

Chapter Two

Literature Review

This chapter discusses the reviews on literature related to the implementation of lesson plan in teaching practice by pre-service teachers. There are some important points mentioned in this chapter. This chapter explores the definition of lesson plan which defines the context of lesson plan. This chapter also discusses teaching practice among pre-service teacher. Besides, the chapter presents the discussion on the importance of implementing lesson plan. Finally, it presents the challenges faced by the pre-service teachers on the implementation of lesson plan which often occur among pre-service teachers.

Lesson Plan

Lesson plan is essential in teaching learning processes. Lesson plan provides a guideline for managing learning activities in the classroom. Using lesson plan in teaching learning processes makes the teachers know what should be taught in the class, so lesson plan should has a clear objectives and activities. A good lesson is adaptable and flexible which has clear objectives, has variety of activities, skills, and materials and has interesting content (Brewster, Ellis and Guaib, 2004). Thus, teachers need to make good decisions about the objectives, strategies, methods and materials they will employ to create a good lesson. Meador (2015) found that a teacher designs the lesson with purpose and then use them to carry out the instruction to construct skilled, knowledgeable students. In addition, lesson plan is an important tool for teacher as guideline to teach (Sudirman, 2003). Thus, lesson plan is an

important tool functioning as a guideline for teachers in the teaching learning processes. Similarly, Hyland (2003) said that lesson plans are proposals for action rather than scripts to follow in order to identify aims, consider learning, and predict problems. So, lesson plan is not a script to teaching in the classroom, but lesson plan is a guideline of what teacher is going to do in the classroom.

The function of using lesson plan is to ease teachers to organize the classroom. 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. With lesson plan, the teachers are more structured and organized because they have a guideline to teach in the classroom. To organize the classroom, teachers initially have to organize their lesson plan. According to Hyland (2003) who argued that a key of successful lesson is organization, it means that has careful time management, clearly setting out what both the teacher and learners will be doing each phase in the classroom. Furthermore, in order to organize lesson plans, teacher should has a clear purpose of what they want to deliver.

Aspects of lesson plan

Important things for lesson plan were has a clear objectives, activities and content. There is no fixed format for a lesson plan (Harmer, 2004). The important thing is that lesson plan should be useful for teachers. Similarly, Brewster, Ellis and Girad (2004) argued that there is no 'correct' in lesson planning, but it should give a clear picture of the aims and the procedures. According to Brown (2001) which was

quoted by Seseorina (2014) there are essential elements that should be included in lesson plan. These are goals, objectives, activities, media and assessments.

Goals. Goal of the lesson is a target outcome that students should achieve in teaching learning processes. Goal is a general change that is hoped to be achieved by learners in completing a course or program (Richard, 2001). Goals are the target outcome which is organized given the student's purposes and abilities, their target needs, and institutional requirements (Hyland, 20014). Therefore, goal in the teaching learning processes is clear and concise statement that describes what teacher hopes to achieve. However, goal is not specific enough to help the teachers to pick learning activities, or assess whether learning has taken (Thornes, 2009).

Objectives. Objective is what teacher wants their students to do in accomplishing the purpose at the end of the lesson. Objective is an important thing in the contents of lesson plan. According to Farrell (2002) who stated that an effective lesson plan starts with appropriate and clearly written objectives. An objective is a description of learning outcomes and it also describes the destination (not journey) that teachers want their students to reach (Farrell, 2002). Sometimes, objectives are often overlapping with goals. But Hyland (2004) has made it clear that "objectives break down goals into smaller, achievable units of learning which can provide the basic framework of the course and coherent learning program for students" (p. 68). Farrell (2002) also stated that by objectives, it helps the teachers to select of appropriate activities and provide overall lesson focus. Therefore, in the contents of

objective the teacher expect the students to reach the goal of the lesson. For example, in English speaking lesson the teachers expected that their students are able to introduce themselves using English.

Activities. When planning a lesson, the teachers should consider what students will be doing in the classroom. Harmer (2002) mentioned that teachers should make decisions about activities almost independently of what language or skills those teachers should teach. The teachers have to think what kind of activity would be best for students in particular lesson. By deciding the best activity, the teachers have a chance to balance the exercise in the lessons in order to offer the best possible chance of engaging the class (Harmer, 2002).

Harmer (2002) said that a variety of activities within a class period should be included in the lesson. Students may feel bored if the teacher always uses the same activities in the classroom. Students usually know what is going to happen in class because the activities will be the same as what happened in the last class (Harmer, 2004). So, the teachers should make different activities in each class period.

Media. Teaching media is instructional tools that can help teachers in teaching and make the activity more effective and interesting. Harmer (2004) said that objects, pictures, and other things can be used as instructional media to present the language and to involve students in the activities. According to Seseorina (2014) media should be easily prepared or obtained, be easily used and operated in the classroom in order to attract student's attention, be meaningful and improve student's language skills.

Assessment. Assessment is the way to know students understanding what they have learned in some lessons. The purpose of classroom assessment is to give students opportunity to show what they have learned (Jabbarifar, 2009). He also mentioned that assessment of student's progress is the part of evaluation that includes measurement and analysis of information about students learning. In the assessment, the teachers measure the student's achievements. By assessing the students, the teacher will know whether the students understand the lesson that they had been learned or not. Jabbarifar (2009) mentioned that there are four basic components of assessment: 1) measuring improvement overtime. 2) motivating students to study. 3) evaluating the teaching method. 4) ranking the student's capabilities. In order to give a clear explanation about lesson plan, an example of English lesson plan is attached in appendix 1.

Teaching Practice among Pre-service Teachers

Teaching practice is not something new in Indonesia, particularly in education context. Perry (2004) describes that teaching practice can be conducted in a number of forms depending on the institution. In order to equip the skillful students required for qualified teacher, some institution send their students to go for teaching practice. Several institutions send their students for teaching practice once a day each week based on their own rules. So, pre-service teachers should understand about their ability to cope with unfamiliar situation, controlling and managing learners with the mentor supervisor.

In the context of pre-service teachers in Indonesia, all students are assigned to teach in the teaching practice in school. Although the pre-service teachers have to teach school students as part of practicum program, they are recommended to teach in school to enable them to learn and diverse socio-culture and situation of the school. Thus, teaching practice is defined as structured activities designed to engage students with real world situations beyond campus that may enhance students' academic learning (Elwell & Bean, 2001). Similarly, Perry (2004) pointed out that pre-service teachers should have experience of being a part of real classroom setting, getting the kinds of learners, planning and organizing the classroom tasks. Thus, pre-service teachers are able to interact with the students and service users in general and they will get experience from their environment.

For pre-service teachers, providing experience to their students is not an easy task to do. First of all, pre-service teachers have to ensure that they have experiences in education field. Experiences should be engraining so that it meaningfully contributes to students' future lives. In additions, Elwell and Bean (2001) state that education students will learn the values of teaching practice, such as responsibility, accountability, individuality and diversity through teaching practice. It implies that pre-service teachers have interaction and make connection between their experience and the environment around them. This interaction can support pre-service teachers to be independent and responsible. In many cases, they are forced to deal with real life problems with no help from other people, so they should have experience to prepare themselves. Murtiningsih (2015) argued that if the students work with the communities in the real world, it will give them opportunities to exercise their

problem solving and analytical skill. Further, pre-service teachers have been prepared in teaching practice, so they would have a lot of experience to face the real life teaching.

In Indonesia, the idea of teaching practice among pre-service teachers is quite popular. Since the curriculum reform in Indonesia, teacher education institutions attempt to keep up with the new law by allowing their students to have teaching practice in programs. Murtiningsih (2015) mentioned, for teacher education institutions, teaching practice is also planned to meet the learning to do and learning to be of the competency-based curriculum law. In additions, Guthrie and Navaratte (2004) maintained that in the content of information system educations, teaching practice enhance students' academic knowledge through the application theory to real world problems. In addition, almost all of institutions of teacher education recommend their students to do the teaching practice in their program. All of teacher education institutions in Indonesia do the teaching practice, because experience is important and allow pre-service teachers ready before they teach in the real life.

Implementing Lesson Plan

Implementing lesson plan will make the teachers more structured and organized when teach in the classroom. Farrell (2002) mentioned that implementing the lesson plan is the most important and difficult phase of lesson planning. In this phase, the lesson plan attracts into the background as the real of the class activities. However, Farrell (2002) mentioned that teachers should remember the original plan which was designed with specific intention and the plan was based on the teachers'

diagnosis of the students' competence. In addition, teachers need to make an arrangement to the lesson at the implementation phase.

Successful teachers are good planners and thinkers. Planning lessons is main skill all teachers must develop although implementation of this skill is real. When the lesson plan is not succeeding, the teacher should make another adjustment to the original plan immediately. That is probably difficult for inexperienced teachers to recognize that things are going badly. They may also have lack of knowledge to develop possibility plans in such cases. According to Harmer (2004) who argued that it is better if the teachers try and identify problems that might arise in the lesson. So, the teachers should be flexible in that situation. The teachers should be able to leave the original plan for however long it takes to satisfy the student's needs at the point in the lesson (Harmer, 2004).

There are two reasons for teacher to deviate their original lesson plan according to Farrell (2002). First, when the lesson is obviously going badly and the plan is not helping to produce the desired outcome. Second is when something happens during an early part of the lesson that needs improvisation. Teacher must respond appropriately when those cases happen. They should immediately make another plan and keep the class runs well.

According to Farrell (2002) when implementing the lesson plan, teachers should monitor two important issues; lesson variety and lesson pacing. Lesson variety is a lesson delivery with vary activities and exercises in order to keep the class live and interesting. To vary a lesson, the teacher should frequently change the tempo of activities and they can also change the class organization (Farrell, 2002).

Harmer (2004) argued that if the teacher start the lesson with exactly the same kind of activity as yesterday's lesson, the students may feel less enthusiastic about today's lesson. Lesson pacing is the speed of the lesson. Farrell (2002) stated "Lesson pacing is linked to the speed at which a lesson progresses, as well as to lesson timing" (p.35). He also gives suggestions that activities should not to be too long and too short and there should be clear transition between each activity.

Based on the explanation above, it can be assumed that lesson plan is crucial in succeeding teachers' teaching practice. However, in the lesson plan implementation, teachers sometimes conduct the teaching practice based on the lesson plan and sometimes they do not. In this case, the teachers should anticipate all possibilities that may happen in the classroom. Implementing the lesson plan in these contexts means how the participants apply the lesson plan that had been written prior to teaching. Referring to the previous section, implementing the lesson plan also means how the participants implement the aspects written in the lesson plan, starting from the objectives of the lesson in the opening session, the use of teaching media, the main activities, and finally the assessments in the closing session. It means that the implementation of lesson plan will be observed based on its sequence of teaching practice.

The Challenges Faced by Pre-Service Teachers in Implementing Lesson Plan

Lesson planning is important in constructing effective teaching learning, and thus teacher should know how to design it. Another issue of lesson planning is that implementing a lesson is not easy for pre-service teachers, because there are some

components that should be included in a lesson plan such as the objective of the lesson, the time allocation, the target that students should achieve and so on. Based on result of research conducted by Jasmi (2014), there are two points of difficulties in designing lesson plan. First, teacher got some difficulties in determining assessment since they had to assess many aspects of it, particularly in assessing students' attitude. Second, the main reason of the case was the teacher did not get any training or seminar yet in term of implementing a curriculum. According to Ganal, Andaya and Guaib (2015), the following problems and challenges encountered by pre-service are:

Time management. Time management is one of the most common challenges for teachers. The pre-service teachers should manage their time properly in order to ensure the lesson run on time. The pre-services teachers also should consider about the time based on the lesson plan that they have designed. Usually time management is influenced by the condition of the students in the classroom. Ugwulashi (2013) journal found the following finding:

“Achieving group goal requires time allocation to individual set out objectives that are collated into organizational goal. If time is not appropriately allocated to different tasks, conflict may arise that stifles the realization of set out objectives and goal and the result effects may consume more resource planning than ever” (p. 62).

In addition, the teacher should be flexible in facing any situation. A good teacher is flexible (Harmer, 2004). He also stated that good teacher recognize that

their plans are only prototypes and they may have to abandon some or all if things are going too fast or too slow.

Understanding what should be taught. It's very important for the teachers to master the lesson, so the lesson can be well received by students. Understanding the lesson is the one of the challenges for pre-service teachers because they have to truly master before they transfer the lesson to the students. In "*The Practice of English Language Teaching*" book by Jeremy Harmer (2002), he mentioned that the one of teacher's role is as resource. In the teaching learning processes, students may ask about the activities or the lesson to the teachers. So, the teachers should master the lesson in order to help them if that situation happened. Harmer (2002) argued that the students still have need of their teachers as a resource.

Poor preparation in organizing work for single period. Poor preparation often occurs among pre-service teachers. Some of pre-service teachers are lacking preparation in teaching practice. This may be due to pre-service teachers courses as well so they should do tasks of college and preparation of teaching practice. Harmer (2002) mentioned that one of the most important roles of teachers is organizing students to do various activities. The teachers should give students information by telling them how and what they are going to do in the activities. If the teachers do not explain clearly the ways of the activities, the students will be uninterested and the activities may be wasted (Harmer, 2002).

Poor knowledge about how to find materials. Being a teacher should find a lot of references about how to improve teaching skills. The ways to improve teaching skills is provide some equipment or materials during activity. Teaching equipment or

teaching materials is important in English teaching. Richard (2001) said teaching materials are the key component in a language program. Howard and Major (2004) mentioned that the teacher should have different range of materials to support their teaching and students learning such as textbooks, videotapes and pictures on the internet. Howard and Major also mentioned that most of the teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching. So, the teachers should understand an appropriate material for students in teaching learning processes.

Review of Related Study

There were a lot of previous studies that were related with the topic of this study. Those studies discuss about the implementation of the lesson plan by teacher and also the problem that were faced by them. However, the researcher only chose two among those related researches. The first research was conducted by Mas'ud (2015) under title "*Analisis Implementasi Rencana Pelaksanaan Pembelajaran (RPP) Berdasarkan Kurikulum Tingkat Satuan Pendidikan (KTSP) di SMAN 1 Luragung Kabupaten Kuningan*". This study aimed to reveal the implementation of lesson plan based on the KTSP and the components of lesson plan based on the KTSP by tenth grade of SMAN 1 Luragung. The participants of this study were teachers of SMAN 1 Luragung.

The researcher used qualitative as a research design, and used observation, interview and documentation as the data collection methods. Therefore, the researcher observed the teachers twice by conducting observation. The result of the

first observation in SMAN 1 Luragung showed that 75% lesson plan was implemented and 25% was not implemented. Then, the second result of the second observation showed that 71,42% the lesson plan was implemented and 28,58% was not implemented. It could be assumed that the implementation of lesson plan was run quite effective. However, there were some factors that inhibit teachers in implementing the lesson plan. Mas'ud (2015) pointed some factors; those were uninterested students with the lesson, incomplete components of the lesson and lack of facilities to support teaching learning processes in the school.

The strength of this study is the researcher provides deep analysis of the participant's lesson plan, because the lesson plan should be based on the KTSP. Nonetheless, this related research also provided the problems that occurred in implementing the lesson plan. What makes this research different from this related research is that this research used real teachers as the participants. In the other hand, the type lesson plan which analyzed in this study was different. The lesson plan should be based on the KTSP.

The second, the study was conducted by Arik Suprpto at Universitas Muria Kudus. The title of the study was "The Implementation of Lesson Plans in Teaching Practices of Sixth Semester Students of English Education Department of Muria Kudus University in Micro Teaching Class in the Academic Year 2012/2013". This study aimed to know the implementation of lesson plan of sixth semester students of EED of Universitas Muria Kudus in their micro teaching class. The researcher used descriptive qualitative research and the data of this research was participant's lesson plans. Furthermore, there were six participants of this study.

The result of this study showed that the implementation of lesson plan by sixth semester students in micro teaching class was around 80%. Suprpto (2013) pointed that the activities in the lesson plan were partial implemented. The strength of this study is the researcher provides deep analysis of the implementation of the lesson plan, because this research used six participants for gathering the data. The weaknesses of this study are the researcher did not investigate the problems in implementing the lesson plan. What makes this research different from this related research is the number of the participants and also this research did not present the challenges or the problem in implementing the lesson plan.

From the two related study, there are similarities and differences from those related studies and this study. The first similarities was the aim both of these related studies and this study. The aim was to figure out the implementation of the lesson plan in the classroom. The second similarities were the participants of Suprpto's study were pre-service teaching which teaching in teaching practice. In the other hand, there were some differences between the two related study and this study. Firstly, in Mas'ud study used real teacher as the participants and the lesson plan that used should base on the KTSP. Besides, this research used pre-service teacher as the participants. Secondly, in Suprpto's study did not investigate the problem in implementing the lesson plan. Besides, this research also explored the problems that occurred in implementing the lesson plan.