

CHAPTER I

INTRODUCTION

This chapter provides the introduction of this research that consists of background of the study, research problems, objectives of the study, significance of the study, and definition of key terms.

1.1. Background of the Study

An ideal English teacher plays several important roles in attempting students to improve their skills in English. Hassan and Asad (2013) state that teachers should have excellent teaching qualities in order to perform their roles well.

In addition, Harden and Crosby (2002) argue that teachers will be considered as ideal teacher if they can fulfill all the roles, namely: facilitator, role model, information provider, assessor, resource developer, and planner. One of the roles a teacher should play is a planner. The planner role here means that a teacher should be able to plan their curriculum, course, and lesson. Prior to teaching, lesson may have already been planned by the textbook writer. Nonetheless, teachers still need to make a planning of teaching learning process related to the needs of their class.

Every class has different students' needs, problems, and interests, so that teachers have to design a lesson plan appropriate with the characteristic of the students. As Farell (2002) states, "Planning can be regarded as a process of transformation during the teacher create ideas for a lesson based on understanding of learners' needs, problems, interests, and the content of the lesson itself" (p. 27). It is thus particularly important for teachers to design a lesson plan as Gafoor (2010) claims

designing a lesson plan as “fundamental skill that all teachers must develop” (p. 2).

Lesson plan is defined as the daily decisions a teacher makes for the successful outcome of a lesson (Farell, 2002). Lesson plan is also defined as a blueprint, a guide map for action, or a comprehensive chart of classroom teaching learning activities (Aggarwal 2009). He further describes lesson plan as an elastic but systematic approach to teaching of the concepts, skills, and attitudes. Similarly, Harmer (2002) defines lesson planning as the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work within, and react to – whatever metaphor teachers may use to visualize and create that identity. Thus, it can be concluded that a lesson plan is daily teacher’s guidelines of action to be conducted in the teaching and learning process including teacher’s ideas or creativity to provide and create a lesson in which the students can recognize and have successful outcome of lesson.

It is essential for an ideal teacher to design a lesson plan before teaching in the class room. In the class, some problems and any possibilities can happen. Scrivener (2011) says “a lot is going to happen on the spot in the class – you cannot ever completely predict how learners will respond to anything – but the better prepared you are, the more likely it is that you will be ready to cope with whatever happens” (p. 123). There must be times when teachers cannot handle the class because of some reasons, whether it is the atmosphere of the class, students’ responses toward the lesson, classroom with less infrastructure, and forgetting what materials to teach or activities to do next. Students come to class preparing to learn and expecting their teacher to be prepared to teach. If the students feel their teacher

is confused or not ready to teach, they will gradually lose their motivation to learn.

Moreover, Harmer (2002) states a good plan try to predict potential pitfalls and suggest ways in dealing with them. It also includes alternative activities or plan B in case teachers find it necessary to divert from the lesson sequence they have hoped to follow. When teachers think and list anticipated problems prior to teaching, they would be able to identify possible solutions to resolve them. For example, if the lesson process finished earlier than the teacher has anticipated, he may give additional materials or activities to fill the time. Therefore, lesson plan can help teachers predict any possibility that might happen in the classroom and teachers have been prepared to deal with it.

Based on the explanation above, it is imperative that teachers design a lesson plan before teaching. In Indonesia, some regulations regarding lesson plan design are available. According to Regulation of National Education Ministry number 65 in 2013, each educational unit conducts an instructional plan, implementation as well as evaluation learning process to improve efficiency and effectiveness of the students' competence achievement (Kemendikbud, 2013). The instructional plan is designed in the form of syllabus and lesson plan which refers to the Content Standards and the learning approaches used. Lesson plan is developed from syllabus as a reference to create the activity of teaching learning process to achieve the learning objectives. Every teacher must design a lesson plan for every meeting in the classroom. They also have to design a lesson plan comprehensively and systematically in order to create a learning process that is interactive, fun, challenging, efficient, and ensure that it achieves the learning goal.

Based on the regulation above, pre-service English Foreign Language (EFL) teachers are thus expected to be able to design a lesson plan in order to give them fundamental skill and experience in designing a lesson plan before teaching in the real classroom. According to Farell (2002), pre-service EFL teachers may feel more of a need to be in control before the lesson begins if they design a lesson plan. For the inexperienced teachers especially pre-service teachers, planning a lesson beforehand will help them think about content, materials, sequencing, timing, and activities. Scrivener (2011) states designing a lesson plan is essentially a thinking skill for pre-service EFL teacher. By designing a lesson plan, they can imagine the lesson before it happens, which involves prediction, sequencing, organizing and simplifying. They can visualize before class how things might look, feel, and sound when they are done in class. Therefore, they will be able to solve problems and difficulties that may happen during teaching, provide blueprint for them to follow, and provide structured lesson.

According to Butt (2008), effective lesson planning takes time and a range of skills that all teachers need to master quickly. He further describes one of the main difficulties when planning lesson is achieving of what teachers are trying to convey to students about the subject. Besides, Farell (2002) argues that every class has different needs, problems, and interest, so that teachers have to design a lesson plan appropriate with the characteristic of the student. However, in many ways, curriculum documents, national curricula, and examination syllabuses or specifications only give limited support to the teacher when planning lesson. They often consist of lists of content and concept, but give little indication of the planning

steps necessary to achieve successful delivery in the classroom. This might be related to Petty's (2004) exclaim that lesson planning is not a science, but an art. It means there is no ideal guidelines to achieve any given structured lesson plan. He further argues there are some matters that pre-service EFL teachers must understand in designing lesson plan, such as the lesson should be planned to achieve objectives, the lesson should be logically structured, and the plan should suit the students' characteristics. Instructors of pre-service EFL teachers have big contribution to guide them to understand how to design lesson plan and solve their problem if they have some difficulties. During the process, the instructor must know the problems and possible causes in designing a lesson plan to give beneficial feedback for a better lesson plan next time before pre-service EFL teachers conduct their teaching in the real classroom. Based on this assumption, a study on pre-service EFL teachers' problems in designing a lesson plan is worth conducting to picture those phenomena.

There are several previous studies that have been conducted regarding lesson plan. Maisyaroh et al (2013) conducted a study about the difficulties in designing lesson plans faced by the eight semester students of English Department at the Faculty of Teacher Training and Education, Universitas Bengkulu who have had experience designing lesson plans during their internship program (PPL). The findings of this research show that students had difficulties in identifying standard competence and basic competence, indicator, teaching material, method and approach, teaching scenario, assessment, and evaluation score.

Another similar study was conducted by Tashevskia (2008) about some lesson planning problems for new teachers of English. By conducting a survey to

new English teachers during intensive teacher training courses in Cambridge University, she reported there are five problems that made new English teachers difficult in designing lesson plan, they are identifying the aim of the lesson, choosing appropriate method, implementing time allocation, sequencing activities and designing assessment.

Another study about teachers' difficulties in lesson planning was conducted by Farid (2014). Using case study research design, he explained the teachers' preparation in developing lesson plans are, in terms of formulating objectives, developing materials and media, plotting the teaching procedures, conducting students' evaluation, and picturing their consideration and difficulties in planning lessons for their classes. The findings showed that in developing the lesson plans, the teachers applied the systematic planning proposed by Reiser and Dick (1996). However, the interview result showed that the teachers dealt with some problems during the process, such as formulating indicators, selecting materials, determining learning activities, selecting media, and developing assessment procedure.

Those previous studies, to some extent, have differences from the current study. All of those studies describe the difficulties in designing lesson plan. Meanwhile, this research attempts to describe not only about the difficulties faced by pre-service EFL teachers in designing a lesson plan, but also the possible causes of the problems they face in designing a lesson plan. By knowing the possible causes, pre-service EFL teachers can evaluate or reflect on why the problems occur and thus would be easier to try solving the problem when they make a lesson plan next time. Another difference between this study and the previous ones is the

subject of the research. The previous studies investigated the lesson plans designed by the eight semester English education students, new teachers of English, and in-service teachers. All of the subjects of the research had experiences in designing lesson plans and had implemented them in the real classroom. Nonetheless, in this study, the subjects are pre-service EFL teachers or the English Education Language students who are taking Peer Teaching course in the sixth semester and have not had any experience in designing lesson plan and never implemented their lesson plan in the real classroom. Pre-service EFL teachers in Peer Teaching course are chosen in this research because Peer Teaching is the starting point of pre-service EFL teachers in designing a lesson plan and implementing it in the classroom. If pre-service EFL teachers face some problems in designing lesson plan, they are expected to be able to solve their problems before teaching in the real classroom during internship program (PPL).

The investigation on the pre-service teachers in designing a lesson plan is regarded as important because those pre-service teachers are still in the process of learning. Therefore, by describing their difficulties and possible causes in designing lesson plan, pre-service EFL teachers are expected to be able to make some improvements and problem solving by knowing their difficulties and the possible causes that they face in designing lesson plan. Eventually, pre-service teachers still have opportunities to improve their teaching competence before they become teachers at schools.

1.2. Problems of the Study

Based on the background stated above, the research problems are formulated as follows:

1. What are the problems faced by pre-service EFL teachers in lesson planning?
2. What are the possible causes of the problems pre-service EFL teachers face in lesson planning?

1.3. Objectives of the Study

Based on the research problem, the objectives of this research are:

1. To describe the problems faced by pre-service EFL teachers in lesson planning.
2. To describe the possible causes of the problems faced by pre-service EFL teachers in lesson planning.

1.4. Significance of the Study

This study is expected to give significant contribution for all readers in general and some parties in particular. In particular, the significance of this research is expected to be useful for pre-service EFL teachers, the instructors of Peer Teaching class, and future researchers.

The pre-service EFL teachers that are taking Peer Teaching Course and have responsibility to design lesson plan before practicing in the classroom can use this research as a means to know how their lesson plan is. In additions, it is expected that they can use the result of this study to reflect on their own lesson plan and make correction for a better lesson plan next time. Besides, the result of this study is also

expected to give a picture for the next students who will take the Peer Teaching Course in the following year about a good lesson plan that meets school requirements. Therefore, the students are expected to be able to perform better than their seniors in designing lesson plan.

The instructor or lecturers of English Language Education may use this report to be good references in teaching how to design a lesson plan. The result of this study will describe the problems and the possible causes faced by pre-service EFL teachers in designing lesson plan. By knowing the problem and possible causes of pre-service EFL teacher faced in designing lesson plan, the instructors are expected to have a picture how to create a better teaching and learning process and solve the pre-service EFL teacher problem in designing lesson plan before they conduct internship program (PPL) in Senior and Junior High School.

The results of this research are expected to be useful for next researchers as the reference in conducting further research about pre-service EFL teachers' problems in designing lesson plan.

1.5. Definition of Key Terms

In order to avoid misunderstanding, the following terms need to be operationally defined.

1. Pre-service EFL teacher

Pre-service EFL teachers are students who complete the teaching practice requirements of the pre-service professional education courses to obtain teaching qualifications (adapted from ACT Government Educational and Training, 2009).

2. Lesson Plan

Lesson plan is a blue print, a guide map for action, or a comprehensive chart of classroom teaching learning activities that are elastic but systematic to teach concepts, skills, and attitudes (adapted from Aggarwal, 2009).

3. Peer Teaching Course

Peer teaching course is a course requiring students to have practical simulation on teaching and learning process or micro-teaching in the classroom with other pre-service EFL teachers as their peer teaching students and requiring them to design a lesson plan for their teaching simulation and implement it with the other pre-service EFL teachers by integrating their knowledge which they receive from several courses relevant with teaching. (adapted from Fakultas Ilmu Budaya, Universitas Brawijaya, 2012).