

CHAPTER I

INTRODUCTION

1.1 Background of the Study

A lesson plan is a key to a teaching-learning process. A lesson plan helps teachers to break down each lesson into definite steps with specific learning activities. Suardamayasa (2022) stated that a lesson plan is essential because it is the method used by the teacher to determine the learning process in terms of strategies, techniques, and assessment procedures. Furthermore, the lesson plan concerns the necessity for consistency regarding how the entire learning activities that will be handled are compatible with the learning objectives that have been decided through authentic assessment (Rahayu et al., 2018). Therefore, teachers need well-structured lesson plans so that teaching and learning can be delivered effectively to students. Lesson planning is needed to be done before teaching.

The lesson plan should be designed comprehensively and systematically to prepare interactive, inspiring, fun, challenging, and efficient learning activities. This type of lesson plan is designed to encourage students to be active and to provide suitable space for initiative, creativity, and independence in accordance with the students' talents, interests, physical and psychological development (Saud, 2020). The target of a well-structured lesson plan will specify how far the students comprehend and store the knowledge which has been conveyed to them.

Without a lesson plan, learning activities will not work well. Iqbal et al., (2021) stated that without a lesson plan, a teacher struggles to stay on track in the classroom and is unable to share the learning objectives of a session. The lesson plan has a significant impact on managing a successful classroom. Lessons without preparation may result in discipline issues, disruptive behaviour, and poor learning (Moradi, 2019). Without a lesson plan, neither teachers nor students will find the lesson important or interesting. A lesson plan enables teachers to better manage their duties, time, and resources in order to carry out efficient teaching-learning activities and fulfill their lesson objectives (Junior, 2021). Teachers who create lesson plans will understand what materials to educate students in order to achieve the objectives.

To plan a lesson, school teachers might follow the prescribed curriculum by the government. In Indonesia, English teachers follow the National Curriculum guidelines to design school-based lesson plans. They refer to the latest curriculum, Curriculum 2013, which has a detailed explanation in the Ministry of Education and Culture Regulation, Number 22, the Year 2016. It is stated that the lesson plans are made comprehensively and systematically so that learning occurs interactively, inspiring, fun, challenging, efficient, motivating students to be active. Furthermore, it provides sufficient space, creativity, and independence in accordance with the talents, interests, physical and psychological development of students. (Menteri Pendidikan Dan Kebudayaan Republik Indonesia, 2013). By following the guidelines, teachers adopt the basic and core competencies to design their lesson plans. Although the lesson plan format might be different from one school to others, the lesson plans have similar components. Learning objectives, teaching-learning materials, methods & strategies, media, sources, and evaluation are among the components.

In practice, teachers found several difficulties when designing and implementing a lesson. Saputri (2017) stated that difficulties in designing lesson plans include stating criteria for selecting appropriate operational verbs, designing learning content in which the material that uses the government's student's book is proportionally less in material, and selecting the appropriate method of teaching in learning activities. Recently, using technology to facilitate learning via online sessions is a must in this time of the pandemic and post-pandemic. Teachers face challenges in obtaining access to technology and network connections. Rasmitadila et al. (2020) found that teachers who lack online teaching experience will often fail to carry out online learning since online teaching requires teachers to understand a lot of applications. Even experienced and senior teachers may find it difficult to implement applications. This condition makes it harder for teachers to apply for courses, and as a result, learning suffers. Furthermore, Sugianto (2020) found that a restricted internet network connection, the greater effort for the teacher to help the lower pupils grasp the materials, students' comfort with controlling the technology, and a lack of supervision of students' actions were among the teacher challenges.

Following the importance of a lesson plan for teachers, pre-service English teachers must also learn how to plan a lesson. It is to prepare them, as future teachers, to be ready to teach more effectively and efficiently and to successfully achieve learning objectives. The success of teachers in achieving learning objectives in the classroom is highly dependent on an effective lesson plan and its implementation (Rahmawati et al., 2021). Tagle et al. (2020) mentioned that pre-service teachers should be well-versed in pedagogy, subject knowledge, topic knowledge,

educational knowledge, instructional knowledge, general pedagogical knowledge, and learner understanding. As a result, in addition to learning how to design lesson plans in courses, pre-service English teachers must also learn how to implement them in the teaching practicum. It is a chance for pre-service English teachers to put their teaching principles and theories into practice during the teaching practicum sessions.

Although pre-service English teachers have learned to prepare and teach a lesson in their courses, many still struggle to create a lesson plan for their teaching practicum, especially during the COVID-19 pandemic. Ayumi et al. (2022) reported struggles in creating a lesson plan and that difficulty in determining the appropriate method and models for students during pandemic. In line with Rahmawati et al. (2021), pre-service English teachers also struggled to obtain appropriate learning materials and learning activities. Besides that, pre-service English teachers still had difficulty implementing the designed lesson timing on their lesson plan and they frequently encountered unexpected movements during the teaching process, as they had to answer several random questions from their students about previous learning materials. Pre-service EFL teachers are forced to teach online in schools and adapt digital literacy to deliver learning materials to their students during the COVID-19 pandemic. Hardiyanty et al. (2021) found that low or non-existent internet connection makes it difficult for pre-service English teachers teaching to keep in touch with students, explain learning materials and build close relationships between them. Students also think that online learning is uninteresting, thus they pay little attention to the lesson and learning activities in the online class. Therefore, during the COVID-19 pandemic, pre-service English teachers must try to build a comfortable and innovative learning environment in order to help students enjoy the online learning experience.

Pre-service English teachers must comprehend the lesson plan since it has a substantial influence on the success of the teaching and learning process. In my experience in the teaching practicum at a public junior high school, I and my friends created a lesson plan based on the direction of the Ministry of Education and Culture but adapted it to the school curriculum guideline for the Covid-19 pandemic situation. To design a lesson plan, we were helped by an experienced teacher to make it easier to determine the activities and methods of online teaching. Many difficulties were experienced during implementing lesson plans to teach English in the online mode because we used different methods from face-to-face teaching. As pre-service English teachers, we must know how to deal with planning and implementing the lesson plans. It is to help us teach more effectively when we become in-service teachers in the future.

Therefore, this study is conducted to explore pre-service English teachers' practice of lesson planning and implementation for their English teaching practicum.

1.2 Research Questions

According to the research background, this research study poses two inter-related research questions, which are as follows:

1. Is the pre-service English teachers' learning process consistent with the lesson plan?
2. How do pre-service English teachers implement their lesson plans in the teaching practicum?

1.3 Aims of the Study

Based on the research question above, this research aims

1. To find out whether the teaching-learning process in teaching practicum is consistent with the lesson plan.
2. To investigate the practices of pre-service English teachers in planning and implementing lessons for teaching English.

1.4 Scope of the Study

This research focused on the practice of pre-service English teachers in planning and implementing lesson plans for teaching practicum. The teaching practicum is an educational activity that must be deliberate, structured, supervised, monitored, and assessed in order to finish a teacher education program (Nel & Marais, 2021). One of the courses in a teacher education program is lesson planning which will be practised in the teaching practicum. Lesson planning is the main aspect of the teaching and learning process because it ensures that the learning objectives are achieved. It helps in the organization of the learning process. Therefore, this study will be done to investigate if pre-service teachers' practices of planning and implementing a lesson plan in teaching practicum are aligned.

1.5 Significance of the Study

The significances of this research are:

1. Theoretical benefits

This study can be a reference for further research on designing lesson plans to teach the English language.

2. Practical benefits

The results of this research are also intended to provide insight for both in-service and pre-service teachers in constructing lesson plans that are relevant and appropriate to their classrooms.

1.6 Definition of Key terms

1. Lesson Plan

A lesson plan is an essential part that the teacher must prepare before delivering the lesson. (Pristiyanto et al. 2019). A lesson plan will help to structure the teaching and learning process and will help prepare teachers to provide the material. A teacher can simply construct activities, strategies, and feedback to make teaching considerably more effective through lesson planning (Batubara et al., 2020; Derin et al., 2020).

2. Pre-service English Teacher

A pre-service teacher is a student teacher who begins as an observer and undertakes teaching practice before being a professional teacher and enrolling in a university teacher education program (Benjamin, 2019; Weskamp, 2019). A mentor or cooperating teacher progressively introduces a pre-service teacher to the teaching position.

3. Teaching Practicum

According to Bektaş & Can (2019), teaching practicum is a process of development activities in teaching in which pre-service teachers can identify their strengths and develop their limitations. A teaching practicum is designed to allow student teachers to practice the theories, methods, and strategies they learned as part of the teacher education process (Dinçay & Gülten, 2019). It is also a great chance for pre-service teachers to practice their classroom abilities.

1.7 Organization of the Paper

The paper is divided into six chapters. Chapter one begins with a brief explanation of the study, which includes the study's background, research questions, aims, scope, significance, and definition of key terms. It discusses the importance of a lesson plan for

teachers and why pre-service teachers need to learn lesson planning. Chapter two elaborates on the theoretical description, previous related study, and conceptual framework related to designing and implementing lesson plans by pre-service teachers. Chapter three presents the research method of this study which includes a description of the qualitative research design to collect data from pre-service teachers using various techniques. Chapter four provides the findings as the results of data analysis to answer the research questions including the pre-service teachers' lesson plan and teaching practice. Chapter five discuss and interpret the result of data analysis from findings on whether the lesson implementation is in accordance with the lesson plan. Chapter six cover the conclusion from the result of the study and recommendation for further research.