



Challenges in Designing a Short Lesson Plan by Pre-Service English Teachers During an Internship School Program

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Abstract

New regulation about shortening the lesson plan in Indonesia was stated through Circular Letter no. 14 in 2019. The highlighted component of the short lesson part is lesson objective, teaching procedure, and assessment. This study was employed to explore the challenge in designing a short lesson plan by the English Pre-service Teachers. A narrative inquiry design and interview method were used to explore the challenges of designing the component of a short lesson plan. Two English pre-service teachers of the English Education Department who were experienced in the pre-service teacher training program participated in this research. The result stated that they admitted having challenges in designed teaching procedure such as selecting opening and core activities. They also having challenges in designed assessment, specifically in selecting proper indicator for evaluation on the short lesson plan.

Keywords: English pre-service teachers, lesson plan component, short lesson plan

Introduction

Indonesian minister of education set a new regulation about the lesson plan in the Circular Letter no. 14 in 2019 which stated that the lesson plan should be short (only in one page) and highlight the three major components such as the learning aims, the teaching procedure, and the learning assessment. The other components are additional. This recent regulation is really different from the Ministerial Decree no. 22 in 2016 that the lesson plan should include thirteen components such as the school identity, the lesson theme, the grade and semester, the materials, the allocation of time, the learning objectives, the basic competencies (KD) and competencies' indicator (KI), the learning materials, the methods, the resources, the media, the activities including the sequence of opening, core, and closing, and the assessment.

Apparently, the short lesson plan format has been previously proposed by Skowron (2006) that a lesson plan may consist of three components. The first component consists of the content, performance, and assessment standard, which reflect the learning objectives. The second component consists of the teaching procedure which includes teaching strategies and learning activities. The third component is the assessment of students' performance during the lesson.

Before the new regulation was proposed, there was a research conducted by Yulianto et al. (2018) who studied about the short lesson plan. The idea of the short lesson plan was based on the lesson plan structure stated in the Government Regulation no. 19 in 2005. The components of the short lesson plan proposed by the researchers are the school identity, the learning aims, the materials or resources, the learning methods, the learning activities, and the assessment.

Recently, there are several research studies about the short lesson plan based on the new regulation. Mayudana & Sukendra (2020) claimed that the short lesson plan could be the teacher's reflection towards the lesson activities. It is also revealed that the short lesson plan implementation received positive attitudes from the teacher such as helping the teacher decide the appropriate teaching method and media in writing the lesson plan, formulate the aims, and helping them arrange the teaching administration (Mayudana & Sukendra, 2020; Nainggolan et al., 2020). Despite the easiness in writing the short lesson plan, school teachers also struggle in designing the assessment (Sudarto et al., 2020).

The previous studies on the challenges of designing a short lesson plan by the English pre-service teachers in Indonesian have not been explored more. The researchers also concerned about the issue of this new regulation among the pre-

service teachers, specifically in the English language subject. Therefore, the research question based on the issue is formulated as:

1. What are the challenges faced by English pre-service teachers in designing an English short lesson plan during an internship school program?

In addition, this research aims to explore the challenges of designing the short lesson plan by the English pre-service teachers. This study is limited to explore the phenomenon in a particular site and participant. Through this research, the researchers would like to explore the pre-service teachers' challenges in designing a short lesson plan according to the new regulation of lesson plan in Indonesian. In addition, this research may give meaningful insights for the policy makers of the national education and the language program concerning the issues raised in this study.

Method

Since the objective of this research is to explore the challenges of designing a short lesson plan by English pre-service teachers, narrative inquiry is used to gain the participants' experiences through telling their stories when designing the short lesson plan.

Two undergraduate pre-service teachers of an English Language Education Department are the participants of this research. The participants were selected by some criteria. First, the participants must be active students studying in English Language Education Department. Second, they must be in the final year and complete the Pre-service Teacher Training program. Third, they must have designed a short lesson plan based on the Ministerial Decree.

The data were collected through interview. A semi-structured interview design was used to discover certain topics (Richards, 2009). The research instrument was adapted from Tashevskva (2008) with several modifications.

There were several steps to conduct in collecting the data: firstly, selecting participants who meet the criteria; secondly, explaining the research objectives to the participants; and finally asking for the participant's willingness to join this research. The interview data were analyzed through five phases of research's analysis by which consist of compiling the data, disassembling the data, reassembling the data, and interpreting the data with their conclusion.

Results

Two participants have been selected based on the criteria to participate in this study. In presenting the data, the participants, pre-service teachers, are coded

as PST. Two participants, namely PST 1 and PST 2, both were undergraduate English Education students in the 8th semester. PST 1 did not have any experience in designing the short lesson plan, meanwhile, PST 2 has designed a similar short lesson plan through TESOL training.

The results of this research are presented in themes representing the challenges in designing the short lesson plan by the English pre-service teacher. Based on the interview results, it can be found out that there were two challenging components from the short lesson plan according to the participants. Those were teaching procedures and assessments.

Teaching Procedure

In a lesson plan, a teaching procedure is a sequence of teaching and learning activities of a lesson in a classroom. The activities have several segments such as opening, core, and closing. The PST 1 stated that she faced obstacles during selecting several appropriate activities to apply in the classroom.

“The hardest part is on the learning activities. The students’ critical thinking should be sharpened through the activities.” (PST 1)

PST 1 considered that appropriate learning activities can enhance students’ critical thinking. These activities were implemented in the segment of core activities. Furthermore, the English language levels of the 12th grade students were various. Thus, PST 1 considered that she had to select appropriate learning activities that could enhance the students’ critical thinking about the English language.

Assessment

Assessment is the last component highlighted in the short lesson plan which includes various assignments to assess the students after the material has been explained by the teacher. It aims as the indicator of whether the students successfully achieve the lesson’s objectives or not. The PST 2 has the issue of assessment due to several reasons.

“When the students got 80 scores from the exam, what does it mean? What can they do? It’s hard to reflect the score with the actual implementation in their daily life.” (PST 2)

According to the interview, PST 2 stated his confusion about the indicator to assess the students. As an example, the students might get 80 scores on the test. Then PST 2 concerned whether the 80 scores could reflect the students’ competence or not when the materials were applied in the real situation.

As the most challenging part, PST 2 also stated his confusion when conducted exam questions for the students.

“Moreover, when I conducted exam questions for the final term or mid-term. I always thought,

did my questions were proper? I think it's not proper if I conducted this question, or is the question (too) hard for them." (PST 2)

Based on the statement, it is implied that the PST 2 was confused about designing the proper assessment for the students having various levels of the English language. Therefore, PST 2 argued that he should be able to design proper assessments which are appropriate to the students' English levels and can reflect the students' skills based on the materials learned by them.

Discussion

There are three highlighted components on the short lesson plan. Those are learning objective, teaching procedure, and assessment. According to the result of the research, the most challenging short lesson plan component is teaching procedure and assessment.

Teaching Procedure

The issue faced by the PST 1 is in line with the research from Megawati & Astutik (2018) who claimed that it is the teacher's responsibility to create fun learning. Besides, Farrel (2002) also claimed that a teacher has to design various learning activities thus the students can easily engage in the lesson classroom. The teacher can design various activities such as instruct the students to do individual tasks or peer assignments. Furthermore, the teacher should consider the students' learning levels to select appropriate activities that could be performed by them (Skowron, 2006). Therefore, the pre-service teacher should prepare the learning activities carefully since they should select various learning activities that will make the students enjoy the lesson.

Assessment

The issue of assessment on lesson plans is also in line with the research conducted by Ansyari (2018) where 50% of lesson plan documents did not have an appropriate assessment to evaluate the students. Assessment is the essential part where the students should perform the lesson materials that have been delivered by the teacher. According to Skowron (2006), assessment should be valid, accurate, and meaningful because it measured the students' knowledge of the lesson. Furthermore, it has become the indicator of whether the students can achieve the lesson objective or not, thus the teacher can reflect the lesson teaching based on the evaluation of the students.

In the end, the participants stated their obstacles in designing the teaching procedure and assessment in the short lesson plan. Since the two components are the highlighted part of the short lesson plan, the pre-service teacher should carefully

design the short lesson plan because it is the guidance for them in teach the students in the classroom.

Conclusion

Based on findings about designing a short lesson plan component, this study revealed that the challenges faced by the English pre-service teachers were similar with the other previous research studies such as facing the obstacles in selecting learning activities and assessing the students. Based on the results, the pre-service teachers should learn more about the short lesson plan by the help of the lecturers before they implement it during the pre-service teacher training program.

For the further research, the researcher suggest to explore the pre-service teachers' opinion about the short lesson plan and their experience in designing the short lesson plan. Other research instrument such as observation and document review are also appropriate to explore this topic.

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