

Penelitian Internasi

**The Application of Teaching English as a Foreign Language (TEFL) in
Making Lesson Plan on Students English Department on Fifth
Semester University of HKBP Nommensen Academic Year 2015/ 2016**

By

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ABSTRACT

This study was intended to discover The Application of Teaching English as a Foreign Language in making Lesson Plan on Students' English Department on Fifth Semester University of HKBP Nommensen Academic Year 2015/ 2016. The sample of this study was 43 students. In this study the writers analyzed the student's task in making a lesson plan. From the nine groups of the student's task in making a lesson plan for the time allocation only seventh group from nine group that followed or mentioned it in their lesson plan. And for the textbook, classroom management, learning administration and the last is learning assessment showed that all the groups of the student's is mentioned it in their lesson plan. It can be concluded that Teaching English as a Foreign Language (TEFL) worked effectively in helping students in making a good lesson plan.

Key Words : TEFL, Lesson Plan

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Learning English is not same like how we use our mother tongue in our daily activities. Even, in teaching English language the teacher should be able to know about English well. For example in Indonesia, learning English is how we to teach our students where their first language is not English. So, we must have a good knowledge about English. English is one of the subjects taught in many schools or university. Teaching English as a foreign language is one of subject in University of HKBP Nommensen for the fifth semester students. The aim in teaching English as a foreign language here students is able to making a lesson plan.

The ability in learning English is knowledge to transfer to each other and people are able to understand what we are talking about especially language. In learning English many of ways to learn it but the most important thing is the learners are know what we transfer is. The ability in teaching English as a foreign language is different like we teach English in course. In teaching English as a foreign language is the ability we make that English as our foreign language. We should know when we will use our first language, our mother tongue and our foreign language.

Many of teachers or lecturer in teaching English is less planned so that make the students more confused in their learning especially for English subject, where this subject is a foreign language for them. The teachers or lecturer should have a planned before their doing learning in their classroom.

Teaching English as a foreign language is one of subjects in University of HKBP Nommensen where in this subject the students are able to make a lesson plan to apply it. Lesson

plan is a good plan for teachers or lecturer before doing the teaching learning process at classroom. Lesson plan is the ways to the teachers to make a good learning and well arranged for her/ his teaching and to make a clear learning and more understand to the students. There are some steps in making a lesson plan for teaching English as a foreign language. Before making a lesson plan we should know the curriculum and the syllabus of our subjects.

According to the background above the writer is interest to make a research with the title "The Application of Teaching English as a Foreign Language in making Lesson Plan on Students' English Department on Fifth Semester University of HKBP Nommensen Academic Year 2015/ 2016". The writer wants to know the ability of English department students' university of HKBP Nommensen in making a lesson plan.

1.2 The Problem of the Study

The problem of the study is does students able to make a good lesson plan in application of Learning Teaching English as a Foreign Language?

1.3 The Objectives of the Study

Related to the problem of the study, the objectives of this study is to find out:

The application of learning Teaching English as a Foreign Language is able to make a Lesson plan.

3. To Researcher to increase more knowledge in doing the research about learning lesson plan.

4. Useful to the writer to repair her research in the future.

5. For the society especially the society in University of HKBP Nommensen that

1.4 The Scope of the Study

As described above the writer make her scope of the study in making a lesson plan in application of learning Teaching English as a Foreign Language on fifth semester of English Department students University of HKBP Nommensen.

1.5 The Significance of the Study

Teaching English as a foreign language is how we as a teachers or lecturer to transfer our knowledge about teaching for our students. The findings of this study may have two general significances, i.e. theoretical and practical ones, the description of these can be seen in the following:

1.5.1 Theoretical Significances

Theoretically, there are two significances of the findings in doing this research (1) making the lesson plan; (2) the information of teaching English as a foreign language.

1.5.2 Practical Significances

1. to make students more understand how to make a lesson plan.
2. to add knowledge for the lecturer in teaching English as a foreign language (TEFL) in apply lesson plan.
3. To Researcher to increase more knowledge in doing her research about learning lesson plan.
4. Useful to the writer to repair her research in the future.
5. For the society especially the society in University of HKBP Nommensen that

can give more information and knowledge about teaching English as a foreign language especially for TEFL lecturer.

6. Contribute a valuable source of data to conduct related research.

2.1 Theoretical Framework

In doing research, the terms used must be clarified in order to make same perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in the particular context. By doing so, the research will be free from redundancy. In this case, it is important to list the following terms for the purpose of the research.

2.2 Language

Language is the way how to communicate each other. By using a language to communicate to each other we are able to know what people want to ask or what people want to do.

Language is an intensely political issue since it is bound up with identity and power. As a consequence of its lingua franca status, English sometimes finds itself in conflict with more local languages. Many people worry about what English means for the cultures it comes into contact with, seeing its teaching as a form of "cultural imperialism". Most English language teaching in the world is not carried out by native speakers, but despite this, as well as see that English language teaching methodology—especially that imported directly from English-speaking traditions world, just as the

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

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contents or the language teaching materials need looking at carefully for the cultural message they may convey. (Harmer 2003:4-5)

2.3 The Place of English

English has one of an international language where how we to communicate to other people in other country. In this that all the people should know and learn to communicate in other people in English.

Although English is not the language with the largest number of native or first language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speaker whose native language are different from each other's and where one or both speakers are using it as a second language. Many people living in the European Union, for example, frequently operate in English as well as their own languages (where these are different), and the economic and cultural influence of the united has led in increased English use in many areas of the globe. (Harmer, 2003:1)

2.4 Brief History of Language Teaching

Language teaching has been around for many centuries and over the centuries, it has changed. Various influences have affected language teaching. Reasons for learning language have been different in different periods. In some eras, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These influenced how language was taught in various periods. Also, theories about the nature of language and the nature of learning have changed. However, many of

the current issues in language teaching have been considered off and on throughout history. (Napitupulu, 2014:1)

2.5 What is a Teacher?

Teachers are one of the actors that many of people looked at them. And for at school or others, teachers are who have more knowledge about the lessons. And to applied it to theirs learners anywhere and make more people understanding about something like reading some books, or write some conversation or practice it.

Teachers use many metaphors to describe what they do. Sometimes, they say they are like actors because “we are always on the stage”. Others think they are like orchestral conductors “because I direct conversation and set the pace and tone” yet others feel like gardeners “because we plant the seeds and then watch them grow”. The range of images- these and others- which teachers use about themselves indicate the range of views that they have about their profession.

As a language teacher you must make decisions all of the time. Some of your decisions are relatively minors ones- should homework be assigned that particular day, for instance. Other decisions have more profound implication. What should be the goal of language instruction? Which language teaching method will be the most effective in reaching it? What is the best means of evaluation to see if it has been reached? Here is no single correct answer to questions like these. Each of you has to answer them for yourself. We believe, however, that a teacher informed about some of the possibilities will make better decision. (Larsen 1986: 1)

2.6 Teachers and Learners

Many people in this world or in centuries want to make their children more able to see the ability of them to understand about something, so that they make or they ask their children to go to some place where it place are able to add their knowledge like school or course.

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on “learner-centered” teaching that is teaching which make the learners’ needs and experience central to the educational process. In this framework, it is students’ need which should drive the syllabus, not some imposed list; it is the students’ learning experiences and their response to them which should be at the heart of a language course. The measure of a good lesson is the student activity taking place, not the performance of the teacher.

The physical manifestation of this trend is to be found in classroom where learners are given tasks to work on and where in the process of performing these tasks (with the teacher’s help), real learning takes place. In these situations the teacher is no longer the giver of knowledge, the controller and the authority, but rather a facilitator and a resource for the students to draw on. One writer has suggested that teachers in such learner-centered classroom need special qualities including maturity, intuition, educational skills (to develop students’ awareness of language and learning), an openness in students input, and a greater tolerance of uncertainty. (Harmer, 2003: 56-57)

2.7 Course Design

The course is designed in the form of syllabus and lesson plan which refer to the standard of content. The learning plan covers writing lesson plan and preparing learning materials and media, assessment tool and learning scenario. In doing a lesson plan here, the teacher should prepare all the design before applied at the teaching learning in the classroom.

2.8 Syllabus

According to Richards and Schmidt (2005:532), a syllabus is a description of the contents of a course of instruction and the order in which they are to be taught. Language-teaching syllabuses may be based on different criteria such as (a) grammatical items and vocabulary (STRUCTURAL SYLLABUS) (b) the language needed different types of situation (SITUATIONAL METHOD) (c) the meanings and communicative functions which the learner needs to express in the TARGET LANGUAGE (NOTIONAL SYLLABUS) (d) the skills underlying different language behavior (e) the text types learners need to master.

2.9 Lesson Plan

Lesson plan is a plan for the teacher to make a good situation in her/ his classroom and better arranged. Richards and Schmidt (2002:302) defines lesson plan as a description or outline of (a) the goals or objective a teacher has set for a lesson plan (b) the activities and procedures the teacher will use to achieve them, the time to be allocated

to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson.

It is also the face-to-face learning plan for one meeting or more. It is developed from syllabus to direct the learning activities for the learners in order to achieve basic competence. Every teacher in an education unit must completely and systematically prepare and write lesson plan in order to create interacting, inspiring, pleasuring, challenging, efficient learning atmosphere and motivate the learners to actively participate in the activities. It should give enough space for initiative, creativity and self-independence based on the learners' aptitude, interest, physical, and psychological development. It is prepared based on basic competence or sub-theme carried out in one meeting or more.

2.10 Principles in Writing Lesson Plan

According Napitupulu-Kisno (2014: 75-76) the following principles should be noticed when writing/ preparing lesson plan:

1. The learners' personal differences such as prior-knowledge, level of intelligence, aptitude, potency, interest, motivation, social ability, emotion, learning style, special needs, learning speed, culture background, norm, value, and the learner's environment situation.
2. Learners' active involvement
3. Student-centered in order to motivate the learning spirit, motivation, aptitude, creativity, initiative, inspiration, innovation, and self-independence

4. Developing culture of reading and writing which is designed to develop habit of love-to read, comprehension of various reading materials, and then express it in the written forms
5. Giving feedback and the follow up of the lesson plan which cover positive feedback, reinforcement, enrichment and remedial
6. Emphasizing on the relationship and integrity between basic competence, learning materials, learning activities, competence achievement-indicators, assessment and learning resources in a holistic learning experience
7. Accommodating integrated-thematic learning, integrity of inter-subjects, inter-learning aspects, and culture variety
8. Implementing integrated, systematic, effective, information, communication, and technology based on situation and condition.

2.11 Learning Activities

Learning activities is one way for the teachers to make a full of her teaching in the classroom, in this situation the teacher has been prepared all she need for herself and her classroom.

1. Time allocation for educational level
 - a. Primary School : 35 minutes/ credit
 - b. Junior High School : 40 minutes/ credit
 - c. Senior High School : 45 minutes/ credit
 - d. Vocational School : 45 minutes/ credit

2. Textbook

To make a good lesson plan for the teacher should prepared a textbook to complete her teaching activities. The textbook is used to improve efficiency and effectiveness. The number of the textbook is adjusted to the needs of the learners.

3. Classroom Management

In teaching learning activities the teacher has a centered for her teacher to manage her classroom in doing the activities.

- a. Teachers shall arrange the seat of the learners based on the objective and characteristics of learning process
- b. The intonation and the voice off the teachers must be loud enough to be heard by the learners
- c. Teachers shall use polite words that are easy to understand by the learners
- d. Teachers shall adjust the learning materials with the speed and the capability of the learners in grasping the lesson
- e. Teachers shall create discipline, comfort, and safety in the learning process
- f. Teachers shall give reinforcement and feedback to the response and the result of the learners' achievement during the learning process
- g. Teachers shall support and appreciate the learners to ask questions
- h. Teachers shall dress properly, politely
- i. Teachers shall explain the syllabus to the learners in the beginning of every semester
- j. Teachers shall start and end the learning process based on the schedule

4. Learning Administration

Learning administration is the implementation of lesson plan that covers pre-activity, while-activity and post-activity

4.1 Pre-activity

In this phase, the teachers shall:

- a. Prepare the learners psychologically and physically in order to follow the learning process
- b. Give motivation the learners contextually based on the significance and application of the topic in the daily life by giving examples and local, national, and international comparison
- c. Give question related to the prior knowledge and the expected basic competence
- d. Deliver topic and explanation based on the syllabus

4.2 While Activity

This phase usually implements learning models, learning methods, learning media, and learning resources adjusted to the learners' characteristics and the subject. The selection of thematic learning/ integrated-thematic/ scientific learning/ inquiry learning/ discovery learning/ project based learning is adjusted to the characteristics of competence and education level.

- a. Affective/ attitude

Based on the characteristics of the alternatives chosen is the effective process started from accepting, responding, valuing, internalizing, and

characterizing/ actualizing. All learning activities are oriented in the competence phase supporting the learners to do those activities

b. Cognitive/ Knowledge

Knowledge is acquired through knowing understanding, applying, analyzing, evaluating, and creating. The characteristics of the learning activities in this domain are quite similar to the psychomotor domain.

c. Psychomotor/ Skill

Skill is acquired through observing, questioning, experimenting, associating, communicating, and creating. To achieve this, discovery and inquiry learning is the best practice to produce works based on project based learning

4.3 Post- Activity

In this phase, teachers and learners conduct reflection to evaluate:

- a. All learning activities process and the result obtained in order to find out the significances and value of the learning activities
- b. Feedback to the learning process and achievement
- c. Follow up by giving assignment for personal and for team
- d. Inform the next learning plan for the next meeting

4.4 Learning Assessment

Assessment is conducted through authentic assessment that measures the learners' readiness, learning process, and learning result holistically. The synergy of those components will depict the capacity, style and learning

achievement. In addition, it will result in instructional effect and nurturing effect of the learning process.

The result of authentic assessment can be used by teachers in order to carry out remedial, enrichment, and counseling. Moreover, it can also be used as the reference to improve the learning process based on the education assessment standard. The evaluation of the learning process can be carried out during learning process by using some instruments such as questionnaire, observation, anecdotal note, and reflection journal.

2.12 The Example of Lesson Plan

To make a good learning process at classroom the teachers should prepare the lesson plan. Here the example of lesson plans:

LESSON PLAN

School	: SENIOR HIGH SCHOOL
Subject	: ENGLISH
Grade/Semeste	: X / 1
Theme	: TECHNOLOGY
Language Skill	: LISTENING
Time Allotment	: 2 X 40'

A. Standard of Competence :

Understanding meaning in oral functional text and simple short monolog text in form of procedure, report and explanation to communicate in daily life.

B. Basic Competence:

Understanding explicit meaning of non interactive oral text in form of procedure, report and explanation to communicate in daily life or in academic context

Sub-Basic Competence

Understanding implicit meaning of non interactive oral text in form of procedure

C. Indicator (s)

1. Finding out the general idea
2. Finding out the synonym of the words
3. Finding out the generic structures of the text
4. Making a simple procedure text
5. Performing the simple procedure text

D. Instructional Objectives:

At the end of the lesson the students are able to:

1. Find out the general idea
2. Find out the synonym of the words
3. Find out the generic structures of the text
4. Make a simple procedure text
5. Perform the simple procedure text

D. Instructional Materials:

- a. Monolog text about "How to operate a digital camera"

How to operate a digital camera

You need:

a digital camera

an object (a friend/classmate or something interesting you can find around the classroom or school yard)

Follow the steps below to take pictures.

1. Hold up the camera and centre the object in the LCD.
2. Move closer or use the zoom control for the result you want.
3. When you are ready to take pictures, hold the shutter half way. It is very important, so the camera sets the focus, shutter speed, and various other calculation. This may take a few second.
4. A light should appear that let you know the camera is set to go.
5. Press shutter all the way down.

It may be necessary to turn off the LCD and use the view finder when there is more extreme sunlight or to conserve battery life. The glare from the LCD does not work well with more bright light.

- b. Vocabularies related to topic. For example: zoom, lens, flash, etc.

- c. Verbs: move, hold, press, etc.

d. Teaching Methods:

Three-phase technique

e. Teaching and Learning Activities:

Meeting 1

Pre-activities

1. Asking and answering various questions related to the students' condition
2. Checking the presence list
3. Reviewing the previous material
4. Stating the Basic competence

Whilst-activities

1. Looking at the camera shown by the teacher
2. Mentioning the vocabularies related to camera
3. Listening to the text read by the teacher
4. Answering the questions based on the text orally concerning to the general idea
5. Answering the questions based on the text orally concerning to synonym
6. Looking at the sample of procedure text how to operate the digital camera
7. Making a simple procedure text in group
8. Performing it in group in front of class

Post-activities

1. Asking the students' difficulties during the learning process
2. Summarizing the materials
3. Giving the students homework to make another procedure text individually

f. Learning Resources:

A real object (camera)

A listening script

Relevant books

Multimedia/internet

g. Assessment:

Indicator (s)	Techniques	Types	Examples
Finding out the general idea	Oral Test	Question and answer	Answer the questions based on the text you just listened!

Finding out the synonym of the words	Oral Test	Question and answer	Answer the questions based on the text you just listened!
Finding out the generic structures of the text	Oral Test	Question and answer	Answer the teacher's questions!
Making a simple procedure text	Written Test	Product	Make a simple procedure text in group of 4!
Performing the simple procedure text	Oral Test	Performance	Tell your simple procedure text in front the class!

h. Instrument:

A. Listen to the text and answer the questions orally!

1. What is the text about?
 2. What is the purpose of the text?
 3. "How to operate digital camera"
- What is the synonym of the word "operate, important, centre"?
4. Where can you see the picture of the object in a digital camera?
 5. What are the generic structures in procedure text?

B. Make a simple procedure text in group of four!

C. Tell your procedure text in front of the class!

D. Scoring guide:

1. For Part A, maximum score 10 for each correct answer
2. For Part B, maximum score 100
3. For Part C, maximum score 100

E. Scoring Rubrics:

No	Description	Score
I	Correct answer and pronunciation	10

	Correct answer and mispronunciation	8
	Wrong answer and mispronunciation	5
	No answer	0
II	Content	30
	Pronunciation	15
	Fluency	15
	Grammar	20
	Vocabulary	20
III	Content	30
	Organization	20
	Grammar	20
	Vocabulary	20
	Mechanics	10

Approved by:

Classroom Teacher,

2.13 Conceptual Framework

Teaching English as a Foreign Language (TEFL) is a foreign language that should more learn for it. In teaching learning English, the teachers should have a good planned for her classroom. One way to make a well performance in the classroom is to make a good lesson plan before practice or teach at the classroom. Most of the teachers have some difficulties in doing their activities in their classroom because they do not prepare themselves and especially they do not prepare their lesson plan.

There are some steps to make a good lesson plan, such as (a) time allocation, (b) textbook (c) classroom management (d) Learning administration, and (e) learning assessment. By follow this steps in doing a lesson plan the teacher are able to manage and well arranged her classroom.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher applied descriptive and qualitative design. Descriptive design simply described what data shown or what was going on by counting the percentage what was set source of the data. Qualitative analysis was then applied to find out theoretically which one seemed to be the application of Teaching English as a foreign Language in making lesson plan on students' English department on fifth semester Academic Year 2016/ 2016 University of HKBP Nommensen.

Bogdan and Biklen (1982:304) states official documents data include memos, minutes from meetings, newsletters, policy documents, books, proposals, codes of ethics, student's records, statement of philosophy, news releases and the like. Based on the statement, the task of the students' is available to be researched.

In qualitative research, instrument is the researcher it's self. (Best and Kahn 2002: 26) have states that the instrument of choice in naturalistic inquire is the human. This research of this data is lesson plan of students' as data source. Researcher applied the theory and the data were identify by application of Teaching English as a Foreign Language.

3.2 Data and Data Source

The data of this research is the subject of the research is students of University of HKBP Nommensen fifth Semester where the campus is located in Sutomo Street. There

are two classes. The research chooses this class because the writer wants to know how the students of this grade are able to make a lesson plan through the Teaching English as a Foreign Language (TEFL) subjects.

3.3 Techniques of Collecting Data

Miles and Huberman's (1988: 23) model is used to analyze the data descriptively.

This model focused on four activities, they are:

1. Data Collection

The data will be taken from the task of the students' of English department University of HKBP Nommensen Grade Fifth from the Teaching English as a Foreign Language (TEFL) class.

2. Data Reduction

The data will reduce by analysis the task of students with the two classes by using good steps in lesson plan.

3. Data Display

Here, the data will explain and present in table by analyzing the student's task of TEFL.

4. Conclusion Drawing

After completing the analyzing of the data, then the writer make conclusions drawn in order to answer the research questions.

3.4 The Technique of Analyzing Data

After collecting the data from the student's task, the datum was analyzed. The technique of analyzing data is to know about percentage of students ability in making a lesson plan with a good steps.

$$X = \frac{f}{N} \times 100\%$$

Where:

X = the percentage of the items

F = frequency

N = the total number of the items

CHAPTER IV

DATA ANALYSIS, FINDING AND DISCUSSION

4.1 The Data

The data on this research were focuses on the task of the English students department in group of Teaching English as a Foreign Language (TEFL) grade fifth University of HKBP Nommensen Medan.

4.2 The Analysis of Data

After collecting the data from the students task the writer seen the data based on a good steps in lesson plan from the students assignment. The data is collected from the task of the students by follow a good steps of lesson plan. Good steps in lesson plan are as (a) time allocation, (b) textbook (c) classroom management (d) Learning administration, and (e) learning assessment.

4.2.1 Time Allocation

In time allocation for lesson plan is 2 X 40 minutes/ credit for Junior High School and 2 X 45 minutes/ credit for Senior High School. There are nine of group to make a good steps in lesson plan. From the nine group of this research show that eight of group mentioned time allocation in their lesson plan. Only one group that didn't mentioned time allocation in their lesson plan.

4.2.2 Textbook

As a good teacher it's better to prepare for everything especially for textbook and also that mentioned in lesson plan. From the nine group to make a good lesson plan mentioned a textbook in their lesson plan.

4.2.3 Classroom Management

Classroom management is influenced in the activities of teacher at the classroom. A good teacher is able to handle the entire situation in the classroom. From the students task of their lesson they didn't mentioned it but it showed from their practice at the classroom. In here the students also present their lesson plan in teaching practice at classroom as a candidate teacher, so for the classroom management here all the groups are able to handle the students at the classroom with many behaviors.

4.2.4 Learning Administration

The meaning of learning administration in lesson plan is that the teacher explained all the activities of teaching learning. In here means that the teacher should be able to handle all the learning activities where include of games, quiz and all the activities in learning process activities. The student's entire task in doing a lesson plan mentioned with a various learning administration

. Learning administration in lesson plan of the students task is showed that their activities in opening, main and closing activity.

4.2.5 Learning Assessment

Learning assessment is the scoring or how do the teacher to assess their students to know their ability from his/ her learning material that she has been explained in learning administration. From the nine groups of the students task in their lesson plan showed that they mentioned the learning assessment. In here means that to know students ability that achieve.

4.3 Research Finding

After checking and analyzing the student's task in making a good lesson plan we have seen that the students are able to make a good lesson plan that show in table below.

Table 4.3.1 The Total Number Percentage of Student's Task.

No	Steps of Lesson Plan	Total Group	Percentage
1	Time Allocation	7	16.28 %
2	Textbook	9	20.93%
3	Classroom Management	9	20.93 %
4	Learning Administration	9	20.93 %
5	Learning Assessment	9	20.93%
	Total group and percentage	43	100 %

4.4 Discussion

From the finding above, the students that make good steps in lesson plan in application of Teaching English as a Foreign Language (TEFL) subject in English department university of HKBP Nommensen. From the nine groups of the student's task in making a lesson plan for the time allocation only seventh group from nine group that followed or mentiod it in

their lesson plan. And for the textbook, classroom management, learning administration and the last is learning assessment showed that all the groups of the student's is mentioned it in their lesson plan.

The Conclusion

Based on background, problems, data analysis, finding and discussion above that from the application Teaching English as a Foreign Language (TEFL) subject the students are able to make a good lesson plan with a good steps. To answer the problem of the study from this research where, the problem of this research is does students able to make a good lesson plan in application of Learning Teaching English as a Foreign Language?

From the finding of the research conclude that the student's are able to make a good lesson plan in application of Teaching English as a Foreign Language (TEFL) subject for of the fifth grade students of university of HKBP Nommensen Medan.

From the percentage of the student's work conclude that the student's are able to make a good lesson plan in application of Teaching English as a Foreign Language (TEFL) subject. The last that answered the problem of this research is the student's are able to practice or apply these steps in their practice at the classroom.

3.2 The Suggestion

After conclude the finding the research from the student's task in application of Teaching English as a Foreign Language (TEFL) subject in University of HKBP Nommensen Medan. The following suggestions are addressed:

1. This study will be relevant used by a lecturer of teaching department to improve students ability to prepare their materials and especially their attitude in classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 The Conclusion

Based on background, problem, data analysis, finding and discussion above that from the application Teaching English as a Foreign Language (TEFL) subject the students are able to make a good lesson plan with a good steps. To answer the problem of the study from this research where, the problem of this research is does students able to make a good lesson plan in application of Learning Teaching English as a Foreign Language?

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5.2 The Suggestion

After conclude the finding the research from the student's task in application of Teaching English as a Foreign Language (TEFL) subject in University of HKBP Nommensen Medan. The following suggestions are addressed:

- a. This study will be relevant used by a lecturer of teaching department to improve students ability to prepare theirs materials and especially theirs attitude in classroom.

- b. Lesson plan in this study can be used to improve for the all lecturers that before entering the classroom to prepare a lesson plan.
- c. This study also more important or useful for teachers at the school to prepare everything before entering the classroom.

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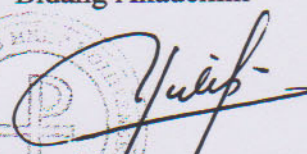
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Telah melaksanakan seminar hasil penelitian pada hari Senin tanggal 15 Pebruari 2016 dengan judul tersebut adalah:

“The Application Of Teaching English As A Foreign Language (TEFL) In Making Lesson Plan An Students English Department On Fifte Semester University Of HKBP Nommensen Academic Year 2015/2016.”

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Medan, 22 Pebruari 2016
Wakil Dekan Khusus
Bidang Akademik


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