

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result of research. It is about lecturer's strategy in teaching lesson planning at fifth semester of TBI IAIN Madura which is discussed based on the theory and concept from the previous chapter. This chapter also provides the answer of the research focus stated in the first chapter. It covers the strategy used by lecturer in teaching lesson planning at fifth semester students of TBI IAIN Madura, the strategy applied by lecturer in teaching lesson planning at fifth semester of TBI IAIN Madura, and the student's responses on the lecturer's strategy in teaching lesson planning at fifth semester of TBI IAIN Madura.

A. Result of Research

In this section, the researcher would like to explain the result research about the strategy used by lecturer in teaching lesson planning at fifth semester of TBI IAIN Madura, it describe the strategy and also it explains about the student's response on the lecturer's strategy in teaching lesson planning.

In this research, the researcher used observation to collect data, because this method help the researcher to know the real condition during teaching learning lesson plan process in curriculum development and syllabus design subject. The

researcher held the observation since 26th November 2019 until 17th December 2019 by join with A class at fifth semester. The material of lesson planning learned in curriculum development and syllabus design subject and the lecturer of the subject is Mr. Hasan Basri M.Pd. Before the researcher came to the class to do observation, the researcher made appointment with the lecturer of curriculum development and syllabus design subject. From those appointments, the researcher permitted to observation during teaching learning lesson plan process.

Besides observation, the researcher used interview to get the data. The researcher interview in the outside classroom, the researcher directly interview with lecturer of Curriculum Development and Syllabus Design subject who teach lesson plan at fifth semester of TBI, and also interview directly with the student. Other method that the researcher used to get data is documentation. This method help the researcher to make the data that got from observation and interview more accurate. In this section the researcher explains the answer from the research focus in the first chapter. The first, the researcher explains strategies used by lecturer in teaching lesson planning in curriculum development and syllabus design subject at fifth semester of TBI IAIN Madura to answer the first question in the research focus. The second, the researcher describe the strategy which is used by lecturer in teaching lesson planning in curriculum development and syllabus design subject at fifth semester of TBI IAIN Madura to answer second question in the research focus. The third, the researcher explains the student's response on the lecturer strategy in teaching lesson planning in curriculum

development and syllabus design subject at fifth semester of TBI IAIN Madura to answer the last question in the research focus.

1. The Strategy that Used by the Lecturer in Teaching Lesson Planning at Fifth Semester of TBI IAIN Madura

Based on the observation from the researcher on Tuesday 26th November 2019 which the researcher observing at A class started from 01.00 PM until 02.44 PM at 25 room of F building. In this case, the researcher was a passive participant, set in the back seat of the class. By doing the observation, the researcher can find out the lecturer's strategy in teaching lesson planning.

Based on the observation the researcher can find out about the strategy that the lecturer used in teaching lesson planning. In this case the researcher found that the strategy that lecturer used is Presentation using slide with LCD Projector.

In teaching lesson planning, the lecturer used LCD projector. For the first the lecturer comes to the class. Then he says salam and greeting to the student in the class. After that he checks the student's attendance. After that the lecturer start to explain about the material that will be discussed at the time namely Lesson Plan by showing slide using LCD projector. In this case the lecturer explains start from the definition of lesson plan. Then the lecturer continued in explaining the components of lesson plan. It starts from the first component until the last component of lesson plan. The lecturer explain in detail to the student. The lecturer not directly to continue to the explanation,

but he gives opportunity to the student to ask anything that they don't understand about the material that have the lecturer explained namely lesson plan. After there is no question from the student, then the lecturer explains how to arrange the lesson plan. to make the student more easy to understand how to arrange the lesson plan, the lecturer gives example of lesson plan by using slide. In the end of learning the lecturer gives opportunity to the student to ask what things that they don't understand related with the material which has explained. After there is no question again from the student, then the lecturer give final project to the student to make lesson plan.

To support the observation, the researcher interviewed the lecturer about the strategies he used in teaching lesson planning. He said:

"I teach my students CDS D by using various teaching strategies such as Running dictation, Gallery Of Learning, Classroom discussion etc. I use them differently according to the topic of the lesson. For arranging lesson plan, I use Presentation with LCD Projector. It is because I have to explain many components of Lesson Plan and show the example. Presentation helps me to explain the materials in detail and LDC projector makes my explanation clearer because the students can see the real example"¹

2. The Implementation of Strategy in Teaching Lesson Planning at Fifth Semester of TBI IAIN Madura.

The researcher who attendances in the classroom on Tuesday 26th November 2019, the lecturer explains to the students at A class of TBI about lesson plan. There are thirty six students at A class of TBI.

¹ Interview with the lecturer of CDS D on Tuesday 26th November 2019

1. Pre-Teaching

The first the lecturer came to the class and starting the subject with greeting, continued to checks the student's attendance which have done by every meeting. After that the lecturer gives warming up related with the topic in order to make the student can have the illustration how the topic that will be discussed.

2. Whilst Teaching

The lecturer start from explain the material namely lesson plan using LCD Projector start from definition of lesson plan.



It supported by one of the student's statement:

“Alhamdulillah, Mr. Hasan explained it in detail and he always used the LCD Projector and the explanation was logical. Stages, he explained in detail then give examples and the examples also explained in detail. After that the assignment was given”².

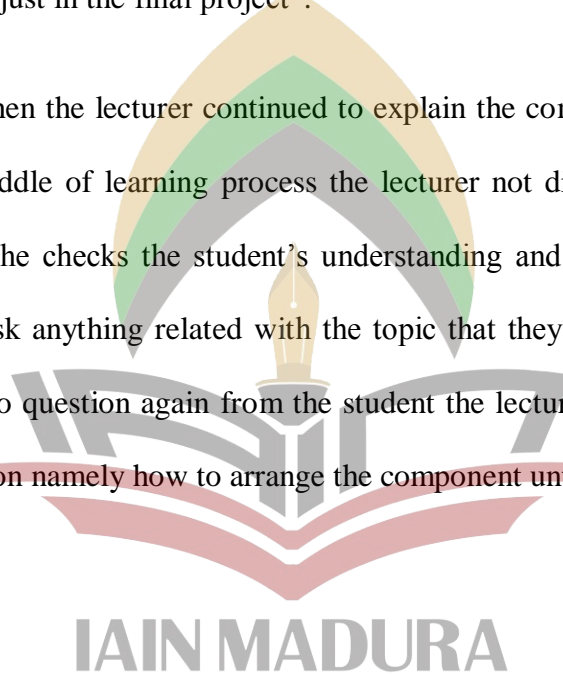
²V H, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

“Yes from the first until the end, the lecturer explain, then giving like question to the student, like giving question section for the student, then giving example after that instruct us to make”³.

“The stages in teaching in class, the lecturer explained first and then given examples. In the lesson plan, it is explained in detail in the class, after it the assignment is given at the end”⁴.

“The stages are learning from the basics first, then after being explained, then the lecturer asked us, we understand or not, then later if they don't understand, the lecturer explain it again. Then after we understand, he gives us like exercise. If the lesson plan, the lecturer just explained the material, give us a little assignment. The assignment is just in the final project”⁵.

Then the lecturer continued to explain the components of lesson plan. In the middle of learning process the lecturer not direct explain to the next step, but he checks the student's understanding and give opportunity to the student ask anything related with the topic that they don't understand. After there is no question again from the student the lecturer continued to the next explanation namely how to arrange the component until be a lesson plan.

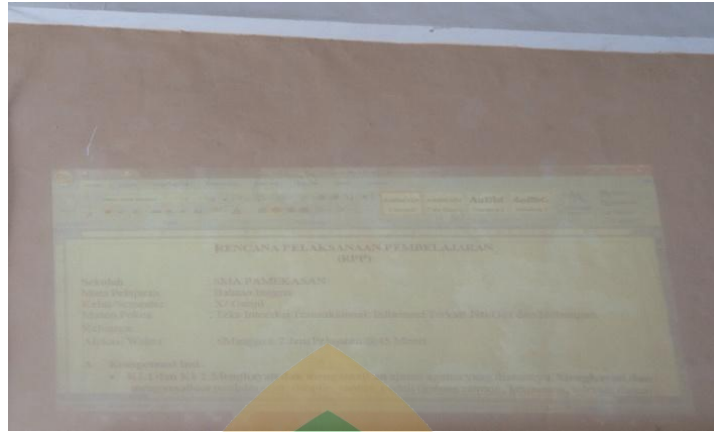


³ K F, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

⁴ I M, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

⁵ S M K N, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

To make the student easy to understand, so the lecturer gives example of Lesson plan to them.



In this case, the lecturer not only explains it, but he also giving directive to the student how to make the lesson plan. It supported with one of the student's statement, he said :

“... the lecturer not only give explanation when making lesson plan but he also give directive how we as a student college to make the lesson plan itself”⁶

3. Post-Teaching

In the last of lesson, lecturer gives feedback to the student about the lesson plan which has explained.

⁶I M, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).



The lecturer also gives opportunity to the student to ask about what thing that the student don't understand related with the material that have explained. After giving opportunity and have done in answer the question from the student the teacher end the learning process. But before it, the lecturer instructs them to make lesson plan as the final project. It suitable with student's statement:

"... The assignment is just in the final project".⁷

"... after it the assignment is given at the end".⁸

It means that the lecturer give the student's final project to make the lesson plan. Then after the learning process have done, The lecturer ends the learning process by saying salam.

⁷ S M K N, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

⁸ I M, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17 December 2019).

3. Students' Response on the Lecturer's strategy in teaching Lesson Planning in Curriculum Development and Syllabus Design Subject at Fifth Semester of TBI IAIN Madura.

There were many responses in teaching learning process from students. The researcher found several things that can be down written from the result of the observation during the learning process of arranging lesson plan.

The researcher observed what was happened in the class during the activities, based on observation and interview. The students' response is showed by the students showed comfortable and enjoyable in activities and learning. The students seemed so pay attention with the lecturer's explanation and the strategy that the lecturer used. The strategy makes the students enjoyable during the learning process. The responses are:

- a. The students pay attention
- b. The student comfortable with the lecturer's strategy
- c. The student bored
- d. The student can know how to arranging lesson plan
- e. The student enjoy in activity of learning process in teaching lesson planning.
- f. The student understand
- g. The student don't understand

The researcher interviewed some students at fifth semester of A class TBI.

they said that:

“I am comfortable. I am comfortable because I can know in arranging lesson plan”.⁹

“I am comfortable because the lecturer explains the material in detail”.¹⁰

“I am comfortable because by learning this syllabus design and also the lesson plan, we can know how to become a teacher who prepares all the lessons well and reaches the target. So it is comfortable”.¹¹

“If in learning in the classroom, I am comfortable because the lecturer is interactive, active in class, so the way to explain it is to detail until we understand”.¹²

Other response of the student on the lecturer’s strategy they feel so enjoyable in joining the learning process of arranging lesson plan although sometime they say that they don’t understand when there is word that they don’t know. They said:

“Yes, I enjoy and it also can be understood, because the pronunciation of Mr. Hasan is good but in my opinion he is too fast when talking, sometimes it doesn’t understand like that if there is pronunciation that I’m difficult to understand, actually the pronunciation is good but I haven’t heard it, so sometime I don’t understand”.¹³

“Alhamdulillah enjoy, because the explanation is very detailed and think logically, sometimes there is no understanding when the words spoken

⁹B U, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview, (17th December 2019).

¹⁰V H, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview, (17th December 2019).

¹¹S M K N, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

¹²I M, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019).

¹³B U, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview, (17th December 2019)

by the lecturer are words that are difficult to understand so that makes sometimes feel bored when I don't understand".¹⁴

"Yes I enjoy, the reason why I enjoy with the lecturer's strategy because the lecturer not only give explanation when making syllabus but he also give directive how we as a student college to make the syllabus itself".¹⁵

"Yes, I can say I enjoy with the lecturer's strategy in the class because when he teaches in class, he is very active and interacts with the student, and when there is student who do not understand like me yesterday I asked several times and the lecturer be patient in explaining until I understood so. and when in the class, no one feels depressed because the way he teaches is relaxed. But the relaxed that I mean is relax that be casual, but the material which has explained was delivered well".¹⁶

"Enjoy, pleasant. Enjoy what I mean is for myself it's pleasant. The strategies that the lecturer used for explain the material or explaining the lessons that the lecturer conveys to students make me feel good".

The responses of student related with how the lecturer implements the strategy in the class is almost same which the lecturer's for the first the lecturer explains the material start from the definition of lesson plan, then next explain the components of lesson plan, how to arrange it. After that the lecturer give example about lesson plan to the student and the last giving final project to making lesson plan. Not only it, the lecturer also uses LCD projector in explain the material. It is suitable with the student's statement:

"For the first explain the definition, then the components after that give an example. Then give us the final project of making lesson plans".

"Alhamdulillah, Mr. Hasan explained it in detail and he always used the LCD Projector and the explanation was logical. Stages, he explained in

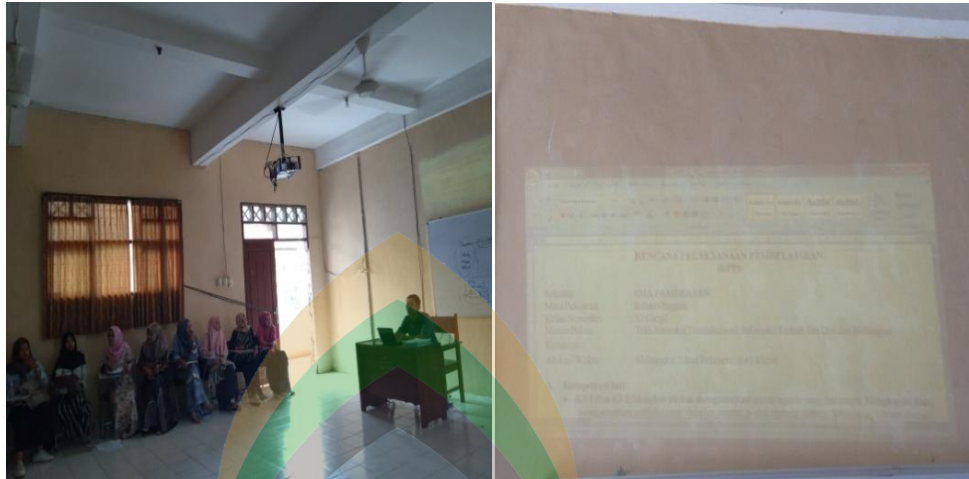
¹⁴ V H, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview, (17th December 2019)

¹⁵ K F, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview, (17th December 2019).

¹⁶ I M, Student of IAIN Madura, TBI Department, Fifth Semester, Direct Interview (17th December 2019)

detail then give examples and the examples also explained in detail. After that the assignment was given”.

The statement above, it support by this picture that prove that the lecturer do use the LCD projector.



The lecturer commented that the teaching learning process run well in general, mostly students pay attention to the explanation. Some of them are active in the asking-answering session. He always notice one student sleep in his class in the afternoon period (the fourth period). The lecturer said:

"In my opinion, the teaching learning run well. I can see that most of the students are seriously involve in the classroom activities. They listen to my explanation, some of them are actively ask and answer the questions I give. I really emphasize that this material (Lesson Plan) is very important to be understood for two reasons. Firstly, it is what every teacher' guideline in teaching in the classroom. Secondly, apart of this materials is useful when the students join microteaching I subject in the following semester"¹⁷

¹⁷Interview with CDS D Lesturer on Tuesday 26th November 2019

In addition he said:

"As I teacher, I sometimes observe my students to know whether they understand or not, pay attention or not, interesting or not by seeing their face. I see mostly look serious but relax. A few of them are not understand by seeing their face looking confused. And one student always sleep"

B. Discussion

In this discussion, the researcher will present about The Strategy that Used by the Lecturer in Teaching Lesson Planning at Fifth Semester of TBI IAIN Madura, the Implementation of Strategy in Teaching Lesson Planning at Fifth Semester of TBI IAIN Madura and Students' Response on the Lecturer's Strategy in Teaching Lesson Planning in Curriculum Development And Syllabus Design Subject at Fifth Semester of TBI IAIN Madura.

1. The Strategy that Used by the Lecturer in Teaching Lesson Planning at Fifth Semester of TBI IAIN Madura.

Strategy can be defined as general pattern of activities teacher and leaner in creating learning activities to achieve the learning purpose which have underlined. There are four basic strategies in learning : identify what they want, choosing system of approach, choosing and determine the procedure, method and technique of learning, determine the norms and minimal limit to be success.¹⁸ In general, the strategy can be interpreted as a major outline enacted to achieve the particular goal. If in associated with

¹⁸ Dadang Sunendar and Iskandar Wassid, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya, 2008), 8.

teaching, the strategy may also be interpreted as general patterns of teacher and student activities in the realization of teaching and learning activities to achieve the objectives outlined. In education, strategy is defined as a planning which contains about a series of activities designed to achieve certain educational goals.¹⁹

From the definition above we can know that the learning strategy is an action plan (series or activities) including the use of methods and utilization of various resources/strength in learning. The strategy is formulated to achieve a certain goal, which means that the direction of all strategy-making decision is the achievement of objectives that the compilation of learning steps, the utilization of various facilities and learning resources are all directed to achieve the objectives.

In teaching learning process, the lecturer really gives a big influence to the student, because the students pay attention the lecturer's performance and depend on what the lecturer does in the classroom. When the lecturer can makes student interesting activity, the student will be comfortable and feel enjoyable in learning. So the purpose of teaching learning process will be success. In this case, we can conclude that strategy is one of activity that the lecturer creates to make the teaching learning process more interesting and enjoyable, so the successful learning will be easy to be reached.

¹⁹ Wisnu Nugroho Aji and Sri Budiyo, "The Teaching Strategy of Bahasa Indonesia in Curriculum 2013," *International Journal of Active Learning*, (1st October 2018), 59.

The kinds of strategy such as: Contextual teaching and learning (Demonstration method and socio drama method), role playing, participative teaching and learning, mastery learning, modular instruction, inquiry learning (discussion, assigning task, experimental method, question and answer method), expository learning strategy (lecturing, demonstration, socio drama), problem-based learning strategy.

In IAIN Madura, namely in English Department in A class, the lecturer implemented a strategy in teaching arranging lesson plan. The strategy that the lecturer used in teaching arranging lesson plan is presentation using slide with LCD projector. Presentation is an activity in which someone shows, describe, or explain something to a group of people. When some people hear the phrase presentation, there is only one thing which comes to our mind that is a person standing in front of the projector and running through the power point slides.²⁰ If we relate it with the kinds of strategy which have explained above, it includes expository learning strategy which is expository learning strategy emphasizes the process of verbal material delivery of a teacher to a group of students can master the subject optimally. The teacher also present in a well prepared, systematic, and complete formula that students stay listening and digesting nicely and accurately. The appropriate method in expository learning strategy that appropriate with the result above is lecturing. Lecturing method is an oral illumination of learning

²⁰ Tiara Widyastuti and Ratna Andhika Mahaputri, "Presentation Difficulties Experienced By Students of English Department of Unswagati," *Department of English Education*, September 2015.

material to a group of listeners to achieve certain learning objectives in a relatively large number. It is in line with the meaning of expository learning strategy. It is a lecture or one way strategy.²¹

In presentation using slide with LCD projector, the lecturer used LCD projector by showing slide to the student in explain the material namely lesson plan. By using the slide, the lecturer can show the example of lesson plan to the student and it make the lecturer can easy in explaining step by step how to arrange the lesson plan.

2. Students' Response on the Lecturer's Strategy in Teaching Lesson Planning in Curriculum Development And Syllabus Design Subject at Fifth Semester of TBI IAIN Madura.

While the researcher observed in IAIN Madura especially in the fifth semester of TBI department. The researcher can get the data. In this section the researcher will explain the data that the researcher get especially about the students' response on the lecturer's strategy in teaching lesson planning at fifth semester of TBI IAIN Madura.

English language is used by some lecturer in TBI department in delivering the material especially in Lesson plan material in curriculum development and syllabus design subject. To know what are the students' response on the lecturer's strategy in teaching lesson planning in curriculum development and syllabus design subject. Base on qualitative the researcher

²¹ Aji and Budiyo, "The Teaching Strategy of Bahasa Indonesia in Curriculum 2013," 61.

interview with some students and the lecturer who teach Curriculum development and syllabus design subject in IAIN Madura. Here the result of the observation and interview that have done by the researcher.

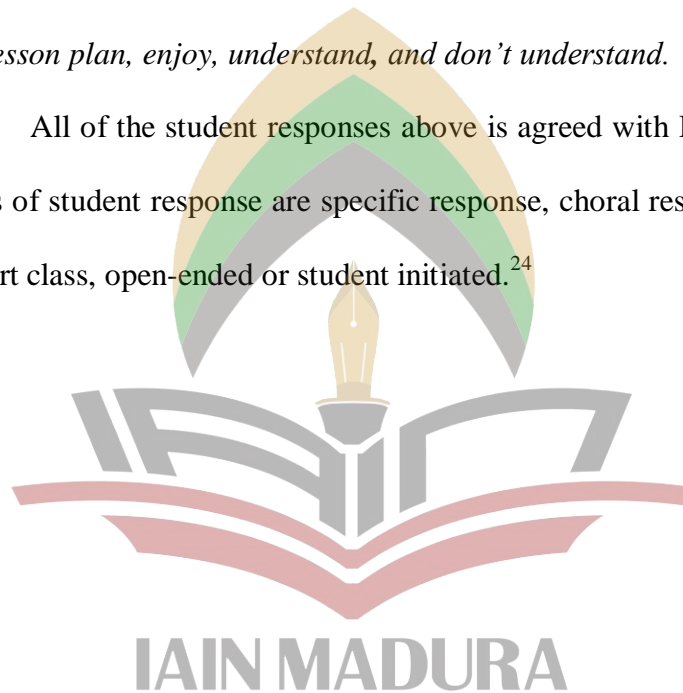
According to Oxford Advance Learner's Dictionary states response is an action or feeling produced in answered something or reaction.²² The kinds student's responses such as: student's response (specific) responding to the teacher or lecturer's within specific and limited range of available or previously practiced answer like (*understand*). Student's response (*choral*) response by total class or part of the class, student's response like (*pay attention, enjoy*), for example: choral repetition can be invigorating, and it gives all the students a chance to speak together rather than being (Possibly) shown up individually. (Open-ended or student-initiated) responding to the teacher or lecturer with students own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must know to make a selection. Initiation the participation. Silence (pause in the interaction. Periods of quite during which there is no verbal interaction) like silent, confusion (work-oriented) Student try to explore their ideas, opinions, and feeling, this is multiple response because it aims to the fact if the first response cannot solve the problem, students will try to use another responses, laughter (laughing and giggling by the class, individuals, and or the lecturer), like: understand, not understand, shy, smile or laugh, and funny. Uses the native language (use of

²² *Oxford Learner's Pocket Dictionary*, 4th ed. (Oxford New York: University Press, 2008), 1000.

native language by the lecturer or the students), nonverbal (gesture or facial expression by the lecturer or the students that communicate without the use words).²³ This category is always combining with one of the category of lecturer or student's behavior.

The student's response on the lecturer's strategy in teaching lesson planning in curriculum development and syllabus design subject at fifth semester are *pay attention, comfortable, bored, they can know how to arrange the lesson plan, enjoy, understand, and don't understand*.

All of the student responses above is agreed with Douglas Brown that kinds of student response are specific response, choral response by total class or part class, open-ended or student initiated.²⁴



²³H. Douglas Brown, *Teaching By Principle An Interactive to Language Pedagogy*, 3rd ed. (San Francisco: Pearson Longman, 2007), 217.

²⁴Brown, 217.