

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introductory explanation that serves to give an outline of the research. This chapter covers the background of the study, statements of the problem, purpose of the study, the scope of the study, the significance of the study, clarification of the related terms, and organization of the paper sections that present a general description of the content of each chapter.

### **1.1 Background of the study**

The effectiveness of the teaching and learning process depends on how the teachers plan the lesson, prepare the activities, and know the students' needs, in which those aspects are written in the lesson plan (Alanazi, 2019; Darma, Suwarno, & Mulyadi, 2018). According to the Indonesia Ministry of Education and Culture Regulation No. 22/2016, the developments of syllabus and lesson plan highlight the importance of lesson planning to improve the efficiency and effectiveness of the achievement of student competencies. In accordance with this, Harmer (2007) explains that the lesson plan guides the teacher to make the teaching and learning process systematically based on what they have drawn in the lesson plan. In addition, the importance of the lesson plan also described by Evans et. al (2009) which explains good lesson planning can also enhance students' motivation and positive attitudes toward the learning process.

Lesson planning which becomes the preparation to improve teaching competencies has been legitimated by the educational institutions as an integral part of teacher preparation worldwide (Boikhutso, 2010). Even though the lesson plan is an important key to successful teaching (Alanazi, 2019), lesson planning has become a problematic area to master especially for pre-service teachers (Thornbury, 1999; Bhargava, 2009 as cited in Ghanaguru, Nair, & Yong, 2013). Pre-service teachers found difficulties in lesson planning process since they lack of experience in planning, organizing, and implementing the teaching activities (Sahin-Taskin, 2017). Since the Indonesia Ministry of Education and Culture implemented a new curriculum (known as the 2013 curriculum), lesson planning

also has become a big concern for the Indonesian education system because it should correspond to the prevailing curriculum (Farid, 2014). Moreover, the 2013 curriculum also demands a high expectation for Indonesian education system, in which it is expected to improve the Indonesian students' quality and the teaching quality in Indonesia (Jasmi, 2014). As a result, lesson planning has been a challenge, especially for pre-service teachers since they were still confused about how to design an effective lesson plan so that they less confidence in implementing the lesson plan in their teaching practice (Amalia & Imperiani, 2013). As for the researcher's own experience, when the researcher had to do the teaching practice in an elementary school to fulfill one of the course assignments, the researcher had difficulties in lesson planning especially in designing teaching procedures and also preparing the materials since it should correspond to the students' needs.

Parallel to the importance of lesson planning, there are few studies which are focused on pre-service teachers in lesson planning. A study on micro-teaching and lesson planning conducted by Ghanaguru, Nair, & Yong (2013), concluded that lesson planning provides the direction for the pre-service teacher in the classroom. In addition, Gafoor & Farooque (2010) study on pre-service teacher's perspective of lesson planning indicated that lesson plans help inexperience teachers organize the content, materials, and methods. Besides, a lesson plan that meets the expectation of students' learning outcomes shows the quality of pre-service teachers as an effective educator (Bestari, 2018). Consequently, pre-service teachers are required to be capable of creating lesson plan properly in order to present an effective teaching and learning process (Bestari, 2018).

Nevertheless, there are also some issues about the problems encountered by pre-service teachers in lesson planning. A study conducted by Chien (2016) concluded that pre-service teachers need knowledge construction in lesson planning to equip them in the teaching process. Moreover, John's (2006 as cited in Contreras *et al*, 2020) study found that pre-service teachers planned every aspect such as content, classroom management, and resources, but they had difficulties in adjusting their lessons.

After looking at several issues on lesson planning in which pre-service teachers find it necessary to create a lesson plan yet they found some problems in lesson planning, this study aims at exploring pre-service teachers' ability in lesson planning, how they create their lesson plan, in what aspects they are already good and in what aspects they still need guidance or improvement. Those aspects focus on the three main components of lesson plan which are lesson objectives, teaching procedures, and assessment tools.

### **1.2 Statement of the problems**

Based on the background mentioned above, this study is going to find out the answers of the following question:

1. How is pre-service teachers' ability in lesson planning, particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tools?

### **1.3 Purpose of the study**

Related to the statement of the problem above, this study aims to explore pre-service teachers' ability in lesson planning, particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tools.

### **1.4 Scope of the study**

This study focuses on exploring pre-service teachers' ability in lesson planning, in what aspects they are already good, and in what aspects they still need guidance or improvement particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tools. In interest of space, this study involved seven pre-service English teachers who have done the teaching practicum in the school. The participants of this study were voluntary-based. In collecting the data, the questionnaires, interviews, and document analysis of lesson plan were employed in order to answer the research questions regarding pre-service teachers' ability in lesson planning.

## 1.5 Significance of the study

This study discovers the ability of pre-service teachers in lesson planning. Theoretically, the result of this study is expected to reinforce the importance of creating an effective lesson plan to achieve the successful teaching and learning process. Practically, the result of this study can provide pre-service teachers with classroom practice for their own classes. This study is also expected to help pre-service teachers to manage their classroom activities as well as to prepare them to face the real challenges of the teaching process. Further, the finding of this study might be beneficial as a reference for further research and expected to give some contributions to the enrichment of the literature of pre-service teachers' ability in lesson planning.

## 1.6 Clarification of key terms

To avoid the misinterpretation toward some concepts presented in this study, this section will clarify the following terms:

- a. **Pre-service teachers** are student trained from higher educations who are still studying in teacher education program to become a professional teacher. In this study, the pre-service teachers refer to student teachers who have been done the teaching practicum in the school.
- b. **Lesson plan** is defined as a detail format of the lessons used by the teachers as guidance in the classroom instruction. It outlines the teachers' objectives for what the students will accomplish at the end of the courses.
- c. **Lesson Planning** is an essential part of teaching, indicating the path that the teacher will follow throughout the lesson. Lesson planning involves several stages that the teacher should consider particularly in terms of setting indicators and objectives, plotting the teaching procedures, and conducting students' evaluation.

## 1.7 Organization of the paper

This paper was organized into five chapters. Each chapter is provided with some subtopics to give an insight into the topic under investigation.

- **Introduction**

This chapter gives a brief introduction of the study including background of the study, statement of the problems, purpose of the study, scope of the study, significance of the study, clarification of key terms, and the organization of the paper.

- **Literature Review**

This chapter elaborates some theories about pre-service teachers, the general concept of lesson plan included the components of lesson plan and the lesson plan in Indonesian education context. It also elaborates about lesson planning, lesson planning strategies, the significance of lesson planning, the principles of lesson planning, the difficulties in lesson planning, and also studies related to lesson planning.

- **Research Methodology**

This chapter focuses on the research method used in this study covering research design, participant of the research, data collection, and data analysis.

- **Findings and Discussion**

This chapter explains and discusses the findings of the study from overall data that have been gained and analyzed to answer the research questions.

- **Conclusions and Recommendations**

The conclusion explains the answer of the research question. Meanwhile, the recommendation provides the suggestion for further research.

## **1.8 Concluding remarks**

This chapter deliberates the background of the study, research question, the aims of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper. In the following chapter, theoretical background of the study will be developed and also the related study will be utilized as the foundation to extend a clear framework to be investigated.