

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. This literature review composes the definition of pre-service teacher, the explanation of pre-service teachers' teaching program, the elaboration of the lesson plan and the challenges of making lesson. In the last of chapter two, the researcher also puts review of related studies and conceptual framework.

Pre-Service Teachers

Pre-service teachers or internship teachers are students in teaching training in the education major to be professional teachers especially at English education major. In this training, the students practice to become the real teachers in the classroom. According to Hornby (2012), pre-service teachers are the people who are coached to be teachers before becoming the real teachers. From the statement mentioned, the pre-service teachers are the people who teach in the class, but they are not the real teachers. They take teaching training to become real teachers. Mergler (2012) defined that the pre-service teachers as the preparation of the educational students before teaching. Consequently, the pre-service teachers have good skills in teaching after graduating from the university.

Pre-service teachers are people who practice to become the teachers in the classroom. Pre-service teachers focus on the pedagogical concept in the training. The pre-service teachers related to what the pre-service teachers have learnt at the university. The pre-service teachers develop the concept of teaching in the field of

work such as school and classroom where they implement their knowledge. They teach based on the lesson plan which they have created. Besides, in the main activity, they are asked to practice the teaching, and they can get many experiences to improve their teaching skill. Mergler (2012) mentioned that the pre-service teachers have the good pedagogical skills, and they can be the skilled teachers in the school in involving in teaching practice program.

Internship Program

Internship program is usually held to develop skills related to educational or pedagogical experience. According to Stirling, Kerr, Banwell, MacPherson, Bandedy, and Battaglia(2014), internship program is the connection between practical experience and classroom learning in the workplace. The statement defined is internship program as the activities in practicum. However, the internship program is work-based related to activities in practicum. In this program, it provides the supervisors to guide the pre-service teachers on how to create and use lesson plan or teaching media. There will also be time allocation in doing the internship. Merritt (2002) stated that internship program is purposed to give experience in work related the profession. Usually, this program is held before graduation.

The ELED Internship includes coaching, implementation, and evaluation. The coaching will be held at every odd semester, and the pre-service teachers will learn about the teaching theories at every school levels. The researcher limits the topic and only discusses about the last internship program. The researcher chooses the last internship program because the participants have done the number of internship programs, so the pre-service teachers have many experiences in internship program

especially in making lesson plan. In coaching, pre-service teachers also learn about how to make a lesson plan. Besides, the pre-service teachers learn about how to prepare the teaching including the material, activity, and media. After the pre-service teachers prepare the lesson plan, in the even semester, the pre-service teachers would do the implementation at elementary, junior, and senior high school levels in regards to their semester stage. Before the pre-service teachers do teaching practice, they will do observations to the school environment and teachers' teaching learning process. The product of a lesson plan made in an odd semester will be used as the guideline to teach and deliver the lesson in teaching practice. The pre-service teachers of ELED are also given responsibility to do assessment and evaluation to their students. They also will evaluate their peers teaching performance by giving feedback and score. At the end of the Internship program, the pre-service teachers should make a report about their Internship program.

Pre-Service Teachers in Internship Program

The pre-service teachers have their role in the internship program as the students training related to the profession in the future. In this program, pre-service teachers must concern about their participation and the activities which they will do in the classroom activity. The pre-service teachers need to plan how they will teach in this program and what the lessons that they will teach in the classroom are.

In addition, Richards and Renandya (2002) asserted that in the instruction of internship program, the pre-service teachers are the people who practice to be the teachers in the real class and prepare the activities which will be used in the classroom. They also check students' understanding of the lesson. The pre-service

teachers should make clear instruction about the activities used in the classroom. For the closure, the pre-service teachers ask the students about what the students have learnt. The pre-service teachers should preview future lesson for the students. Then, as the follow-up, the pre-service teachers deliver other activities to make the students have a better understanding and the learning concept.

The need for pre-service teaching programs continues to increase while the demands of teachers are high (Haverback & Parault, 2008). Furthermore, they also argued that the program of pre-service intends to develop the lesson plan of the teaching plan of teachers. Additionally, they suggested that the teachers should integrate the lessons into one subject. For example, when the teachers want to deliver speaking materials, they can add material about how to speak formally in front of the people. Then, the teachers can create the discussion to practice what the students have learnt. Of course, they need to make the material as interesting as possible. Therefore, the students are able to pay attention and understand well to the materials.

Lesson Plan

The lesson plan is important for the pre-service teachers because the lesson plan is the guideline for the process of teaching and learning. The lesson plan is also used by the pre-service teachers to help them in teaching and learning process. According to Richards and Renandya (2002), lesson plan consists of subject, language, topic, objectives, time, and material. In addition, Harmer (2001) mentioned that a lesson plan is the teachers' plan for the lesson to the students. Lesson plan gives a view of the lesson taught in the classroom by the pre-service teachers. Likewise, the lesson plan is created to help the pre-service teachers to do the practice

teaching. The pre-service teachers should prepare the activities that they will be used in the classroom activity. The pre-service teachers implement the teaching based on the lesson plan which they have created.

Craft and Bland (2004) stated that to keep the teaching on track, the teachers should make the lesson plan in conducting the teaching process. For example, in the lesson plan, the teachers have a plan to teach writing skills. However, they said that they have to create a specific one in the skills to reach specified outcomes such as teaching academic writing. Additionally, Craft and Bland (2004) wrote about the points the teachers consider good lesson plan. For more detailed explanation, it will be explained in the following paragraphs.

The first thing is the outcome component on what the students will be able to do or how they know at the end of instruction. The second thing is teaching methods and resources needed about what the teacher will do and use during instruction. The students' activities about what the students will do during instruction. The assessment about formative is used to evaluate teaching and learning during instruction, and summative assessment is used to evaluate teaching and learning after instruction. Then, mastery level about how well students must do on assessments to show mastery of the outcome. Reattaching strategies about alternative or additional learning activities comes up for students who have not shown mastery. Hence, the enrichments about additional learning activities are given for the students who have exceeded mastery level.

Moreover, if the first teachers' plan does not work well, to anticipate this, the pre-service teachers also may create other teaching strategies like adding some

activities. The teachers make the activities for the students who can achieve the standard of understanding. They also may make it for the students who do not understand well in the lesson. Actually, the benefit of making these points for the lesson plan is not to spend many times to finish and those are useful to save time in the future. Craft and Bland (2004) said that the detailed lesson plan can be useful for the pre-service teachers in the future. It is likely that the teachers who make the lesson plan do not teach anymore. To make the lesson plan useful, they can give the lesson plan to other teachers who want to teach. That way, the other teachers do not need to make the new one and they can save their times. If they need the revision, they may do that.

The Challenges on Designing Lesson Plan

The challenges should be based on previous studies. The researcher finds some challenges on designing lesson plan. Those challenges are formulating learning objective, formulating learning methods, formulating learning materials, searching for learning resources, and formulating time allocation. For more detailed information, each challenge in designing lesson plan is explained in the following paragraphs.

Formulating learning objectives. According to Permana (2010), the problems faced by teachers in designing lesson plan are that teachers formulate objectives which are not in accordance to the indicator of the learning, and the teachers do not formulate the learning objectives clearly. The other researcher stated that most of the teachers still have problems in formulating learning objectives. According to Tashveska (2008), in the research, it showed that most of the teachers improve in deciding the lesson plan aims, but they still experience problems in

formulating them. From the statement explained, the pre-service teachers can decide the learning aims, but they still face the difficulties because of lack experiences in deciding the lesson plan. Tashveska (2008) also explained that the pre-service teachers actually understand about the aims of the lessons, but they still feel confused and face the difficulty to formulate their aims.

Formulating learning methods. Another challenge is formulating the learning method. Permana (2010) showed that one of the problems in designing a lesson plan is to formulate the learning method. The learning method is the method which the teachers use in the classroom included on how they will deliver material using activities in the classroom. Rachmawati (2013) stated that the difficulty of the semester eight students faced in designing a lesson plan is on the approaches and methods. Deciding and managing activities used in the classroom comes as challenges in designing the lesson plan. Difficulties in sequencing activities are supported by Tashevska (2008) who said that sequencing activities are the teachers' difficulties teachers in designing a lesson plan.

Formulating learning materials. While making a lesson plan, the teachers are confused about what they should teach their students (Clements, 2017). Sometimes, they also are afraid that their students do not get the knowledge. This part is also supported by Permana (2010) who said that the teachers' problem when designing a lesson plan is formulating instructional material. The teachers may be confused to formulate most suitable material for the students and learning process. Tashevska (2008) also stated that one of teachers' difficulty is choosing an appropriate context used in learning context. The difficulty faced by eight

semestereight students in designing a lesson plan is on teaching materials (Rachmawati, 2013).

Searching for learning resources. Another challenge faced by teachers in designing a lesson plan is when they are looking for learning sources. According to Permana (2010), teachers face the problem when they are looking for learning resources. They feel confused to search appropriate resource used in their teaching. This situation usually happens when the pre-service teachers seek the learning resources to support their plan. The pre-service teachers face the difficulties to decide the appropriate things for their plan such as the materials, the method, or time allocation.

Formulating time allocation. Timing is one of the difficulties faced by teachers in designing a lesson plan. Timing rates as difficult thing which has increased (Tashevsk, 2008). According to Permana (2010), the teachers face the problem in formulating the time allocation. The time allocation is used to manage the time when doing the activities in learning. The teachersface the problem because they have to expect the time allocation for the pre-teaching on how much time they need to finish the teaching part. They also have to expect the approximate time in doing the other activities in the lesson plan. Tashveska (2008) explained that the pre-service teachers face the difficulties in time allocation from 36% which increasesinto 68%. The pre-service teachers have difficulties to planning the time in the end of formulated the lesson.

Strategies to Overcome the Challenges in Designing Lesson Plan

When the pre-service teachers face some challenges in designing a lesson plan, there should be strategies to help them to overcome the challenges. There are some theories and suggestions to solve, overcome, and improve how to design a lesson plan. Those strategies include deciding the learning aim, deciding the learning method, preparing the learning material, developing the idea, and determining time allocation. Hence, each strategy in designing the lesson plan is explained in the following paragraphs briefly.

Deciding the learning aim. According to Permana (2010), when the teachers are facing problem to formulate the learning objectives or learning aims, teachers can read the references to make a lesson plan and ask other teachers to guide them in designing a good lesson plan in accordance to the indicator. Wati (2018) said that the strategies to solve designing lesson plan problem is done by doing a consultation to the supervisor teachers. According to Harrison (2007), the educators should maintain the relevant goals in the lesson plan. The goals can be identified from the content standard, specification, and learning objectives. The educators also should address the learning outcome to what the students might do. In the practice, the educators can identify the objectives from the basic learning specifications. The educators should understand the core concept which the students must know. Meador (2018) stated that the teachers should understand on what they want to tell to their students and the aims of the learning process. Preparation and deciding the aims make the learning have purpose for students' achievement in learning process.

Deciding the learning method. According to the Permana (2010), when teacher face the problem in formulating learning methods, they can overcome the problem using strategies by trying to give pre-test in the first meeting to know the classroom context, using several learning methods. According to Singapore Management University (2017), when teachers plan the activities, they should consider the types of activities which the students will need to engage in. for the reason; the teachers need to develop the students skills so that they have to use effective learning using interesting activities. Meador (2018) explained that preparation of the learning method can really help the teachers minimize classroom discipline. The students prefer to go to the study if the learning process is fun. Therefore, the teachers need to decide and prepare the method which may help them to take control the classroom and make the students understand the materials.

Preparing the learning materials. Permana (2010) mentioned several strategies to overcome teachers' problem in designing a lesson plan. He said that when the teachers face problems to formulate material, they can take materials in form of audio, visual, audio-visual, or even printed materials. There are many learning materials that can be used to help teachers in teaching and learning process. Teachers can take materials which are most suitable for their classroom context. Meador (2018) explained that teachers should supply enough material to students' learning in every meeting. Also, the teachers should prepare the material which they want to share to the students and make sure that the material will be enough and easy to understand for the students.

Developing the idea. When teachers get problems in designing a lesson plan, they can access some learning resources to inspire them so that they can be more creative. According to Permana (2010), when teachers face problem in searching for learning resources, they can take resources from the internet, newspaper, or magazine. From the statement mentioned, it must be easier for the teachers to get resources which help them in their teaching and designing a lesson plan. Meador (2018) added that teachers can find some references in internet. The teachers can find anything in internet such as the materials, kind of methods, brainstorming, quiz, or game to help the learning process.

Determining the time allocation. When facing problem to formulate the time allocation, the teachers can determine the time allocation based on the level of difficulties of the materials and the learning objectives (Permana, 2010). Besides, the teachers have to decide the materials in every meeting and the time which they need to use. If the materials are easy enough, they can learn in one meeting. However, if the materials are difficult to understand or have a long explanation, they can use several meetings to discuss about the materials. Teachers can narrow down the realistic list based on the skills or ideas on what the teachers want their students to learn (Singapore Management University, 2017). The teachers can estimate how much time of each activity and the extra time and plan the minutes which will take in question and answer session and sum up the points (Singapore Management University, 2017). Meador (2018) added that the teachers need to prepare the activity based on the learning time. The learning process will have a good time allocation

when the teachers can manage the time allocation well. Consequently, the learning process will be done in the right time, and the students can achieve the learning aims.

Review of Related Studies

The researcher provides two related studies which have been conducted by the other researchers in the same scope of the research. This part supports this research about the challenges faced by pre-service teachers in designing a lesson plan. There are two different studies explained below.

First study was conducted by Rachmawati in 2013 entitled “The difficulties in designing lesson plan faced by the eight semester students of English Department at the Faculty of Teacher Training and Education University of Bengkulu 2012/2013 academic year”. This study was qualitative method. The aims of this study were to analyze the difficulties experienced by eight-semester students of English Language Education major in designing lesson plans. The subjects of this study were 35 students of English Language Education in the eighth semester of Bengkulu University in 2012/2013. The instrument used in this study was a questionnaire. The questionnaire was used to obtain the data in eight-semester students of English Language Education major in designing a lesson plan. This study showed that the difficulties experienced by eight English Language Education students in each aspect are to identify the lesson stages of teaching activities with the total score of 896 (61.82%), approaches and methods with total score of 870 (60.59%), teaching material with a total score of 357 (24.86%), evaluation with the total score of 307 (21.37%), indicators with a total score of 293 (20.40%), standard competency and basic competencies with total score of 140 (9.74%), and finally identity with the total

score of 98 (6.82%). It can be concluded that all aspects of the lesson plan (RPP) have difficulties with the differences percentage of each participant of eight-semester students English Language Education major University Bengkulu in 2012/2013.

Another research was conducted by Wati in 2018 entitled “The problem faced by practice teachers of English department in writing lesson Plan”. The aim of this research was to know the problems faced by practice teachers of English Department in writing a lesson plan. This study used descriptive qualitative research design. The subjects of this study were six practice teachers of English Department of the University of Muhammadiyah Malang who have finished conducting practice teaching at SMPN 3 Malang. The instruments used to collect the data were interview and document analysis. This study showed that practice teachers faced problems in writing a lesson plan. The problems concerned with objective, indicator, material, method, teaching activities, and media/source. From the statements mentioned, it is caused by lack of knowledge in developing a lesson plan and how to create a variation in teaching preparation. The other problems often faced were in connecting the objectives and the teaching-learning activities because it was hard to arrange various teaching-learning activities to reach the objectives.

Those two related studies discussed above have similarities and differences to this study. The first study is aimed to investigate the difficulties of designing lesson plans. The second study is purposed to know the problems faced in writing a lesson plan. This aim is similar to this research which is to investigate the thing that matters in designing a lesson plan. The difference is only on the scope of matter, and this research focuses on the challenges. Besides, those two studies focus on the

difficulties and problems. This research also aims to know the strategies used by pre-service teachers to overcome the challenges in designing a lesson plan.

The first study is a descriptive research, and the second study is also a descriptive qualitative research. This is similar to this research which is also descriptive qualitative research. The first study has 35 participants who are eight-semester students. The second study has 6 practice teachers as the participants. This research will have three participants of the pre-service teacher, and those participants on review of related studies are similar to the second study which the participants are practice teachers. The instrument used by the first study is a questionnaire and the second study uses interview and document analysis. Therefore, those studies mentioned is similar to this research which this research will also use the interview as the instrument to gather the data.

Conceptual Framework

The lesson plan is one of the important aspects in teaching and learning process. The guideline in teaching learning activities included in the lesson plan. Lesson plan contains the objectives and activities taught in the classroom. According to (Brewster, Ellis, & Girard, 2004), a good lesson plan has clear objectives, skills, and various activities, materials and exciting content. The lesson plan is created to plan and prepare the teaching and learning activity. One of the people who design and implement lesson plan is pre-service teacher. Usually, pre-service teachers design their lesson plan in a program called internship program. The internship program is very important for every pre-service teacher in teaching professional courses. The

internship is a program to education major as a conditional for the achievement of learning (Murphy, 2013).

There are some challenges mentioned by previous studies and theories.

According to Permana (2010), the challenges in designing a lesson plan are formulating learning objectives, formulating learning methods, searching for learning resources, formulating learning materials, and formulating time allocation. Besides, the challenges mentioned above are supported by some studies. In the strategies to overcome the challenges in designing lesson plan, those strategies are mentioned by Permana (2010) which explains about reading references, asking other teachers, using some learning methods, using some learning materials, creating realistic timeline, and taking some learning resources. The following chart is to simplify the concept of the research.

Figure 1

Conceptual Framework