignored time allocation during the teaching practice. It was supported by Rose who stated that “... actually, the activity only took 10 minutes. However, because they could not complete the task given on time, I should give them an extra time to finish it which makes me skipped the next activities that should be done.” Based on what Rose said, it was shown that she could not allocate the exact time of the activity in the lesson plan.



The same situation was also faced by Lisa who stated that "...actually, the time was very little and maybe, I lacked predicting the time". Consequently, lack of predicting time resulted in the teacher faced the problem in implementing the lesson plan. Furthermore, Jennie also said "...from the activities that had been written in lesson plan, sometimes all of the plan could not be implemented. There were some factors, one of the example was the time was not enough".

It could be assumed that misallocating time was one of the problems faced by EED UMY students in their teaching practice. All participants said that they lacked in predicting the exact time in teaching practice. In fact, when the teacher had been able to allocate the time as flexible as possible, they did not need to worry about having less or more time of teaching. It was because lesson plan only functions for guiding the teacher in teaching. According to Harmer(2004), he stated that "a good teacher recognize that their [lesson] plans are only prototypes and they may have to abandon some or all if things are going too fast or too slow" (p.6). So, the teacher should be flexible in facing any situation.

*Spending too much time due to handling students.* There were some problems faced by teachers during implementing the lesson plan regarding of spending time in handling students. Many teachers were found to have spent too much time because the teachers should understand each character of their students, and thus the teachers spent much time for waiting their students to finish their work sheet, and sometimes to teach their students one by one. This statement was proven by Jennie's statement who said that "...so, the time that has been determined by

teachers was wasted because teachers should understand each character of students”. Moreover, Rose said that she spent too much time for waiting the students to finish the worksheet. She said “...finally, the time had been wasted to wait students accomplishing worksheets”. The other participant, Lisa also shared her opinion that she should teach the students one by one. Her statement stated that “...because we should teach students one by one, so it spends too much time”.

Based on the finding above, it could be explained that spending too much time in handling students in the class room was one of the problems faced by EED UMY students in doing their teaching practice. The kinds of handling students based on participant’s arguments were teachers should understand the students’ character, teachers should wait students in finishing the worksheet, and teachers should teach students one by one.

**Finding 3. Managing classroom.** In order to make the classroom managed well, the teachers should be able to handle the students. Moreover, the teachers should be able to engage students’ interest, so that they could pay attention to the teacher during teaching practice. At this point, two out of three participants, Lisa and Jennie admitted that they had problems in handling students in the classroom. Based on the finding in the interview, there were two problems related to managing classroom; these were disruptive students and students’ lack of attention. The following section discusses these findings.

***Disruptive students.*** Difficulties were found during the implementation of lesson plan in terms of having disruptive students. Some students seemed difficult to be handled in the classroom. However, it was not only that. The crowded situation in the classroom also became the trigger of classroom difficult to be handled. It was shared by another participant, Lisa, who mentioned that "...the plan that I made could not be implemented smoothly, because the students' condition was crowded". It can be assumed that because the students are crowded, Lisa could not implement the activity written in the lesson plan smoothly. Similarly, Jennie also argued that she could not implement the plan because the students were difficult to be handled. She said "...from the activities that had been written in lesson plan, sometimes all of the plan could not be implemented. There were some factors, and one of example was the students were hard to be handled".

***Students' lack of attention.*** Gaining students' attention was one of important keys in achieving the success of learning process. It was because when teachers could not get students' attention, teaching learning process would not work properly. In this case, one out of the three participants, Jennie expressed her opinion that she found difficulties in gaining students' attention when implementing lesson plan. She stated that "...when I implemented the lesson plan, I found the challenges. It was because the students did not pay attention to what I taught". She also added "...sometimes, the students did not obey what the teacher's instruction". Based on Jennie statement, the students did not pay attention and did not obey what the teacher taught were the problems in implementing lesson plan in the classroom.

Based on the data above, it was shown that lack of attention from students became one of the problems faced by EED students in teaching practice. It was supported by Ganal, Andaya and Guaib (2016), who mentioned that the problems encountered during teaching practice was that the students are not attentive, active and responsive.

**Finding 4. Lacking of preparation prior of teaching practice.** In teaching learning processes, teachers should prepare everything before teach in the classroom such as the material, the teaching aids, and also knowledge about the lesson. Being ready was also one of the aspects that should be prepared prior to teaching practice. However, preparing these aspects were one of the challenges faced by teacher in teaching practice. In the interview, Lisa admitted that she had problems in teaching practice. One of the problems was she mentioned that she got lack preparation for teaching practice and she got lack checking the lesson plan. It was stated by Lisa “...in the previous day, the plan was not implemented well because it was lack of preparation”. She also added “...it was because I did not check the lesson plan well”. Based on the interview, Lisa admitted that she did not check the lesson plan, while in fact, as a teacher, she should prepare everything before teaching in the classroom. A teacher should practice before teaching in order to avoid nervousness feeling in front of the students.

However, such things could happen and became one of challenges in teaching practice. Rose admitted that she got lack teaching practice although she knew that she used to teach in the classroom. Rose said “...maybe I lack of practice. Usually, we

only teach once or twice in the teaching practice, so we were not used to teach and adjust ourselves in the classroom”. Therefore, usually teachers felt nervous when they were facing the students in the classroom. Thus being nervous also became one of the challenges in implementing lesson plan. It was experienced by Jennie who stated “...the problem is when what had been written in the lesson plan could not be implemented well.... maybe because we were nervous”.

Instead of nervousness, being confused also became the challenge for the teacher in facing the problem. It was in line with Jennie who felt confused if the problems occurred in the classroom. Jennie stated “...sometimes, we as a teacher felt confused about what we should do if all the problems occur”. Based on the data, it was shown that Jennie had no idea in doing improvisation when the problems occurred during the teaching practice.

Based on the findings obtained through the observation and the interview, there are some points that can be summarized. First, referring to the aspects that were observed during the teaching practice comprising the objectives, teaching media, the activities, and the assessments, it can be said that almost all of these aspects in lesson plan were well implemented by each participant. However, some aspects of the lesson plan were not implemented due to some reasons, and these reasons were mostly related to some problems happened during the teaching practice. Second, there are four problems were found during teaching practice based on the participant’s perceptions. The problems were forgetting the sequence activities of the lesson, managing time (running out of time, misallocating time and spending too much time

due to handling students), managing classroom (disruptive students and students' lack of attention) and lacking of preparation prior to teaching practice.

In addition, the result of this research could be compared with the related studies that had been discussed in chapter two. It can be assumed that the result of the related studies of Mas'ud (2015) and Suprpto (2013) and this research had both similarities and differences. The similarities of this research and the related studies showed that the lesson plan was successfully implemented in the classroom. However, there were some plans that were partial implemented. In the other hand, the result of the problem that occurred in the classroom had different result. Mas'ud (2015) pointed some problems that occurred in the classroom, those were uninterested students with the lesson, incomplete components of the lesson and lack of facilities to support teaching learning processes in the school. Besides, the problems which found in this research were forgetting the sequence activities of the lesson, managing time, managing classroom and lacking of preparation prior to teaching practice