CHAPTER V

DISCUSSION

This part presents the discussion of the finding of the study. As is mentioned previously, that study is directed to investigate the need analysis of internships programs participants to perform effective teaching in English. There are six aspects needed by the subject to perform effective teaching, they are mastering lesson plans, being able to manage a classroom, being able to give a good evaluation, mastering student's character, being able to interact with students, and the last mastering 4 basic language skill in English. Each component of this study is discussed as follow:

A. **Mastering Lesson Plan**

Lesson plans play an important role in teaching-learning processes. Planning a lesson plan based on the syllabus are the one of important aspect in pedagogic competence. A lesson plan is a teacher's daily guide for what students need to learn, how it will be instructed, and how learning will be measured.

Brown (2001: 149) defines a lesson plan as "a set of activities that represent a 'steps' along with a curriculum before and after which you have a break (a day or more) to evaluate and prepare for the next lesson." A Lesson plans enable teachers to function more effectively in the classroom by giving a detailed outline that they adhere to during each class. This helps the teacher to make sure that every moment

spent in class is used to teach meaningful concepts and have worthwhile discussions rather than figuring out what teachers are supposed to do as time goes on.

Lesson plans generally consist of essential components such as objectives, requirements, resources, procedures, and evaluation techniques. Since every part of an effective lesson plan has an impact on the learning process for students, it is crucial to handle them by taking a strategic approach. Wajnryb (1992) has stated that a lesson plan begins with a list of objectives, and works its way through a number of procedures, steps, and phases to the end result, the finished plan.

Based on the result in research findings, all the respondents agree that mastering a lesson plan is an important aspect in practicing effective teaching. They also have various reasons why a teacher should master lesson plan, mastering lesson plan can be used as a base knowledge to understand what students need, mastering lesson plan will make easier for the teacher to apply learning theories which suitable with the situation in the classroom, mastering the lesson plan will help the teachers to teach well and appropriate with curriculum in Indonesia, and by mastering lesson plan teacher can make a simple explanation and the learner will have better understand.

All of the subject's reasons are good because they show that the subject understands well the importance of mastering lesson plan for practice teaching-learning in the class. A good lesson plan will make teachers know what will they do in the classroom, and will make the student know what will they get after learning in the class. The internships participant statement is also suitable with

theory from Harmer (2007). He said that there are two important points of why to plan a lesson. Firstly, a lesson plan is a guide for the teacher to refer to creative changes that may be done to adapt to what actually happens in the classrooms but in the end lesson plan is still a guide for teachers to fall back on. Secondly, it is related to the teacher's relationship with students. A teacher who has done planning beforehand suggests their commitment toward teaching and will get a positive response from students.

B. Management Classroom

As a professional, a teacher should be able to manage a classroom that is creating and maintaining an optimal learning condition to reach the goal of teaching. The teacher's role is very important in improving the students learning, the teacher is expected to create an effective learning environment and will be able to manage the class.

A good environment is both challenging and stimulating students to learn, giving a sense of security and satisfaction in achieving the expected learning outcomes. Evertson and Emmer (2009:20) say that to make the learning activities can be effectively run, the teacher and the students should know how to behave, when and how to move about the room, where to sit, when they may or may not interrupt the teacher, and the amount of noise that is acceptable.

Jenny (2011) stated that the factors to consider in managing class are effective instruction, setting and implementation rules, managing interventions, feedback of intervention, and classroom environment. In English learning and

process, the teacher should follow several principles of effective classroom management. They are warm and enthusiastic, challenge, varied, emphasizing the positive things, and planting the discipline Djamarah (in Karwati and Priansa, 2016:26).

Based on the theory above and these research findings, the researcher found both virtual and faced learning have similar strategies such as making lesson plans, Identifying the background of students and class, understanding what material will be studied, Adjusting the material framework to the needs of students, and Provide stimulation at the end of each lesson in the form of summaries and quizzes.

Even though have some similarities, both of them also have significantly different techniques in organizing students. Because educators can't meet directly student in a virtual class, so educators must have another way to make students disciplined, and active in class. For example, are like having a private conversation with them, remembering before class begins, giving a virtual game with a reward, or often giving motivation when students look bored in learning.

C. Ability to Give Evaluation

All learning results are basically assessed and evaluated, without evaluate student success will not be known. Therefore, in every learning activity should be assessed and evaluated, in order to know the improvement of students learning performance. Evaluation is a systematic gathering of information for the purpose of making decision. The information does not only with the students' improvement in

achieving the learning goal but also with the accomplishments of teaching learning program in general.

(Phopam, 1974: 253) defines that evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training the evaluation. In conclusion, evaluation is the way or process to know students' ability in order to know their English learning problems or their attitudes.

Function of Evaluation is always associated by most people concerns with the students' improvements in achieving the learning goal. It's commonly believed that the better of the result of evaluation, the higher the students' achievement. Good teacher must be able to give good evaluation and feedback for student, so they will know their ability in the material of study.

The success of the learning process in the classroom can be seen from the extent of mastery of competencies that have been mastered by all students in the classroom. Basically, the student learning outcomes can be expressed in three aspects, which is called the domain or domains, namely cognitive, affective, and psychomotor (Irdiyansyah, 2018).

In the process of teaching, the test is a tool used to determine whether or not attained a standard of competence which have been studied by students in each lesson. This is in line with the opinion of experts who say that the test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined. Evaluation is an activity that compares the results of the implementation of the criteria and standards set to see its success. It

is an activity of evaluating, correcting things, collected documents that happened or carried out during the learning activities.

Teacher can give evaluation by some way, such as assignment, homework, present about material, practice in the class, examination, or anything with pay attention in four important aspect of basic English that is writing, reading, listening and also speaking.

Evaluation should be done on a daily basis with a systematic and well-planned schedule. This can be done by placing the integral evaluation in planning and implementing unit of student learning materials. Another important part that needs attention for an educator is the need to involve the students in the evaluation so that they can consciously recognize the achievement of learning outcomes of their development.

D. Mastering students' character

Based on UU 2005 No.14 about teacher and lecture, educators must master social competence like knowing student's characteristics. It was important for teachers to get to know their students was so that they would know them as people. The students felt it was important for their teacher to know them, so that they could help them when they were upset, having a difficult time with friends or the other things that were going on in their busy lives. They felt it was important to know and understand their interests, hobbies, and what was important to them so that a teacher could treat them with kindness and respect (Michael Schultz, 2015).

This is related with result on this research. 99% correspondents agree that mastering student characters are important. They also give some reason why educators must master this competence such as: Can easily identify what approach

might be appropriate with the students, can find out what the difficulties are they have and how the better way to solve it, can appropriate strategies and media that are in accordance with the character of students so it will support students in achieving learning objectives.

Good teachers have full comprehension of principles governing students' stages of development and learning process on many levels. They learn all they can about their academic strengths and needs, but even more about their interests, fears, hopes, and worries. They help students learn these things about themselves.

Although there is one person didn't agree with statement of "teacher must master student character" because she think that is need a long time, but actually educators can learn from the previous student to make better effective teaching in the next levels student.

E. **Ability to Interact with Students**

Social learning theories help us understand how people learn in social contexts (from one another) and inform how we, as teachers, build active learning communities. Lev Vygotsky, a Russian teacher and psychologist, was the first to assert that we learn through our interactions and communications with others.

Vygotsky (1962) investigated how our social environments affect our learning process. He proposed that learning occurs through interactions between students, teachers, and other experts. As a result, teachers can create a learning environment that maximizes learners' ability to interact with one another through discussion, collaboration, and group projects.

First impressions are important, they determine how students judge us as educators and how we will behave in the next meeting. Each teacher certainly has a different nature and character. But based on this research findings, facing/interacting with student for the first time is by being friendly, pleasant, being a friend to students but still maintaining the authority as a teacher, Ask the students about what are they like. After that we provide opportunities for students to tell stories about their experiences. Then students will be happy with our presence and will also continue to respect us. If they don't want, we have to try another way so the class atmosphere will make them comfortable.

In virtual learning, giving first impressions are quite difficult. But similar with faced learning, educators must be firm and disciplined, also have to be able to mingle with them, being friendly, and likes to make a joke. Giving them voice notes or make a directly faced by videocall, so they can know how are their teacher characters. Therefore, they don't hesitate to ask if they don't know about the learning materials.

F. Mastering 4 Basic Language Skill in English

To become proficient in English, students must use all four skills to their true ability. At the same time, students should consider that all four skills are given equal weight because they are interdependent. As a result, learners must focus equally on all four skills and devote more time to practicing these skills because learning a language requires a lot of practice.

Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, Writing. These four language skills are

sometimes called the "macro-skills". This is in contrast to the "micro-skills" such as grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning (Temple and Gillet, 1984)

Teaching second or foreign language learners, teachers should try to use modern techniques, methods, and approaches. 4 skills are basic things in English and we must know and understand them. As teachers we must understand the character of students in learning so that students can easily understand what we have taught. If the teacher does not understand these 4 skills, it is possible that the learning objectives will not be achieved, students become less aware of the material being taught. And the teacher must understand these 4 skills because all of them are closely related to skill 1 with other skills.