

Chapter One

Introduction

This chapter contains an introduction to the research which consists of several important sections. First, the research background that explains the grounds for the researcher's interest in selecting a topic about the implementation of lesson plan by the pre-service English teachers during teaching practice program. Second, there are research questions that serve as a guide for researcher in conducting the research. Furthermore, research objectives that describe the purpose or intent of this research. In addition, the significance of the research that presents the benefits of the research for several group of people. Lastly, the research organization chapters showing explanations of each chapter.

Research Background

As the main foundation, education should be more concern to the government and education observers to consistently evaluate and increase the quality of education in Indonesia. It is not only a big task for the government, but also the teaching profession itself must strive to improve the quality of teachers so that the quality of teacher performance is formed and is proven to be promising, because it cannot be denied that one of the main factors causing the low quality and quality of education in Indonesia lies in on teacher performance; about how the quality, competence, and professionalism of teachers are of particular concern and must be improved (Ali, Matin, & Fuad, 2019). Teachers have a major role in education, not only teaching, teacher has a full task in the learning development of every student at school. Undoubtedly, a students' academic development depends on teachers and their teaching performance.

Teacher performance while teaching is one of the main elements in upgrading the quality of education. The performance of teachers in education in Indonesia is inseparable

from various problems originating from various factors, including the teachers themselves. Therefore, there is a need for a teacher who is dedicated and has the skills of a professional teacher. A pre-service teacher is an individual who is in the process of preparing to become a teacher but has not yet started working as a teacher. This usually refers to someone who is enrolled in a teacher education program, such as a college or university degree program in education. Pre-service teachers undergo training and courses to acquire the knowledge and skills necessary to teach. To increase students' academic performance, teacher training programs must be built on student-centered teaching approaches matched with reformed school curriculum requirements, regardless of their ethnic, cultural, social, or economic origins (Barak & Wang, 2021).

Pre-service teacher preparation would be tested directly while teacher perform. There are several things that can support good learning preparation, one of them is designing lesson plan. It is undeniable that well-prepared material is very important to support teaching and learning in the classroom (Yoboué & Michel, 2018). In developing lesson plan, pre-service teachers adjust to the needs of students in order to reach the learning goals. Pre-service teachers have been provided with various preparations needed before teaching, such as designing lesson plan. Although pre-service teachers have been prepared in training programmed at universities to create and plan specific learning instructions, most of them are still unable to design an effective lesson plan (Rahmawati, Saefullah, & Sumarta, 2021).

Lesson plan is an important aspect that must be owned by every educational unit. In teaching and learning, lesson plans have an important role in achieving a learning goal. In each lesson, pre-service teacher needs to prepare a lesson plan for teaching each subject. Farrell (2002) explained a lesson plan is a written description of how students would work towards achieving a specific goal. Lesson plan is a more specific planning tool than a syllabus, it is design to guide pre-service teachers in teaching so that the learning process is

not far from the learning objectives (Aguss, Amelia, & Abidin, 2021). Writing a lesson plan can help organize a pre-service teacher's thinking and devise a framework that shows how to get students toward specific learning goals (Vdovina, 2013). Pre-service teacher is needed to design a lesson plan at the beginning to achieve effectiveness in teaching. After that, the pre-service teacher also thinks about the next step for each lesson. It is intended that the teaching and learning process is structured. The lesson plan explains the learning process in detail, include the learning topic, method, time, and location, as well as student evaluation (Neisari & Heidari, 2014).

In the implementation of the lesson plan, the pre-service teacher adapts to the situation and conditions of the student at the time of teaching. Pre-service teachers are obliged to transfer their knowledge to students and guide students towards their learning goals. In this case, the pre-service teacher must be able to bring them into the real world through the activities they experience while studying (Saifuddin, 2014). Although in reality, not all of the plans drawn up by the pre-service teacher can be fully realized. Emiliasari and Jubaedah (2019) found that the learning agenda that has been drawn up in the lesson plan could not be fully realized, because the implementation of lesson plan is adapted to different class conditions from each other. Another factor that causes the learning process not to be carried out in accordance with the lesson plan is the difficulty of students in understanding a learning material.

Identification of the Problem

Before entering the teaching phase, pre-service English teachers have the opportunity to undertake teaching training or internship. In internships, pre-service English teachers work under the direct supervision of several parties such as the head of the school, mentoring teachers, and mentoring lecturers. During their pre-service education, pre-service English

teachers can engage in class observation, student teaching, and other practical experiences to gain direct exposure to the teacher's profession. The goal is to equip them with the pedagogical knowledge, teaching strategies, and classroom management skills necessary to be effective educators. Pre-service English teachers are trained in university preparation program to create and plan specific instructions. However, most of them are still unable to make an effective learning plan. The researcher found that pre-service English teachers faced several challenges in the implementation of lesson plan during teaching practice. Pre-service English teachers are also facilitated with guidance in designing lesson plans and teaching materials. When pre-service English teachers draw up a learning plan, experience gained as students, being teachers, knowledge of class condition, information about pedagogical material, and theory of learning can be observed in the process of imagining future learning. Observation at the implementation stage of the lesson plan determines the success of learning (Nashruddin & Nurrachman, 2016). Once pre-service English teachers successfully complete their educational program, they can obtain certification or license, depending on the requirements of a particular jurisdiction or educational system. After obtaining certification, they switch from pre-service English teachers to teachers in full-qualified positions, ready to work in schools or other educational environments.

Previous authors' works provide clear evidence of the difficulties and challenges faced by English pre-service English teachers in designing and implementing their learning plans in English Classes. Oktafiyani, Saefullah, and Abbas (2021) reported that in designing a lesson plan pre-service English teachers had difficulties in choosing learning activities and evaluating students. Pre-service English teachers said that they still have difficulty designing proper assessments, dominate using traditional teaching learning approaches, and do not know how to evaluate the learning process and determine the level of student achievement. On the other hand, limited teaching time also becomes an obstacle for pre-service English

teachers in optimizing learning. Because there's not enough time to observe students, they cannot understand their needs, levels, and characteristics (Rahmawati et al., 2021). As a result, pre-service English teachers must be skilled in creating learning activities and choosing appropriate classroom technology to prevent students from losing motivation to learn and their confidence in language learning goals.

Delimitation of the Problem

In this study, researcher focused on designing lesson plan for pre-service English teachers. Pre-service English teachers have received a series of lessons regarding the development of lesson plan. In implementing lesson plan during teaching practice, pre-service English teachers must pay attention to several things related to lesson plan implementation, such as the strategies used when implementing lesson plans, the benefits of implementing lesson plans, and challenges when implementing lesson plans.

To detail the discussion, the researcher limits the problem. In implementing lesson plan, many aspects can be investigated such as advantages, disadvantages, challenges, and strategies. Therefore, researcher focused on investigating how the implementation of lesson plan, the challenges in the implementation of lesson plan, and strategies to overcome the challenges in implementing lesson plan. In this study, researcher investigated on how the implementation of the lesson plan by pre-service English teacher. The researcher focused on pre-teaching, whilst-teaching, and post-teaching of the implementation lesson plan. Next, the challenges faced by pre-service English teachers in the implementation of lesson plans in teaching practice. The researcher investigated what were challenges faced by pre-service English teacher in their implementation of lesson plan during teaching practice. In the strategies, the researcher focused on what were the strategies used by the pre-service English teacher in the implementation of lesson plan.

Research Question

Based on the description and problems mentioned above, the research is intended to answer the following questions:

1. How are the lesson plans created being implemented by the English pre-service English teachers during the teaching practice?
2. What are the challenges in the implementation of lesson plan faced by the English pre-service English teacher during the teaching practice?
3. What are the strategies used by the English pre-service English teachers to overcome the challenges in the implementation of lesson plan during the teaching practice?

The Objectives of the Research

According to the research questions, the purpose of conducting this research is to find out:

1. The implementation of created lesson plan by the English pre-service English teachers during the teaching practice.
2. The challenges in the implementation of lesson plan during the teaching practice by the English pre-service English teachers.
3. The strategies used by the English pre-service English teacher to overcome the challenges in the implementation of lesson plan during the teaching practice.

The Significance of the Research

The research aims to provide positive benefits for several people such as pre-service English teachers, institution, and other researchers.

The pre-service English teachers

Based on this research, pre-service English teachers can be more aware of the importance of lesson plans and implementation of lesson plans in teaching practice programs because this

would affect pre-service English teachers' performance in teaching to achieve learning objectives in teaching practice programs. The pre-service English teachers can apply the findings of this research if they experience similar problems when implementing lesson plans.

The institution

In this study, there are findings by researcher that can be used as an evaluation or consideration by related institution. In addition to being an evaluation and consideration, it is expected that this study would also add information on the implementation of the lesson plan by pre-service English teachers in the internship program organized by the associated institution.

The other researchers

With this study, other researchers can find out the information about the challenges in the implementation of lesson plan faced by pre-service English teachers in teaching practice. In addition, other researchers can use some of the findings in this study as a reference or theoretical description of further research on the same topic and can be a recommendation for further research.

Research Organization

In this study, there are five chapters which would be briefly explained by chapter in sentence below.

Chapter One

Chapter one presents an introduction to the research. There are several significant parts in the chapter one. First, the research background explains the reasons why researcher is interested in choosing the topic of the challenges in the implementation of lesson plan faced by pre-service English teachers in teaching practice. This chapter also presents research

questions that serve as study guides. Furthermore, the research objectives explain the specific purpose or intent of the research. Also, Significance of research presents the advantages of the research to certain people. Lastly, an outline of the study showing the explanation of each chapter is presented.

Chapter Two

The second chapter presents a literature review consisting of theoretical overviews related to the subject, review of related studies, and conceptual framework. In explaining the related theory, the researcher combined several theories from various sources to add information to the research. There are three related studies that the researcher used as a benchmark in compiling the research. In addition, the conceptual framework explains how this research is structured coherently.

Chapter Three

Chapter three presents the methodology used in this study. In chapter three, it contains four parts. First, the design of the research in which the researcher explained the type of research design used. Second, the research setting where the research would be carried out, the time needed during the research, and the participants involved in the research. Next, data collection method that contains how the data is collected, this is explained in several sections. Lastly, the data analysis which presents data analysis procedures used to process data. Finally, at the end of this chapter researcher can interpret the issues and beliefs as part of the research methodology.

Chapter Four

Chapter four deals with research results and discussions related to research results. The researcher present findings such as interview transcripts, coding, and selection of other findings related to the study. In the other hand, this chapter provides detailed information

about data collection from the research and data analysis carried out. In addition, the researcher also adds with the relevant study literature.

Chapter Five

The last chapter is chapter five. The fifth chapter covers conclusions and summaries of the results of the study. The researcher showed conclusions from chapters one, chapter two, chapters three, to chapter four of this study.