

# CHAPTER I

## INTRODUCTION

This chapter focuses on giving introductory explanation of the research. It presents background of the study, research questions, aim of study, scope of study, significance of the study, clarification of terms, and organization of the paper.

### 1.1. Background of the Study

Recently, the COVID-19 pandemic has changed our world dramatically, from everyday habits to teaching programs. The Indonesian Ministry of Education and Culture responded with a policy of studying from home through online learning. This policy was the result of the implementation of physical distancing that was decreed by the Indonesian president, Joko Widodo, to reduce the spread of the disease as well as to protect students and school administrators. This sudden change of teaching method then shocked educators and students, including parents and everyone (Purwanto, et al., 2020). Teachers generally have difficulties in implementing distance or online learning since online education changes all components of teaching and learning. This new method of teaching has then become a new challenge for teachers with lesson planning becoming one of them (Fitriani & Budiarta, 2021).

Lesson planning is the most important aspect to be considered before the teaching process began (Yatmini, 2016). This is because lesson planning is a process that formulates and determines learning objectives, strategies, techniques, and media so that general learning objectives are achieved; by doing so, teachers are able to create an efficient and effective teaching session (Arnesti & Hamid, 2015). For this reason, teachers are required to have sufficient knowledge of learning principles as a basis for designing learning activities by selecting learning media, formulating objectives, selecting materials, choosing an approach, and evaluating learning activities. In addition, part of the lesson plans used is not reflected in every activity of the learning process. The quality of a teacher's learning that begins with making a plan will be very different from a teacher who does not make a lesson plan beforehand. In research by (Anggraeni & Akbar, 2018), some

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teachers do not make lesson plans before the learning process is carried out. To make matters worse, even the most seasoned teachers who have taught for decades have no records or archives whatsoever regarding lesson plans. This is why the quality of the teaching work cannot be measured.

Lesson planning is the key to successful teaching. Therefore, planning or designing a lesson plan for online learning in language learning has become a new challenge for many teachers, especially pre-service teachers. Planning for the classroom in teaching is one of the important skills pre-service teachers must acquire during their training period. Pre-service teachers refer to education students who must teach and use the academic competencies that they have gained during the courses in a practical setting or classroom (Riesky, 2013). Before teaching, the teacher must plan teaching activities systematically, so that they can be skilled in the teaching process, and because of this, the success of students is largely determined by the skills of the teacher.

The difficulty in designing lesson plans is also increased with the new online learning since this new learning method has proven to be problematic. In addition, it is proposed that online learning activities be designed in such a way that they stimulate students' attention and motivate them (Gonzalez & Louis, 2018 as cited in Subekti (2021). In research by Fitriani & Budiarta (2021), it is found that difficulties faced by EFL teachers in lesson planning for online learning are (1) stating learning objectives that contain behaviour (B), (2) connecting learning objectives to core competencies, (3) compiling learning materials based on indicators, (4) selecting learning media based on learning objectives, (5) selecting learning media based on learning materials, and (6) selecting of assessment based on learning objectives.

Therefore, this research was conducted to investigate the challenges of lesson planning for their online teaching as experienced by pre-service teachers of the English Education study program in an Indonesian university who taught junior high school students and senior high school students. The reason for taking into account pre-service teachers' experience is because not only they are new to teaching, but they also learn the face-to-face teaching method and not online. As a

result, it is very important to note their challenges and obstacles since they are new to teaching in a school.

## **1.2. Research Questions**

Based on the background of the study, this research is focused on:

1. What are the difficulties faced by pre-service teachers in designing lesson plans in an online learning setting?
2. What are the strategies used by pre-service teachers to solve the difficulties in designing lesson plans for online learning settings?

## **1.3. Aims of the Study**

This study aims to investigate the difficulties and strategies in designing lesson plans in an online learning setting faced by pre-service teachers. Before the COVID-19 pandemic, teaching and learning involved direct contact, while online learning did not. This then caused a gap between teachers and learners due to various problems such as connectivity (Purwanto, et al., 2020). Online learning then changes all aspects of teaching and learning which includes lesson planning. Therefore, this research focuses on pre-service teachers' experience in designing lesson plans for online learning.

## **1.4. Scope of the Study**

This research investigated pre-service teachers' in designing lesson plans for online learning. Therefore, this research only focused on the pre-service teachers' difficulties in designing lesson plans in an online learning setting and how to face them. The participants in this study are 6 English Education students of a university in Indonesia. In this research, the lesson plans that have been made by students were analyzed based on the regulation of Minister of Education and Culture number 14, Cameron (2001), Brown (2001), and Richards (2001) theory. The data were collected through online interviews to find out how the difficulties encountered when making lesson plans and how they solve the problems. Therefore, the results presented here may differ from other universities in Indonesia.

## 1.5. Significance of the Study

Alluding to the research goals, this research is expected to supply benefits for the English teacher and future researcher in designing or developing lesson plans. It has two major significances i.e.: practical and theoretical significances:

### 1. Theoretical Significance:

This research is expected to help pre-service teachers by providing important information regarding the troubles in designing lesson plans as well as the strategies to overcome them. In addition, the results of this research are expected to add to the existing literature on lesson planning among pre-service teachers.

### 2. Practical Significance:

#### a. For Pre-Service Teacher

The result of this research is expected to be useful for enriching research references for pre-service teachers related to designing the lesson plans in an online learning setting.

#### b. For School and Teacher

The benefits for schools are as a matter of consideration in program planning related to improving the quality of teacher learning in delivering learning material, as material for teacher consideration to be more active in modifying learning styles, so that students can absorb lessons well and as a school consideration in finding or evaluating performance teacher.

## 1.6. Clarification of Terms

The researcher needs to make clear the terms used in this research, and they are listed as follow.

**A pre-service teacher** is a student enrolled in a teacher preparation program who must complete degree requirements such as course work and field experience before receiving a teaching license. In this study, the pre-service teachers are selected as the participants, and they are also referred as participants.

**A lesson plan** is a plan that describes the procedure and organization of learning to achieve a basic competency defined in content standards and described in the

syllabus. In this study, a lesson plan refers to plans made by the pre-service teachers that are to be used for online learning.

**Online learning** is a teaching and learning process that utilizes the internet and digital media in delivering the material. The term online learning in this study refers to the current method of teaching caused by the pandemic.

### **1.7. Organization of the Paper**

1. **CHAPTER I INTRODUCTION;** This chapter provides brief information about this research, including the research background, the gap and issue behind this research, the research question and the aims of this paper, the significance and scope of the study, and clarification of several terms that used in this paper.
2. **CHAPTER II LITERATURE REVIEW;** This chapter presents various theories about teaching and designing lesson plans in online learning, pre-service teacher, the literature of the lesson plan, and the related studies.
3. **CHAPTER III RESEARCH METHODOLOGY;** This chapter explains the method used in this research, including the research design, site and participants, data collection and procedures, and data analysis of this research.
4. **CHAPTER IV FINDINGS AND DISCUSSION;** This chapter reports the results of the research. It discusses the findings of the study and analyzes those findings discussion. The discussion elaborates the theories proposed in Chapter II.
5. **CHAPTER V CONCLUSIONS AND RECOMMENDATIONS;** This chapter contains conclusions from this research and provides recommendations for further research.

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