

EVALUATION COMPONENT WRITTEN ON THE ENGLISH EDUCATION DEPARTMENT STUDENTS' LESSON PLAN

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Abstract

A lesson plan is a teacher's guidance for teaching a lesson which includes the goal, how the goal will be reached and the way of measuring how well the goal will be reached. Lesson plan is a very crucial component during teaching learning process. The importance of lesson plan is supported by Rubio (2009) who states that lesson plan makes the content and the session of teaching and learning interesting and involving. Lesson plan can also facilitate a teacher to have a successful teaching as well (Chatell, 2002). Although lesson plan is very important, research on analyzing lesson plan is rarely done by researchers. This study aims at analyzing the evaluation component written on the sixth semester students' lesson plan, English Education Department, Muria Kudus University in the 2015/2016 academic year. The data of this research were evaluation component written on the sixth semester students' lesson plan joining Teaching Design for Adult Learner Class. The result of this study shows that most of evaluation component written on students' lesson plan still have weaknesses. Those weaknesses are concerning with the use of appropriate evaluation technique, instrument and scoring rubric.

Key words: lesson plan, evaluation component, English Education Department Students

INTRODUCTION

Based on *Peraturan Pemerintah No. 74 tahun 2008 about teachers*, it is stated that there are four competencies which teachers should have: pedagogical, personal, social, and professional. Pedagogical competency is the ability of a teacher to manage the learning process of the learners which covers understanding educational principles, learners, curriculum and syllabus design, lesson planning, conducting good learning process, being able to utilize ICT in learning process and being able to give evaluation on students' learning. Meanwhile, Richard (2001) states that pedagogical knowledge is the ability to restructure content knowledge for teaching purposes, and to plan, adapt and improvise.

The ability of a teacher in planning a lesson concerns with the ability to understand principles in designing appropriate lesson plan, develop lesson plan and prepare a complete lesson planning either to be used in classroom activity, laboratory or outside activity.

Lesson plan is a guidance for teachers when they are teaching their students. Lesson plan may also be defined as a systematic design for the development, implementation and evaluation of an instruction (Chatel, 2002). Lesson plan is a tool that can be used by teachers when delivering effective instruction. Moreover, it can

facilitate a teacher to have a successful teaching as well. The importance of lesson plan in learning process is also supported by Rubio (2009) who stated that lesson plan makes the content and the session of teaching and learning interesting and involving. Therefore, having ability in designing lesson plan is a must for teachers and students teachers as well. .

Although lesson plan can influence the success of teaching and learning process and it is regarded as an important tool for teachers, the research on analyzing lesson plan is rarely done. Researchers in language teaching seem to give more attention on research related to teaching techniques or teaching methods. That is why the writer is curious to analyze the lesson plan prepared by the English Education Department Students who will be future teachers. In this research the writer focused on analyzing one of the component of the lesson plan that is evaluation component,

LITERATURE REVIEW

Lesson Plan

What is lesson plan? Different experts define lesson plan differently. According to Chatell (2002) lesson plan is a tool that can be used by teachers when delivering effective instruction. A lesson plan is an extremely useful tool that serves as a combination guide, resource and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goal for our students (Jensen, 2001).

Based on those definitions, it can be concluded that lesson plan is a tool and guidance used by teachers when teaching a lesson in order to achieve a particular learning objective.

Basic Principles of Lesson Planning

When designing an effective lesson plan, teachers should consider the following basic principles as explained by Jensen (2001). First of all, a good lesson should have a sense of coherence and flow. It means that there must be connection between the various lessons and activities over the days and weeks of a course.

A good lesson also exhibits variety which means that there should be variety of topics (content), language and skills over the length of the course. The term variety also means that each daily lesson should have a certain amount of variety in terms of the pace of the class such as time spent on various activities depending on the difficulty or ease of the material being covered. The percentage of teacher- centered learning and students- centered activities should vary from lesson to lesson. There should be days when we as teachers want our students to be active, but on other days we expect them to be receptive to the new material or practice. Talking about variety, to avoid boredom of students, lesson plan should not follow the same pattern day after day.

Finally, a good lesson is flexible. It means that it is possible for teachers to change activities regardless of what the lesson plan says.

Meanwhile, based on *Permendiknas No. 41 tahun 2007*, it is explained that when designing lesson plan, a teacher should pay attention on the following considerations. First of all, lesson plan should consider students' individual differences such as intelligence, students' learning motivation, talent, interest, special need, and values. Lesson plan should also encourage students' participation, interest, creativity and spirit to learn. Moreover, lesson plan should develop culture on reading and writing

and should give feedback during learning process. When preparing lesson plan teachers should also consider connections among the components of lesson plan. Finally, lesson plan is designed by considering the implementation of Information Communication Technology (ICT) systematically.

Components of Lesson Plan

A successful lesson plan consists of several elements: student objective, initiation/set, procedures, closure, material, and evaluation (Chatell, 2002) which will be explained as the following:

Student objective is a specific statement of what the learners will be able to do instruction. The objective made in the lesson plan must be clear and precise. If it is imprecise, either teachers or students will not be certain about what is being learned. The objective written is student- not teacher-centered. Moreover, the objective should be stated in term of students' behavior and address the learning which is going to take place (Jensen, 2011).

Initiation or set must be relevant with the objective. It is a combination of motivation, the activeness of students and bridging between the new and old learning.

The next component of a lesson plan is procedures or activities. An effective lesson plan procedures must be in line with the objective, are connected (if more than one) and reflect developmentally appropriate amount of time for the procedures. Sometimes, it is also necessary for teachers to have more than one procedure to receive one objective.

Moreover, an effective lesson plan should also provide a list of materials. A list of materials should be well prepared so that the teaching learning process will run smoothly. If a teacher stops his teaching in the middle of an activity because some materials are not readily available, it can be frustrating.

Evaluation is the next component of lesson plan. The evaluation stated in the lesson plan must provide evidence that students have achieved the stated objectives. Evidence may include students' work which the teacher has evaluated, checklist which are illustrated and document expected behavior in support the achievement of the learning.

Meanwhile, according to Jensen (2011), lesson plan have the following characteristics: background of the students, the objectives of the lesson, the skills to be taught, the activities, the materials and texts, time constraints, and the connections to previous to future lesson.

The same characteristics of lesson plan are also stated on *Permendiknas No. 41 2007* concerning with process standard of primary and secondary education. It is stated that lesson plan consists of several component as the following: subject identity, competence standard, basic competence, indicators, learning objectives, learning materials, teaching technique, learning procedures, evaluation and learning resources.

Evaluation Component Written on the English Education Department Students' Lesson Plan

As it is stated in the previous explanation, preparing an appropriate lesson plan is one of the competencies which a teacher should have, including English Education department students of Muria Kudus University who will be future teachers. To provide students with this pedagogical knowledge, there are several subjects offered for those students, one of them is Teaching Design for Adult Learners or TDAL This subject is

offered for the sixth semester students. This subject discusses the theory of curriculum and development in language teaching and its implementation. One topic discussed in this subject is preparing lesson plan. In preparing lesson plan students must consider several component as it is explained previously. One of the components on lesson plan is evaluation. Evaluation component written on lesson plan must provide procedures and instrument for conducting process and learning outcomes evaluation which should be appropriate with the indicators and evaluation standard (Permendiknas No. 41 tahun 2007).

English Education Department students who will be future teachers must also have the ability to prepare appropriate lesson plan that will be used when they are going to have teaching practice program in schools. Since preparing lesson plan is not an easy thing to do, it seems that students still have difficulties, including the difficulties in applying evaluation written on their lesson plan

METHODOLOGY

Research Design

The method of this study was qualitative. The research context of this study was the English Education Department of Muria Kudus University in Teaching Design for Adult Learners D class.

Data Collection

The data of this research were the evaluation component written on students' lesson plans made by the sixth semester students of English Education Department in the 2015/2016 Academic Year joining TDAL D class. Therefore in this research the data source were lesson plans made by those students. The lesson plans were prepared by the students in groups. To collect the data, the writer did several steps. First, explaining to the students about how to prepare lesson plan. Then, dividing the students into 5 groups. After that asking the students to make the lesson plan based on school-based curriculum. Finally, collecting those lesson plans to be analyzed.

Data Analysis

To analyze the lesson plans which had been prepared by the sixth semester students joining TDAL D Class, several steps had been done by the researcher. First of all, identifying evaluation component written on those students' lesson plans. After that, comparing all the points written on those lesson plans with the rubric for evaluating lesson plans. Finally, making conclusion on the analysis.

FINDING AND DISCUSSION

Based on the analysis, it is found out that most of evaluation component written on students' lesson plan still have weaknesses. Those weaknesses are concerning with the use of appropriate evaluation technique, instrument and scoring rubric.

The Use of Appropriate Evaluation Technique, Instrument and Scoring Rubric

The first lesson plan used evaluation technique and instrument inappropriately. The learning objectives written on that lesson plan stated that *students will be able to identify linguistic features of narrative text and produce narrative text as well*. Therefore, the appropriate evaluation technique is written test and the instrument should be in the form of essay that is asking the students to write narrative text. However, the

instrument used in the first lesson plan was cloze test, that was asking students to fill in the blanks in the passage with the correct words. Not only the use of inappropriate instrument found in the first lesson plan but also inappropriate scoring rubric. Scoring rubric used for scoring students' writing should consider several points, such as organization, content, grammar, diction and mechanic. Meanwhile, in the first lesson plan this scoring rubric didn't appear.

The incomplete evaluation component was also found on the second lesson plan prepared by the students. The learning objectives written on the second lesson plan stated that *students will be able to mention and use expression of happiness*. Therefore the evaluation technique should be oral test and the instrument should be list of questions asking students to present dialogue about happiness in front of the class. However, the second lesson plan only mentions the oral test as the evaluation technique without providing instrument and scoring rubric.

The inappropriate use of evaluation technique and instrument was also found on the third lesson plan. The learning objectives stated that *students will be able to find main idea and details information of short functional text*. Nevertheless, the evaluation technique used in that lesson plan was individual assignment and the instrument was several questions related to narrative text. The appropriate technique is written test and the instrument should be reading passage of narrative text completed with several questions. In this lesson plan, there is no scoring system provided as well.

In the fourth lesson plan, it was found out that the students used evaluation technique and instrument correctly, but there was no scoring rubric provided. The learning objectives written on this lesson plan stated that *students will be able to use simple past tense and to produce narrative text*. Therefore, the evaluation technique is written test and the instrument is a question asking students to write narrative text. It means that the evaluation technique and instrument used in the fourth lesson plan is appropriate with the stated learning objectives.

Finally, in the last lesson plan prepared by the students, it was found out that the evaluation technique, instrument and scoring rubric used were appropriate with the learning objectives. The learning objectives written on the fifth lesson plan stated that *students will be able to identify expression of thanking and compliment and to identify the respond of thanking and compliment from spoken text they have listened*. As a result, the evaluation technique used in this lesson plan was written test and the instrument used was completion, by asking students to listen to a dialogue and fill some missing words in the written dialogue

CONCLUSION

As the previous studies revealed that lesson plan is a very crucial component during teaching learning process. It also makes the content and the session interesting and involving. Therefore, teachers and English Education Departments' students who will be future teachers must have well understanding in preparing an effective and appropriate lesson plan.

The researcher concludes that lesson plans which were prepared by the sixth semester student of English Education Department still have weaknesses. Those weaknesses are concerning with the use of appropriate evaluation technique, instrument and scoring rubric. It might happen because the lack of pedagogical knowledge of the students such as knowledge of language assessment and knowledge of designing an effective lesson plan..

Therefore, the researcher offers some suggestions dealing with how to solve the lack of pedagogical knowledge of the students. The lecturer who teach pedagogical subjects such as Language Assessment and TDAL subject should give more chances for students to have exercises. To know each student's capability especially in designing lesson plan, the lecturer should also give individual assignment instead of only giving assignment in group.

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**Peningkatan Kompetensi Menyunting Karangan Melalui
Model *Student Team Achievement Division* (STAD) Siswa Kelas IX H
SMP 1 Kudus
Endang Sivi Ekoati
SMP 3 Bae Kudus**

Abstrak

Menyunting merupakan kegiatan yang sangat kompleks. Pada saat menyunting, siswa tidak hanya mengidentifikasi kesalahan yang ada pada naskah, tetapi juga memperbaikinya sehingga layak untuk diterbitkan. Menyunting merupakan kegiatan menyeleksi, membaca dengan cermat dan kritis untuk mengidentifikasi kesalahan, dan menandai kesalahan untuk diperbaiki, serta mengecek kelayakan naskah sebelum naskah itu diterbitkan.

Untuk dapat menyunting, siswa perlu dibekali dengan pengetahuan tentang kata baku dan tidak baku, ejaan yang disempurnakan, kalimat efektif, paragraf yang padu, dan lain-lain. Dengan demikian, untuk meningkatkan kompetensi menyunting diperlukan strategi atau model pembelajaran yang tepat. Pembelajaran konvensional hanya akan membuat siswa jenuh sehingga hasilnya tidak optimal. Salah satu cara yang dapat dilakukan adalah dengan penerapan model STAD. Penerapan model ini dianggap sebagai solusi karena tidak hanya mengasah kompetensi secara kelompok tetapi memperhatikan kompetensi individual. Pemberian penghargaan terhadap setiap individu memungkinkan terciptanya kekompakan kelompok.

Penelitian dilaksanakan di Kelas IX H SMP 1 Kudus jalan Sunan Muria 10A Kudus. Penelitian bertujuan memberikan sumbangan informasi dan pemikiran tentang bagaimana pembelajaran menyunting karangan yang menarik dan menyenangkan. Harapannya, semua siswa mempunyai minat menyunting karangan dan mampu mencapai hasil belajar sesuai KKM yang ditentukan. Hasil penelitian menunjukkan bahwa dengan model STAD indikator kinerja tercapai dan siswa senang menyunting karangan.

Kata kunci: model STAD, menyunting karangan

PENDAHULUAN

Menyunting teks karangan merupakan proses pembenahan sebuah teks karangan sebelum menjadi teks karangan yang siap disajikan, dinilai, ataupun diterbitkan. Penyuntingan bertujuan untuk menghindarkan teks karangan dari kesalahan-kesalahan, baik menyangkut isi maupun penggunaan bahasa, dengan cara mengoreksi isi suntingan secara cermat dan teliti.

Sebuah teks (buku, bacaan, atau laporan) kadang-kadang pemakaiannya bahasanya belum tentu benar. Semua itu disebabkan penulis, editor, bahkan orang yang mengetik teks tersebut hanyalah manusia biasa yang tidak luput dari kesalahan. Adapun yang dimaksud kesalahan di sini adalah penyimpangan dari kaidah bahasa. Kesalahan bahasa biasanya terjadi pada penggunaan ejaan, tanda baca, pilihan kata (diksi), kalimat yang tidak efektif, dan paragraf yang kurang padu. Kesalahan-kesalahan tersebut dapat diketahui dalam kegiatan menyunting atau memperbaiki teks. Oleh karena itu, agar dapat memperbaiki ejaan dan tanda baca dalam sebuah suntingan, siswa harus menguasai kaidah-kaidahnya. Untuk dapat menguasai kaidah ejaan dan tanda baca,