

Chapter One

Introduction

This chapter discusses introduction. It consists of background of the study, identification and limitation of the problems, formulation of the problems, purpose of the study, significance of the study, and outline of the study.

Background of the Study

Teaching is basically delivering material or lesson to the students, making interaction with them, and facilitating students to understand the lesson at the end. Chrisastum, John, and Glenn (2014) pointed that there are some professional skills that are needed in teaching process such as, content knowledge, good planning, classroom management and organization, classroom behavior, individual differences, communication skill, the teachers' confidence, motivation for learning, respect, fairness and equity, assessment and evaluation, and teacher learning development. Chrisastum et al. (2014) further showed that there are some personal skills that are needed in teaching process such as, caring, knowing students individually, teacher-students relationship, and classroom environment. To be successful in teaching process, teachers should have those skills to be implemented in the classroom.

To conduct teaching and learning process, teachers need a lesson plan. Lesson plan is very essential in teaching and learning process. It is created by teachers to guide their teaching to the students in the classroom. "Many educators believe that lesson planning is a critical element of effective instruction. As an old adage says, 'failing to plan is planning to fail' " (Duncan & Met, 2010, p. 2). In addition, "Implementing the lesson plan is the most important (and difficult)

phase of the daily lesson planning cycle. In this phase the lesson plan itself will retreat into the background as the reality of the class takes over” (Richards & Renandya, 2002, p.34). Besides, Goofur and Farooque (2010) stated that “the most frequent difficulties cited by student teachers in lesson planning are: in choosing learning experiences appropriate to the learners, deciding and allotting the time suitably for every lesson, identifying and developing proper learning aids, and executing the planned lesson in classroom” (p.7). Those problems mostly faced by beginning teachers when implementing the lesson plan.

Pre-service teachers are people who practice their teaching in some schools before they become a professional teacher. Mostly, people who are called pre-service teachers are those who are still in a college or university that have experiences in teaching students in some public schools. Carlin (2013) argued that “pre-service teachers are those engaged in initial teacher education programs at undergraduate or postgraduate level” (p.77). The goal of pre-service teacher education programme is to prepare graduates to be worth teachers furnished with pedagogical practices that will help to encounter the increasing demands related with the teaching profession (Bransford, Darling-Hammond, & Lepage, 2005).

Internship program is a place where pre-service teachers conduct teaching and learning process. It has function in teacher education programme. Involving pre-service teachers to join internship program can help them to learn how the way to be a professional teacher. Parveen (2012) revealed that “internship program in teacher education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future

prospects of working conditions in that profession” (p.487). Moreover, Bukaliya (2012) showed that “internships are therefore any carefully monitored piece of work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience or duration of attachment” (p.120).

English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) is an institution that creates English teachers. It provides internship program in its curriculum. Students of EED of UMY are pre-service teachers that join the internship program. They practice their teaching from the 1st semester up to 6th semester in some public schools. They are given debriefing first by teacher at those schools before they teach students in the class such as, how to create a lesson plan, how to implement the lesson plan, how the way to teach well, and how the way to interact with the students. Usually they do the internship program once in a week and it takes 45-90 minutes for a subject commonly.

Based on the observation and the researcher’s experience when doing the internship program, most of students of EED of UMY have experiences in implementing the lesson plan in the classroom. They often face various difficulties in implementing the lesson plan such as difficult to reach the objective of the lesson, teaching aids, time allocation, etc.

Based on the problems earlier, students of EED of UMY have some problems in implementing the lesson plan. Those are difficult to reach the objective of the lesson, teaching aids, time allocation, etc. Therefore, the researcher is interested in investigating *The Perception of English Education*

Department of Universitas Muhammadiyah Yogyakarta Pre-Service Teachers on the Implementation of Their Lesson Plans at SMA Muhammadiyah 6 Yogyakarta.

Identification and Limitation of the Problems

Students of English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) have taught some subjects related to lesson plan and the way to implement it in teaching practice. Subjects of *Curriculum Design, Instructional Design, Material Design, Education and Teaching Practice, and Internship Program* are taught to the students from the 1st semester up to 6th semester. Those are very important to support them with some knowledge to design the lesson plan to be implemented in the internship program. Students of EED of UMY face some problems in implementing the lesson plan such as, difficult to reach the objective of the lesson, teaching aids, time allocation, etc.

Based on the problem faced earlier in implementing the lesson plan, it is important to conduct a research to ensure students of EED of UMY as pre-service teachers about the problems and the strategies used on the implementation of lesson plan in their teaching practice.

Lesson plan takes many spaces to be researched such as, how to design lesson plan appropriately, how to use lesson plan effectively, etc. This study is focused in using lesson plan to identify the implementation, problems and the strategies used by EED of UMY pre-service teachers. The reason why is the researcher is interested to observe three parts of them.

Formulation of the Problems

Based on the background and the statement of the problems above, there are three problems that can be conveyed into questions:

1. How is the lesson plan implemented by EED of UMY pre-service teachers at SMA Muhammadiyah 6 Yogyakarta?
2. What are the problems that EED of UMY pre-service teachers faced in implementing the lesson plan in their teaching practice at SMA Muhammadiyah 6 Yogyakarta?
3. What are the strategies used by EED of UMY pre-service teachers in implementing the lesson plan in their teaching practice at SMA Muhammadiyah 6 Yogyakarta?

Purpose of the Study

The purposes of the study are as follow:

1. To look for some information related to the lesson plan implementation by EED of UMY pre-service teachers at SMA Muhammadiyah 6 Yogyakarta.
2. To reveal the problems those EED of UMY pre-service teachers faced in implementing their lesson plans in their teaching practice at SMA Muhammadiyah 6 Yogyakarta.
3. To investigate the strategies used by EED of UMY pre-service teachers in implementing the lesson plan in their teaching practice at SMA Muhammadiyah 6 Yogyakarta.

Significance of the Study

By involving the problems statement above, there are some advantages of this study:

For pre-service teachers. Through this research, pre-service teachers can recognize and understand the lesson plan generally to be implemented in the

classroom. If they face the same problems they know what they have actually to do to switch the activity from the original lesson plan.

For teachers. For the same problems, they may know how to deal or solve the problems as found in this study. They are able to use the strategies that are provided in this research to discover the solution towards the problems that faced by them in implementing the lesson plan in the classroom.

For institution. The result of this study can be used as an evaluation for the institution of SMA Muhammadiyah 6 Yogyakarta. The school supports all of EED of UMY pre-service teachers to conduct internship program at that school. Hence, in every semester the school conducts internship program for students' university to teach students at that school.

For other researchers. They can take some points to conduct the same study in-depth in the future. This study can help them to look for the references related to lesson plan implementation. They can use this study as their references in part of review of related study.

Outline of the Study

This study consists of five chapters. Those chapters have some sub chapters. The first chapter is introduction. In the introduction consists of background of the study, identification and limitation of the problems, formulation of the problems, purpose of the study, significance of the study, and outline of the study. The second chapter is literature review. In this chapter, it talks about some theories that related with the content of this research such as, theory about pre-service teachers and lesson plan including definition pre-service teachers, the role of pre-service teachers, the problems and the strategies used to

overcome the problems on the lesson plan implementation. The third chapter is research methodology. It talks about how this study is conducted. This chapter consists of design of the study, setting and participant of the study, data collection method, and data analysis. The fourth chapter is finding and discussion. It talks about findings of the study and discussion that related to the findings with theories in the literature review. The fifth chapter is conclusion and suggestion. It talks about conclusion from the first chapter up to fourth chapter.