

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusion related to the findings in the previous chapter. In addition, this chapter also presents several suggestions that might be beneficial for future studies related to pre-service teachers' ability in lesson planning.

5.1 Conclusions

This present study emphasizes the ability of pre-service teachers in lesson planning, how they create their lesson plan which explores in what aspects they are already good and in what aspects they still need improvement particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tools. This present study not only elaborates on their ability in lesson planning but also the difficulties encountered by pre-service teachers. In addition, this present study also tries to discover the importance of lesson planning for pre-service teachers.

Based on the data that were collected and analyzed from the documents, interviews, and questionnaires, it was revealed that pre-service teachers perceived lesson planning as an important part of the preparation in their teaching process. It indicated that lesson planning gave some positive advantages for pre-service teachers in the teaching process. The pre-service teachers experienced that lesson planning really helped them in organizing the teaching process. In addition, pre-service teachers also agreed that lesson planning became guidance for them since lesson planning pictured them what to do in the teaching process. Moreover, lesson planning not only helped pre-service teachers in guiding the teaching process but also gave them more opportunities to improve their performance as well as to provide an effective teaching and learning process.

After investigating the ability of pre-service teachers in lesson planning, the findings revealed that there were some aspects that already good in their lesson plan, and there were also some aspects that need to be improved. In formulating lesson objectives, most pre-service teachers were good at formulating

lesson objectives based on basic competence (curriculum) with the use of operational verbs. Most pre-service teachers also expressed that it is essential to formulate the lesson objectives based on basic competence since it determines other components of lesson plan that will be implemented in the teaching process. However, there was also one aspect that needs to be improved which is formulating lesson objectives in terms of the completeness of ABCD (Audience, Behavior, Condition, and Degree) aspects. Some of pre-service teachers still lack in formulating lesson objectives which contain the complete ABCD aspects. For that reason, it became one of the major difficulties in lesson planning. In designing teaching procedures, the findings revealed that most pre-service teachers had a good ability in dividing the teaching procedures into three stages (opening, main activity, and closing) with the specific time allocation. They also confirmed that dividing the activities into three stages and also sequencing the activities really helped them to make the teaching-learning process more effective and organize. Nevertheless, there were some aspects need to be improved in designing teaching procedures, which are sequencing the activities in the correct order and also have well-sequenced of receptive and productive skills. Some pre-service teachers not really able to sequence the activities in the correct order. Besides, some pre-service teachers also tended to not paying attention to the sequence of receptive and productive skills in the teaching procedures. For those reasons, it indicated that designing teaching procedures in terms of the sequence of activities in the correct order became one of the major difficulties in lesson planning. Furthermore, in selecting assessment tools, most pre-service teachers agreed that the assessment should congruent with the objectives in order to make sure that the lesson objectives have been accomplished by the students. In addition, the assessment also should provide the clear assessment instrument to avoid the subjective judgment. However, the findings showed that some pre-service teachers were still lack in selecting the assessment tools which congruent with the objectives. Besides, some pre-service teachers also did not explain the assessment instrument in detail in their lesson plans. Due to their incompetence, it indicated that some pre-service teachers found difficulties in selecting assessment

tools which congruent with the lesson objectives and also they had difficulties in developing the assessment instrument.

Therefore, it can be concluded that pre-service teachers were aware of the importance of lesson planning and they also confirmed that lesson planning gave them several advantages for the successful of the teaching and learning process. In addition, most pre-service teachers also confirmed that they knew how to create an effective lesson plan since it indicated that they knew the indicators of a good lesson plan. Nevertheless, the findings also showed that some pre-service teachers still lack in creating an effective lesson plan. It indicated that pre-service teachers understand the characteristics of a good lesson plan, yet they did not implement it in their lesson plan. It was signified that there were some components of lesson plans which still need improvement particularly in lesson objectives, teaching procedures, and assessment tools. Therefore, their weaknesses in creating lesson plan might cause pre-service teachers encountered several difficulties in lesson planning particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tools.

5.2 Suggestions

In this present study, several obstacles and drawbacks have occurred while conducting this research. In relation to that, the researcher intends to offer some suggestions for those who were involved in this study and those who will conduct a similar field of research in the future.

Firstly, for pre-service teachers, though respondents of this study showed a positive perception on lesson planning especially on the importance of lesson planning and also on the procedures of lesson planning, however, the pre-service teachers still need to expand their understanding in lesson planning to improve their ability on how to create an effective lesson plan. As the findings in Chapter IV revealed that pre-service teachers encountered several difficulties in lesson planning since they still lack in creating a good lesson plan, particularly in formulating lesson objectives in terms of the completeness of ABCD (Audience, Behavior, Condition, and Degree) aspects, sequencing the activities in the correct order, and also selecting the assessment tools which congruent with the lesson

objectives. It is suggested that pre-service teachers need to pay more attention to the details of each component in creating their own lesson plan to improve their performance in the teaching and learning process in the future. The details include several characteristics for each of the component of lesson plan.

Secondly, for the future researchers, it will be better if the future researcher not only focuses on three components of lesson plan which are lesson objectives, teaching procedures, and assessment, but also other components such as the media, learning materials, learning method, and so forth. Furthermore, as this present study involved a small number of participants and lesson plans, the involvement of a larger number of participants and lesson plans to be able to have richer information and understanding on related issues is required. Moreover, the participants of this present study were consisted of only women, thus, it is expected that a study regarding the perceptions and abilities in lesson planning can involve man. For example, comparing their perceptions and abilities in lesson planning based on gender regarding on how they create their lesson plan.