

# **PRE-SERVICE TEACHERS' PROBLEMS AND SOLUTIONS IN DESIGNING LESSON PLAN IN ENGLISH EDUCATION DEPARTMENT AT JAMBI UNIVERSITY**

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## **Abstract**

This research aimed to find out the problems faced by English Pre-Service Teachers in designing lesson plan and to figure out the solutions to anticipate the problems in Jambi University. This research is a descriptive study, using two instruments to collect the data: questionnaire and interview. The participants of this research involved 6 out of 50 seventh semester students who were doing teaching practice on October until December 2017. The purposive sampling technique was used to select the participants. The results showed that most of participants had the problems in five major areas: 1) Lesson identities, 2) Learning objectives, 3) Teaching method, 4) Media, tools and learning materials resources, and 5) Learning assessment. These problems occurred because the participants still have not a good understanding to design the lesson plan. It because of the participants only design the lesson plan based on the available lesson plan who already given by the cooperating teacher. So, mostly in designing lesson plan the participants only copy and paste from the cooperating teacher's lesson plan. It is recommended that all Pre-Service teachers should be trained comprehensively before they go to school. In addition, they should be given enough time to practice in the microteaching to help them.

*Key words: Pre-Service Teacher's, Lesson Plan, Pre-Service Teacher Problems and Solutions*

## **Introduction**

Teaching practice is one of requirements that have to go through. Teaching practice is an academy activity that includes teaching practice and tasks of education under guidance, integrated and systematic to fulfill the requirements establishment professional teachers in education. Teaching practice aims to help pre-service teachers in order to have a good quality which appropriate to their profession. Mukhibad and Susilowati (2010: 112) state that "teaching practice is one component of the curriculum that requires integration between mastery of the material and practice". In other word, teaching practice is a subject which gives the students the experience as a teacher to apply their knowledge in college to practice in school. Teaching practice has important role to measure quality of pre-service teacher's ability.

The success of students-teachers in teaching practice affected by some factors. One of those factors is the role of supervisor and a cooperating teacher. Cooperating teacher has a very important role in teaching practice. Mukhibah and Susilowati (2010:13) said that

cooperating teacher is a teacher who accompanies pre-service teacher during teaching practice in school and the subjects which related to field of students-teachers. According to government regulations number 19 (2005) pasal 20 state that plan a learning process include syllabus and lesson plan which attach at least learning objectives, course material, teaching method, learning material resources and assessment.

Preparing a lesson plan is very important, because it is going to help teachers to work the instruction more successful. According to Houston and Beech (2002), effective lesson plans are necessary for teaching, lesson plans lead to improve students' learning. So lesson plans are like a guide for teachers to know what they are going to do in the classroom. Moreover, Mulyasa (2007, p. 216) argue that "lesson plan is essentially a short-term planning to estimating what will be done in learning".

From the researcher's experience and knowledge, the researcher found some many problems in designing a lesson plan, such as to ensure the indicators, finding an effective course material and a good learning method. To solve these problems many pre-service teachers commonly choose Google facility, but in this study researcher were seeing more detail about how the way they solve their problem which related to designing lesson plan. Because the pre-service teachers need to adjust the lesson plan with the students needs or students ability.

## **Method**

This research is a descriptive study using interview and questionnaire to collect the data. Qualitative data collection comes out with sensitivity to the challenges and ethical issues of gathering information face-to-face (Creswell, 2012). It is different with quantitative research which gives anonymous questionnaires or brings individuals into the experience. In other words, qualitative research tries to understand the particular research problem or topic from the perspective of the locals involved.

## **Research Sites and Access**

This study was conducted at Jambi University. The researcher was focused on English Study Program students who did the teaching practice. They were 50 seventh semester students, they started the teaching practice in October until December 2017. Initially, the researcher asked permission from the head of English Study program and faculty of English Study Program at Jambi University.

The participants that answers the questionnaire were 50 participants and from the 50 participants, the researcher choosing 6 participants to be interviewed. In qualitative research, there is category about purposive samplings, which are particular settings, persons, or events and deliberately selected for the important information which cannot be gotten as well from other choices (Maxwell, 2005). Which is the researcher decides what the needs to be known and set out to find people who can and willing to provide the information by virtue of knowledge and experience. The sample that used in this research is pre-service teachers who did the teaching practice in a school that use K 13 as a curriculum.

## **Data collection**

To collect the data by the participants in this research, researcher use interview as the main data and questionnaire as supporting data collection.

## **Interview**

In this research, the researcher did the in-depth interview which contained the argument and personal experience in designing lesson plan. The answer of the participants is the data of the research.

## **Questionnaire**

In this research, the researcher gave close ended question to the participants, the statements in the questionnaire arranged based PERMENDIKBUD (2016) and the questionnaire was adapted from Suwarno & Ariyanto (2016). The questionnaires consist of 13 statements. The form of questionnaire was some statements about the problems faced by pre-service teacher. The answers of the participants were become the data of the research.

## **Trustworthiness**

To prove trustworthiness, Lincoln and Guba (1985, p. 300) stated that “to verify the accuracy of the data, findings and interpretations, the researcher was completed some procedures”. First the researcher already did the interview between 10-15 minutes depends on the participant’s responses and situations. The next strategy was member checking. Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account (Creswell, 2012: 259).

The researcher gave the transcript to the participants to verify the feedback of the accuracy and credibility of data, findings, interpretation and conclusion. By that agreement, the researcher was asked the participants of the interview to sign the letter of statement to declare that the findings which the researcher wrote in this thesis were based on the reality, without pressure and deception.

## **Data analysis**

In this study, after the researcher collected the data, the researcher analyzed and described the data descriptively. Wiersma (1991) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is systematically process to analyze data which have been collected.

The researcher gave the questionnaires to 50 participants then asked about what are the problems faced by English pre service teacher in designing lesson plan and what the solution to solve the problems. After giving close ended question, the researcher analyzed the data. In this study, the researcher analyzed the data manually from the questionnaires filled by the participants. (Creswell, 2013) A method discussion in a qualitative proposal needs also to specify the steps in analyzing the various forms of qualitative data (P. 245).

The last step is conclusion. Based on the process that explain above, the researcher transcribed the data that already gathered by the participant, and implementing the data based on the researcher experienced, and then write a report from the interview and questionnaire. And finally, the researcher can make a conclusion.

In short, the steps in analyzing the data are: 1) The researcher sorting and arranging the data into different types which was depending on the sources of information. 2) Description and themes was represented in descriptive qualitative. In order to convey the finding of the analysis and the information about each participants. 3) The final step in data analysis which made an interpreted in qualitative of the finding or the result. In process of making an interpretation it might involve the researcher’s culture, history and experiences.

## Finding

### Questionnaire

No	Aspects	Yes	No
1.	Lesson Identities	60%	40%
2.	Learning Objectives	62%	38%
3.	Teaching Method	76%	24%
4.	Media, tools, and learning material resources	50%	50%
5.	Learning assessment	70%	30%

The questionnaire consist of 12 statements which contain about the problems faced by pre-service teacher in designing lesson plan. From the questionnaire result, the researcher found that those are five major problems in designing lesson plan which written in the table above.

From the table, there are 60% participants faced the problems in designing lesson identities. It's different with interview result, in interview section there is no one participants reported that they found any problems in designing lesson identities. Furthermore from the questionnaire result, it shows that there are many students who faced obstacle in creating the learning objective. There are 31 (62%) students who faced the obstacle in creating learning objective, then the rest of the students answer "no" on that statement.

The questionnaire number nine shows that there are 38 (76%) students who faced the problems in choosing the learning materials. it shows that most student faced the problem in designing it, then there only 12 (24%) who answer "no" in the questionnaire. Then, from the questionnaire number ten it shows that half of the respondents find some problems in choosing the media, tools and learning material resources, and also half of respondent claimed that they did not find any problems.

In learning assessment, there are also many students claimed that they found some problems in formulating the assessment. As written in the table above, it shows that 35 (70%) students found the problems and only 15 (30%) of students that did not find the problems. It means that most of students faced obstacle in formulating the assessment.

## Interview

The questions of interview section consist of ten questions about the problems faced by English pre-service teachers in designing lesson plan. From the interview result there are four major problems in designing lesson plan as written in the table below.

No	Aspects	Problems
1.	Learning Objectives	<p><b>Student 1:</b> cannot achieve the objectives of learning as already planed because of the minimum time allocation.</p> <p><b>Student 2:</b> hard to adjusting the indicators with the learning objectives, because it must be related each other.</p> <p><b>Student 3:</b> hard to achieved the objectives of learning because of different levels students' ability.</p>
2.	Teaching method	<p><b>Student 1:</b> the duration is too small, so the method cannot running well.</p> <p><b>Student 4:</b> it is difficult to organize students during learning process when use group discussion as a method.</p>
3.	Media, tools and learning material resources	<p><b>Student 1:</b> the school didn't have a good facilities, so pre-service must be use printed media, and for learning resources the textbook is incomplete so pre-service teacher have to use more than one textbook or find the learning material from internet.</p> <p><b>Student 3:</b> in choosing learning material resources, when choose the material from internet, pre-service teacher hard to the appropriate learning materials with students' ability.</p> <p><b>Student 5:</b> hard to adjusting the learning media with the class situation.</p>
4.	Learning assessment	<p><b>Student 6:</b> wonder to assess the passive students for student activeness aspect, in order to make the passive students can achieve the KKM (Kriteria Kelulusan Minimal)</p>

Based on interview result the problems faced by English pre-service teachers mostly in practicing in the class as already written above in the table. Based on interview result, there

are three of six participants said that they found some problems in creating learning objectives. They found different problems in learning objectives, one of them reported that she/he found the problem in creating the learning objectives, as she/he testified:

*"it's hard to create the appropriate learning objectives with the indicators. Because it must be related each other."* [Student 2]

*"Mmm... actually there is no obstacle in creating learning objectives, but sometimes it cannot run well as already written in the lesson plan. So the obstacle more in practice, because sometimes it is not fits to the time allocation."* [Student 1]

Then student 3 also said that she/he found the problems in learning objectives. As her/him testified:

*"Actually if we talk about it can running well or not, it must be yes. But sometimes there are maybe... there are some objectives did not running well. Because the students... the ability for every students are different. So maybe there are some objectives cannot running well as planned."* [Student 3]

Then interview result also shows that some participants found the problems in teaching method. The problems are in the minimum time allocation make the pre-service teachers hard to use the teaching method properly. As their statements:

*"The problems... mostly in practicing in the class. Because back again to timetable it fits or not... Sometimes... at this minutes we must to give the questions, but because of the students still not ready to study, so we did not have any time to explain more detail. Because at first minutes we must to do the introduction first... then explain about bla bla bla... so just it, it more in timetable."* [Student 2]

*"It's hard for me to organize the students, because they become noisy, so the class is not conducive. So it's hard to control them."* [Student 4]

Besides those components, in choosing media, tools and learning material resources, there are also many participants found some problems. The problem of learning media is the school where they do teaching practice didn't have a good facility, so they have to choose the printed media. And for learning material resources the participants use textbook, LKS and find the media from the internet. Some participants also said that the explanation from a textbook is hard to understand, so they need to use more than one textbook or find the detail explanation from internet. As their statements:

*"Actually there are no problems, but sometimes I just confused with the explanation from the textbook, because it's too little, and too simple. So hard for me to understand, so ya... I choose it from internet, or from the additional book that given by the teacher, then I mixed it. So I confused when I teach in the class, what should I do? What should I give to the students? For example we teach about the*

*plural, singular, but the explanation from the textbook is not detail. So I have to use another textbook and internet.” [Student 1]*

*“The problem is from the internet... because we have to adjusting to the levels of students’ ability.” [Student 3]*

*“Mmm the media... this school provide the infocus, but it’s only one that still works. So if we want to use it, we have to go through a long procedure. So ya... to make it simple I did not use it, I try to find out another media, then I choose the printed media. For example I use picture, sometimes I make a poster. Then if the learning materials about the invitation, I bring the invitation card. For greeting card, I bring the greeting card. The learning material resources... from the text book and the internet.” [Student 5]*

The last major problem is learning assessment. In learning assessment there is only one participant of interview section who faced the problem. The problem is hard to assess the activeness of passive students in the class. As her/his statement:

*“Eee... based on the result of students’ task and their activeness. The problems... emm... about the activeness aspect. It confuses me, it hard for me to decide about the score that will be given to the students. Because there is no instruction how to get the score to passive and active students. Why I said like that? It because as a pre-service teacher I am thinking about the passive students how to make their score is not under KKM.” [Student 6]*

So the most problems are in practicing. Only some participants reported that they found the problems in designing the lesson plan. The researcher also found that the real problem of pre-service teacher in designing lesson plan is they didn’t understand about the components of lesson plan. They still wondering how a good lesson plan is, how a good teaching method that must be use for a topic, how a good learning objectives which related with the indicators. Because form the interview section, participants confess that they have an example of lesson plan which already given by their cooperating teacher. So they only copy and paste the component of lesson plan, than they adjusting with the learning materials. As they testified:

*“Yes... There are benchmarks, so we as pre-service teachers are given the lesson plan by cooperating teacher. and we have been asked to edit, for example like how is the materials or we have to divided again or we have to edit from that and design from lesson plan that given by the cooperating teachers.” [Student 1]*

*“Yes... we have a lesson plan as a benchmark, it given by the cooperating teacher. So we design based on that lesson plan, mostly we only copy and paste then we adjusting to the materials or something...” [Student 4]*

So based on that statement, the researcher assume that the participants still need guidance in designing lesson plan. Letting pre-service teachers manipulate the existing lesson plan is not a good thing to apply. The cooperating teacher must be guide and teach the pre-service teacher to design a good and correct lesson plan.

## **Discussion**

Based on the finding and discussion in chapter four, there are five main problems that student faced in designing lesson plan, such as: 1) Lesson identities, 2) Learning objectives, 3) Teaching method, 4) Media, tools and learning materials resources, and 5) Learning assessment. The pre-service teachers have their own way to anticipate their problems as already explained in chapter four. The researcher also found the solutions by some expert to anticipate the problems of the next pre-service teachers.

And based on the finding, the researcher also found that the lesson plan which is given by the cooperating teacher might be the problem for pre-service teacher. Because of the available lesson plan from cooperating teachers, pre-service teacher designed the lesson plan only by looking at the available lesson plan even some of pre-service teacher purely only copy and paste to design the lesson plan.

Then the researcher also find the solution from some experts for the problem faced by pre-service teachers. Based on the questionnaire result, lesson identities is a problem in designing lesson plan. Actually based on some online website stated that to design the lesson identities the pre-service teachers only need to write the name of school where the pre-service teachers doing teaching practice; theme of the learning materials; class/semester; and time allocations. The pre-service teachers only need to fill those sub components with adjusting with the school where they do the teaching practice.

Then from the result, in learning objectives participants also found the problems. As the solution from the participants, the participants deal with the problems and then they should be able to exploiting the minimum time allocation as well as possible and exploiting the break time to help students who have not understood if anyone asks outside of study time. Mostly, the minimum of time allocation is a barrier in the application of learning components that have been designed in the lesson plan.

Based on Niron (2009) stated that learning objectives describe the learning process and outcomes expected to be achieved by students in accordance with the basic competence. The learning objective is created based on Core competences, basic competence, and Indicators.

The result also show that the participants found some problems in teaching method and for the solution from the participants, she/he try to handled the class as well as she/he can. According to Afandi, Chamalah, and Wardani (2013), group discussion included into the brainstorming learning method. The lack of learning duration is a weakness of the brainstorming method. But this method is good for students in helping them to develop their knowledge in the classroom.

Then some students also found the problems in using of learning media and tools. The minimum of facilities in the school where they do teaching practice. They anticipate the problems by tried to find out another learning media such as printed media (picture, poster) from the internet and bring it into the class. But when they create their own media, they found

the problems, they hard to adjusting media to the students. Brown, Lewis and Harcleroad (1983: 76-77) stated that in choosing learning media, we as a teacher need to considered some criteria such as; 1) *content*; 2) *purpose*; 3) *appropriateness*; 4) *cost*; 5) *technical quality*; 6) *circumstances of use*; 7) *learner verification*; and 8) *validation*. Then Sungkono (2008) said that teacher need to considered the purpose of learning, effectiveness, learners, availability, technical quality, coat, flexibility, and ability of people who use it and time allocation in choosing learning media.

The participants also found the problems in choosing learning material resources. The participants hope that in the future the textbook for every educational unit could be better and have a detail explanation. In learning assessment the ones participants said that she/he got confused in assess the passive students, but this participant said that she/he still did not find yet the solutions to anticipate this problems. Based on researcher experience, pre-service teacher need to built conversation with the passive students or interact with the passive students, so they are hooked to be more active in the classroom. Based on Cahyadi and Purwandari (2014) in curriculum K13 it uses an authentic scoring system which assess the competence from three domains, namely the domain of attitude, knowledge, and skills. It means that pre-service teachers must be considered to those domains to formulate the assessment.

From the findings and discussion above, the researcher might conclude that pre-service still can handle the problems that they faced the way they practice in the class and the way they designed. In brief, the problems faced by pre-service teachers are from two side, theoretical and practical. Theoretical consist of their difficulties, involvedness, complicatedness, struggles and efforts id designing lesson plan. Practical is about the unexpected problems that occur the way they teach or practice in the class.

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