

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. In this chapter, it includes background of the study, statement of the problem, limitation of the study, the research questions, objectives of the study, and significances of the study. In the last part of this chapter, the researcher mentions the outline of this research.

Background of the Research

The lesson plan is one of the important aspects in teaching and learning process. The guideline in teaching learning activities is included in the lesson plan. Lesson plan contains the objectives and activities taught in the classroom. According to Brewster, Ellis, and Girard (2004), a good lesson has clear objectives, skills, and a variety of activities, materials and exciting content. The lesson plan is created to plan and prepare the teaching and learning activity. Meador (2018) stated that the teachers should make all lesson plans in the beginning because the preparation and planning are critical component of effective teaching. Meador (2018) added that the teachers should always think about the next lesson because the lesson plan helps the teachers to make teaching and learning activity to be more structured. In addition, Harmer (2001) explained that “A plan gives a framework lesson, and teachers are flexible and respond creatively to what happens in the classroom. However, they also need to have thought ahead and destination which they want in order make their students reach and know on how they are going to get in learning process” (p. 121).

In the process of the implementing the lesson plan in teaching-learning, the teachers should be able to do the planning activities in accordance with the objectives of the lesson. Besides, the lesson plan will make the teaching-learning activity to be more structured. According to Farrell (2002), implementing the lesson plan is important to phrase of lesson planning. In the lesson planning, the teachers make pre-teaching, whilst-teaching, and post-teaching by including the evaluation. In the process of teaching and learning, the first step that the teachers do is introducing the objectives of the lesson clearly to the students. Then, the teachers implement the activities. Hence, after the implementing the lesson plan, the teachers should check the students' understanding about the objective.

The pre-service teachers are people who teach in the class, but they are trained to become the real teachers. The ones who designs and implements lesson plan is pre-service teachers. Usually, pre-service teachers design their lesson plan in a program called internship program. The internship program is very important for the students in professional courses (Murphy, Merritt, & Gibbons, 2013). In the education major, the internship program is done as one of the requirement to graduate commonly called as teaching practice. In this program, the pre-service teachers can face the real classroom situation and show the teaching theories, techniques, and methods which they have learnt through their courses taught at their department. Therefore, the pre-service teachers of education major can adapt what they have learnt in the society and have the view of teaching aspects.

The pre-service teachers' practicum is under the supervision of the Language Education Faculty. However, in this study, the researcher limits the focus of the

object to English education major. Besides, they have done teaching practicum to develop students' teaching skills. Also, one of the activities is developing a lesson plan.

In addition, the pre-service teachers must make the lesson plan to help them do the teaching practice in the school. The university holds an internship program to pre-service teachers so that they will get experiences in teaching English and designing a lesson plan. Planning lesson is a crucial process because it helps the pre-service teachers to deal with instruction more successfully (Houston & Beech, 2002). Accordingly, pre-service teachers need to practice on how to make lesson plan in order to find out the problems and strategies during the teaching practice.

Based on the researcher's experiences as pre-service teacher, the researcher has designed a lesson plan and has many problems to make it. As a pre-service teacher, the researcher also faced some challenges in designing a lesson plan. According to Clements (2017), sometimes, in making a lesson plan, the teachers feel confused what they should teach to their students and afraid if the students do not get the knowledge which they will teach. Also, the pre-service teachers must think about learning targets that will be accepted by all students and how they can help involve the students at the beginning of the lesson to make sure that the students are ready to learn. Therefore, from the phenomena mentioned above, the researcher is interested in conducting a research on identifying the challenges faced by pre-service teachers in designing lesson plan.

Statement of the Problem

In this study, it is interesting to note that a large percentage of pre-service teachers who undergoes the teachers' educational programmed are facing problems during their practicum (Bidin, 1989 as cited in Noel, 2007). Besides, many problems are faced by every pre-service teacher in designing a lesson plan. The problems that are often faced by pre-service teachers are usually difficult to determine the method, difficult to determine the material, and others. Most of pre-service teachers have problems such as lack of experience in designing lesson plans because so far, they have only learned theory. That way, these problems need to be discussed in this study. Besides, the lesson plan is one of the important aspects in teaching and learning process as the guideline to organize and plan the teaching-learning activities. Also, the lesson plan created by pre-service teacher is used to qualify the teaching before doing the teaching practice. Hence, the pre-service teachers usually design a lesson plan supervised by teachers or mentors at each particular school.

In addition, the researcher wants to investigate the challenges faced by the pre-service teachers in designing the lesson plan. The researcher also wants to know the strategies done by the pre-service teachers to overcome the challenges when they faced challenges in designing the lesson plan. The purpose of this research is to explore and describe the challenges faced by English pre-service teacher in designing lesson plans in ELED of a private university in Yogyakarta. Moreover, the researcher also wants to investigate on how English pre-service teachers overcome the challenges in order to design a good lesson plan. Thus, this research also aims to find out the possible solution and solving strategies in designing lesson plan.

The Limitation of the Problem

In this statement the researcher wants to investigate the scope of the lesson plan is wide such as the implementing, evaluating, and designing a lesson plan. The researcher limits the study on designing lesson plan. In the designing lesson plan, there are many aspects which can be investigated such as the advantages, disadvantages, challenges, and strategies. Therefore, the researcher focuses on investigating the challenges of designing a lesson plan and the strategies to overcome the challenges in designing a lesson plan.

Research Questions

Based on the research background above, this research is intended to answer the following questions:

1. What are the challenges faced by the pre-service teachers in designing lesson plan at ELED of a private university in Yogyakarta?
2. What are the strategies used by the pre-service teachers to overcome the challenges in designing lesson plan at ELED of a private university in Yogyakarta?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To identify the challenges faced by pre-service teachers in designing lesson plan at ELED of a private university in Yogyakarta.
2. To identify the strategies used by pre-service teachers to overcome the challenges in designing lesson plan at ELED of a private university in Yogyakarta.

Significances of the Research

This research is aimed to give positive advantages for some parties such as pre-service teachers, teachers, and other researchers.

For pre-service teachers. The pre-service teachers can get new information about the challenges faced in making a lesson plan. Before conducting this study, the researcher thinks that the pre-service teachers do not realize what happens in their minds during making a lesson plan. By conducting this study, the pre-service teachers can share their feeling regarding the study to the researcher. Hence, if the results are issued, the researcher can show the pre-service teachers so that they can improve their abilities in making a lesson plan.

For teachers. If the results of this study are available, the teachers can know what the challenges which the students face in making a lesson plan are. Then, the teachers can develop their teaching method to teach about the lesson plan. From this research, the researcher hopes that the teachers can be so close to the students. Then, the students can share their feeling about the challenges in making a lesson plan. Therefore, they can solve about the problem together in making a lesson plan.

For other researchers. This research helps other researchers further to come up with ideas and references to investigate students' ability in creating the lesson plans guided by teachers. In this research, it also helps other researchers to find out the problems or challenges in designing lesson plans, solve the problems, or find the strategies to face the challenges faced by pre-service teachers when designing lesson plans. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become

recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.

Outline of the Research

This research is presented in five chapters. The first chapter is introduction which provides the research background which causes the researcher to conduct the research. This chapter tells about the problem statement of this research which becomes the focus. To answer all of the problems in this study, research questions emphasize the basic questions of the problem in order to make the researcher keep on track with it. Then, the researcher states the objective of this research and its significance for the sides included in it. At the end of chapter one, it includes an outline that resumes all of the chapters from chapter 1 to chapter 5.

Chapter two resolves the keywords of this research. They are the main bases to support the literature for this study. This chapter the researcher wants to made explanation of the pre-service teacher's definition, the pre-service teachers' teaching program, the lesson plan, and the challenges of the pre-service teacher in making a lesson plan. This chapter two is powered by reliable journals and other articles.

In chapter three, it includes he methodology. This chapter presents the information on how the research was conducted. Also, it discusses how the data were gathered and analyzed to answer the research questions. In chapter three, it discusses the research design, research setting, research participants, data collection method, data collection instrument, data collection procedure, and data analysis.

Chapter four discusses the results of this study. The researcher shows the findings such as the transcription of the interview, the coding, and the selection of the points related to this study, and the final chapter is a discussion. Besides, this chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also compares with the relevant literature of the study.

The last chapter is chapter five. Chapter five presents the conclusion and summaries about this research result. The researcher shows the conclusion from the all chapter of this research. In the last of chapter five, it contains the suggestion for some parties related to this research.