

Chapter One

Introduction

This chapter shows the introduction of this study, and it contains the background of the research, statement of the problem, delimitation of the problem, formulation of the problem, objectives of the research, and significance of the research.

Background of the Research

A teacher is a professional who directs students through the learning cycle to be effective in a school. Some teachers are supposed to have a high degree of professionalization by providing the necessary qualifications or skills. As regards the first duty of the teacher, which is stated in the Act of Republic Indonesia Number 14 of 2005 on Teachers and Lecturers, teachers are required to make a lesson plan as their guide in the student teaching process. Furthermore, teachers must create a lesson plan relevant to the course that will be used in the classroom later on.

A lesson plan is one of the main elements of the pedagogical process. The guidance for conducting learning activities is provided in the lesson plan. Sesorina (2014) stated that teachers are involved in a series of formal instructions on where they are going to accomplish in a classroom named a lesson plan. By creating a lesson plan, their teaching and learning process can be more systematic based on how they implement it. The lesson plan describes the goals and lessons learned throughout the curriculum. Besides, Brewster, Ellis, and Girard (2004) added that a great lesson has clear objectives, capabilities, and a variety of

exercises, resources, and interests. The lesson plan is designed to help you arrange and train for the teaching and learning process. It can be effective for the students in the learning process because the lesson plan has a crucial role to guide the teacher while teaching the students.

Moreover, lesson plan is an art because teachers can make some activities and put the media as creative as they can. As Petty (2004) claimed that lesson planning is not a science, but it is an art. It means that there is no ideal lesson to achieve any given set of objectives. However, there are some matters which remain significant, such as: the lesson should be planned to achieve the objectives; the lesson should be logically structured; and the plan should be appropriate with the students' characteristics. All teachers are expected to be trained to design lesson plan. As stated in the Act of Republic Indonesia Number 55 of 2017 that one of the requirements of teacher education standard is follow the *Pengenalan Lapangan Persekolahan (PLP)* which demands the students to design a lesson plan or *Rencana Pelaksanaan Pembelajaran* in their school. This *PLP* program was held when they were still university students and became the Pre-Service English Teachers (PSETs) in their internship program.

Based on the researcher's experiences as a PSET, in designing a lesson plan, the researcher faced several obstacles. It is in line with Sahin (2017) who explored Pre-service Primary school teachers' perspectives on lesson planning. He demonstrates that constructing lesson plans is difficult for pre-service teachers since they do not have a chance to learn about their students' interests, personalities, and teaching strategy.

Moreover, English Language Education Department (ELED) of Islamic private university in Yogyakarta provides an internship program for the students. It is an activity held around for six semesters to enhance students' teaching skill to be a professional teacher in the future. The internship program includes coaching, implementation, and evaluation. In addition, students are required to design any teaching tools such as media, materials, and lesson plans. By doing the internship program, students also learn how to manage the classroom well and face various students' characteristics.

In conducting this study, the researcher only focused on the PSETs in designing lesson plan during the internship program. From a little observation and informal conversation, there are still many of PSETs faced obstacles in designing a lesson plan because they have to manage their time while they do the college activities. As a result, it is deemed important to understand the difficulties encountered by students, particularly when planning the lesson. In line with Clements (2017), when creating a lesson plan, teachers may be concerned about what they will present to their learners and worry if they do not have the information they should provide to their class.

Based on the explanation above, this study focused on investigating the obstacles faced by PSETs in designing lesson plan and the strategies used by PSETs in designing the lesson plan. Thus, the researcher decides "Pre-Service English Teachers' Experiences in Designing Lesson Plan: A Case Study" as the title of this research. In the end, people will know PSETs' obstacles and the ways to overcome the obstacles in designing the course plan.

Identification of the Problems

As discussed in the background, there is a large percentage of PSETs who are completing preparation programs for teachers experiencing challenges through their internship program. Most of the PSETs found many obstacles in designing the lesson plan. Even though the PSETs just design a lesson plan without any teaching practice, the lesson plan will be scored by the mentor-teachers. It was one of the university's requirements in order to make students graduate. Furthermore, the PSETs usually design the lesson plan by the instruction from the mentor-teacher to decrease the fault.

Based on the researcher's prior observation, some students faced their obstacles in managing their time to design the lesson plan. It might be because she did not know how to rearrange schedules or activities. They just know from the theory that lecturers have given while she does not practice. In addition, the researcher was curious about the PSETs' experiences in designing the lesson plan by those obstacles, and also the researcher intended to explore solutions for overcoming the problems that PSETs experience while creating lesson plans depending on the curriculum and the instructors.

Delimitation of the Problem

In conducting this research, the researcher limited the scope of the study because of the researcher's limitation of time. This research only focuses on the obstacles faced by PSETs in designing lesson plan and the strategies applied by PSETs to overcome their problems in designing lesson plan. The reason why the researcher chose the obstacles and the strategies was that there are large mistakes

including the timing when PSETs did the internship program, especially in designing a lesson plan. The obstacle and the strategies in designing lesson plan are based on PSETs at English Language Education Department of Islamic private university in Yogyakarta.

Formulation of the Problem

In line with background and the problems, the researcher has two research questions which are presented as follows:

1. What are the obstacles encountered by PSETs in designing lesson plan?
2. What are the strategies to overcome the obstacles in designing lesson plan?

Objectives of the Research

Based on the research questions listed above, the objectives of this research are presented as follows:

1. To investigate the obstacles faced by PSETs in designing lesson plan.
2. To explore the strategies to overcome in designing lesson plan.

Significance of the Research

In undertaking this research, the researcher expects that the results of the study can contribute significantly to the following parties:

For Pre-Service English teachers. This research informs PSETs on the issues in developing lesson plans and ways for overcoming those issues. By knowing this, PSETs can apply the strategies to prevent obstacles in designing

lesson plan. In addition, PSETs can also apply the strategies in designing lesson plan provided in this study so that they can create lessons more effectively.

For the mentor-teachers. Teachers are able to use the strategies provided in this research to help the PSETs in designing a good lesson plan.

For other researchers. This research assists other researchers in developing ideas and references to explore PSETs' abilities to build lesson plans directed by mentor-teacher. Furthermore, future researchers utilizes the study's findings as a theoretical framework for future research along with the same topic.