

Abstract

Lesson plan is a guideline in the form of a document related to teaching and learning process. It helps pre-service teachers to conduct teaching and learning process. This study aims to investigate (1) the implementation of lesson plan of EED of UMY pre-service teachers at SMA Muhammadiyah 6 Yogyakarta, (2) the problems faced by EED of UMY pre-service teachers on the implementation of lesson plan, and (3) the strategies used by EED of UMY pre-service teachers to overcome the problems on the implementation of lesson plan. Data were collected from three pre-service teachers of EED of UMY batch 2013. The researcher used observation and interview to measure the phenomenon in a situation and perception about the phenomenon. The data was analyzed using descriptive qualitative by coding analysis. There were some activities in the lesson plan that had been implemented and had not been implemented well. Those activities in the lesson plans that had been implemented by EED of UMY pre-service teachers were objectives of the lesson, opening activity, developmental activity, and closing activity. In addition, those activities in the lesson plan that had not been implemented by EED of UMY pre-service teachers were teaching aids, taking attendance (opening activity), summary of lesson and feedback of lesson (closing activity), and time allocation. Furthermore, there were some problems faced by EED of UMY pre-service teachers on the implementation of lesson plan at SMA Muhammadiyah 6 Yogyakarta. Those problems were pre-service teachers did not use teaching aids based on lesson plan, some activities were not implemented well as written in the lesson plan (giving motivation, taking attendance, giving summary of the lesson, giving feedback of the lesson, giving

homework), and time allocation was not fulfilled well as stated in lesson plan. Moreover, there were some strategies used by EED of UMY pre-service teachers to overcome those problems on the implementation of lesson plan. The strategies used were using alternative teaching aids to conduct teaching and learning process, adjusting some activities written in the lesson plan (understanding the lesson to motivate the students' learning, taking attendance in the end of the class, guiding students to summarize or conclude the lesson, canceling to give homework to the students, and asking students one by one and making group activity to give feedback of the lesson), and re-arranging time allocation. In addition, there were two emergent themes in this study. Pre-service teacher A (PSTA) canceled the homework that had been planned in the lesson plan. The reason was there was a regulation from the principal of the school that PSTA did not need to give the homework because PSTA had not been sure to teach at the same class and meet the same students again. Besides, pre-service teacher B (PSTB) and pre-service teacher C (PSTC) took attendance in the end of the class. Generally, three of the participants had implemented their lesson plans well.

Keywords: pre-service teachers, lesson plan, implementation, problems, strategies