

Chapter Four

Findings and Discussion

In this chapter, the researcher reports the findings and the discussions based on the data analysis and the discussions of the findings. This chapter presents the research finding and discussion about challenges and strategies to overcome the challenges in designing lesson plan. In addition, it provides the data analysis results from the interview transcription based on the interview.

The Challenges in Designing Lesson Plan

Based on the interview, the researcher found some challenges on designing lesson plan. There were six findings regarding the challenges in designing lesson plan. Those five findings were deciding learning method, not knowing the classroom situation, deciding appropriate materials, managing time allocation, and using different curriculum. Hence, each challenge in designing the lesson plan is explained in the following paragraphs briefly.

Deciding learning method. Difficulty in deciding the method is one of the challenges faced by pre-service teachers in designing lesson plan. The pre-service teachers faced the problems on designing lesson plan to decide the learning method because being pre-service teachers did not know how the characters of the students are where the pre-service teachers would like to teach. When the pre-service teachers designed lesson plans, they also needed to think about what the right methods for passive or active students are, but the pre-service teachers could only imagine and

prepare backup activities to deal with the students' characters which they would like to teach. The learning method is the method which the teachers used in the classroom included on how they would like to deliver the material using activities in the classroom. The three participants agreed that one of the challenges on designing lesson plan is the difficulty to decide the method. The first participant stated that "The challenge in designing the lesson plan is when I have to decide what the method which I need to use" (P1.S1). Based on the participant one's experiences, she said that deciding the method is difficult because she needs to deliver the method clearly. That way, the students that she teaches understand about the method which she uses. The participant two stated that "usually, we think about the method that we will use to teach the students" (P2.S2). According to participant two experiences, she explained the same thing as the participant one. When they decided the method, they should think about the activities used in the classroom and make the students understand.

The participant three explained that "we need to decide what the method which we will use, so the students can understand the topic and enjoy the learning process" (P3.S1). Based on experiences of participant three, she needed to make a good method to deliver the material better. Then, the students could accept what had been taught by her in classroom activity, and the students could enjoy the lesson used in the classroom. Based on the data interview, all the challenges make the pre-service teachers must think what the strategies which they should do are. Difficulties in sequencing activities were supported by Tashevskva (2008) who said that sequencing activities is the teachers' difficulty faced in designing a lesson plan.

Not knowing the classroom situation. The second challenge that pre-service teachers faced did not know about classroom situation. In designing lesson plan, the pre-service teachers should think about what they wanted to do in the classroom. They thought about students' characteristic and made the good method in their lesson plan to organize the classroom which they were going to teach when designing lesson plan. Later on, when they taught the students at the classroom, it became more effective. There were two participants agreed with this statement. The participant one said that "I make the lesson plan before I know the classroom situation such as the students' characteristic or the classroom" (P1.S2). The pre-service teachers could only imagine how situation in the classroom was when designing lesson plan. The participant three stated that "The challenge in designing the lesson plan came up when not knowing about the situation in the class, so we only estimate the class situation" (P3.S5). Therefore, the pre-service teacher only estimated the classroom situation when designing lesson plan. The statement mentioned was also supported by Subramanian (1997) who said that pre-service teachers had to teach students from different classes and various subject, with student (fast learners) and the others (slow learners). The pre-service teachers facing problems with the students in the classroom with all the abilities.

Deciding appropriate materials. The third challenge faced by pre-service teachers was difficult to formulating learning material. Based on the data interview, all participants had the problems when deciding the material. Deciding the material made all the participants felt confused because they should think about the good material to teach the students. That way, the pre-service teachers had to the

appropriate material in their lesson plan. There were two statements from the participant one; the first statement was “I find difficulties when I decide the material because of my lack experience. I feel confused what the material I should prepare when I get the theme” (P1.S3). The second statement was “I am afraid that the material is too difficult for students, so I need to find the material which is easy to understand for them (P1.S4). According to the participant one, she had lack of experience to design lesson plan. Lack of experience made her not be able to explore more about the good lesson plan. That way, the participant thought about what they should give for the students and made the students understand about the lesson taught in classroom activity. Participant two stated “sometimes, I feel difficult to find out the material which is appropriate for every grade of the students (P2.S3). Thus, the pre-service teachers sometimes faced the difficulty when deciding suitable material for every grade.

For other challenges in developing learning materials, the participant three said that “we decide the material by ourselves; it makes us think what the appropriate material taught is” (P3.S2). Determining material by ourselves was not easy because we needed to think about material which is in accordance with the topic being taught. Besides, designing a lesson plan with suitable material for class conditions was not easy because it was also necessary to adjust the material to the classroom conditions. When designing the lesson plan, we could only imagine the appropriate materials to the students' condition in classroom activity. While making a lesson plan, the teachers felt confused about what they should teach for their students (Clements, Lesson Planning Using the Four Critical Questions, 2017). Sometimes, they also were afraid

that the students did not get the knowledge. The statement mentioned was also supported by Permana (2010) who said that the problems that teachers faced when designing a lesson plan is formulating instructional material.

Managing time allocation. In designing lesson plan, the pre-service teachers need to manage the time allocation based on the duration of time. The pre-service teachers thought a lot of time allocation used to manage the time during the activities in learning process. The reason why pre-service teachers had to decide time allocation came up as solution not to waste the time in the class because the students also feel bored when implementing monotonous material or methods. There were two participants who explained about the difficulty when deciding the time allocation. The participant one said that “I feel confused to decide the time such the opening, while, and the duration of giving ice breaking, and how long to assess the students” (P1.S4). The participant also felt confused when dividing the time for the teaching and learning process in the class. Hence, designing lesson plans must be careful when determining effective times and not wasting time.

For another opinion from participant three, she explained that “for the challenge, we need to think about the time when we make a lesson plan on what we will do in the pre, while, and post teaching” (P3.S4). She also argued that “I think that the challenge is deciding the time. When we have 90 minutes, we need to decide what we will do in the class” (P3.S3). In this statement, it was similar with participant one’s statement who stated that designing time allocation made the pre-service teachers feel confused when dividing the time for the teaching and learning process in the classroom activity. According to Permana (2010), the teachers was faced by

problem in managing the time allocation. Besides, the time allocation was used to manage the time when doing the activities in learning

Using Different curriculum. Developing the lesson plan with the different curriculum is really important in teaching and learning program. Curriculum leads the teachers to teach and find the aims of learning. Participant one found the challenges when she made a lesson plan with the different curriculum. The curriculum used makes the pre-service teachers feel difficult in designing lesson plans because the procedures and methods were different. Participant one stated “I found the difficulty to understand the material of 2013 curriculum because the different procedures, and it made the different way to make a lesson plan” (P2.S4). “For the change of curriculum, I thought that KTSP curriculum is easier to understand than 2013 curriculum which is difficult to understand the indicator in the syllabus” (P2.S1). That way, different curriculum really influenced the participants in designing lesson plan because it also made the procedure for writing a lesson plan differently. Besides, the participants preferred to use KTSP curriculum than 2013 curriculum because it was easy to understand in designing the lesson plan. Permana (2010) mentioned that lot of changes took place in term of curriculum policies in Indonesia. It causes teachers to feel confused in conducting and developing curriculum tools such as a lesson plan. Besides, lesson plan gives a view of the lesson taught in the classroom by the pre-service teachers. Therefore, different curricula make pre-service teachers feel difficult in designing lesson plans because different curricula also make the procedure for writing lesson plans different. Besides, lesson plan is a lesson created to help pre-service teachers in teaching practice.

Strategies to Overcome the Challenges in Designing Lesson Plan

Finding out challenges of designing lesson plan, the researcher also found the strategies to overcome the challenges based on the interview. There were four strategies to overcome the challenges in designing lesson plan. Those strategies were finding the material from many resources, rechecking the lesson plan, predicting the time allocation, and asking other people. For more detailed information, each strategy in designing the lesson plan is explained in the following paragraphs.

Finding the material from many resources. The strategy to overcome the challenges in deciding material was looking for many resources. The pre-service teachers could find the materials from many resources to help their in finding out the appropriate material. All of the participants have similar agreement about finding out the material from other resources such as book or internet. Participant one mentioned “I often read the material from the internet and books and find the other resources in the library, but I usually use YouTube to find out the material as additional information to the learning process” (P1.S6). Participant two also explained “I usually use Google to search teaching materials, so I will understand more” (P2.S7). Another participant also explained that she usually used internet to find the material. She also said “I usually search the materials from the internet about making lesson plan, and i try to learn by myself” (P3.S8). Every participant has their own way to find the material and prepare as well as they can teach such as the use of internet, from video in YouTube, and reading various books. Therefore, the strategies mentioned could complete the challenges in deciding the material. Permana (2010)

mentioned that several strategies to overcome teachers' problem in designing a lesson plan. Permana (2010) also said that when the teachers face problems to decide materials, they can take materials in form of audio, visual, audio-visual or even printed materials. There are many learning materials which can be used to help teachers in teaching and learning process.

Rechecking the lesson plan. Rechecking the lesson plan was necessary, so the teachers could find the appropriate method or material used. There were the strategies to overcome the challenges in formulating method and material. Participant one and three thought that they needed to check their lesson plan and revise the lesson plan so that they could make the appropriate lesson plan to use. Participant one explained "I prefer to make my students enjoy in learning, so I revise my lesson plan again and again" (P1.S8). Participant one also added that she wanted to make the students enjoy the learning process, so she checked and revised the lesson plan to make it better. Participant three mentioned "We need to have another plan to make an appropriate lesson plan, so we have to think again what kind of method or material which is appropriate for the students" (P3.S9). From the statement mentioned, the teachers needed to prepare well about the material and method, and they had to prepare another plan to find out the appropriate method and material. Meador (2018) explained that teachers should supply enough material to students' learning in every meeting. Also, the teachers should prepare the method and 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.

Therefore, preparing and deciding the aims make the learning have purpose for students' achievement in learning outcomes.

Predicting the time allocation. The pre-service teachers used predicting time allocation to solve the strategies in designing lesson plan. Besides, the pre-service teachers just guessed the time allocation to solve the problem because they did not know how the situation in their classroom was. If they had the hard materials, they had to make two meetings for their students. Also, the strategy of predicting the time allocation could really help the teachers to overcome the challenges faced when designing lesson plan. There were two participants who had the same opinion. Participant one stated that "In the strategies for the time allocation, I just guess because it is just planning, so I do not know the conditions of the material and class that I am going to teach" (P1.S10). In designing lesson plan, she could not make sure the condition of the material and the classroom in teaching and learning process. The second participant stated that "For the time allocation, usually I just do the prediction and see whether the material is too long or not" (P2.S7). The explanation between two participants had the same point. They solved the problem with prediction the time allocation. Besides, the teachers can narrow down the realistic list based on the skills or ideas of what the teachers want their students to learn (Singapore Management University, 2017). The teachers also can estimate how much time of each activity and the extra time and plan the minutes which they will take in question and answer session in order to sum up the points (Singapore Management University, 2017). Meador (2018) added that the teachers need to prepare the activity based on

the learning time. Accordingly, the learning process will have a good time allocation when the teachers can manage the time allocation well.

Asking other people. Asking other people can help the other learn something or get more the information from them. People usually share their experiences, ideas, or opinion to solve the problem. All of participants had similar way to solve the problem in designing lesson plan by asking to other people. Participant one explained that she asked to other people to hear their opinion or experiences to find out the material. “Another way to find the material is asking my friends. We usually share about the problem in teaching practice, and we can find another idea by asking each other” (P1.S7). The participant two also asked others people to solve the problem. “If I do not understand, I usually ask my friends to explain about the materials. If my friends do not understand, I ask my supervisor in the school. Besides, if I still do not understand, I ask my internship supervisor (P2.S6). Participant three also mentioned the same statement such as “When I do not understand, I usually ask my friends. Asking other people who understand about making lesson plan can help me to understand about the material. (P3.S7). As a result, this strategy was completed all the challenges faced in designing lesson plan. Asking other people made the teachers feel easier to complete the good lesson plan. When teachers got teaching problems in designing a lesson plan, they could access some learning resources to inspire them so that they could be more creative. According to Permana (2010), when teachers face problem in searching for learning resources, they can take resources from the internet, newspaper magazines, or accessing knowledge and sharing their thoughts with other

pre-service teachers. Hence, it can be easier for teachers to get resources which can help them in teaching process especially designing lesson plan.