

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of this research. The conclusion was explained based on the finding and the discussion in the previous chapter. Meanwhile, the suggestion was based on the conclusion

5.1. Conclusion

This research present about pre-service English as Foreign Language (EFL) teachers' problems in lesson planning and the possible causes that deal with it. The problems and the possible causes was found to make some improvements and problem solving by knowing their difficulties and the possible causes that they faced in designing lesson plan. Therefore, conclusions can be retrieved based on the data obtained through questionnaire, interview, observation, and documentation with the instructor and pre-service EFL teacher and according to the finding in the previous chapter.

In designing lesson plan, pre-service EFL teachers mostly face difficulties in making assessment (12.90%) then followed by indicator (12.57%). Moreover, pre-service EFL teacher also often find the problem in designing teaching scenario (11.74%), instructional media (11.73%), teaching method (11.66%), basic competence (KD) (11.43), and teaching material (10.88). However, pre-service EFL teachers seldom find the problem in formulating learning objective (9.17%) and lesson profile (7.94).

The problems were caused by the differences guideline of each instructor in teaching about lesson plan. It makes them found difficulties to measure whether their lesson plan is right or wrong. In addition, pre-service English teachers are also lack of reading resources and the example from the instructor. Furthermore, pre-service English teacher have less creativity in designing lesson plan. They just copy the example of the instructor without depth understanding about how to design the component itself. Finally, pre-service English teacher less experience in designing lesson plan. If pre-service English teacher have more time to design lesson plan, they will be easy and accustomed to design the lesson plan well.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestion to pre-service English teacher, the instructor, and further researcher correspond with pre-service EFL teacher problem in lesson planning and the possible causes that deal with it.

For the pre-service English teacher, it is suggested that in designing lesson plan they should be often read the resources with have depth understanding of the components lesson plan. By having depth understanding and often read the resource, they will be creative to design the component lesson plan. Moreover, pre-service English teacher also should be have more practice in designing lesson plan. If pre-service English teacher have more practice in designing lesson plan, they will be easy and accustomed to design the lesson plan well.

For the instructors, in order to overcome the problems faced by the pre-service English teacher, it is suggested to synchronize students' perspective about lesson plan format. This synchronization needs to be done to avoid confusion between the pre-service English teachers whose have different instructor in the previous courses.

The last suggestion is for further researcher. It is highly recommended for further researcher to find problem solving of pre-service English teacher problem in designing lesson plan. Last but not least, it is also suggested to the further researchers have other kinds of research, for example, Classroom Action Research (CAR), experimental, or even Research and Development (R&D) in designing lesson. It is strongly suggested as designing lesson plan is very beneficial for teachers and pre-service teachers in supporting teaching and learning process.