

Chapter Two

Literature Review

This chapter discusses the existing literatures that are related with the topic of the study. The topic consists of pre-service teachers and lesson plan. The sub-topics of pre-service teacher include definition of pre-service teachers and the role of pre-service teachers. The sub-topics of lesson plan include definition of lesson plan, advantages of lesson plan, the problems on the implementation of lesson plan, and the strategies used to overcome the problems on the implementation of lesson plan. Those topics are discussed below.

Pre-Service Teachers

Definition. Pre-service teachers exist in teacher education program. They are people who are going to be a teacher someday. They are also students 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). Pre-service teachers are students who work based on field experience. They focus to teach students by using lesson plan that they have created as well. They are tried to be a professional teacher in the future.

The pre-service teachers concentrate on pedagogy concepts (80%) such as management, lesson plans and class organization. These concepts were connected to pre-service teachers' professional planning knowledge (Thomson & Hsu, 2007). Pedagogy concept is needed by pre-service teachers in teaching and learning process. It also is very important in teaching and learning process.

The role of pre-service teachers. To conduct teaching and learning process, there are some roles of pre-service teachers that must be concerned by them. Some pre- service teachers feel afraid of ‘what they are going to do’ in the classroom during conducting teaching and learning process. Richards and Renandya (2002) stated that “teachers may wonder “which way they ought to go” before they enter a classrooms. It usually means that teachers need to plan what they want to do in their classrooms” (p.30). They should create lesson plan to conduct teaching and learning process so that it works smoothly.

There are two reasons for lesson planning. Those are internal and external reasons (McCutcheon, 1980). Teachers should plan for internal reasons in order to feel more self-confident, to acquire the topic material better, to allow lessons to work more efficiently, and to avoid problems before they occur. Moreover, teachers also should plan for external reasons in order to fulfill the prospects of the principal or supervisor and to monitor a substitute teacher in case the class needs one (Richards & Renandya, 2002). Internal and external reasons are required by pre-service teachers in conducting teaching and learning process.

There are several roles of pre-service teachers in lesson planning. There are perspective (opening), stimulation, instruction/participation, closure, and follow-up (Richards & Renandya, 2002).

Perspective (opening). Pre-service teachers should ask to students about previous lesson. They show new lesson. It means that it can encourage students to remember what the lesson that they have learned in previous meeting and allow students to receive a new lesson.

Stimulation. Pre-service teachers should organize the students for new activity. It means that they must prepare good things to deliver new lesson to the students such as giving motivation to them towards activity that related to their lives.

Instruction/participation. Pre-service teachers should explain the kinds of activity that will be used, check for students' understanding towards the lesson, and encourage participation in teaching and learning process. It means that the activity that is given by pre-service teachers should have clearly instruction explanation so that the students do not ask more related to the activity. The students can interact with others in doing the activity.

Closure. Pre-service teachers should ask students about what they have learned and pre-service teachers should preview future lesson to students. It means that the students must tell what they have learned to check their understanding. Besides, they must give input on future lesson.

Follow-up. Pre-service teachers should deliver other activities to strengthen similar concepts. Besides, pre-service teachers should deliver chance for interaction. It means that the students must do some new activities to support the same concepts and they must interact with others.

Lesson Plan

Definition. Lesson plan is a guideline for pre-service teachers to conduct teaching and learning process. Lesson plan is a document used by pre-service teachers to help them in teaching. It consists of time, subject, class, language focus, topic, objectives, prior knowledge, and materials (Richards & Renandya, 2002). In addition, Jeremy Harmer (1998) argued that lesson plan is teachers' plan

to teach student, “a plan – however informal – gives the lesson a framework, an overall shape” (p.121). It means that lesson plan gives illustration for pre-service teachers related with what they ensure in teaching and learning process.

McKay (2010) study found the following:

“Lesson plans describe what teachers plan to do in a class; what they actually do, of course, could be quite different. What kinds of classroom problems can lesson plans help to solve? This depends to a large extent on how detailed the lesson plans are” (p.1).

The detailed lesson plan can support pre-service teachers’ teaching practice in the classroom. They act and do movement in each activity based on the lesson plan that they have created as well. Lesson plan is needed by pre-service teachers’ education program. They have to prepare what are the activities they should do in the classroom so they do not obscure to think what they should do next. Those activities have to run well to create teaching practice effectively.

Okwuedei (2010) highlighted that lesson plan helps as a director to the teacher’s daily performance with lack of detail. It works as a guideline for teaching widespread lesson in some schools, over a daily lesson or throughout the week. It can ease pre-service teachers in teaching and learning process by following the activities in the lesson plan. Actually, pre-service teachers write the lesson plan because of an obligation from supervisor, cooperating teacher, and school administrator ask them to do that. When they have become a teacher, they give up writing lesson plan. They just teach based on their own way.

Advantages of lesson plan. There are some advantages of lesson plan in teaching and learning process. Duncan and Met (2010) claimed that “lesson

planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their successful learning on unit or curricular assessments” (p.2). In addition, lesson plan can be an instruction to conduct teaching and learning process so that the students can reach the goal of the lesson. Furthermore, Jensen (2002) pointed that “lesson plan is an extremely useful tool that serves as combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students” (p.403).

Lesson plans support new or inexperienced teachers establish content, materials, and methods. However, many professional teachers do not need a lesson plan. They just create a short map (mind mapping) to conduct teaching and learning process. It does not matter but the most important thing is the students can reach the goals of the lesson in the end of the class. Many qualified teachers often decrease lesson plan to a mental map or short framework (Goofur & Farooque, 2010). Briefly, lesson plan is a guideline for teachers to conduct teaching and learning process. It eases them to implement each activity that is provided in the lesson plan. The lesson plan helps teachers to make those activities are able to run step by step smoothly. It creates an effective teaching and learning process in the classroom. Lesson plan helps as a director to the teacher’s daily performance with lack of detail. It works as a guideline for teaching widespread lesson in some schools, over a daily lesson or throughout the week (Okwuedei, 2010).

Problems Faced by Pre-Service Teachers on the Implementation of Lesson Plan

Burden and Byrd (2010) claimed that there are some problems that commonly happened by pre-service teachers on the implementation of lesson plan such as, objectives, procedures, time allocation, teaching aids, and assessment/evaluation.

Objectives. Planning the objectives is a crucial thing that must be concentrated carefully when arranging lesson plan, because the objectives will dictate the natural content to be taught to the students (Burden & Byrd, 2010). Pre-service teachers should determine the objectives of the lesson before teaching and learning process is started. Students have to reach the objectives in the end of the lesson. Thornes (2009) pointed that “objectives describe what students will learn, and this is sometimes called the learning product. At least as important as what students will learn is how they will learn it; this often called the learning process” (p.418). Determining the objectives will be the difficult part for pre-service teachers before starting the lesson. Most of pre-service teachers have problems in determining the objectives at the beginning, inclining to consider in phase of what the teachers will do rather than what the students will learn (Thornes, 2009). If pre-service teachers just focus on what they will do in the classroom, the objectives of students towards the lesson will not be reached well. Tenbrink (2011) stated that “sometimes teachers use instructional objectives that emphasize what they themselves are expected to do rather than what they expect of their students” (p.23).

Procedures. There are some activities to conduct teaching and learning process. Each activity should be based on lesson plan. There are opening activity, developmental activity, and closing activity (Burden & Byrd, 2010).

Opening activity. There are some activities in the opening activity before teaching and learning process is conducted. Burden and Byrd (2010) argued that if this activity is not held properly, students may be more tending to be off task and perhaps misbehave. This activity is planned to get students' attention and focus learning the objectives. "Perhaps most perplexing to new teachers is deciding the level of behavioral complexity at which a lesson should begin" (Borich, 1996, p.199). That problem happened in introductory or opening activity. Pre-service teachers confuse in what they should do with the students in opening activity whether they should add up to date information related to the lesson, give warmers activity or repeat the lesson in advance. Besides, this activity is also planned to motivate students to learn the lesson. Richards and Renandya (2002) revealed that students are learning English in school because it is a must. It creates motivation is extremely difficult part for teacher. Thornes (2009) argued that "motivation is regarded by experienced and inexperienced teachers alike as a prerequisite for effective learning, and the greatest challenge that many teachers face is to make their students want to learn" (p.44). Besides, taking attendance is very crucial thing in the beginning of the lesson to check the students' attendance. Credé, Roch and Kieszczynka (2010) revealed that "both students and some educational researchers appear to be somewhat skeptical of the importance of class attendance" (p.272).

Developmental activity. The students may feel boring with the lesson in the classroom so that they lack of attention to the pre-teacher's explanation in the developmental activity. Teachers may discover that the lesson is not working out in the way that had planned by them. Students may have trouble grasping the concepts, they may have a little bit interest to the topic, or partaking may not be what they expected (Burden & Byrd, 1999).

Closing activity. It consists of summary of lesson, feedback of lesson, and homework. Sometimes pre-service teachers were difficult to conclude or summary the lesson to the students because of the students' attention. The students do not pay attention to the pre-service teachers. "Teacher needs to get the students' attention. This can sometimes be difficult, especially when the teacher try to draw a speaking activity to a conclusion" (Harmer, 1998, p.18). Besides, pre-service teachers have problem in giving feedback of the lesson to the students. Usually, in the end of the lesson the students do not focus anymore to learn the lesson. Duncan (2007) as cited by Ako (2009) pointed that "students do not pay attention to comments because they do not make sense to them or that they do not understand the purpose of the feedback process" (p.4).

Time allocation. Most of pre-service teachers should consider about the time in conducting teaching and learning process based on lesson plan that they have created as well. Usually time allocation is influenced by the condition of the students in the classrooms. Burden and Byrd (2010) study found the following:

"Some students may be daydreaming or be off task, so the time spent in learning is less than allocated time. Students often are off task in rather obvious ways, such as getting out of their seats, reading notes or materials,

or talking to other students. Off-task behavior can often manifest itself in daydreaming or other forms of mental or emotional disengagement that may be difficult to detect” (p. 45).

Moreover, one of many comments is about discipline. People who dislike bad behavior most are not teacher, but other students who feel their time is being wasted (Harmer, 1998). Discipline is more important thing to conduct teaching and learning process. It influences on time allocation from the beginning until the end of the class.

Teaching aids. Pre-service teachers plan some teaching aids that are written in the lesson plan. Sometimes the teaching aids implementation is not appropriate with the lesson plan. Pre-service teachers might need to have a rally with a computer and a program that related to the subject area; unfortunately the computer might already be booked for the day that you were preparing the lesson (Burden & Byrd, 2010, p.77). Those problems commonly happened in the class by pre-service teachers so that teaching and learning process are not running effectively. Besides computer, there are other things of teaching aids that make lesson plan deviate from the original plan. For instance, the copies of tasks are not appropriate with the number of students in the class, projector is off, and there is no bold maker to write on the blackboard, and so on. It is challenging for the teachers to prepare and re-check the teaching aids to be used in teaching and learning process. Richards and Renandya (2002) investigated that dealing with some teaching aids are a challenge.

Assessment/evaluation. Assessment/evaluation is very important for the students. Usually, assessment/evaluation is last written in the lesson plan. It is

implemented to check the students' understanding about the lesson that has been learned. Burden and Byrd (2010) claimed that measuring students is essential to support teachers defining the grade to which educational objectives have been accomplished and to help teachers identify their students as individual. The assessments that are given should be appropriate with the objectives because it produces students' learning outcome. Commonly, pre-service teachers are obscure to give what kind of assessments to make them being suitable with the objective. Kizlik (2005) showed that the lesson assessment is separated from the behavior specified in the objective. If the assessments are not related to behavior of the objectives, those will make students fail to achieve objectives in the end of the lesson.

Strategies to Overcome the Problems on the Implementation of Lesson Plan

There are several strategies to overcome the problems on the implementation of lesson plan. There are stating objectives, organize the procedures, considering time allocation, designing materials, and planning for assessment/evaluation (Burden & Byrd, 2010).

Stating objectives. Mager (1997) as quoted by Burden and Byrd (2010) pointed that each performance objective must include an action statement, a conditions statement, and a criterion statement. Stating objectives in lesson planning has a large number of benefits. It helps the teachers to decide what they should do to accomplish and to design the lesson consequently. It also helps the pre-service teachers to describe to their students what they should do and learn in the classroom. There are three things that can be done by teachers to set objectives, such as, what students should be done as a learning outcome, in what

kind of circumstance they should accomplish those actions, and at what level students are estimated to perform (Haynes, 2007). Thornes (2009) highlighted that there are several things that the teachers to do to set specific objectives: specify precisely and in concrete terms what the student should be able to do, be written in such a way that it is possible to determine whether or not the objective has been achieved, usually be short-term be drawn up by the teacher to suit the resources, the teacher and the students, and optionally, define the circumstances under which the objective is to be demonstrated and/or what constitutes an achievement, (e.g., translate passage 6d in less than five minutes, making fewer than four minor mistakes).

Kauchak and Eggen (2011) maintained that two of the most general approaches to set objectives focus on what students should be able to do at the end of the lesson. Each objective covers a circumstance, student presentation, and standards for successful completion (Mager, 1962). Teachers explain a general objective, such as identify, comprehend, or utilize, monitored by particular learning outcomes that operationally describe what students are going to do (Gronlund, 2004).

Organizing the procedures. To conduct an effective teaching and learning process, pre-service teachers should consider about the procedures. They should organize opening activity, developmental activity, and closing activity (Burden & Byrd, 1999).

Opening activity. Some activities in opening of activity such as motivating students to learn, taking attendance, getting attention, establishing set,

introducing lesson objectives, distributing and collecting materials, and giving clear, focused directions (Burden & Byrd, 2010).

Motivating students to learn. Burden and Byrd (2010) revealed that the opening of a lesson must be considered to arrest the students' attention and concentrate their attention on the knowledge of objectives to be showed throughout the lesson. An effective opening is able to improve students' skill to concentrate on the objectives. It is such giving motivation to learn to the students. Activities that take at the beginning of a lesson support to create a circumstance in which students need the motivation to learn (Brophy, 2010). Burden and Byrd (2010) mentioned that "motivation to learn draws on the meaningfulness, value, and benefits of the academic task to the learner" (p.190). For instance, English problems can be developed based on student interests by watching English movie with the subtitle. This action just focuses on learning not performing. Besides, Ersoz (2000) pointed that games are extremely motivating because they are entertaining and fascinating. They are able to be used to give practice in all language skills and be used to exercise many categories of communication.

Taking attendance. Most of teachers in schools commonly taking attendance in the morning before they start the lesson. Student who comes late to the class must be noted so that there is no punishment at the beginning of the class. Teachers must obey school policies when facing tardy student. It is also important having a seating chart in each class for substitute teachers in order to ease them find the students (Burden & Byrd, 2010).

Getting attention. Teachers should make the students pay full attention throughout the lesson. A lesson must not start till get the students' full attention.

Commonly, teachers use some signals to begin the lesson such as, rising hand by saying “silent please!”, ringing a bell, put self to certain place, or create a declaration. After giving the signal to the students, pause for a moment to see the impact. When the students have given full attention, transfer to the lesson rapidly (Burden & Byrd, 2010). There are several ways to get students’ full attention at the beginning of the lesson (Jones & Jones, 2007):

Selecting a cue for getting students’ attention. Students want a reliable cue to emphasis their attention, such as by closing the door at the beginning of the lesson. Teacher should not begin the lesson until everyone is paying attention. It is very essential not to start the lesson until the students are paying attention. It will spend much time to repeat directions for teachers who start the lesson without students’ attention. Sometimes teachers are being silent to get students’ attention and the students can catch the meaning of the teachers so the students will give full attention.

Remove distractions. Teachers can support to eliminate distractions by closing the door, eliminating unimportant materials from the top of students’ desk, altering the screens, or taking other suitable movements. To get the students’ attention, teacher is able to do students’ approach. Harahap (2011) pointed that in a classroom there are various kinds of personality types of learners are different, it must be considered by a teacher for the learning process so that it can run well. Individual student differences provide insight to teachers that learning strategies must consider on the individual differences on this aspect. Besides, Harmer (1998) revealed that in order to accomplish the class effectively, the teacher must be attentive of what students are doing and, where probable, how they are feeling.

Teacher is being able to move around the class, receiving the level of closeness, making eye contact with the students, listening to what they have said, and responding appropriately. It is impossible to help students to learn a language in a class without interact with them. The teacher's physical approach and personality in the class is one aspect of class management to consider.

Providing daily review. A lesson can begin with brief review of the previous lesson to check the students' memories and understanding to the lesson. This review needs three up to eight minutes. This daily review is very convenient for teaching materials that will be implemented in following learning. Checking homework at the beginning of the class is also a form of review (Burden & Byrd, 2010).

Establishing set. Commonly set induction is the primary activity at the beginning of the lesson. It helps students know what the topic of the lesson is going to learn that is connected with their interests and their own lives. For example, a civics lesson in the first activity might start by reading a newspaper that report brawl of some students from different school. After reading the article, teachers should ask to the students what they are going to do if they are in that situation. This activity might be produced into group discussion (Burden & Byrd, 2010).

Introducing lesson objectives. At the beginning of the lesson, teachers should describe to the students about the objectives, activities, and evaluation to be used in the class. Those processes can decrease students' anxiety towards the lesson (Burden & Byrd, 2010). Introducing the lesson objectives is very crucial

things for teacher. It will make the students understand whether they reach the objectives or they cannot reach the objectives.

Distributing and collecting materials. Commonly, teachers need to distribute the materials to the students in the form of hardcopy. It can be done at the beginning of the class. It will make the students' attention focus towards important materials and avoid disruption throughout the lesson (Burden & Byrd, 2010).

Giving clear, focused directions. When designing for directions, teachers should have no more than three student activities that are needed to be defined, define the directions so that students are able to require in completing the assignments, make clear what kind and eminence of product is expected, create the explanation of each step detailed and properly brief, offer written and verbal directions, provide the directions before the activity, and make requirements for supporting students who have trouble

When offering the directions, teachers need to gain students' attention, give the directions, check the students to know their understanding of the directions, have students start the assignments, and remediate if important if the students are not following directions (Burden & Byrd, 2010).

Organizing developmental activity. When the lesson is not succeeding, teachers should change the lesson during instruction. Teachers may choose to change the method of an activity to have students work in pair instead of individually, or teachers may reduce one activity and increase something totally different. If things do not work as teachers had planned, they should change the category of activity or the style of delivery in some way. They may require

making continuing changes in their lessons. It is beneficial to make additional notes on their lesson plans about the changes that they made. Briefly, these annotated lesson plans are able to be a rich source of information when they create plans for the future they teach the lesson (Burden & Byrd, 2010).

Organizing closing activity. Effective teachers plan to discontinue the developmental part of the lesson a few minutes before the end of the class period to convey sufficient time for the content closing and the procedural closing of a lesson. The content closing of a lesson contains a summary of the key points in the lesson. The procedural closing of a lesson includes activities that aid students get ready to move on to the next topic or class at the proper time. Students may use the time during the procedural closing to write down the exercise assignment, put away resources and supplies, turn in papers, and get ready leave the classroom (Burden & Byrd, 2010). Besides, teacher leads the students to conclude the lesson. Then, the students will follow to conclude the lesson. Scrivener (2005) argued that teachers sit down and wait for the class to conclude the lesson in its own time, waiting until students show that they are ready for the teacher to begin. Besides, Harmer (1998) highlighted that using pair work and group work with large groups, it is essential to give instruction clearly, to agree how to end the activity and to provide good feedback. It will help the teachers to give feedback of the lesson to the students. Besides, the feedback is very essential for the students in the process of teaching and learning process.

Considering time allocation. Pre-service teachers have to try considering of time allocation. It is very important in conducting teaching and learning process. The teachers are able to begin and end lesson surely on time, diminish

movement time between assignments and activities in a lesson, and reduce waste time in an exertion to exploit time-on-task and student involvement. Burden and Byrd (2010) study found the following:

“Consider a 45-minute class. Within this allocated time, 5 minutes may be spent on taking attendance and making announcements, 5 minutes on describing an activity and giving directions, and 5 minutes for cleanup and preparation to finish the class. That leaves 30 minutes of actual academic time, but students may not even be fully engaged during all that time” (p. 45).

The time accessible for instruction improves when the teachers do these things such as, trail schedule, start and finish activities on time, ease movements from activity to activity, and give scheduled activities first importance rather than involving in unplanned substitute activities (Burden & Byrd, 2010). Scrivener (2005) investigated that it is like a good method of adding variety to a lesson, sitting in one place for a long time is able to be difficult, getting people to do physical things is able to be a good method of waking up their mental powers. If there are several minutes left, it is appropriate to add some activities to be done at that time. It makes the students do not feel boredom at the class.

Designing teaching aids. Before conduct teaching and learning process, pre-service teachers have to be ready with teaching aids. They also have to be able to change the teaching aids if there is any one of teaching aids cannot be used by alternative teaching aids. Teachers should list and prepare the teaching aids that will be needed during the lesson such as, textbooks, additional resource books, handouts, filmstrips, videotapes, audiotapes, audiovisual equipment, maps,

pictures, posters, globes, charts, supplies, laboratory equipment, bulletin boards, and other items. Teacher also should make final decisions in their lesson plans and make sure that the items required will be available on the daytime of the class (Burden & Byrd, 2010). In addition, Zheng and Wang (2016) study found the following:

“Electronic dictionaries have become more and more attractive, accepted and popular to EFL (English for Foreign Language) learners at different levels, using electronic dictionaries in EFL classroom has gradually become an alternative to many. Most recently, electronic dictionaries have become available on mobile devices such as smartphones and tablet computers” (p.144).

Planning for assessment/evaluation. Professional teachers plan at the first and consider how they are able to decide and measure whether their students have reached the learning objectives. “Effective assessments address two questions: 1) How will I know that my students have reached my learning objectives? 2) How can I use assessment to increase my students’ learning?” (Kauchak & Eggen, 2011, p.382). There are many kinds of giving assessments to the students such as, true-false, matching, multiple-choice, completion (short answer), and essay (Borich, 1996). There are several things that have to be ensured by teachers to assess their students. The effectiveness of any gauging device to be determined by its validity, reliability, and practicality (Airasian & Russel, 2008).

Validity. It agrees with the scope to which a gauging device measures what it implications to assess. Teachers are commonly involved with content

validity. Content validity states to the grade to which an instrument models the subject matter in the space to be measured or the grade to which it appropriates with the instructional objectives to be measured. To define content validity, teachers should observe the outline of instructional objectives and check the equivalence with the test questions.

Reliability. Reliability agrees with the steadiness of results. The more steadiness the results are the higher the reliability of the test. Teachers will suffer a test less reliable because of three things such as, the length of a test, the vagueness of directions and questions, and a burden of questions that are too hard or too easy. Variability in students' responses are influenced by many factors such as, lack of motivation and interest, inappropriate test background, lack of emotional set, and sickness.

Practicality. It agrees to comfort of managing the measuring device, the time needed, the energy prolonged to gain the data, and the easiness with the data is able to be understood. For instance, teachers will be able to prepare essay test easily and quickly, but the time needed to assess it perhaps create such a test unfeasible.

Evaluating students are very important in the end of the lesson whether the students can reach the objectives of the lesson. Teachers should not have to provide a test or quiz in each class period. Teachers should evaluate their students occasionally. It helps to check students' understanding of the lesson (Burden & Byrd, 2010).

Review of Related Studies

There are some previous studies that are related with the topic of this study. Those researchers talk about implementation of lesson plan, problems faced on the implementation of lesson plan, and the strategies to overcome the problems on the implementation of lesson plan. First, the study was conducted by Dr K. Abdul Gafoor and Umer Farooque, T.K at Maharaja Madakarinyaka FG/PG College, Chitradurga, Karnataka, India. The title of the study was *Ways to Improve Lesson Planning: A Students Teacher Perspective*. Gafoor and Farooque (2010) pointed that there are some problems that faced by pre-service teachers in implementing the lesson plan.

The problems are choosing learning experiences appropriate to the learners, deciding and allotting the time suitably for every lesson, identifying and developing proper learning aids, executing the planned lesson in classroom, psychological sequencing of the lessons, bringing about necessary adaptations to the lessons according to the requirements of individual classrooms, specifying the educational objectives, finding and using appropriate teaching methods, identifying instructional objectives matching students and curriculum, choosing life experiences and illustrations capable of creating the set and motivation in students regarding the lesson, and lack of content knowledge.

Furthermore, to overcome those problems, some pre-service teachers do some actions such as, adding knowledge through observation seminars consultations reading to improve knowledge of standard format, recent methods, constructivism behaviorism, superior occasion for direct experiences with schools, improve consciousness of students, accessibility of helps, taking more time to

exercise different models, trying to practice lesson off-hand and planned lesson then compare the result both of them, and practice in time management in implementing the lesson plan. Most of pre-service teachers have difficulties in time management so that pre-service teachers have to manage the time perfectly so that the implementation of lesson plan can be taking place effectively.

Second, the study was conducted by Agnes Puji Lestari at some schools in Yogyakarta. The title of the study was *The Implementation of Student Teachers' Lesson Plan in their Program Pengalaman Lapangan 2 Classes*. Lestari (2010) pointed that are some problems happened on the implementation of lesson plan in *Program Pengalaman Lapangan* as called as Internship program. The problems are implementation of objectives of the lesson, introductory activities, developmental activities, time allocation, and evaluation. Those things are not appropriate with the lesson plan.

Moreover, to overcome those problems, there are several things that have been done based on that research. Those are changing the objectives of the lesson, changing the introductory activities, improving the developmental activities, changing the time allocation, and changing the evaluation.

Conceptual Framework

Pre-service teachers are students of university who work based on field experience to conduct teaching and learning process in education program. They create lesson plan to guide them in teaching and learning process. There are several things of role of pre-service teachers. *Perspective (opening)*: teachers should ask to students about previous lesson, *stimulation*: teachers should organize the students for new activity, *instruction/participation*: teachers should

explain the kinds of activity that will be used, check for students' understanding toward the lesson, and encourage participation in teaching and learning process, *closure*: teachers should ask students about what they have learned and teachers should preview future lesson to students, *follow-up*: teachers should deliver other activities to strengthen similar concepts. Besides, teachers should deliver chance for interaction (Richards & Renandya, 2002).

Lesson plan is needed by pre-service teachers as a guideline for teaching and learning process. It will ease them to teach effectively in the classroom. There are some components on the implementation of lesson plan. There are Opening activity includes motivating students to learn, taking attendance, getting attention, providing daily review, establishing set, introducing lesson objectives, distributing and collecting materials, giving clear, focused directions, developmental activity, closing activity (summary of lesson, feedback of lesson, and homework), time allocation, teaching aids, and assessment/evaluation (Burden & Byrd, 2010).

There are some problems that happened on the lesson plan implementation. There are objectives, procedures, time allocation, teaching aids, and assessment/evaluation (Burden & Byrd, 2010). Furthermore, to overcome those problems, there are some strategies used by pre service teachers. Pre-service teachers should stating objectives, organizing the procedures, considering time allocation, designing materials, and planning for assessment/evaluation. (Burden & Byrd, 2010).

Figure 2.1
Conceptual Framework

