

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some related theories and several previous studies which are relevant with the study. The theories consist of the roles of an English teacher, lesson plans, and pre-service EFL teachers in Peer Teaching course.

Relevant previous studies in this area will also be discussed to find the research gap.

2.1. Theoretical Framework

The theoretical framework in this research consists of some theories used by the researcher related to research problems. They are the roles of an English teacher, lesson plans, and pre-service EFL teachers in Peer Teaching course.

2.1.1. The Roles of an English Teacher

An English teacher's role involves more than simply standing in front of a classroom and teaching. Even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. Zeiger (2016)

says "An ideal teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education"

(p.1). Thus, Harden and Crosby (2002) argue teachers will be considered as ideal

teacher if they can fulfill six basic roles that consist of (1) the information provider

in teaching; (2) the role model on -the-job and in more formal teaching settings; (3)

the facilitator as a mentor and learning facilitator; (4) the student assessor and

curriculum evaluator; (5) the resource material creator and study guide producer;

and (6) the curriculum and course planner.

1. The information provider in teaching

Traditionally, students expect to be taught and they believe that it is the responsibility for the English teacher to pass on to them the information, knowledge, and the understanding of the topic which is appropriate at the stage of their studies.

Brown and Atkins (2006) state this leads to the traditional role of the teacher as one of provider of information in the teaching and learning context. The teacher is seen as an expert who is knowledgeable in the field and who conveys knowledge to students usually by word of mouth. In addition, Richard and Renandya (2002) argue in transmitting the knowledge, the teacher may also assist students to interpret using one of a variety of educational strategies when the teacher explains the subject matter to the students. Moreover, Harmer (2007) argues in some activities when a teacher stands only as the facilitator in the instructional activities such as students presentation or group writing, the students tend to be in need for some reinforcement from the teacher as resource. They may ask about how to pronounce the sentence in the middle of presentation or some information about the topic they are looking for (book or website, for example) or how to write the word correctly.

This is the one where teacher is the most important information provider they have.

2. The role model on -the-job and in formal teaching settings

The importance of the teacher as a role model is well documented. Students look to teachers as examples of professional adults. They often have more contact with their teachers than their own parents, so it is important for teachers to always reflect a positive image and teach children things like respect, trust, and responsibility. A teacher can do this not only through his actions and words in the

classroom but also leading by example. Walton (2009) states “Sociological research has demonstrated the extent to which an important component of learning derives from the example given in their own person by teachers who significantly influence students in many respects, such as in their choice of future career, their professional attitudes, and the importance they assign to different subjects” (p. 50). Indeed, role modeling may have a greater impact on the student than other teaching methods.

Falvo et al (1991) found role modeling to be educationally more effective than discussion sessions. Teachers also serve as role models when they teach student in the classroom. Harden & Crosby (2002) argue teachers can kindle to the students, they can make a curiosity and quest for a better understanding of the topic by their own personal example.

3. The facilitator as a mentor and learning facilitator

Some people are accustomed to think of teachers as the leader in the classroom. Mazarin (2003) states teachers show how to relate the subject matter and give the examples to understand their messages. However, the move towards a more student-centered view of teaching and learning has required a change in the roles of both teacher and students. This change has brought about new responsibilities for the student. Karakitsiou, et al (2012) state that the students should not be like an ‘empty box’ passively receiving the information from the teacher. The students should on the contrary take the role of teacher’s facilitator.

This implies active participation in the learning process: the student is not only a listener, he is also ready to react. Mazarin (2013) also argues some schools and colleges are advising teachers to shift their roles in classroom from the leader to one

who aids students in leading themselves. They are recognizing that the most powerful kind of learning does not come from being told what to think but in learning how to think about it for oneself. Therefore, a teacher as a facilitator does not operate under the traditional concept of teaching, but rather it is meant to guide and assist students in learning for themselves - picking apart ideas, forming their own thoughts about them, and owning material through self-exploration and dialogue.

4. The student assessor and curriculum evaluator

A teacher cannot just teach a lesson and then move on. Harden and Crosby (2000) state that monitoring and evaluating the effectiveness of courses and curricula is now recognized as an integral part of the educational process. However, teachers must assess each student's growth and mastery of the lesson based on the learning objectives. This assessment can happen informally through classroom observation or formal methods like quizzes and tests. Expert teachers are able to recognize patterns in the test results of their students and then plan their lessons to meet their students' needs. The assessment of the student's competence is one of the most important tasks facing the teacher. "Good teachers know how they must assess their students learning", suggested Mapstone (1996, p. 2)

5. The resource material creator and study guide producer

The more teachers get to know students, the more they realize that the worksheets that come with their assigned textbook just are not going to be enough. Teachers will become a developer of resources - making worksheets, designing assignments, creating PowerPoint presentations to go along with their lessons

because they are is the one who understand their students in term of their capability and other academicals characteristics. Teacher also have important roles to guide students to take imperative material. In line with the statement above, Harden & Crosby (2002) advocate that a teacher as study guide serve as the student's personal tutor available 24 hours a day and designed to assist the students with his/ her learning at least of the level of the FAQ (Frequently Asked Questions) because students should be clear from the beginning what they should learn (expected learning outcomes), how they could learn it (available learning opportunities), and how they will know they have learned it (outcome self-assessment process).

6. The curriculum and course planner.

Some roles have more direct face-to-face contact with students and others less. However, all of the roles are important and enhance student's skill. One of the roles that needs thinking skill and as the fundamental skill of those roles is a planner.

Teachers must be expert planners. They never know what may happen that will derail in current lesson plan, so teacher needs to have backup plans available to pull at a moment's notice. Foregoing teaching, textbook writer may already plan the lesson. 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 the teachers have to design a lesson plan appropriate with the characteristic of the students. 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).

According to Scrivener (2011), thinking about the lesson before it happens or planning is a fundamental and thinking skill for a teacher and one which impacts on the choice teachers make as the lesson progresses. The written plan is evidence that teacher has done that thinking. The key of planning skill is visualized before class how things might look, feel, and sound. Therefore, Harmer (2007) states teacher can predict aims, activity, procedure, timing, any potential pitfalls and suggested way to deal with them if they design lesson plan before going to teach in the classroom. In addition, it includes alternative ways in case the teachers find it necessary to divert from the lesson sequences teacher had hoped to follow.

In this study, the focus is on the teacher's role as a planner. It is essential for an ideal teacher to design a lesson plan before teaching in the classroom. In the classroom, some problems and any possibilities can happen. Scievenner (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 the time when teacher cannot handle the class because of some reasons, whether it is due to the atmosphere of the class, students' responses toward the lesson, less infrastructure classroom, and forgetfulness on what materials to teach or activities to do next. Students come to the class preparing to learn and they are expecting their teacher to be prepared to teach. If the students feel that their teacher is confused or not ready to teach, they will gradually lose their motivation to learn. Moreover, Harmer (2002) states a good plan tries to predict potential pitfalls and suggest way in dealing with them. For some conditions, the teachers must be prepared with some backup plans in case the first plan does not work well

as planned. In order to cope with the problems, lesson plan can help teachers to predict any possibility that will happen in the classroom and they have been prepared to deal with it.

2.1.2. Lesson Plan

Considering a lesson planner as an important role that should be done by an English teacher, this section gives some explanations regarding definitions of lesson plan, advantages of lesson plan, lesson plan in Indonesia, component of lesson plan, and the problems and possible causes in designing lesson plan.

2.1.2.1. Definition of Lesson Plan

Lesson plan is a set of planned activities in learning process to reach a certain goal (Amin, 2010). Similar with Amin, Farell (2002) also defines a lesson plan as the daily decisions that a teacher makes for the successful outcome of a lesson. In addition, other definition of lesson plan is also proposed by Arends (2009). He states that a lesson plan is a description of expected teaching and learning process and outcomes. He further describes the daily outline of the content which to be taught include the techniques used, the specific steps and activities for students, the aids needed, and the evaluation process.

According to Aggrawal (2009), lesson plan is defined as a blue print, a guide map for action, or a comprehensive chart of classroom teaching learning activities.

It is as an elastic but systematic approach of teaching of the concepts, skills, and attitudes. In this case, a lesson plan can be defined as a teacher's daily plan of activities to be conducted in a teaching and learning process. Furthermore, Harmer (2007) explains that lesson plan is 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. From Harmer’s statement, a lesson plan could be defined as a teacher’s ideas and creativity to provide and create a lesson in which the students can engage to.

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 incorporating teacher’s ideas or creativity to provide and create a lesson in which the students can recognize and have successful outcome from the lesson.

2.1.2.2. The Advantages of Lesson Plan

According to Jensen (2001), there are a number of benefits in writing a lesson plan. First, lesson plan produces more unified lessons. It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections, they can make the connections explicit to learners, and thus the lesson will be more meaningful to them.

In addition, lesson plan can help teacher to overcome the unpredicted problems occurred in class, think about the next materials or activities in teaching process, act as journal of what teacher has taught so teacher have a basis for teaching

if they teach the same course again, and as a valuable resource to plan an assessment such as quiz, midterm, and final exam. Purgason (2002) states that a lesson plan can help a substitute to take over a class when the teacher cannot teach. This statement is supported by Celce-Murcia (2013) who argues that a lesson plan is a necessity for substitute teacher if the teacher cannot attend the class to teach what had been planned.

2.1.2.3. Lesson Plan in Indonesia

In Indonesia, Curriculum 2013 (K-13) has been applied since 2013 as the newest advanced curriculum which has been developed by the government. This curriculum is still related to KBK (Kurikulum Berbasis Kompetensi) or Competence-Based Curriculum which has been applied since 2004 and KTSP (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum which has been applied since 2006. Patarai (2013) states the differences between this curriculum with the previous ones is in curriculum K-13 all courses give contribution in developing student's attitude, knowledge, and skill and the curriculum is also emphasizes on the competence of attitude, knowledge, and skills in an integrated manner. Meanwhile, in the previous curriculum, the courses are divided into some courses that focus on student's attitude development or student's skill development or student's knowledge development and the curriculum more emphasizes on knowledge competence rather than attitude and skill competence.

He further describes that curriculum K-13 is started by determining SKL (Standard Kompetensi Lulusan) based on students' readiness, national education goal, and need. This curriculum does not give the autonomy for the schools to design the

syllabus, but the syllabus is designed by government in national level. Teachers only have a chance to develop lesson plan for teaching and learning process without any burden in designing the syllabus.

Kemendikbud (2013) also states that lesson plan is important component of curriculum that should be prepared and developed well and systematically by the teachers in order to create an effective and interesting language learning in the classroom. According to Harmer (2002), syllabus and lesson plan have a close relationship that cannot be separated. The lesson plan which is prepared by the teachers must be based on the syllabus and the students' needs. It will lose direction if the lesson plan is not developed based on the syllabus design. As Mulyasa (2011) asserts, "teaching without adequate written planning is sloppy and almost always ineffective since the teacher has not thought out exactly what to do and how to do it" (p.221). It means that without syllabus and lesson plan, the process of teaching learning will be disorganized because the teachers do not have appropriate concepts and aims of teaching. Therefore, Regulation of National Education Ministry number 65 in 2013 states that all of teachers in Indonesia must design a lesson plan for every meeting in the class room and design it comprehensively and systematically in order to create a learning process that is interactive, fun, challenging, efficient, and ensure that it achieves the learning goal (Permendikbud, 2013).

Based on the phenomena above, pre-service EFL teachers are thus expected to be able to design a lesson plan in order to learn and practice how to plan well before teaching in the real classroom. Rusznyak and Walton (2001) state lesson planning for pre-service EFL teachers is often regarded in technical terms, merely

as the means to ensure effective classroom performance, while it also engages their thinking skill and experience when designing a lesson plan. Scrivener (2011) states designing lesson plan is essentially a thinking skill for pre-service EFL teachers.

By designing a lesson plan, they can imagine the lesson before it happens and how things might look, feel, and sound when pre-service EFL teachers teach in the class.

In addition, Farell (2002) states pre-service EFL teachers may feel more of a need to be in control before the lesson begins if they design 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. 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.

2.1.2.4. Component of Lesson Plan

In Standard Process that occur on Permendikbud no. 65 on 2013, the government set the components and procedures to design lesson plan based on curriculum 2013 (K-13). The components consist of nine parts, they are lesson profile, (school identity, grade/semester, course, topic, and time allocation) basic competence, indicator, learning objectives, teaching material, teaching method, teaching scenario, instructional media and sources, and assessment. The platform of the components in the lesson plan can be seen in figure 2.1

LESSON PLAN K-13

School Identity
 Grade/Semester
 Course
 Topic
 Time Allocation

- A. Basic Competence
- B. Indicator of Competence Achievement
- C. Learning Objectives
- D. Teaching Material
- E. Teaching Method (approach and methods)
 - 1. Approach
 - 2. Method
- F. Teaching Scenario

Activities	Description	Time Allocation
Pre-teaching		
Whilst-teaching		
Post-teaching		

- G. Instructional Media and Sources
 - 1. Instructional Media
 - 2. Sources
- H. Assessment
 - 1. Attitude (Affective)
 - 2. Knowledge (Cognitive)
 - 3. Skill (Psychomotor)

Figure 2.1. The Outline Components of Lesson Plan in Curriculum 2013

(Adapted from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

The components above guide teachers in designing K-13 lesson plan which can also be criteria or requirement for constructing an effective K-13 lesson plan.

The explanation of each components of lesson plan above is explained as follows:

1. **Lesson Profile** is a brief description of the lesson plan that consists of school identity, courses, class/semester, main course, and time allocation.

- a. School identity is the name of education unit. It refers to the level of education level as senior high school (SMA) / vocational high school (SMK), junior high school (SMP), or elementary high school (SD) which is followed by the name of school
- b. Grade is the class or level of students in an educational unit and followed by the students' qualification course or the series of class. There are two semesters or terms in one grade that will be passed by the students.
- c. Course is the name of the course where the material is taught.
- d. Topic is the main material that will be delivered by the teacher in teaching and learning process.
- e. Time allocation is the length of time that the teacher teaches the material in the classroom in one meeting. It is determined based on achievement of the basic competence (KD) and indicator by considering the number of effective meeting of lessons that have been provided in the syllabus and KD.

To make it clear the following figure 2.2. provides the example of the lesson profile.

LESSON PLAN	
School Identity	: SMP N 1 Surakarta
Class/Semester	: VII / 1
Course	: English
Topic	: Greeting and introduction
Time Allocation	: 2 x 40 minutes (1 meeting)

Figure 2.2. Lesson Profile of Lesson Plan
 (Adapted from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on the lesson profile in figure 2.2, the school identity is SMP N 1 Surakarta, so the educational unit is Junior High School and the name of the educational unit is "SMP N 1 Surakarta". The course name is English, and this lesson plan is for VII grades students. This lesson plan is designed for the material in the first semester. The topic delivered by the teacher in this meeting is Greeting and Introducing. In order to teach Greeting and Introducing, the teacher considers teaching this in one meeting (2 x 40 minutes) to achieve all indicators.

- 2. Basic competences (KD)** are specification of core competence (KI) which is stated in the syllabus. Core competence (KI) is the competence which can be performed by students for a certain subject/lesson based on the graduation standard (SKL) in the curriculum (Kemendikbud, 2013). This core competence will be translated into the basic competence that has several specific competences to be achieved by students. Basic Competence is defined as several competences which have to be mastered by students for a certain subject as a basis for establishing the indicator of competence achievement (Kemendikbud, 2013). Basic competences are written in the form of point that shows the competence of attitude, knowledge, and skill. The first and second points of the first number refer to attitude (affective) competence that has to be posed by the students in teaching and learning process. Next, the third point refers to knowledge (cognitive) competence which has to be mastered by the students in acquiring the material from the teacher. While the fourth point refers to skill (psychomotoric) competence which has to be showed by students

in applying their knowledge. The following figure 2.4 is the example of Basic competence for junior high school students.

A. Basic Competence

- 2.1. Showing self-confidence and honest attitude in communicating at home and school environment
- 3.1. Recognizing different ways of initiating a conversation (greeting, introducing oneself, starting conversation topic)
- 4.1. Initiating and making an end of interpersonal conversation with various expressions through listening and speaking activities.

Figure 2.3. Basic Competence of Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on figure 2.3, attitude competence that should be posed by the student is at point 2.1 that is showing self-confidence and honest attitude in communicating at home and school environment. Meanwhile, the knowledge competence that should be mastered by the student is at point 3.1 that is recognizing different ways of initiating a conversation in greeting, introducing oneself, starting conversation topic. And then, the skill competence that should be showed by students is at point 4.1 that is initiating and making an end of interpersonal conversation with various expressions through listening and speaking activities.

3. Indicator of competence achievement is behavior or performance which can be measured and observed to show the achievement of core competence (KI) and basic competence (KD). In this notion, indicator of standard competence achievement is when students are able to perform their basic competence and it can be measured and observed through assessment execution covering attitude

(affective), knowledge (cognitive), and skill (psychomotoric). The indicator of competence achievement uses the operational verbs which is suitable with the competences that want to be measured. According to Mulyasa (2011), there are some operational verbs which can be used in indicator of standard competence achievement which is provided on table 2.1.

Table 2.1
Operational Verbs of Three Domains (Mulyasa, 2011)

No	Aspect	Competence	Indicator of standard competences achievement
1	Affective	<ul style="list-style-type: none"> • Receiving • Responding • Valuing • Organization • Characterization 	<p>Believes, chooses, follows, asks, and allocates.</p> <p>Confirms, answers, reads, assists, conducts, reports, and shows.</p> <p>Initiates, invites, engages, proposes, and does.</p> <p>Verifies, arranges, unifies, correlates, and influences.</p> <p>Uses values as way of life, defends values believed.</p>
2	Cognitive	<ul style="list-style-type: none"> • Knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation 	<p>Mentions, writes, states, puts in order, identifies, defines, matches, names, labels, depicts.</p> <p>Translates, changes, generates, scatters, rewrites, summarizes, differs, concludes, summarizes, gives idea, and explains.</p> <p>Operates, produces, changes, overcomes, applies, shows, prepares, and counts.</p> <p>Analyzes, divides, decides, and differentiates.</p> <p>Creates, conceptualizes, organizes, implements, integrates, and plans.</p> <p>Criticizes, interprets, judges, and evaluates</p>
3	Psychomotoric	<ul style="list-style-type: none"> • Observing 	<p>Observes process, gives attention to phases of deed and articulation.</p> <p>Trains, changes, unloads a</p>

	<ul style="list-style-type: none"> • Imitation • Practicing • Adapting 	<p>structure, reconstructs a structure, uses a model. Familiarizes behavior already formed, controls habitual to be consistent. Adjusts model, develops model, and applies model.</p>
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The indicators of standard competence achievement are in line with attitude (affective), knowledge (cognitive), and skill (psychomotor) aspects. In educational activity, teachers must be able to extend basic competence into indicator of standard competence based on these three types of learning, so that after a learning episode, students should have acquired new skills, knowledge, and/or attitudes. The following figure 2.4 is the indicator of competence achievement based on Basic competence in figure 2.3

<p>B. Indicators</p> <ol style="list-style-type: none"> 1. Show motivation to improve English language competence. 2. Identify the expression of greeting in English. 3. Mention greeting in English with confidence. 4. Identify the expression of introducing myself in English. 5. Apply the expression of introducing myself in English. 6. Perform an interpersonal conversation using the expression of greeting through listening and speaking activities. 7. Perform an interpersonal conversation using the expression of introducing myself through listening and speaking activities with confidence.
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Figure 2.4. Indicator of Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on figure 2.4, point 1 is indicator of attitude (affective) achievement.

Next, point 2-4 is the indicator of knowledge (cognitive) achievement, and point

5-7 is the indicator of skill (psychomotoric) achievement.

4. Learning Objectives is process and product of learning expected to be achieved by students based on basic competence. In this regard, at the end of the course program, the students are able to achieve the aims which are relied on basic competence (Kemendikbud, 2013). In addition, Harmer (2007) states lesson aims have to reflect what the teachers expect the students will be able to do, not what the teachers will do. Therefore, the best classroom aims are specific and directed towards an outcome which can be measured. The following figure 2.5 is the objectives of basic competence in figure 2.3

C. Learning Objectives

1. Through the example, the students will be able to use the expressions of greeting in English speaking practice.
2. Through the example, the students will be able to use the expressions of introducing myself in English speaking practice.

Figure 2.5. Learning objectives of Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013
by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on figure 2.5 above, the objectives contain expected behavior of students as the result of the study. The behaviors are formulated in the form of operational verbs.

5. Teaching materials are relevant theories, facts, principles, and procedures which are written in point style based on the objective formulation, students' characteristic, and time allocation (Kemendikbud, 2013). This means that materials are related to what students will learn in the learning setting and have to be relied on the objective established by students' characteristic and time allocation. Reiser and Dick (1996) assert the criteria of materials in lesson planning are appropriate with the goals and objectives, students' level, students'

need, and students' characteristic. The following figure 2.6 is the material that is suitable with the objectives in figure 2.5.

D. Teaching Materials

1. Expression of greeting: Hello/Hi, How are you?, How's life? Good morning/ afternoon/evening/night.
Nice to meet you
2. Expression of introducing myself: My name is _____, you can call me _____.
3. Vocabulary which is related to greeting and introducing myself activities: thank you, I am fine, thanks, nice to meet you too.

Figure 2.6. Teaching Material of Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on the figure 2.6 above, the materials are selected to achieve the objectives in figure 2.5. It consists of the expression of greeting, expression of introducing myself and some vocabulary which is related in greeting and introducing myself activities.

6. Teaching methods are generalized set of classroom specifications for accomplishing teaching objectives (Brown, 2000). Teaching method is used by teachers to create a learning process interactive, fun, challenging, efficient, and ensure the students achieve the learning goal. The following figure 2.7 will show the teaching method used by teachers to deliver the materials in figure 2.6.

E. Methods of Instruction

1. Approach: scientific
2. Strategies: collaborate learning
3. Methods: Communicative Language Teaching

Figure 2.7. Teaching Methodology in Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on figure 2.7 above, teacher uses scientific approach to teach. Since, Kemendikbud (2013) states curriculum 2013 (K-13) emphasizes on the application of scientific approach in teaching and learning process. Sudarwan (2013) explains that teachers are expected to teach students by scientific approach because students are expected to apply the important component of scientific approach such as foster sense of wonder, encourage observation, push to analyze, and require to communicate.

Based on figure 2.7, in order to achieve the objectives that is expected students to be brave and full of confidence to perform in front of other students, the teacher uses Communicative Language Teaching (CLT) method to encourage students to be active to communicate in English by participating in learning and teaching process or in performing their task in front of the class. Then, the teacher uses elaborate learning to create a learning process interactive, fun, challenging, efficient, and ensure the students achieve the learning goal.

7. Teaching scenario is a procedure or sequence of activities in teaching learning process (Kemendikbud, 2013). Brown (2000) states teaching learning process consists of three parts, they are pre-teaching, whilst-teaching, and post teaching.

Pre-teaching is conducted to encourage students' motivation and to attract their attention in learning participation. It can be interpreted that there are perceptions and motivation conveyed to students in the beginning of teaching-learning process.

Whilst-teaching is the process of teaching and learning to achieve basic competence which is conducted systematically through observing, questioning, exploring, associating, and communicating phases. In observing phase, students

are facilitated to observe the object, then in questioning, students are engaged to ask about the result of observing phase. In exploring and associating phases, students are encouraged to collect, to process, and to analyze the information.

While in communicating phase, students confirm, deliver, and communicate the information or their projects then they will be given some feedback or reflection by the teacher. Post-teaching is conducted by concluding the lesson, doing reflection, and providing feedback and following up towards students understanding.

In designing lesson plan, teacher also plans time allocation in each part (pre-teaching, whilst-teaching, post-teaching). Allocate time for each part will be useful to anticipate the time when delivering the material in the classroom. The following figure 2.8 will show the example of teaching scenario in conducting teaching and learning process.

F. Teaching Scenario

Activity	Activity Description	Time Allocation
Pre-teaching	<ul style="list-style-type: none"> Teacher enters the class and greets students with English to make English Environment inside the class Teacher can use "Good morning, students" sentence. Make sure students responses with "Good morning, Teacher/Sir/Mam". If students are yet to respond, do not continue the lesson. If possible, teacher can ask some students individually to make sure that students can respond to teacher's words. 	10 minutes
Whilst-teaching	<p>Observing</p> <ul style="list-style-type: none"> Teacher explains the expression to ask about someone's condition with "How are you?". The question "How are you?" is usually responded by saying "I'm fine, thank you." "What about you?", "What about yourself?", or "And yourself?" Therefore, it needs to be informed that the question "How are you?" can be responded by saying "I'm feeling great." 	10 minutes

	<p>Questioning</p> <ul style="list-style-type: none"> • Students repeat the expression of “How are you?” until they pronounce it correctly. • Students practice a conversation with their friends <p>Exploring</p> <ul style="list-style-type: none"> • Teacher can explain about which expressions that can be used when meeting other people. “How are you?” “I’m fine thank you. And you? “I’m fine too. Thank you. • Those expressions are basic sentences which can be used to greet someone. • The word “Sir”, indicates that we are talking to older gentlemen, in this case male teacher. • For male teacher, beside “Sir” we can also use the word “Mister” followed by his family name, for example Mr. Suparlan for Agus Suparlan • While for female teacher, we can use the word “Ma’am”, or “Ms.” • In greeting female teacher, we can give a little explanation that for a single or unmarried woman we use the word “Miss”. While for the one that has been married we use the word “Mrs.” Whereas for women that we do not know her marital status yet, we use the word “Ms”. • There are some regions which usually use “Bapak” or “Ibu”, actually these expressions are not wrong. “Mister or “Ms.” are used in order to establish English Environment. However, generally we use “Mister” or “Ms.” to greet teacher. <p>Associating</p> <ul style="list-style-type: none"> • Teacher explains various expressions of greeting in formal or informal situation. • In this part, teacher explains that “How are you?” is not necessarily answered with “I’m fine.” • Most argued that “I’m fine.” is a form of self-motivation to always feel healthy and spread the spirit to every person, although his/her condition was not particularly good. <p>Communication</p> <ul style="list-style-type: none"> • The first conversation talks about a kid who has headache. • The second conversation talks about a kid who has flu. • Several common types of diseases that can be introduced include: stomachache, toothache, backache, flu/cold, and cough. 	10 minutes
		10 minutes
		20 minutes
Post-teaching	<ul style="list-style-type: none"> • After the whole activities in this meeting are through, students are asked about their feeling (reflection). • Teacher gives questions to know whether students understand the topic “Greeting and Introduction” • Students are asked to make conclusion about this meeting. • Students are given group work for next meeting project assessment 	10 minutes

Figure 2.8. Teaching Scenario of Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan 2013)

Based on figure 2.9 above, the teacher conducted the lesson in three steps: pre-teaching, whilst-teaching, and post-teaching. In each part, teacher explains the activity that will be performed when teaching in the classroom. Teacher also allocates the time for each part. In one meeting, the teacher should teach in the classroom for 80 minutes to junior high school students.

8. Instructional media is everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners as to facilitate the process of learning (Mangesa, 2015). Some students have different span memories in learning. Therefore, media is important to help students easy in comprehending the materials delivered by the teacher. According to Raiser and Dick (1996), there are three principles of using media: effectiveness, practicality, and appropriateness. In terms of effectiveness, media should help student easy understanding the material and achieving the objectives. Then, teachers should consider whether the media is practical to use or not when selecting the media. Finally, teachers should pay attention to the appropriateness of media. The media should be suitable with the material that will be delivered

In preparing instructional media, the teacher has to choose the credible and trustworthy resource that will be used in teaching learning process. Figure 2.8 shows the instructional media and source which is used by the teacher when delivering material about greeting and introduction.

G. Instructional Media and Source

1. Media: Audio/video, white board, board marker
2. Source: Student Handbook

Figure 2.9. Instructional Media and Source in Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

Based on figure 2.9 above, teacher uses audio/video, white board, and board marker to give explanation about greeting and introducing. This media is simple and appropriate to deliver the material. The source which is taken by the teacher is student handbook. Every student has it so that teacher will be easy to deliver the material.

9. **Assessment** is an activity administered to examine learners' progress (Brown, 2000). Teachers have to take assessment into their lesson plan since it provides information on whether students achieve the objectives or not. It can be inferred that assessment is required to be executed by using rubrics in order to measure students' achievements towards indicators determined. Based on curriculum 2013, in assessing the students, the teacher gives score in three aspects, they are attitudes, knowledge, and skills. The following figure 2.10 figure 2.11, and figure 2.12 will show the assessment and how to score it by the scoring rubric for each aspect.

No	Name	Aspect				Score
		Respectful	Honest	Brave	Confident	
1						
2						
dst						

Figure 2.10a. Instrument of Scoring of Attitudes in Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

To score the students' attitudes, the teacher must observe all student performance during teaching learning process. Before coming to the class, teacher prepares instrument of attitudes scoring that consists of students' name list, the aspects, and score as figure 2.10a above. Based on figure 2.10a above, the aspects that have to be achieved are respectful, honest, brave, confident, and communicative. To score those aspects, teacher should make scoring rubric and the guideline. Scoring rubric is important to make teacher easy to score student one by one. Before coming to the class, teacher determines the criteria and the point of each aspect and also the guidlenes to score student's attitude as figure 2.10b below.

Attitude Scoring Rubric	
<p>a. <i>Respected</i></p> <p>5 = always shows respectful attitude 4 = often shows respectful attitude 3 = sometimes shows respectful attitude 2 = once shows respectful attitude 1 = never shows respectful attitude</p>	<p>c. <i>Brave</i></p> <p>5 = always shows brave attitude 4 = often shows brave attitude 3 = sometimes shows brave attitude 2 = once shows brave attitude 1 = never shows brave attitude</p>
<p>b. <i>Honest</i></p> <p>5 = always shows honest attitude 4 = often shows honest attitude 3 = sometimes shows honest attitude 2 = once shows honest attitude 1 = never shows honest attitude</p>	<p>d. <i>Confident</i></p> <p>5 = always shows confident attitude 4 = often shows confident attitude 3 = sometimes shows confident attitude 2 = once shows confident attitude 1 = never shows confident attitude</p>
<p>Scoring guideline: Maximum score: 5 x 5 = 25 Scoring Student = $\frac{\text{Total score}}{\text{Maximum score}} \times 100$</p>	<p>e. <i>Communicative</i></p> <p>5 = always shows communicative attitude 4 = often shows communicative attitude 3 = sometimes shows communicative attitude 2 = once shows communicative attitude 1 = never shows communicative attitude</p>

Figure 2.10b. Scoring Rubric of Scoring of Attitudes in Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

In scoring students' knowledge, teacher should consider scoring technique, type of instrument, instrument, answer key of instrument, and scoring rubric that can be used to achieve indicator, and objectives of the lesson. Those are important to get students score with the real evidence as Nuh (2013) states that the teachers are demanded not only to give the score to students, but also provide the evidence

how the students can get that score. The following figure 2.11 below is the example of assessment of knowledge (cognitive):

Scoring technique : Spoken
 Type of instrument : mini conversation
 Instrument:

Source : Students' book "When English Rings the Bells" by Kemendikbud 2013 (p.12)

Key answer:

D. Kunci Jawaban

1. Activity 4:
 *dari halaman 45 semuanya dari bagian a. 1 - 4 dan b.

2. Activity 11:
 *dari halaman 48 bagian d. Jawaban yang diharapkan: ...
 a. Good Morning
 b. Good Afternoon
 c. Good Evening
 d. Good Afternoon
 e. Good Night
 f. Have a Nice Dream

Source : Teachers' book "When English Rings the Bells" by Kemendikbud 2013 (p.45)

Figure 2.11a. Instrument of Scoring of Knowledge in Lesson Plan

Adapted from Modul Pelatihan dan Implementasi Kurikulum 2013
 by Kementerian Pendidikan dan Kebudayaan, 2013

In English Course, Harmer (2007) states there are four skills that must be

achieved by the students, they are listening, speaking, reading, and writing. In

one meeting of lesson plan, students have to be able get the skill based on the

indicator and objective of teaching learning process. Based on indicator on figure

2.4, teacher focuses on students' speaking skill. Therefore, in the lesson plan, the

teacher should prepare speaking assessment, as the example in figure 2.11a above. After that, teacher also prepare speaking scoring rubric and scoring guidelines as in figure 2.11b to get students' score in knowledge aspect.

Speaking scoring rubric

<p>a. Vocabulary</p> <p>5 = almost perfect 4 = there are errors but do not affect the meaning 3 = there are errors and affect the meaning 2 = there are a lot of errors and affect the meaning 1 = too many errors so it is difficult to understand</p> <p>b. Pronunciation</p> <p>5 = almost perfect 4 = there are errors but do not affect the meaning 3 = there are errors and affect the meaning 2 = there are a lot of errors and affect the meaning 1 = too many errors so it is difficult to understand</p> <p>c. Intonation</p> <p>5 = almost perfect 4 = there are errors but do not affect the meaning 3 = there are errors and affect the meaning 2 = there are a lot of errors and affect the meaning 1 = too many errors so it is difficult to understand</p>	<p>d. Fluency</p> <p>5 = very fluent 4 = fluent 3 = quiet fluent 2 = less fluent 1 = not fluent</p> <p>e. Accuracy</p> <p>5 = very accurate 4 = accurate 3 = quite accurate 2 = less accurate 1 = not accurate</p> <p>f. Understanding</p> <p>5 = deeply understand 4 = understand 3 = quite understand 2 = less understand 1 = do not understand</p> <p>g. Diction</p> <p>5 = very varied and appropriate 4 = varied and appropriate 3 = quite varied and appropriate 2 = less varied and appropriate 1 = not varied and appropriate</p>
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Scoring guideline:
 Maximum score: 7 x 5 = 35
 Scoring Student = $\frac{\text{Total score}}{\text{Maximum score}} \times 100$

Figure 2.11.b. Scoring Rubric of Scoring of Knowledge in Lesson Plan

(Translated from Modul Pelatihan dan Implementasi Kurikulum 2013 by Kementerian Pendidikan dan Kebudayaan, 2013)

After teacher scores students' attitude and knowledge, teacher also scores students' skill. In Kemendikbud (2013), the government gives the example of skill scoring system as figure 2.12 below

INDIVIDUAL SCORE FORMAT

Name Activity : _____
 Date of activity : _____
 Name : _____
 NIS : _____

No	Aspect	Score
<i>Knowledge</i>		
1	Vocabulary	
2	Pronunciation	
3	Intonation	
4	Fluency	
5	Accuracy	
6	Understanding	
7	Diction	
<i>Attitude</i>		
1	Respectful	
2	Honest	
3	Confident	
4	Brave	
5	Communicative	
<i>Action</i>		
1	Teamwork	
2	Communicative action	
<i>Total Score</i>		
<i>Average</i>		

- Note:**
- Scale 1-5. Give students reward for their effort.
 - If there is aspect which does not apply, teacher marks with N/A (Not Applied)

Figure 2.12. Instrument of Scoring Speaking Skill in Lesson Plan
 Translated from Modul Pelatihan dan Implementasi Kurikulum 2013
 by Kementerian Pendidikan dan Kebudayaan, 2013

2.1.3. Problems and Possible Causes in Designing Lesson Plan

Designing lesson plan requires skill to think well in order to gain the best result and achieve the goal. Some problems might be found when teachers or planners develop the lesson plan. Nuh (2013), the former Minister of National Education in 2013, stated that some teachers have difficulties in making authentic assessment as the part of K-13 because the teachers are demanded not only to give the score but also provide the evidence how the students can get that score. Furthermore, he describes teachers' problem in designing lesson plan is the teachers do hard effort in analyzing Core Competence (KI) and Basic Competence (KD) into the indicator and objectives. Besides, teachers have difficulties in designing K-13 lesson plan because of the change of some components from the previous lesson plan in KTSP.

According to Kizlik (2015), there are five common problems in designing lesson plan. In his study, teachers found some problems in formulating the objective, selecting the assessment, selecting the material, selecting the instruction, and choosing the teaching activity. He further describes the problems as follows:

- a. The objective of the lesson: it does not specify what the student will actually do that can be observed. Objective is a description of what a student does that forms the basis for making an inference about learning. It means, poorly written objectives lead to faulty inferences.
- b. The assessment: it is disconnected from the behavior indicated in the objective. An assessment in a lesson plan is simply a description of how the

teacher will determine whether the objective has been accomplished. It must be based on the same behavior that is incorporated into the objective.

c. The material specified in the lesson is extraneous to the actual learning in teaching scenario

d. The instruction in which the teacher will engage is not efficient for the level of intended student learning.

e. The teaching activity described in the lesson plan does not contribute in a direct and effective way to the lesson objective.

It can be concluded when teacher designs a lesson plan, the teachers may find some difficulties related with its components. In addition, Wijaya (2011) explains there are several causes that make teachers have problems in designing lesson plan. The causes are less skilled teachers in designing lesson plan, such as the limited time in designing lesson plan, the ability in understanding the syllabus, the ability in developing the indicators, the ability in designing teaching method, and the ability in making authentic assessment.

Based on the problems and possible causes that might happen to the teacher, pre-service EFL teacher is one of the subjects that will be future teachers and has to fix the problem before they teach in the real classroom. The instructors of pre-service EFL teachers are also have big contribution to guide them in designing lesson plan and solving their problem if they have some difficulties. During the process, the instructor must know the problems and possible causes in designing a lesson plan in pre-service EFL teacher first then give beneficial feedback for a better

lesson plan next time before pre-service EFL teachers conduct their teaching in the real classroom.

2.1.4. Pre-service EFL teachers

Pre-service EFL teachers are students who complete the teaching practice requirements of the pre-service professional education courses to obtain teaching qualifications (Rahayu, 2013). Broadly speaking, Steiner and Natasha (2007) state that pre-service EFL teacher means a student who undergoes education of teachers before they enter into service as teacher. In the pre-service level, pedagogical vocational institutes, colleges, and universities (or pedagogical departments) facilitate training for students with certification as the end point. During this period of teacher education programs, teaching practice goes side by side, while they are getting knowledge about some educational theory.

Steiner and Natasha (2007) further describe pre-service teacher preparation consists of related courses and field experience. These programs are intended to support and enhance teacher learning skill and improve their self-confidence in teaching. At the beginning, teachers in these programs learn from their practice, the culture and norms of the unique school settings where they have been placed and interact with these cultures. It is important for teacher educators to learn the methodology of how to get in touch with the core qualities of a good teacher and how they can stimulate these qualities in pre-service EFL teacher. This will lead to a deeper involvement in the learning process of teacher educators as well as pre-service.

According to Grosse (1991), in English Education Department, the TESOL methods course is the primary vehicle for pedagogical instruction in the majority of pre-service EFL teacher preparation programs. The mission of the methods course is widely recognized as the development of the knowledge, skills, attitudes, and awareness of teachers. Freeman (1989), who defines teaching as a decision-making process that is firmly rooted in four areas, listening, speaking, reading, and writing articulates the need “to define the content of language teacher education—that is, the processes of effective language teaching” (p. 29). Traditionally, the second language methods course has examined the historical and theoretical foundations of language teaching, classroom techniques derived from these foundations and resources for professional development. Current trends in education suggest that the methods course should be based upon knowledge of what an ESL teacher must know and do in order to be effective. Identification of this knowledge base has been imprecise at best in TESOL as well as other educational fields.

2.2. Previous Studies

Several previous studies have been conducted regarding lesson plan. Maysaroh 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 experience designing lesson plans during their internship program (PPL). There were 35 students that participated in this research. They used questionnaire as the instrument to find out students' problems in designing lesson plan based on Mulyasa's theory.

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 Tahveska (2008) about some lesson planning problems for new teachers of English. In this study, there were 23 new English teachers and their teaching practice tutor that participated in her survey during intensive teacher training courses in Cambridge University. She reported there are five problems that made new English teachers difficult in designing lesson plan: identifying the aim of the lesson, choosing appropriate method, implementing time allocation, sequencing activities and designing assessment.

The next study about teachers' difficulties in lesson planning was conducted by Farid (2014). Using a case study research design to two teachers of vocational high school, he tried to find the teachers' preparation in developing lesson plans 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. He used documentation and interview as the instruments in collecting data. The findings from documentation showed that in developing the lesson plans, the teachers applied the systematic planning proposed by Reiser and Dick (1996) in which they started with analyzing syllabus, followed by formulating objectives and indicators, selecting learning materials, and designing learning activities and assessment procedure. Besides, 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 have several differences from the present study. The subjects of the study in the previous studies and in this study are different. The previous study investigated the lesson plans designed by the eighth semester of 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 enrolling 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).

Another difference between the previous study and this study is all of the previous studies focus on the problems in designing lesson plan. Meanwhile, this study attempts to describe not only the problems 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.

