

THE CONSISTENCY BETWEEN THE LESSON PLANS AND TEACHING PRACTICES: A CASE IN WORK EXPERIENCE 1 COURSE

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Abstract

This study aimed to investigate the consistency between the lesson-plans and teaching practices in Work Experience 1 course. It was conducted in English Department, State University of Jakarta from May to December 2010. Case study was applied in this study. The instruments of this study were checklists, field notes, videos, and interview. The subjects of this study were 18 students of education program 07A regular class who took Work Experience 1 course. The result in teaching practice 1 showed the material was applied consistently, pre-activity and assessment and evaluation were applied in high consistency, main-activity and post-activity were applied in medium consistency, and time allocation was applied in low consistency. The result showed 55.5% of the student teachers made improvement in applying the lesson-plan from teaching practice 1 to teaching practice 2. The result showed that the consistency between the lesson-plans and the teaching practices did not always result a better activity than the inconsistent one because the success teaching practices depended on the conditions in the classroom, such as the teaching media that couldn't work well and insufficient time.

Keywords: *Consistency, Lesson Plan, Teaching Practice*

Abstrak

Penelitian ini bertujuan untuk meneliti konsistensi antara rencana pembelajaran dengan praktek mengajar di kelas Work Experience 1. Penelitian ini dilakukan di Universitas Negeri Jakarta pada bulan Mei sampai Desember 2010. Studi Kasus digunakan sebagai metode dalam penelitian ini. Instrumen yang digunakan yaitu ceklis, catatan lapangan, video, dan wawancara. Subjek penelitian yaitu 18 mahasiswa program pendidikan bahasa Inggris kelas 07A yang terdaftar pada kelas Work Experience 1. Hasil penelitian pada praktek mengajar 1 menunjukkan bahwa materi diaplikasikan secara konsisten, pre-aktivitas dan penilaian dan evaluasi diaplikasikan dalam konsistensi tinggi, main-aktivitas dan post-aktivitas diaplikasikan pada medium konsistensi, dan alokasi waktu diaplikasikan pada konsistensi yang rendah. Hasil penelitian menunjukkan 55.5% mahasiswa calon guru membuat peningkatan konsistensi pada praktek mengajar 2. Hasil penelitian menunjukkan bahwa konsistensi antara rencana pembelajaran dengan praktek mengajar tidak selalu menghasilkan kegiatan belajar yang lebih baik dikarenakan kegiatan belajar mengajar yang sukses juga ditentukan oleh kondisi di kelas, seperti media pembelajaran yang tidak berfungsi dengan baik dan waktu yang tidak mencukupi.

Kata Kunci: *Konsistensi, RPP, Praktek Mengajar*

INTRODUCTION

Teaching is a complex way about how to teach a specific topic to a specific group of students at a specific time in a specific classroom within a specific school. Teachers have to prepare what they want to teach before entering the classroom so that they know what to do in the classroom (Johnson 1999:1; Scrivener, 2007:109). Because teaching also needs specific knowledge and skills, the student teachers should be given special training before starting their profession. In this case, micro teaching is needed to support the student teachers in developing their knowledge and skills to prepare lesson plans, choose teaching goals, speak in front of a group, to ask questions and use evaluation techniques (Kilic, 2010:1-6).

The Importance of Planning a Lesson

The preparation that teacher can do is by making a lesson plan. Before entering the class, it will be useful for the teacher to know what to do in the classroom. "Although it is possible to teach without any pre-planning, but planning gives options - and in doing so, increase the teacher chances to deliver a successful lesson" (Scrivener, 2007:109). Lesson plan is one of vital components in teaching activity that consists of some elements such as goals, objectives, materials, methodology, procedures, time allocation, assessment and evaluation, resources, and reflection (Brown 2001:149- 151; Cruickshank 2009:182; Echevarria, et al, 2008: 24; Richard 2001:31). Harmer (2001:308-310) stated that lesson planning is the art of combining various different elements into a coherent unity so the lesson has a character that students can identify, work within, and react to. The way teacher plan a lesson relies on the situation,

where the lesson take place, and on the teacher's experience. By planning a lesson, teacher can feel more confident and professional because well-planned lesson make them know what to teach and to do in the classroom. They also feel more secure because a lesson plan with clear objectives and aims, time allocation, and materials enables teacher to focus on students before, during, and after the lesson. A plan also can provide security in some unpredictable situations of a classroom such as magic moments, sensible diversion, and unforeseen problems that can occur during the teaching and learning activity in the classroom (Brewster and Ellis, 2003: 231-232; Richard 2001:31; and Harmer 2007:366). By planning the lessons carefully, relevant and meaningful, learning can be achieved by involving suitable motivating materials and activities which substitute real-life application of concept study (Echevarria, et al, 2008: 24). The teaching activities can also be more creative and fun because the lesson is thought and planned carefully (Cruickshank 2009:159). Besides, for students, it also has some benefits such as students learn more easily when they know what their teacher expects from them. It makes them feel more secure and more confident (Brewster and Ellis, 2003: 231-232).

Beside those benefits, a lesson plan also important for a new teacher because they might not know what to do in the classroom because she/he has less experience, thus well-prepared plan can provide self-confidence and personal security, so the teacher can give more attention to the students. In teaching, as a student teacher, the writer finds some difficulties if she does not prepare a lesson plan before entering the classroom. The student teacher has to know what to teach, how to teach, the available time, and how to assess the students. Besides,

most student teachers find some difficulties in making lesson plan such as in stating the objectives, indicators, and finding out the proper activities. Further, there are some factors that make a lesson plan difficult to be implemented, such as, the time availability, the students' and classroom's conditions, the materials, and so on.

Nevertheless, Harmer (2007:366) describes that teachers can not follow completely the plan because there are some unpredictable situations in the classroom during the lesson, such as, the magic moment that occurs when students really interesting in the topic, sensible diversion, and unexpected situation. Moreover, there is an essential part of teaching, the quality of teaching or pedagogical preparations such as plan a lesson, deliver instruction, and evaluate learning that student teachers experienced. It will give influence to the quality and the style of their teaching. The more knowledge and skills they have in planning lesson, delivering instruction and evaluating learning, their students will have better understanding (Cruickshank et al, 2009:10-11). In micro teaching practice, the student teachers will get opportunity to have experience in developing the teaching or pedagogical preparations (Kilic, 2010:6).

It can be conclude that preparing a lesson plan before teaching has a lot of advantages. The teacher may have a good self-confidence because she/he has known what to do and what to teach in the classroom. The teacher can be more focus on the students' development during teaching so that the activity can be more fun and run well.

The Importance of Lesson Planning in Micro-Teaching

Planning lesson is needed for student teacher and novice teacher as

guidance for them in teaching their first and second year. Later, the teacher probably will rely on experience and expertise (Cruickshank, 2009:161). Make a lesson plan for the classroom activity has a lot of benefits, such as, provide security in the some unpredictable situation of a classroom, help teacher think about the content, materials, procedure, time allocation, and activities, help a substitutes to take control a class when the teacher cannot teach (Richard 2001:31). But rather than working to a pre-arranged plan, a teacher should be more like a doctor, basing treatment by precise diagnosis. All classes and students have different characteristic, so to decide previously what they should learn on a given day is to restrain them to a mental structure and ignore the 'flesh-and-blood here-and-now learners' (Rinvoluceri 1996 in Harmer 2001:311).

Teaching is considered as the complex way about how to teach a specific topic to a specific group of students at a specific time in a specific classroom within a specific school (Johnson 1999:1). Then, Malahmah-Thomas (1987:3) stated in Harmer (2001:311) that experienced teachers may well succeed to run effective lesson without planning a lesson. If the lesson run well they can be extremely rewarding for all concerned. But more often they run the risk of being meaningless and confusion. There is a real danger that if teacher do not have a clear plan of their goals – and, decisively, if the students cannot or will not achieve the lesson shape, then there is no useful of planning the lesson. Besides that, the attainment of interaction in the classroom cannot be taken for granted and guaranteed just because of extensive planning because interaction in the class has to be managed.

Moreover, another essential part in teaching is the quality of teaching or

pedagogical preparations (plan a lesson, deliver instruction, and evaluate learning) that student teachers experiencing. It will give influence to the quality and the style of their teaching. The more knowledge and skills they have in planning lesson, delivering instruction and evaluating learning, their students will have better understanding (Cruickshank et al, 2009:10-11). In micro teaching activities, the student teachers get opportunity to develop those skills such as to prepare lesson plans, choose teaching goals, speak in front of a group, and to ask questions, and use evaluation techniques that they got from the previous courses. The experience to learn how to realize teaching goals through planning a model lesson show how preparation, organization, and presentation are crucial in learner's learning to be the real teacher in the future (Kilic, 2010: 6).

As a result, planning a lesson for micro teaching activity is needed because one essential thing that student teachers need to consider is to match up the teaching activities, materials, and the limited time allocation.

The Concept of Consistency

In Oxford Advance learner's Dictionary (1995:245-246) consistency means the quality of being consistent. And consistent has two meanings; first is the person, behavior, views that always following the same pattern or style; not changing; and second is in agreement or harmony with something. Besides, Svenson (1993:199) defines consistency as the agreement of choice in "identical" choice task. In addition, Kim and Yoon (2009) in Kurosu (2009:203) state that consistency occurs when a person do similar thing in similar way. In other book, consistency defines as follow:

"Critto (2000:3) states that combination of variety by agreement is called consistency. Further, he refers consistency to the way in which agreement initiates, integrates, and leads to achievement of all being -knowing, loving, serving and enjoying, if he analogically applies to human concepts. And capacity for consistency refers to the way in which human beings may choose agreement and consequently relate to what exists in the same way as agreement."

Devito (2003:64) also states that consistency represents people's need to sustain stability among their attitudes. The people expect particular things to go together and other things not to go together. He also says that consistency is one of the main processes affecting people perception of others. Hence, consistency is the agreement to do similar thing in similar way to sustain stability.

In this study, consistency occurs when the student teachers applied the lesson plans in the teaching practices pervasively as written in the lesson plans. For novice teacher conducts teaching activity based on the lesson plan is helpful. Besides, it also can make them feel more confident and focus to the students before, while, and after the lesson (Brewster and Ellis, 2003: 231-232).

Based on the background above, this study focused on answering the following questions: (1) How was the consistency between the lesson plans and the teaching practices? (2) What aspects of the lesson plan those were consistent or inconsistent? and (3) What was the purpose of inconsistent implementation

between the lesson plans and the teaching practices?

Research Methodology

The research was designed to obtain information about the consistency between the lesson plans and teaching practices and to find the factors that affect the consistency. Thus, it was conducted by using case study. Case study is described as the unit of analysis that could be a teacher, a classroom, a school, an agency, an institution, or a community (Johnson, 1992: 75-76). A case-study researcher emphasizes consideration on a single entity, usually that occur around his or her environment (Johnson, 1992: 75). Case study can provide a lot of information about the processes and strategies used in the classroom. The study was conducted through observation from May to December 2010 to collect the data needed in Work

Experience 1 course at English Department in State University of Jakarta. The subject of the study was the 18 students of education program 07A regular class who took Work Experience 1 at English Department in State University of Jakarta.

The data were the student teachers' lesson plans and the teaching practice activities. Besides, the other data in this study were taken from the field note, checklist, interviews and videos. In this study, the writer took four main components in the lesson plans that made by the student teachers for doing their teaching practices in Work Experience 1 course; the components are material, teaching stages (pre-activity, main-activity, and post-activity), assessment and evaluation, and time allocation. To determined the consistency, the following rubric was used:

Table 1.

Rubric for determining the consistency between the lesson plans and the teaching practices

No	Components of the lesson plan	Consistent	Inconsistent
1	Material	The teacher teaches the material(s) that written in the lesson plan in the teaching practice activity.	The teacher doesn't teach the material(s) that written in the lesson plan in the teaching practice activity.
2	Teaching stage: Pre-activity	The teacher does all pre-activities that written in the lesson plan in the teaching practices	The teacher doesn't do all pre-activities that written in the lesson plan in the teaching practices
	Teaching stage: Main-activity	The teacher does all main-activities that written in the lesson plan in the teaching practices	The teacher doesn't do all main-activities that written in the lesson plan in the teaching practices
	Teaching stage: Post-activity	The teacher does all post-activities that written in the lesson plan in the teaching practices	The teacher doesn't do all post-activities that written in the lesson plan in the teaching practices
3	Assessment and evaluation	The teacher does all activities for assessing and evaluating that written in the lesson	The teacher does all activities for assessing and evaluating that written in the lesson plan

		plan in the teaching practices	in the teaching practices
4	Time allocation	The teacher conducts the teaching practice activity in between 14 minutes 30 seconds and 15 minutes 30 seconds	The teacher conducts the teaching practice activity less or over than 14 minutes 30 seconds and 15 minutes 30 seconds

To analyze the data, triangulation was used (Sugiyono, 2008:373). The data were taken from

observation (field notes, checklist, and videos), documents (lesson plans), and interviews.

RESULT AND FINDINGS

The analysis of the data resulted the following findings:

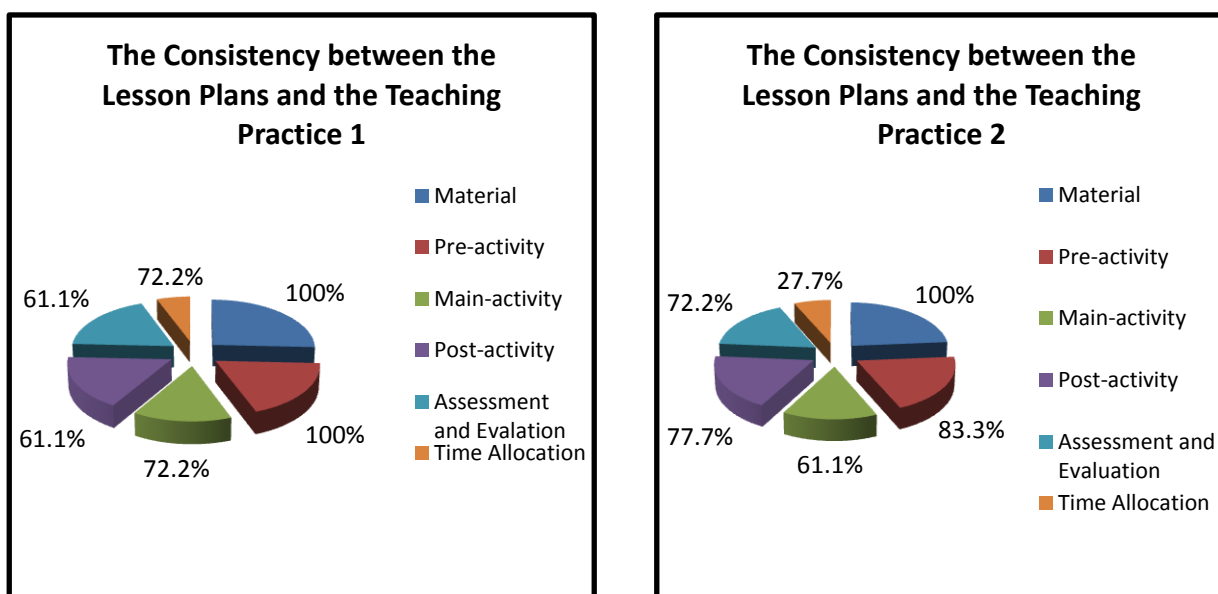


Chart 1:

The consistency percentage between the lesson plans with the teaching practice1 & 2

Material

The consistency rate of the material in teaching practice 1 and teaching practice 2 was consistent (100%) because all of the student teachers applied the materials in the teaching practices as it were written in the lesson plan. For example, in the lesson plan the student teacher (S3) planned to teach news item text about the language features and meaning of the news item text and in the teaching practice she taught the materials through 9 learning activities and 1 news item text, "Red Shirt Military Strategist Dies of Wound.

Another example, the student teacher (S14) planned to teach how to make a reservation - read an advertisement about making reservation and make an on line reservation in internet and she applied the materials through 5 learning activities in the classroom.

Teaching stages

The teaching stages were divided into three stages, namely pre-activity, main-activity, and post-activity. The consistency of those three stages were varies. In the teaching practice 1 the pre-

activity was high consistent because there were 13 student teachers (72.2%) who applied the pre-activity consistently and 5 student teachers (27.7%) who didn't apply the pre-activity in the lesson plan consistently. The main-activity was medium consistency because there were 11 student teachers (61.1%) who applied the pre-activity consistently and 7 student teachers (38.9%) who didn't apply the pre-activity in the lesson plan consistently. And the post-activity was same with the main-activity, it was high consistency because there were 11 student teachers (61.1%) who applied the pre-activity consistently and 7 student teachers (38.9%) who didn't apply the pre-activity in the lesson plan consistently. And in the teaching practice 2 the pre-activity was high consistency because there were 15 student teachers (83.3%) who applied the pre-activity consistently and 3 student teachers (1.66%) who didn't apply the pre-activity in the lesson plan consistently. The main-activity was medium consistency because there were 11 student teachers (61.1%) who applied the pre-activity consistently and 7 student teachers (38.9%) who didn't apply the pre-activity in the lesson plan consistently. And the post-activity was high consistency because there were 14 student teachers (77.7%) who apply the plan and 4 (22.2%) student teachers who didn't apply the post activities as it were in the lesson plan.

There were student teachers who chose to inconsistently apply the plan because the situation in the classroom and the number of the students that they didn't predict before. Besides, the time allocation also has influence in conducting the learning activities.

"Biasanya kalo dari yang sudah-sudah tergantung keadaan di kelas yang saya temui. Yang seringnya saya tidak mengikuti

seluruhnya. Intinnya urutannya seperti ini, tapi untuk simple, pastinya tergantung kondisinya juga, tergantung waktu juga jadi gak saya implimentasikan sesuai di LP."

For the pre-activity, as example, the student teacher (S10) planned to 1) ask the students' to read the dialogue volunteer in pairs about the expressions of certainty for twice and the other students listen carefully to their friends, 2) ask the students to underline the expression of degree of certainty in the dialogue, and 3) ask students to mention all the expression that they have underlined in the dialogue. But, in the classroom she didn't do the second and the third activities in the pre-activity because she forgot the steps and the plan. She said that she uses the lesson plan as guidance to teach in the classroom and she applies it flexibly.

"...sebagai panduan. Karena kalo ngikutin dari awal sampai akhir nanti pas di kelasnya jadi malah kaku. Dan kan gak semua yang udah kita planning-in itu sama dengan sikon di kelas. Jadi ya disesuaikan dengan keadaan di kelas."

For the main activity, as example, the student teacher (S3) planned to divide the students into groups of three but the large number of the students in the classroom made the student teacher divided the class into groups of 4 and 5. She said that:

"...mungkin kita punya konsep apa yang harus dilakukan pada saat teaching practice, ini, ini, ini. Tapi pada kenyatannnya ada hal-hal tidak terduga yang bikin kita gak melakukan hal itu... Ya

disesuaikan dengan keadaan kelasnya, kita kan gak mungkin memaksakan untuk mengimplementasikan yang udah kita buat kalo keadaannya gak sesuai."

Another example, the student teacher (S7) planned to play a video but in the teaching practice there was no video played because there was no video player to play the video. This situation is called unforeseen situation that may happen in the classroom that make the plan can't be applied as it is (Harmer, 2007:366).

In the post-activity, as example, the student teacher (S9) planned to ask the students (3-5 students) to mention the expression of certainty through the discussion but in the teaching practice she didn't apply the plan because the time was over.

"waktunya udah abis kan, ya udah saya tutup aja lessonnya."

Another student teacher (S12) planned an activity for the pre-activity but in the teaching practice she applied it in the post activity.

"Lupa, [laughed]. Belom ngapalin lesson plan. Jadi udah ada materi, fokus sama materi, tapi urutannya gak sesuai. [laughed]."

Assessment and Evaluation

The consistency of assessment and evaluation in the teaching practice 1 and teaching practice 2 was high consistency (72.2%). Both in teaching practice 1 and teaching practice 2 there were 13 student teachers (72.2%) who applied the assessment and evaluation activities stated in the lesson plan.

For example, the student teacher (S5) planned to assess and evaluate the students by doing task 1: *match the sentences in the left boxes with the similar meaning in the right boxes and then discuss the answer together*, but the time was over so that the activities couldn't be conducted. The student teacher (S14) also had the same problem. She planned *the students to share any difficulty when making a recount*, but the time was over so she couldn't continue her teaching practice. Another student teacher (S13) planned to teach three activities as the assessment and evaluation activities: 1) *invite the students to find any difficult words or phrase in the monologue*, 2) *discuss the meaning and pronounce the words*, and 3) *check the students' understanding about the text*, but in the teaching practice she only applied the last activity, she said that:

"... Oh ya, saya pribadi lupa urutan kegiatan pembelajaran di yang udah ditulis di lesson plan, suka kebolak-balik gitu urutannya..."

Time Allocation

Time allocation was the component that got low consistent and the lowest percentage both in teaching practice 1 and in teaching practice 2, but the percentage increased from teaching practice 1 (16.6%) to teaching practice 2 (27.7%). In teaching practice 1 there were only 3 student teachers (16.6%) who used the time consistently and the 15 other student teachers (83.3%) used the time inconsistently. And in the teaching practice 2, there were 5 student teachers (27.7%) who used the time consistently and another 13 student teacher (72.2%) didn't use the time consistently.

As example, the duration of student teacher's (S3) in teaching practice 1 was 29 minutes 2 seconds. It happened

because she spent a lot of time in two main-activities: *discuss about the content of the news item and discuss the language feature of the news item*. Those activities took much time because she explained the materials and asked the students to discuss about a news item text titled 'Red Shirt Military Strategist Dies of Wounds' from the aspect of the content and the language feature. If the student teacher 3 was inconsistent because she spent more time, the student teacher 14 was inconsistent because the time for study at Diponogoro Rawamangun Junior High School has finished - time to go home for the students- so she had to finish her lesson. Her teaching duration was 13 minutes 48 seconds.

"Hambatannya. Oh ya, terutama di ini, time management, itu agak sulit mengontrol waktu."

"Waktunya terbatas sekali, fasilitas/sarana buat mengajarnya."

"Kegiatan pembelajaran karena waktunya suka over dari yang direncanakan."

Discussion

Based on the overall result, the consistency between the lesson plans with the teaching practices, there are 42.8% components are high consistent. And the consistency development from teaching practice 1 to teaching practice 2 showed that one component had decrease percentage during the teaching practice and teaching practice 2. One component had increase percentage and the five others had same percentage. The consistent applications between the lesson plans and the teaching practices didnot always mean better than the

inconsistent one because the success teaching practices depended on the conditions in the classroom. The teaching practice was successful when the students could achieve the learning objectives and there were some conditions that made the teaching practices didn't run as planned in the lesson plans in order to achieve the learning objectives. The conditions were the large number of students that were unpredicted before, the teaching media that couldn't work well, and the number of planned activities that were incompatible with the available time that made the student teachers couldn't apply the lesson plan consistently.

"Hambatannya muridnya dan penguasaan materi. Kalo guru baru kan materinya gak kaya guru lama. Misalkan ada nervous juga, bingung mau ngapain."

"... Terus, juga mungkin kaya kemaren pengalaman unexpected situation, jadi kurangantisipasi. kaya speaker gak nyala jadi kan perluantisipasi."

"... Banyaknya materi juga harus disesuaikan dengan waktunya. Itu sih yang paling susah."

The student teachers chose to apply some lesson plan components inconsistently in order to achieve the learning objectives.

"Improvisasi aja, disesuaikan dengan keadaan kelas. Jadi ya gak plek-plek harus ngikutin lesson plan kan."

"... Karena kalo ngikutin dari awal sampai akhir nanti pas di kelasnya jadi malah kaku. Dan

kan gak semua yang udah kita planning-in itu sama dengan sikon di kelas. Jadi ya disesuaikan dengan keadaan di kelas."

"Improvisasi, kan harus sesuai keadaan juga."

"[lesson plan itu fungsinya] sebagai pegangan kali ya, sebagai guideline sebagai rencana kita untuk ngajar. Jadi kita ngajar gak start from zero, kita ada pegangan, ada rencana. Jadi kita tinggal menjalankan rencana yang udah kita buat aja."

"Kalo itu sih mendingan lebih fleksibel. Jadi mendingan kita udah punya pegangannya, tapi pas pelaksanaannya gak usah kaku-kaku banget. (S13)"

Hence, the lesson plan was used as guidance in teaching practice activity for the student teachers as novice teachers to teach in the classroom, but the implementation of the plan depended on the conditions in the classroom itself. The teacher couldn't force to apply the plan consistently unless it will make the student didn't get the knowledge of the lesson taught by the teacher (objective of the teaching practice activity). So, it was more important to achieve the learning objective rather than applied the plan consistently.

CONCLUSION

The consistent applications between the lesson plans and the teaching practices don't always mean better than the inconsistent one because the success teaching practices depends on the conditions in the classroom. The teaching practice is successful when the students can achieve the learning objectives and there were conditions that made the

teaching practices didn't run as planned in the lesson plans in order to achieve the learning objectives. The conditions are the large number of students that were unpredicted before, the teaching media that couldn't work well, and the number of planned activities that were incompatible with the available time that made the student teachers couldn't apply the lesson plan consistently. It is important to discuss the lesson plan before the student teacher were asked to make a lesson plan in order to avoid confusion in compiling the plan.

Besides, the result of this study also recommend the student teachers in the micro-teaching class to pay more attention in time allocation when they prepared the lesson plan and mastering the materials well. More practices were needed for the student teachers to improve their performance and reflection on their micro-teaching activities.

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