Planing A Lesson For English Langguage Teaching (Speaking Course) In The Milenium Era

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Abstract. In the millennium era, at present, there are many challenges faced by educators both teachers at schools and lecturers at campus. These 21st century humans live in environments that are covered with technology and media, which are characterized by abundant information, rapid changes in technological tools, and the ability to collaborate on a scale that never happened before. Someone who lives in the 21st century is required to show a series of functional and critical thinking skills that meet information, media and technology. Focus on creativity, critical thinking, communication and collaboration are the main things in preparing students for their future lives. Therefore it is necessary to make a lesson plan / syllabus that is in accordance with the existing developments and adjust to the facilities / technology that are already available to meet the needs of students in this millennium era, especially in facing the 4.0 industrial revolution. This article, using qualitative methods and descriptive analysis, tries to examine how a lesson plan should be made by using innovative teaching/ a creative syllabus designs in the teaching learning process (speaking course) in this millennial era. The results of the study show that there is a need for the creativity of lecturers in making lesson plan / syllabus that can make the students learning the material can be more meaningful, so that students have the ability to enhance creativity, stimulate them to think critically, have good communication skills and be able to collaborate so that they are ready to face the 4.0 industrial revolution.

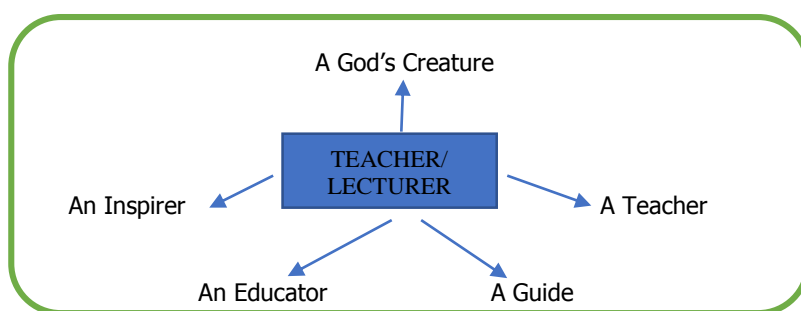**Keywords:** Lesson Plan, Syllabus, Speaking Course, Industrial Revolution 4.0

Fig.1. Five roles of teacher/lecturer (Ronnie, 2005)

1 Introduction

In this era of modern technology and globalization, there is always urgent need to get in touch with people around the world. English is the international languages for communication. It has been used as a means of communication around the globe. In non-English speaking countries, teaching in English has also became a trend to keep up with the international development of education.

In fact, there are more and more non-English teachers who teach in English in non-English speaking countries. Since they do not have English background, they have no courage to speak, find difficulties to express their ideas, and are not confident of speaking.

Facing the revolution industry 4.0 in this millenium era, the teachers/ lecturers should be open with the changes that happen in many sectors, include in education especially in the teaching learning process. Like or dislike, the teachers/ lecturers have to realize, understand and can adapt with the situation at present. They should become an agent of change who can think globaly and act localy. So, that is why in this paper, the writer interest to write how important to plan a lesson for english language teaching (speaking course) in the millenium era?

The purpose of the study in this research is about how to make an interesting lesson plan for doing the teaching learning process. Can we teach without a lesson plan? How expert we are, a lesson will be best conveyed if it is well planned. It is believed that there is no successful teaching presentation without a plan or even we can go into the wrong direction or get lost. Lesson plan shows the directions to get into our objectives through maps of learning activities, traffic signs of activities, and reinforcement of activities. El-Tigi (2003) states that "The objectives for the lesson plan are drawn from the broader aims of the unit plan but are achieved over a well defined time period." There are three aspects needed to be considered when planning a lesson: syllabus, teaching agenda, and lesson plan.

A syllabus is an outline and summary of topics to be covered for the whole semesters or terms of a course in an education or training. The syllabus for which the main purposes is to communicate to the students what the course is about and which presumes that we have some idea about what we think the course should accomplish. According to Altman and Cashin (1992), is often set by national education department, a board who controls or the professor who survises the course quality. This syllabus is used to make sure consistency between schools, institutions, or universities and that all teachers or lecturers know what must be taught.

A syllabus contains course information such as course title, course code, or number if needed, and credit hours, time allocation. It also shows the information about the teacher or lecturer's name, title, office location, office telephone or mobile phone number, office hours, email address (Leo, 2013:114)

Before discussing more about syllabus design in English language teaching, it is first of all essential to see the difference between curriculum and syllabus. Some confusion still exist over the distinction between curriculum and syllabus since the concept of curriculum has changed in the past years and the terms are used differently in the existing literature on education of different educational system inm some countries e.g. British vs US. Therefore, it is necessary to provide a clear concept of the two terms in this part. From the point of view of the existing literature on education, many scholars have proposed their ideas on curriculum and syllabus. For instance, Rodgers (1989) as cited by Richards (2001:39) states that syllabi prescribe the content to be covered by a given course from only small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities include not

only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assesment and in what kind of facilities. (Kaharuddin, 2018:15)

Table 1. Indonesian EFL (English as Foreign Language) Curriculums Across Decades

Starting Year	Name of Curriculum	Approach
1945	Unknown	Grammar Translation
1968	Oral Approach	Audio Lingual
1975	Oral Approach	Audio Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative
2006	School-level Curriculum	Communicative

Quoted and Adapted from Lie (2006), and now Indonesia implement 2013 Curriculum

The following table shows The Syllabus Design of Speaking Course One for The English Education Study Program Source (Kaharuddin, 2018:145-151)

Table 2. Example of Syllabus Design for The English Education Study Program

Week	Units	Topics	Activities	Grammar focus	Competences
1	-	Syllabus overview	-	-	-
2	One: Socializing	Meeting People	Skill Getting -Vocabulary snapshot: learning vocabulary about meeting people such as greetings and farewells -Pronunciation drills trough native English speakers recording -Pair practice: interview about personal information Skill Using -Functional activity:conversation about meeting new people -Social interaction activity: role play Review -Language games:find who owns this tag -Introduction ourselves and the others	-Pronouns subjects such as:I,you,he she etc -Pronouns objects such as:me,us,him,etc -Possesive adjectives such as:my,your,our,etc -Demonstrative pronoun such as:this and that -Grammar exercises about the use of pronouns and demonstratives pronouns	-Starting greetings and farewell -Introducing him/herself -Introducing others -Getting and giving personal information
3	Two Family Life	My family	Skill Getting -Vocabulary snapshot: learning vocabulary about nucleus extended, and step family members -Pronunciation drills of the vocabulary about family -Pair practice: giving information about family members e.g	-Compounding adjectives and nouns -Articles: the use of definite 'a' and 'an' -Grammar exercises about using adjectives and articles in sentences	-Recognizing family members in English _Requesting information about family members -Describing and

Week	Units	Topics	Activities	Grammar focus	Competences
			age,personality, and physical appearance Skill Using -Functional activity: listening to conversation on describing about family -Social interaction activity: role play-describing and illustrating family members Review -Language game: who owns this handout		illustrating family members associated with their physical appearances and personalities
4	Three: A Matter of Time	Telling Time	Skill Getting: -Vocabulary snapshot: learning vocabulary about elements of a clock,asking elapsed time,telling time -Pronunciation drills of the vocabulary -Pair practice:interview about scenarios and time Skill Using -Functional activity: listening to conversation about activities and time Social Interaction: role play-talking about time to see a music concert with a friend Review: -Language game:boerd game	-Prepositionss of time such as:at,in,and on _Prepositions af place such as:at,in and on -Grammar exercises about prepositions of time and place	-Recognizing the elements of a clock and the use of appropriate expressions about clock and time -Asking about time -Telling about time in common ways
5	Four:Our Daily Lives	Daily routines	Skill Getting -Vocabulary snapshot: vocabulary about daily routines and adverbs of frequency -Pronunciation drills of the vocabulary about daily routines -Pair practice: interview by using survey charts and pictures Skill Using -Fuctional activity: listening to conversation between two students talking about their daily routines -Social interaction activity: half-dialogue role play-talking about daily routines with a campus mate Review	-Simple Present action verb-affirmative and negative sentences structures -Frequency adverbs such as:always,usually,often,sometimes, etc and chronology -Grammar exercise abaout affirmative and negative sentences in action verbs of simple present tense	-Asking someone about his/her daily routines -Giving specific information about our daily routines according to frequency and hours

Week	Units	Topics	Activities	Grammar focus	Competences
			-Language game: who owns this handout		
6	Five:Day by day activities	Cooking and Food	Skill Getting -Vocabulary snapshot: learning vocabulary about food and cooking -Pronunciation drills of the vocabulary associated with cooking and food -Pair practice: interview about favorite food and food taste Skill Using -Functional activity: listening to conversation between two friends talking about food -Social interaction: half-dialogue role play talking about eating habit food preference Review -Language game: find who owns this handout	-Simple present action verb-interigative sentences -Grammar exercise about making interrogative sentence in action verbs of simple present tense	-Recognizing the use of appropriate vocabulary on cooking and food -Addressing questions about cooking and food preference -Describing preference about food and cooking -Illustrating attitude about food and cooking
7	-	Midterm test	-	-	-
8	Six: At home	House chores	Skill Getting -Vocabulary snapshot: learning vocabulary about household chores -Pronunciation drills of the vocabulary associated with household chores -Pair practice: interview by using household charts Skill Using -Functional activity: listening to conversation between two siblings talking about household chores -Social interaction: half-dialogue role play-two roommates talk about household chores before going holiday Review -Language game: find who owns this handout	Possesive noun rules such as the use of aphostrohe and an S for most nouns,plural nouns,irregular plural,and nouns ending in S -Grammar exercise about using possesive case rules in English sentences	-Asking question about household and chores -Identifying and describing about responsibility to do at home -Expressing request and offers to do some chores
9	Seven: Favorite Activities	Free time	Skill Getting -Vocabulary snapshot: learning vocabulary about the categories of free time	-Simple present action verb-information questions sentence	-Asking questions about free times

Week	Units	Topics	Activities	Grammar focus	Competences
			activities	structures	activities
			-Pronunciation drills of the vocabulary associated with free time activities	-The use of basic question words such as:what, when,where,who etc	-Giving informationab out their favorite
			-Pair practice: interview the classmates by using charts	-Grammar exercise about making	leisure time activities
			Skill Using	information	-Describing
			-Functional activity: listening to conversation between two students talking about their leisure time activities	questions sentences in action verb of simple presents tense	the reasons for doing particular freetime activities
			-Social interaction: half-dialogue role play-two roommates are talking about their leisure time		
			Review		
			-Language game: find who owns this handout		
10	Eight: Things to wear	Clothes and color	Skill Getting	-The use of verb BE in simple present such as affirmative and negative sentences	-Asking question about what people are wearing
			-Vocabulary snapshot :learning vocabulary about clothes and color		
			-Pronunciation drills of the vocabulary associated with clothes types,accessories, shape and color	-Grammar exercises about using verb BE in affirmative and negative sentences structures	-Describing what people are wearing in term of clothes types, accessories, colors and shapes
			-Pair practice: interview by identifying the items of clothing		
			Skill Using		
			-Functional activity: listening to conversation about recognizing someone in a restaurant from the items of clothing		
			-Social interaction: half-dialogue role play-identifing someone from his/her clothes		
			Review		
			-Language game: descriptive matching activity		
11	Nine: Buying things	Shoppin g and Money	Skill Getting	-Plural noun rules such as the regular plural nouns and the irregular plural nouns	-Saying intentions to purchase items
			-Vocabulary snapshot: learning vocabulary about shopping such as selling, buying and bargaining		-Asking price of items to purchase
			-Pronunciation drills of the vocabulary associated with shopping and money	-Grammar exercises about forming nouns in plural	-Negotiating

Week	Units	Topics	Activities	Grammar focus	Competences
			-Pair practice: interview about items to buy Skill Using -Functional activity: listening to conversation between a woman and a clerk in a shoe store -Social interaction:half-dialogue role play-buying a sweater in a clothing store Review -Language game: shopping	forms in English	price of items to make it cheaper
12	Ten: Plans in life	Future plans	Skill Getting -Vocabulary snapshot: learning vocabulary about future life events -Pronunciation drills of the vocabulary associated with starting future life events -Pair practice: interview life events that rhe students hope to achieve in the future Skill Using -Functional activity: listening to a description about future ambitions -Social interaction:asking about future plans Review -Language game: find who owns	-The use of verb BE in present form to indicate future action e.g positive,negative,and interrogative sentences -Grammar exercises about using verb BE to indicate future actions by using verb BE+going to	-Asking question about future possibilities -Describing about ambitions and dreams for the future possibilities
13	Eleven: People Professions	Jobs	Skill Getting -Vocabulary snapshot: learning vocabulary about people's professions -Pronunciation drills of the vocabulary associated with people's occupations -Pair practice: interview job categories and job descriptions Skill Using -Functional activity: listening to conversation on talking about jobs descriptions -Social interaction: halaf-dialogue role play-describing the recent job Review -Language game: board game-giving descriptions	-Simple present be-verb,interrogative,and information questions -The use of questions words such as what,when, etc -Grammar exercise about the use of BE in questions both interrogative and information questions in simple present tense	-Asking someone what they do for a living (jobs) -Answering when they ask jobs -Giving descriptions about occupations about occupation and the places people work with the occupations

Week	Units	Topics	Activities	Grammar focus	Competences
			about occupations		
14	Test	Final test	-	-	Oral Test

2 Method

This research starts from qualitative exploratory descriptive data collection aimed at describing the state or status of a phenomenon by using descriptive case study research methods. Data collection techniques used were interviews, observation and documentation. Data analysis is carried out to arrange, sequence data, organize it into a pattern, category and unit of basic description. With a qualitative approach, the data analysis technique used is non-statistical, by describing or interpreting the results that have been obtained in the form of words. The object of this research was English Education students academic year 2018/2019. The study was conducted on Jenderal Soedirman University that took Situational Speaking class.

3 Discussion

The application and development of information and communication technology in the teaching learning process is one of the strategic steps in welcoming the future of education. The use of information and communication technology in the teaching learning is not only a global trend, but also a strategic step in the effort to improve access and quality of education services to the people in the present and the future (revolution industry 4.0)

The following is an example of as syllabus in Situational Speaking at English Education Program, Jenderal Soedirman University.

Subject   **: Situational Speaking**
Study Program   : English Education
Semester   : Two (2)
Credit hours   : 2 credits
Number of sessions   : 14 x 100 minutes

Course Aims:
a. To enhance student's skills to communicate effectively and confidently in English by developing the student's vocabulary, pronunciation, and basic grammar.
b. To give the student's a good basic foundation in speaking which enables them to communicate everyday sitauations and topics.

Course Objectives   **:**
a. Students are able to practice speaking when they visit to the doctor's office
b. Students are able to use appropriate expressions and vocabulary when they are going to the market
c. Students are able to ask some help when they need in the certain situations and able to response it
d. Students are able to practice some basic expressions when they looking for an apartment
e. Students are able to talk about formal conversation
f. Students are able to practice dialog about applying to college
g. Students are able to talk about studying for a test
h. Students are able to discuss about book conversation

i.   Students are able to use appropriate expression in graduation
j.   Students are able to discuss about halloween
k.   Students are able to practice thanksgiving

Activities:
a.   Talking in pairs
b.   Learning in a small group
c.   Learning by role play
d.   Making video
e.   Sending the assignment via email

Media:
a.   Pictures
b.   Video

Lesson Plan Nine:
I.   Subject   : Situational Speaking
II.   Unit   : Nine (9)
III. Topic   : Graduation
IV.   Time   : 2 x 100 minutes
V.   Course description   : This course prepares students to be able to talk about graduation in English by developing their vocabulary, pronunciation, and basic grammar used in that topic
VI.   Course objectives   : After completing this course, the students are able:
   -   To use appropriate expressions in graduation
   -   To practice conversation in graduation topic
   -   To develop their skills in speaking
   -   To increase their softskills in making the video in their group
VII. Materials and equipments:
   - Handout
   - Active speaker
   - Handphone
VIII. Procedures/ activities:
1.   The teacher/ lecturer introduce the topic which is going to be the focus that is "Graduation" and explain some of expressions that can be used in this topic
2.   The teacher/ lecturer explain phrases and vocabulary required to talk about graduation
3.   The teacher/ lecturer divide the students in several groups to make the concept of conversation
4.   The teacher/ lecturer ask the students for making the video in group (outside the class), then they have to write down the script of the dialog to send to the lecturer's email
IX.   Evaluation
      After all of the students have finished to do the assignment, at the following meeting the lecturer make some review

     Digital learning is an educational alternative which has a good prospects,and we can get many benefits from it. The internet is to complement the way digital delivery which is delivered before, namely by correspondence, audio and video material. The following will be presented an example of teaching learning that uses media correspondence (email) with internet facilities and the use of video. Therefore teachers / lecturers are required to be more creative in combining these technological developments in the teaching and learning process in the classroom.

Using Video and Email in Situational Speaking Courses

In this class there are 23 students, here is an example of implementing digital learning using e-mail and video. In one of the meetings in the lecture, students were divided into groups of 4-5 people. Then the students were asked to make a dialogue with the theme of Graduation and at the same time make videos, then after finished their assignment, they send the video using email or whatsap facilities. The dialogue scripts of each group must be sent to the lecturer's email too. The following are examples of assignments from 2 groups sent by email:

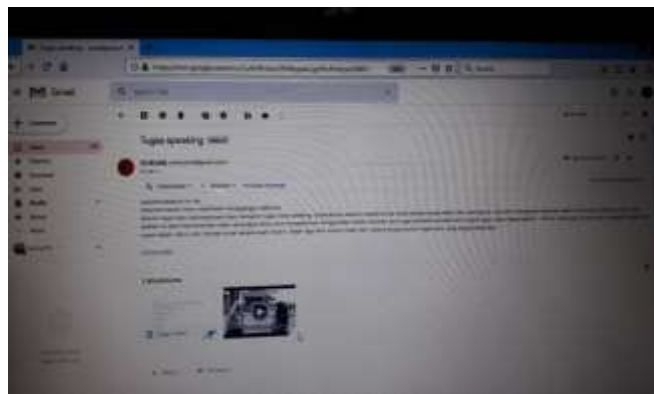**Fig.2.** (Student's assignment sent by email)

Fig.3. (student's assignment sent by email)

The total group at the time of completing the assignments in situational speaking courses are 5 groups, which consist consist of 4-5 people. But there is a slight problem when the file to be sent via email is too large, students cannot send it. Therefore there are some students who have an initiative to upload the file via google drive, then the link is sent to the lecturer's email. With this method several benefits can be taken including:
- Increase students creativity
- Stimulate students how to work in a team
- Stimulate students to use the internet in the teaching and learning process
- Improve speaking skills
- Increase self-confidence

After students work on the task in making the video, at the next meeting the lecturer provides a review, in this case the role of the teacher / lecturer is very important because students / students are still need some input / correction, attention, motivation, giving praise, awards etc. In this case, this role cannot replaced by any sophisticated technology, even though robots. They are still human beings who are still need a humane treatment, including the attention and affection of a teacher / lecturer who wants his/her students to be qualified human learners who are emotionally and spiritually intelligent. Here, teaching with the heart will greatly give benefit to the students, so they will be more motivated in learning.

Then another thing that needs to be considered by teachers / lecturers is giving trust. Trust is a positive value that is needed for something successful in the teaching and learning process. This must be really used as a driver of all activities and interactions that occur between the teacher / lecturer and students. This belief changes many things within students. Reluctance to be passionate, shame turns to feeling brave, uncertainty in the heart becomes a thrilling optimism

However, on the other hand sometimes there are obstacles or problems, such as internet connection problem which is not always in a good condition, this causes another problem faced by students when sending assignments using internet facilities. Up and down signals become an obstacle when the submission of tasks becomes not in accordance with the deadline.

From the explanation, we can know that the lecturer should be more creative and innovative in designing the syllabus that will be applied in the teaching learning process, so that the student can enjoy the process easily.

4 Conclusion

Learning activities can be done classically, both online and offline but the touch of the teacher / lecturer must remain individually. The task of the teacher / lecturer is not merely teaching, but rather to teach students. Learning is essentially a process of interaction with all situations around individual students. Learning is a process that is directed at achieving the goals and processes of doing through various learning experiences that are prepared and carried out by the teacher / lecturer. Therefore, learning must able the students to enjoy the process, be fun, full of values, and meaningful for the students life.

Along with the times facing the 4.0 industrial revolution, a professional instructor must be able to adapt to existing situations and conditions for the continuity of quality teaching and learning processes. Teachers / lecturers in the era of information and communication technology today are not just teaching but must be become the learning managers. This means that every teacher / lecturer is expected to be able to continue teaching with the heart and be able to create learning conditions that challenge the creativity and activities of students, motivate students, use multimedia, multimethods, and multisources in order to achieve the expected learning goals. Therefore it is necessary to harmonize IT literacy and teaching with the heart so that the teaching and learning process at the school / campus becomes more meaningful and have a good quality.

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