

Chapter One

Introduction

This chapter presents the introduction of the study. There are some important points that are mentioned in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing the implementation of lesson plan in teaching practice conducted by English Education Department (EED) students of Universitas Muhammadiyah Yogyakarta (UMY). In addition, this chapter also presents the research questions which function as the guide for the study.

Furthermore, the objective of the study describes the specific objectives or purposes that will be researched. Also, the significances of the research present the benefits of this research toward particular people. Finally, the organization of the research which shows the explanation of each chapter is presented.

Background

There are some reasons why a teacher is regarded as an important profession in the world. By teaching, teachers can give students new knowledge and also motivate students to gain their achievements. In addition, teachers are required to have extensive knowledge so that they are able to teach their students appropriately. According to Duncan (2015) teachers are our nation builders-the strength of every profession in our country grows out of the knowledge and skills that teacher help to instill in our children. Furthermore, teachers can motivate students to transform their lives. It is in line with Bill Gates, the principal founder of Microsoft, said that he has

a special teacher as the inspiration behind his success. In one of his blogs, he said that a teacher has motivated him to change his life (Gates, 2016). Therefore, a teacher is very influential on the process of students' learning and because of it, she or he needs to prepare the teaching seriously.

Prospective teachers need formal education to learn and practice their teaching skills before they become a professional teacher. Prospective teachers or usually called pre-service teachers are those who study in educational field in a teaching training or a university. During their study, they have to conduct teaching practice in order to train their ability to teach. According to Kiggundu and Nayimuli (2009), "teaching practice is a form of work integrated learning when students are working in the relevant industry to receive specific training in order to apply theory in practice" (p.347). Kiggundu and Nayimuli further (2009) mentioned, in teaching practice pre-service teachers are given an opportunity to teach before they actually involve in the real world of teaching profession. Because teaching requires a lot of experience, teaching practice is required by pre-service teachers in order to manage the class well.

Teaching practice is also well-known among students of teacher education in the world, including in Indonesia. According to Murtiningsih (2015), teaching practice has been well-known in Indonesia especially among students of teacher education because they have to conduct service learning or teaching practice at one point in their study. In teaching practice, pre-service teachers should have a good and

systematic preparation before they teach in the classroom. They really have to concern about all of aspects in teaching practice.

Pre-service teachers should concern the components that should be included in teaching learning processes. According to Tyler (2007), there are four components of teaching; goals, learning materials, teaching learning process, and evaluations and assessments. Each component is interconnected with other components. So, goals are closely related to learning materials, teaching learning processes, and evaluations and assessments. To ease teachers in preparing these components, they need a lesson plan as a guideline in the teaching practice. Duncan and Met (2010) mentioned that “Lesson planning helps to ensure classroom instruction is in line with curriculum goals and objectives and enables students to demonstrate their successful learning on unit” (p.2).

Lesson plans provides a guideline for managing the learning activities in the classroom. As creating and implementing instruction in the classroom is one of teachers’ roles, these activities can be designed prior to teaching, and then written in a lesson plan. Rhalmi (2009) argued that writing daily lesson plan is large part of being organized. The more organized a teacher is, the more effective the teaching and the learning is. Thus, teachers need to make wise decisions about the strategies and methods they will employ to help students improve their skills and achieve the learning goals.

Using lesson plan in teaching learning processes makes the teachers know what should be taught in the classroom. If the teachers understand the lesson plan, they will gain confidence and feel more comfortable to teach in the class. According to Brewster, Ellis and Girad (2004) who said that teachers feel more confident and professional if they well-planned the lesson plan. By implementing lesson plan, the teachers are more structured and organized because they have a guideline when they teach in the class. Liu (2012) stated that teachers have an influence of the effects and quality of classroom because teachers are the organizers and implementers in the classroom. However, sometimes lesson plan is not always implemented in the classroom. Harmer (2002) mentioned that if the lesson goes 'according to plan' it will be good, but they often do not. All sorts of thing can go wrong for example the equipment's do not work, students are bored and students who ask unexpected question (Harmer, 2002). When the lesson plan is not successful, the teachers should take another adjustment to the original plan. When something happens during an early part of lesson plan, then the teachers need an improvisation in order to keep the class runs well (Farrell, 2002).

EED is a study program which aims to equip students with teaching skills. EED is a set of courses in the undergraduate concentration in English Education in order to help students develop their subject knowledge to become English Language teacher. EED of UMY is one of study programs that create English teachers. EED students of UMY or pre-service teachers learn how to master English knowledge and teaching pedagogy. As mentioned previously, pre-service teachers are future teachers

that also learn how to be a good teacher when they graduate. Therefore, they need to practice their teaching skills during their study in order to be able to teach well.

Teaching practice in EED of UMY is called Internship. Before they start to teach in the classroom, they are taught how to prepare their internship by designing a lesson plan which they use as a guide tool when practice the teaching. However, in the internship program, there are still many pre-service teachers who cannot implement the lesson plan in the classroom. Similar to the researcher, they find some difficulties in implementing lesson plan. Therefore, this research is important to be conducted in order to find out how the pre-service teachers implement their lesson plan and what challenges are faced by them in implementing lesson plan in teaching practice.

Identification and Limitation of the Problem

Students of EED UMY have been taught several subjects related to designing lesson plan and the ways to implement their lesson plan. The subjects that are related to lesson plan are Curriculum Design, Material Design, Instructional Design and Internship Program. These subjects are important to support the students to design and implement their lesson plan.

Implementing a lesson is not easy for pre-service teachers. Farrel (2002) said that implementing the lesson plan is the most important and difficult phase of the daily lesson planning. It is because there are some components that should be included in a lesson plan such as the objective of the lesson, the time allocation and the target that students should achieve.

Based on the researcher's experience in teaching practice during her study in the EED UMY, she figured out that many pre-service teachers did not implement well their lesson plan in the classroom. For example is in the time allocation. In the lesson plan, the pre-service teachers make 20 minutes for some activities, but there is lack of time to do that. As a consequence, they make another activity which is shorter than before immediately, but they still try to make the activity meet the students' learning goal with the new activity. When conducting the teaching practice, pre-service teachers are expected to implement the lesson plan they have planned and designed. Based on a research conducted by Sesorina (2014) it is revealed that designing and implementing a lesson plan is one of the problems frequently encountered by English teachers in Indonesia. The problem also occurs in EED of UMY.

To make this discussion more focused, the researcher limits the problem. First, the researcher wants to find out how pre-service teachers of EED UMY implement their lesson plan in teaching practice. Second, the researcher wants to investigate the challenges faced by pre-service teacher when they implement their lesson plan.

Research Question

To conduct this study, two research questions are used as a guideline. The followings are the research questions:

1. How do the pre-service teachers implement their lesson plan in teaching practice?
2. What are the challenges of implementing the lesson plan in teaching practice?

The Objectives of the Research

Based on the research question, there are two purposes of this research. First, it is to find out how the pre-service teachers implement their lesson plan. Second, it is to investigate what challenges are faced by the pre-service teachers in implementing the lesson plan in their teaching practice.

The Significance of the Research

This research has several advantages and positive contributions. These advantages are as follows:

For pre-service teachers. It is expected that this study may provide the pre-service teachers with practical strategies in developing and implementing their lesson plan in order to improve their quality of teaching in the future. The researcher hopes that pre-service teachers will carefully make the lesson plan to improve their ability in writing or designing lesson plan. The researcher also hopes the study can improve the quality of pre-service teachers in designing the lesson plan so it is useful when they become real teachers.

For other researcher. It is expected that the other researcher get some new ideas related to the implementation of lesson plan after reading this research. Also, the findings of this study can be used as basic information for the improvement of

lesson planning. This study can enrich the literature on lesson planning in the context of English teachers in Indonesia. It also enriches the existing theories, particularly the practice of teaching by English students.

Organization of the Research

Chapter Two

Chapter two discusses theories related to the implementation of lesson plan in teaching practice by pre-service teachers of EED UMY. There are several contents which are discussed in chapter two, including the definition of lesson plan, designing of lesson plan among pre-service teacher, implementing lesson plan and the definition of teaching practice among pre-service teacher. The chapter also presents information on the challenges in implementing lesson plan among pre-service teachers.

Chapter Three

Chapter three presents the methodology that is employed in this research. There are four section of this chapter. First, research design in which the researcher explores about the type of research design that is presented. Second, research setting where the research is conducted and participant are discussed subsequently. Then, data collection method which describes the way how to collect the data is explained in the following section. And the last is data analysis presenting the procedure of analyzing the data, as well as its procedure in analyzing the data. Finally, interpreting issues and trustworthiness as part of the research methodology are discussed in this chapter.

Chapter Four

Chapter four presents the findings and the discussions of the research. There are two findings in this research. The first finding is related to the implementation of lesson plan in teaching practice by EED UMY students. The researcher described the first finding from the observation during teaching practice into written text. The second finding is related to the challenges faced by EED UMY students when implementing lesson plan. The researcher obtained this finding from the individual interview with the participants.

Chapter Five

Chapter five presents two parts, namely conclusion and recommendation. The conclusion discusses the results of the study. The researcher summarizes the findings and the discussions from chapter four. In addition, the recommendation shows some suggestions for pre-service teachers, teachers, for institution, and future researchers in order to make a better study in the future.