

**STUDENTS' PROBLEMS IN CONDUCTING THE 8 GOALS
OF PLP 2 AT JUNIOR AND SENIOR HIGH SCHOOL IN
BENGKULU CITY**



THESIS

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MUHAMMADIYAH UNIVERSITY OF BENGKULU
2024**

APPROVALSHEET

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MOTTO AND DEDICATION

MOTTO

- ❖ Disappointing does not mean failure
- ❖ Consider a father's education a role model for more than him
- ❖ Don't cry at your mother's words, but consider it a blessing and prayer from her

DEDICATION

With gratitude and love, I dedicated this thesis to

- ❖ My beloved parents Mr.Yimran Bahri and Mrs. Siti Asnita thank you for support and being my pernts.
- ❖ My son, Muhammad Gifari Atharrazka, thank you for being an encouragement to me in completing my thesis. Thank you for being present in my life.
- ❖ My little brother Marezal Putra, thank you for your protection in everything even though our ages are so different, thank you for being an adult protector of me and my child.
- ❖ Supervisor Epi Wadison, M.Pd, thank you for motivating, guiding and inspiring

ACKNOWLEDGEMENT

All praises and thanks to Allah SWT, the lord of universe, who has given strength and guidance, so that the undergraduate thesis entitled **STUDENTS PROBLEMS IN CONDUCTING THE 8 GOALS OF PLP 2 AT JUNIOR AND SENIOR HIGH SCHOOL IN BENGKULU CITY** can be completed. Sholawat may always be devoted to prophet Muhammad SAW who always becomes a role model for all humans in the universe. This undergraduate thesis presented as a partial fulfillment in faculty of teacher Training and Education Muhammadiyah University of Bengkulu, In the process of completing this thesis, many parties have provided helps, motivations supports, aids and suggestions are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

1. Dr. Susiyanto, M.Si as the Rector of Muhammadiyah University of Bengkulu.
2. Drs. Santoso, M.Si as the Dean of Faculty of Teacher Training and Education Muhammadiyah University of Bengkulu.
3. Washlurachim Safitri, M.Pd as the Head of English Education Study Program at Universitas Muhammadiyah Bengkulu
4. Epi Wadison, M.Pd as the supervisor who has guided and motivated the author from the beginning until this thesis proposal is completed.
5. My Family who have given love and always prayed so that this thesis proposal can be completed properly.

Constructive criticism and suggestions are very much expected by the author for the perfection of this thesis proposal. The author hopes that this thesis proposal can be useful for readers.

Bengkulu ,july 2024

Author

ABSTRACT

The objective of this research was to investigate the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City. The researcher used a descriptive qualitative method. The subject of the study were all of the students of English program of UMB Bengkulu at seventh semester who conducted PLP in Junior and senior High School, there are seven students in junior high school and seven students in senior high school in Bengkulu city in academic year 2023 with total subject 14 students. The researcher used questionnaire to investigate the students' problems in conducting the 8 goals and components of the objectives PLP 2 at Junior High School in Bengkulu City. The findings, it can be concluded that the students' problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City in Academic Year 2023 were (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators.

Keywords: Students' Problems, Conducting the Eight Goals of PLP 2

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui permasalahan siswa dalam melaksanakan 8 tujuan PLP 2 SMP dan SMA di Kota Bengkulu. Peneliti menggunakan metode deskriptif kualitatif. Subjek penelitian adalah seluruh mahasiswa Program Bahasa Inggris UMB Bengkulu semester tujuh yang melakukan PLP di SMP dan SMA, tujuh siswa SMP dan tujuh siswa SMA di kota Bengkulu pada tahun ajaran. 2023 dengan jumlah subjek 14 siswa. Peneliti menggunakan angket untuk mengetahui permasalahan siswa dalam melaksanakan 8 tujuan dan komponen tujuan PLP 2 di SMP Kota Bengkulu. Berdasarkan temuan tersebut maka dapat disimpulkan permasalahan siswa dalam melaksanakan 8 tujuan PLP 2 SMP dan SMA se Kota Bengkulu Tahun Pelajaran 2023 adalah (1) Menelaah kurikulum dan perangkat pembelajaran yang digunakan guru; (2) Mengkaji strategi pembelajaran yang dilaksanakan guru; (3) Menelaah Sistem Evaluasi yang dilaksanakan guru; (4) Membantu guru dalam mengembangkan RPP, media pembelajaran, bahan ajar, dan alat evaluasi; (5) Mengkaji pemanfaatan teknologi informasi dan komunikasi dalam pembelajaran; (6) Pelatihan mengajar di bawah bimbingan guru pamong dan pengawas PLP II, dengan tujuan untuk merasakan proses pembelajaran terlebih dahulu, serta memantapkan jati diri calon pendidik.

Kata Kunci: Permasalahan Siswa, Melaksanakan Delapan Tujuan PLP 2

LIST OF CONTENTS

HALAMAN JUDUL	i
HALAMAN PERSETUJUAN	ii
KATA PENGANTAR.....	iii
DAFTAR ISI.....	iv

CHAPTER I: INTRODUCTION

1.1. background of the study	1
1.2. Research question.....	5
1.3. Research objective.....	6
1.4. Limitation of Research	6
1.5. Significance of Research.....	6
1.6 Definition of Key Terms	6

CHAPTER II: LITERATURE REVIEW

2.1. Concept of PLP	8
2.2. The Eight Goals of PLP	10
2.2.1 Review the curriculum and learning tools used by teacher	10
a. Understanding the curriculum	10
b. Review the curriculum	10
c. 2013 curriculum.....	11
2.2.2 Examine the learning strategies used by the teacher.....	13
2.2.3 Examine the evaluation system used by teachers.....	14

2.2.4 Assist teachers in developing lesson plans, learning media, teaching materials and evaluation tools	16
2.2.5 Examining the use of technology and communication in learning	22
2.2.6 Teaching practice with the guidance of tutor teachers and PLP II lecturers with the aim of feeling responsibility for the learning process and mentoring the identity of prospective educators	24
2.2.7 Carry out student mentoring duties and extracurricular Activities	25
2.2.8 Assist teachers in carrying out teacher administrative work tasks.	26

CHAPTER III: RESEARCH METHODOLOGY

3.1 Research design	29
3.2 Subject of the research	29
3.3 Research instrument of the Research.....	29
3.4 Collecting Data of this Research	30
3.5 Technique for analyzing data	30

CHAPTER IV RESULT AND DISCUSSION

4.1 Result.....	32
4.2 Discussion	41

CHAPTER V CONCLUSION & SUGGESTION

5.1 Conclusion	44
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5.2 Suggestion.....	44
---------------------	----

BIBLIOGRAPHY

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Based on guidance book of PPL UMB, PPL is one of the curricular activities that must be carried out by Teaching Training Education (FKIP) students to achieve a bachelor's degree in education. PPL is generally referred to teaching practice and other activities related to the learning process in schools; all these activities are carried out in a guided manner to meet the professional standards of a teacher. In the implementation, PLP is divided into two activities: *Pengenalan Lapangan Persekolahan 1* (PLP 1) and *Pengenalan Lapangan Persekolahan 2* (PLP 2). The purpose of PLP I activities is observation, analysis and direct appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution. Moreover, PLP II is intended to strengthen educational academic competence and fields of study through various forms of activity in schools (Buku Panduan PPL UMB).

Pengenalan Lapangan Persekolahan I (PLP I) is the first stage in the Introduction to Schooling Fields for the Undergraduate Education Program, which is held in the third or fourth semester. As the first stage, after PLP I it will be continued with the Introduction to Schooling Fields II (PLP II) in a higher semester. The essence of PLP I activities is observation, analysis and direct

appreciation of activities related to school culture, school management, and school dynamics as an educational and learning development institution. Introduction to Schooling Fields II (PLP II) is the second stage in the Introduction to Schooling Fields for the Undergraduate Education Program which is carried out in the sixth or seventh semester. As an advanced stage of PLP I, PLP II is intended to strengthen educational academic competence and fields of study through various forms of activity in schools (Kemenristekdikti:2017).

Field practicum or PLP is a program that prepares Teaching Training Education students to become professional teachers by facing a real classroom experience. However, in the implementation of the field practicum, there are many challenges that pre-service teachers have gone through. Based on the result of some previous research, many challenges that pre-service teachers got from the field practicum. Previous research conducted by (Pasaka, 2014) found some challenges to lesson planning, classroom management, and communication breakdown. Pre-service teachers struggled with preparing a lesson, running a lesson, and interacting with placement school staff. Also, they found it hard to select and evaluate learning materials. They also got issues in classroom management. Pre-service teachers felt disruptive behaviour from students, such as unnecessary noises and unexpected circumstances, and they said it was challenging to build a good relationship with the school staff, especially mentor teachers.

Furthermore, regarding to Kemenristekdikti (2017) there are eight goals of PLP that must be achieved by the preservice teachers while implementing PLP,

namely; (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators; (7) Carry out the tasks of assisting students and extracurricular activities; (8) Assist teachers in carrying out teacher administrative work tasks.

However, in conducting PLP especially PLP II mostly the students do not know the eight goals of PLP above. Based on preliminary study done by the researcher, the researcher asked ten pre-service students who have experienced PLP 2 at Junior High School in Bengkulu City. they had that, problems by students is from tutor teachers who do not care about the real objectives of PLP 2 and also students who are unable to apply the eight objectives of PLP II because at school they are considered students PPL. and also seen from the results of the students' PLP 2 reports, it is clear that students still do not understand the eight objectives of PLP 2. In the results of the PLP 2 reports they still follow the previous method or follow the results of the seniors' previous reports. they still include ppl results not the results of their understanding of the implementation of the foreground objectives of plp 2.

There are large number of studies related to students' experience and problems in conducting PLP. As a previous study from Agraini (2022) entitled "An Analysis of Students' Challenges In Field Experience (PPL) During Covid-19 At English Language Education of FKIP UI". The result of this study indicated that prospective teachers predominantly faced difficulties in the procedural category. This can be seen based on the result of the percentage of students' challenges in filed experience (PPL), namely Procedural category 59,8%, Managerial category 59,4%, Psychological category 57,0%, Instructional category 58,6%, Professional category 56,6%. This shown that prospective teachers at Universitas Islam Riau especially seventh semester students faced challenges in adapting the classroom in field experience as well as difficulties in getting students attention, giving references, and creating the lesson. This previous study showed that the students of PLP faced problems in classroom management, as well as this present study which will analyze the students' problems in achieving 8 goals of PLP 2 and one of them is classroom management.

Another study conducted by Pratama (2023) entitled "An analysis of students problems' in creating lesson plans during field experience practice program (PPL) A study of english education department of iain salatiga at MTs ma'arif andong boyolali" also found that five obstacles/difficulties faced by English Education students are education students are limitations of knowledge in creating lesson plans, managing time to create learning materials, availability of sources/books, determining the method, material, evaluation, basic competencies, and learning objectives, and determining media in learning materials. In addition,

based on the interview with the English Education students at MTs Ma'arif Andong boyolali, the research found the English education students have several ways to solve the problems encountered in creating lesson plans are asking for someone else for guidance, adapting the learning materials to the learning objectives, making lesson plans suitable for learning objectives, making good lesson plan. All of the problems found in this previous study were related to the 8 goals of PLP that will be analyzed in this present research.

Paula (2023) in her study entitled "Difficulties Experienced by Student-Teachers in Teaching Practicum" found that student-teachers faced several difficulties in teaching practicum experience are lack of confident, lesson plan, supervisor/tutor. The one of strategy student-teachers use to overcome the problem is learn by experience, studentteachers asking help with tutor of teaching practicum and friends in difficulties of teaching practicum. Asking help with tutor is also one of the 8 goals of PLP 2 that will be analyzed in this present research.

Therefore, regarding to the problems found and the previous studies above, the researcher will conduct a research entitled "Students' Problems in Conducting the 8 Goals of PLP 2 at Junior And Senior High School In Bengkulu City".

1.2 Research Question

Based on the background above, all of the students admitted that they do not know what the eight goals of PLP II. Therefore, the researcher proposes a research question: "what are the students' problems in conducting the 8 goals of

PLP 2 at JuniorAnd Senior High School in Bengkulu City?” in Academic Year 2023

1.3 Research Objective

The objective of this research is to investigate the students’ problems in conducting the 8 goals of PLP 2 at JuniorAnd Senior High School in Bengkulu City.

1.4 Limitation of Research

This research is limited to know the students’ problems in conducting the PLP 2 at JuniorAnd Senior High School in Bengkulu City in Academic Year 2023

1.5 Significance of Research

This research is expected to give information related to the students’ problems in conducting the 8 goals of PLP 2 at Junior And Senior High School in Bengkulu City.

1.6 Definition of Key Terms

1) Pre-Service Teachers

In this research, the preservice teachers are the students who followed PLP 2 subject at English Education Study Program of UMB.

2) PLP 2

Introduction to Schooling Fields II (PLP II) is the second stage in the Introduction to Schooling Fields for the Undergraduate Education Program which is carried out in the sixth or seventh semester. As an advanced stage of PLP I, PLP II is intended to strengthen educational academic competence and fields of study through various forms of activity in schools (Kemenristekdikti:2017).

3) The 8 Goals of PLP 2

Those eight goals are; (1) Examine the curriculum and learning tools used by teachers; (2) Examine the learning strategies implemented by the teacher; (3) Examine the Evaluation System implemented by the teacher; (4) Assist teachers in developing lesson plans, learning media, teaching materials, and evaluation tools; (5) Examine the use of information and communication technology in learning; (6) Teaching training under the guidance of tutor teachers and PLP II supervisors, with the aim of experiencing the learning process firstly, as well as strengthening the identity of prospective educators; (7) Carry out the tasks of assisting students and extracurricular activities; (8) Assist teachers in carrying out teacher administrative work tasks (Kemenristekdikti, 2017).