

**PROFESSIONAL DEVELOPMENT DURING TEACHING
PRACTICUM: INSIGHTS OF INDONESIAN PRE-SERVICE EFL
TEACHERS IN DESIGNING LESSON PLANS**

Ajeng Nofiyanti¹, Fachri Ali²

¹²*Institut Agama Islam Negeri Pekalongan, Indonesia*

¹*ajengnofi22@gmail.com,*

²*fachriali@iainpekalongan.ac.id*

ABSTRAK

Pengembangan profesional guru telah menjadi isu kritis dalam konteks TEFL. Namun, beberapa penelitian menyentuh bagaimana guru pra-jabatan membangun identitas mereka selama praktikum mengajar. Merancang rencana pelajaran memicu tantangan besar bagi guru EFL pra-jabatan karena praktik terbaik yang terbatas. Untuk mengisi kekosongan ini, penelitian ini menampilkan wawasan guru EFL pra-jabatan Indonesia dalam merancang rencana pelajaran selama praktikum mengajar mereka dalam menanggapi pengembangan profesional. Dirancang dalam studi kasus naratif, dua guru EFL pra-jabatan Indonesia direkrut untuk berpartisipasi. Data dikumpulkan dari wawancara semi terstruktur dan dokumentasi. Data tersebut dianalisis menggunakan analisis tematik. Temuan penelitian mengungkapkan bahwa guru EFL pra-jabatan melihat bagaimana rencana pelajaran membantu mereka mempersiapkan proses pengajaran mereka. Tiga komponen utama dari rencana pelajaran yang dirancang oleh guru EFL pra-jabatan melibatkan tujuan pembelajaran, kegiatan, dan penilaian. Studi ini juga menunjukkan tantangan yang dihadapi oleh guru EFL pra-jabatan ketika merancang rencana pelajaran, yaitu menentukan metode pengajaran dan mengalokasikan kendala waktu. Studi ini diakhiri dengan beberapa bukti empiris tentang bagaimana guru EFL pra-jabatan merancang rencana pelajaran yang terorganisir dengan baik untuk melibatkan siswa mereka dalam praktik mengajar.

Kata kunci: Rencana Pembelajaran, Guru EFL Prajabatan, Praktik Mengajar

ABSTRACT

Teacher professional development has become a critical issue in the TEFL context. However, a few studies touch upon how pre-service teachers construct their identities during a teaching practicum. Designing lesson plans triggers a big challenge for pre-service EFL teachers because of limited best practices. To fill this void, the present study showcases insights of Indonesian pre-service EFL teachers in designing lesson plans during their teaching practicum in response to professional development. Designed in a narrative case study, two Indonesian pre-service EFL teachers were recruited to participate. Data were garnered from semi-structured interviews and documentation. These data were analyzed employing thematic analysis. Findings of the study reveal that the pre-service EFL teachers viewed on how lesson plans helped them prepare for their teaching processes. Three main components of lesson plans designed by

the pre-service EFL teachers involved learning objectives, activities, and assessment. The study also demonstrates the challenges encountered by the pre-service EFL teachers when designing lesson plans are determining teaching methods and allocating time constraints. The study concludes with some empirical evidence for how pre-service EFL teachers design a well-organized lesson plan to engage their students in a teaching practicum.

Keywords: Lesson Plan, Pre-service EFL Teachers, Teaching Practicum

INTRODUCTION

Professional development, in the broadest sense, refers to a person's growth in his or her professional role. According to the definition Ganser (2000), "teacher development is the professional growth a teacher achieves as a result of increased experience and systematic examination of his or her teaching." Teachers' professional development entails learning, learning how to learn, and putting their knowledge into practice for the benefit of their students' growth (Avalos, 2011). Teachers benefit significantly from successful professional development opportunities. As a result, teacher professional development should be regarded as a critical factor in increasing students' learning and improving

their performance through appropriate lesson planning (Villegas-Reimers, 2003).

Many studies have found that lesson plans play an important role in designing an effective learning for students at schools. This is supported by several theories that contend a lesson plan, according to Brown (2001), is very useful in helping teachers specify their planning and can help them avoid classroom difficulties when they get confused about explaining something. Then, Harmer (2007) explains that a lesson plan provides a framework for teachers to see the overall shape of the lesson and gives students confidence in the teacher. Furthermore, Gafoor and Farooque (2010) believe that lesson plans can assist

inexperienced teachers in organizing content, materials, and methods. Following the 2013 Curriculum, teachers should ensure that the outcome standard, content standard, process standard, and assessment standard are all in sync. As a result, a lesson plan is one of the factors that teachers should consider to achieve successful learning.

In addition, lesson plans are written descriptions of the educational process that show the learner what, when, where, and how to learn. The teacher must prepare the lesson plan by paying close attention to all of the components of lesson plans. Indicators, learning methods, learning approaches, learning objectives, learning activities, evaluations, teaching materials, and time allocation are all included in components of lesson plans (Brittin, 2005). Lesson planning is among the most essential skill that teaches students are expected to learn throughout their studies (Sahin-

taskin, 2017). Designing lesson plans has several advantages, including motivating teachers, developing learning materials, and allocating time. Lesson plans also serve as a guide for teachers to follow in terms of what remains to be taught during teaching practicum (Jensen, 2001).

A teaching practicum is an academy activity that combines teaching practice and educational tasks that are integrated and systematic. This is an important tool for assessing the quality of pre-service EFL teachers abilities. Pre-service EFL teachers are expected to be of high quality to succeed in their careers (Alawiyah, 2022). In addition, teaching practicum is an essential and integral part of any teacher preparation program, irrespective of program level. This is also the time for pre-service EFL teachers to experiment with practice their knowledge gained (Jusoh, 2013). Furthermore, the goal of teaching practicum for pre-service EFL

teachers is to gain practical classroom experiences, apply theory, teaching ideas, learn from observing experienced teachers, expand awareness of how to set goals, question, articulate, and reflect on their teaching and learning philosophies (Farrell, 2002).

Moreover, pre-service EFL teachers are students enrolled in the Faculty of Educational Sciences who gain teaching experience during the first or second semesters of there in the last year of degree studies (Hamaidi, Al-Shara, Arouri, & Awwad, 2014). Teaching practicum is an essential component of pre-service teacher education programs (PTEP) because it is the first opportunity for pre-service EFL teachers to gain real-world teaching experience. According to Tuli and File (2009), practicum allows students to discover their abilities and creative abilities, which will aid them in their future teaching processes. Similarly, practicum helps pre-service EFL teachers

understand their students' environments and accept their pluralism and differences. Teaching practicum is an essential part of the PTEP because it offers pre-service EFL teachers knowledge, experience, leadership, and resources that will help them succeed in their future teaching careers. Throughout their teaching practicum experience, pre-service EFL teachers are exposed to aspects of school culture and interactions that assist them in developing and revising their teaching philosophy. It also allows them to discuss their practical teaching experience with specialists, thereby connecting the theoretical and practical aspects of their experiences (Becker, Waldis, & Staub, 2019).

However, pre-service EFL teachers encounter problems when compiling learning tools, which causes problems during teaching practicum. Another barrier is the teacher's lack of teaching experience, which is

still relatively new. Pre-service EFL teacher ability to perform tasks in their profession will be influenced by their level of experience. Designing a lesson plan is one of the most difficult problems that novice pre-service EFL teachers face when asked to write a lesson plan (Bin-Hady, 2018). Some logical questions are whether the trainees are aware of their difficulties and needs in this area. If they are able to overcome it, they will be more likely to progress in their professional development in the teaching practicum (Tashevskva, 2018).

The present study investigates the design of a lesson plan based on the explanation of some problems mentioned above. The goal of this study is to gather data on the understanding, analysis of the suitability components of the lesson plan and challenges encountered by pre-service EFL teachers while designing lesson plans in a teaching practicum.

The research question for this study was “what are pre-service EFL teachers experience in designing lesson plans in a teaching practicum?”

The researchers conducted qualitative case study research. Cases are defined by time and activity, and researchers gather detailed information over a long period using various types of data collection methods (Yin, 2012). Two pre-service EFL teachers were recruited to participate in this study. Data was collected through interviews and documentation. Thematic analysis was employed in this study.

DISCUSSION

1. Pre-service EFL teachers Understanding in Designing Lesson Plan

The first theme that emerged was pre-service EFL teachers understanding of designing lesson plans during a teaching practicum. According to interview data, the definition

of a lesson plan is a detailed description of one class course of instruction, written by a teacher.

It can be seen from the data:

Pre-service Teacher Vignette 1

“Lesson plans are detail information about guidance class learning (opinion about lesson plans)”. (Bunga, in-depth interview, 10th of February 2022)

Pre-service Teacher Vignette 2

“Lesson plans are learning plans that are structured to make it easier for teachers to practice teaching (opinion about lesson plans)”. (Putra, in-depth interview, 14th of February 2022)

Bunga and Putra's answers represent their opinion about lesson plans. Based on the data, pre-service EFL teachers believed that the lesson plan allowed them to prepare the teaching that would be taught in the class, especially in a teaching practicum. The pre-service EFL teachers also opined that it helped them in organized the teaching more structured. Those findings correspond to the corresponding Yildirim (2003) who stated that lesson planning is an important process for teacher trainees to

gain experience because it forces them to reflect on what to teach, how to teach, and how to evaluate. Then, it is consistent with Brown's (2001) theory, which contends that writing a lesson plan is essential for pre-service EFL teachers to prepare for the following teaching and learning process in a real class, as well as for pre-service EFL teachers who have never taught before. As a result, lesson plans are very important for pre-service EFL teachers in their role as educators and teachers during the learning process.

2. Components of Lesson Plan

2.1 Learning Objectives

- | |
|---|
| <p>A. Tujuan Pembelajaran</p> <ol style="list-style-type: none">1. Memahami ungkapan perkenalan diri sendiri.2. Memahami ungkapan memperkenalkan orang lain.3. Memahami penggunaan kata ganti (pronoun)4. Menyebutkan anggota keluarga |
|---|

Figure 2.1 Learning Objectives

Figure 2.1 reveals that pre-service EFL teachers had designed learning objective in developing lesson plans. Learning objectives are learning

processes and products that students are expected to achieve based on basic competencies. This is consistent with Richards and Bohlke's (2001) assertion that learning objectives should address students' processes and learning experiences as well as basic competence to be mastered. Based on the development of learning objectives on Figure 2.1, the formulation of objectives developed by a pre-service EFL teachers in lesson plans was consistent with the basic competencies. However, the purpose in the first point indicates that in developing the learning objectives in the phrase, the composition of Audience-Behavior-Condition-Degree (ABCD) was not all raised in the development of the learning objectives by the pre-service EFL teachers. The composition of Behavior and Condition appears only in this phase, while the Audience and Degree are not stated in the learning objectives.

2.2 Learning Activities

- Langkah pembelajaran:
1. Pemberian Rangsangan:
 - Guru menanyakan pada peserta didik terkait contoh kalimat yang biasa mereka gunakan dalam kehidupan sehari-hari dalam memberi atau meminta informasi terkait keterangan (circumstance)
 - Guru menunjukkan beberapa teks percakapan.
 2. Identifikasi masalah:
 - Peserta didik melakukan identifikasi terkait materi.
 - Peserta didik diminta untuk mencari ungkapan ungkapan lain terkait memberi dan meminta informasi tentang keterangan (circumstance)
 3. Pengumpulan dan analisis data:
 - Peserta didik diminta untuk membuat kalimat yang mengandung hal yang terkait memberi dan meminta informasi tentang keterangan (circumstance)
 4. Verifikasi data:
 - Guru meminta peserta didik untuk menyampaikan hasil analisis mereka dan memberikan feedback/umpan balik terhadap hasil analisis mereka tersebut.
 5. Penarikan Kesimpulan:
 - Guru meminta peserta didik untuk memberikan kesimpulan dan apa yang telah dipelajari
 6. Aplikasi dan tindak lanjut:
 - Guru mengugaskan peserta didik untuk membuat kalimat memberi dan meminta informasi tentang keterangan (circumstance) secara berpasangan.

Figure 2.2 Learning Activities

Figure 2.2 shows that pre-service EFL teachers have designed learning activities in developing lesson plans. Pre-service EFL teachers have developed learning activities that apply a scientific approach: observing, asking, associating, and communicating, which aim

to provide students with experience in learning activities. This is in accordance with the theory of Kuhlthau, Maniotes, and Caspari (2007), that the scientific learning model is a learning model that requires students to act as scientists. Pre-service EFL teachers also use discovery learning models in developing learning steps such as stimulation, problem statements, data collection, data processing, verification, and generalization. This is in line with the opinion of Arends (2015, p. 402), “discovery learning is a learning model that emphasizes a learner-centered learning process and an active learning experience”, which will guide students in finding and expressing their ideas on the topic being studied.

2.3 Assessment

<p>D. Penilaian Hasil Pembelajaran</p> <p>Kompetensi Pengetahuan:</p> <ol style="list-style-type: none">1. Teknik Penilaian : Tes Tertulis2. Bentuk Instrumen : Menjawab pertanyaan dengan memilih jawaban yang benar (pilihan ganda). <p>E. Rumus Penghitungan Skor</p> <p>Skor Pengetahuan : $20 \times 5 = 100$</p>
--

Figure 2.3 Assessment

Figure 2.3 illustrates that pre-service EFL teachers have designed learning assessments in developing lesson plans. Assessment methods are generally divided into two types, namely test techniques and non-test techniques. With the support of the test technique, the pre-service EFL teachers develops this assessment technique. Based on these data, pre-service EFL teachers use written tests as part of the knowledge aspect of test techniques. While the written test uses multiple-choice instruments. Then it is correctly included in the scoring rubric for score processing. Thus, only the knowledge aspect is used for pre-service EFL teachers evaluation. Attitude and skills are not included. This is supported by the theory of Gronlund and Linn (2009) which defines assessment as a systematic process that includes activities to collect, analyze, and interpret information to determine how far a student or group of students has achieved the learning objectives

that have been set, through authentic assessment covering aspects of knowledge, attitudes, and skills. So, the assessment of learning outcomes must be in accordance with the learning indicators, the learning process, and using techniques that are in accordance with the assessment standards.

3. Challenges and Solutions in Designing Lesson Plan for Pre-service EFL teachers

According to the findings of pre-service EFL teacher interviews, Bunga's challenge is formulating learning methods. Learning methods are used by pre-service EFL teachers to create a learning atmosphere and learning process so that students achieve basic competencies or a set of predetermined indicators. It can be seen from the data:

Pre-service Teacher Vignette 1

"Yes, sometime I feel confusing in formulate the learning methods (challenge) that should appropriate with the materials for teaching."

"In this challenge, I try to choose the learning method that must suitable with the situation and condition. (solution) Then, should know the various learning method, model, and approach that can be used." (Bunga, in-depth interview, 10th of February 2022)

Based on the data, in designing lesson plans, pre-service EFL teachers struggled to develop methods that were appropriate to learning situations and conditions related to learning materials. According to these challenge, pre-service EFL teachers should influenced by objective factors, student factors, situation factors, and teacher factors. A pre-service EFL teachers will be able to determine the most appropriate method in specific teaching situations and conditions if they have general knowledge about the nature of various methods. This is in accordance with the theory of David's theory in Majid (2013), that this method is the way to go when it comes to accomplishing something. In other words, the

method is used to carry out the predetermined strategy.

Putra's biggest challenge was time allocation in designing lesson plans. Putra revealed that estimating the timing of preliminary, core, and closing settings can be difficult at the times. It can be seen in the data:

Pre-service Teacher Vignette 2

“Yes, I find it difficult to formulate a time allocation (challenge) to estimate the amount of time required to achieve basic competencies.”

“Time allocation depends on the characteristics of the basic competency. The time allocation to achieve it can be calculated in one or several meetings. (problem-solving) (Putra, in-depth interview, 14th of February 2022)”

Based on the student vignette 2, time allocation is the length of learning activities performed in the classroom. The pre-service EFL teachers revealed that the development of lesson plans in terms of time allocation had not been based on calculations for the achievement of one basic competency. In fact, allocating time is an important

component of the learning process that cannot be separated from the lesson plan. Time allocation is calculated for the achievement of one basic competency, expressed in lesson hours and number of meetings (example: 2 x 40 minutes) divided by the learning steps: preliminary, core, and closing activities. This is consistent with Mulyasa (2013, p. 206) opinion that “time allocation is the determination of time allocation for each basic competency” based on the number of effective weeks and time allocation of subjects per week by taking into account the number of basic competencies, breadth, depth, level of difficulty, and level of importance of basic competencies

CONCLUSION

Based on the results and discussion displayed in the previous chapter, some conclusions are determined as the answer to the research question:

First, according to pre-service EFL teachers, the lesson plans are very important for pre-service EFL teachers in their role as educators and teachers during the learning process about what to teach, how to teach, and how to evaluate.

Second, the lesson plan component is based on the Minister of Education and Culture's Regulation No. 22 of 2016 on Process Standards. In designing a lesson plan, pre-service EFL teachers use three major components that must be included in lesson plans: learning objectives, learning activities, and assessment. In developing the learning objectives, the composition of Audience-Behavior-Condition-Degree (ABCD) was not all raised in the development of the learning objectives by the pre-service EFL teachers. The composition of Behavior and Condition appears only in this phase, while the Audience and Degree are not stated in the learning objectives. In addition, the pre-service EFL

teachers had developed learning activities based on a scientific approach, discovery learning models, and mentions the learning steps, namely introduction, core, and closing. Furthermore, as part of the knowledge aspect of test techniques, pre-service EFL teachers use written tests in the development of learning assessments. In the written test, a multiple-choice instrument was used. The information was then entered correctly into the scoring rubric for score processing. Thus, only the knowledge aspect is used in developing the assessment, with attitudes and skills being excluded.

Third, the researchers discovered two challenges that prospective pre-service EFL teachers faced when developing lesson plans during a teaching practicum. They struggle with designing lesson plans in terms of formulating learning methods according to conditions and formulating time allocation in learning activities.

Based on these challenges, some solutions that pre-service EFL teachers came up with are: in formulating learning methods, a pre-service EFL teachers should be influenced by objective factors, student factors, situational factors, and teacher factors. A pre-service EFL teachers will be able to determine the most appropriate method in specific teaching situations and conditions if they have general knowledge about the nature of various methods. In formulating time allocation, time is calculated for the achievement of one basic competency, expressed in lesson hours and the number of meetings (example: 2 x 40 minutes) divided by the learning steps: preliminary, core, and closing activities.

REFERENCES

- Alawiyah, R. N. (2002). Pre-Service Teachers' Problems and Solutions in Designing Lesson Plan in English Education Department at Jambi University. Designing lessons for the diverse classroom.
- Ali, M. M., Abdullah, R., & Majid, R. A. (2013). Teacher Trainees' Strategies for Managing the Behaviours of Students with Special Needs. *International Education Studies*, 7(13), 271-277.
- Arends, R. I. (2015). Learning to teach (10th ed). New York: McGraw-Hill International Edition.
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and teacher education*, 27(1), 10-20.
- Becker, E. S., Waldis, M., & Staub, F. C. (2019). Advancing student teachers' learning in the teaching practicum through Content-Focused Coaching: A field experiment. *Teaching and Teacher Education*, 83, 12-26.
- Bin-Hady, W. R. (2018). A Study of Novice Teachers' Challaenges at their Practical Teaching Phase. *International Journal on Language, Research and Education Studies*, 2(3), 333-345.

- Brittin, R. V. (2005), "Preservice and Experienced Teachers' Lesson Plans for Beginning Instrumentalists", *Journal of Research in Music Education* 53(1), 26–39.
- Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition. *New York: Addison Wesley Longman, Inc.*
- Farrell, T. S. (2002). Lesson Planning. Methodology in Language Teaching: An Anthology of Current Practice, (pp.30-39).
- Gafoor, K.A., & Farooque, U. (2010). Ways to improve lesson planning: A student teacher perspective. *Online Submission.*
- Ganser, T. (2000). An ambitious vision of professional development for teachers. *NASSP bulletin*, 84(618), 6-12.
- Harmer, J. (2007). The Practice of English Language Teaching. *England-Perason.*
- Hamaidi, D., Al-Shara, I., Arouri, Y., & Awwad, F. A. (2014, May). Pre-service EFL teachers's Perspectives Of Practicum Practices And Challenges. *European Scientific Journal*, 10(13), 191-214.
- Jensen, L. (2001). Planning lessons. *Teaching English as a second or foreign language*, 403-413.
- Jusoh, Z. (2013). Teaching practicum: Student teachers' perspectives. Research, renovation and reinforcement: Enhancing quality in language education, 886-874.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). Guided inquiry: Learning in the 21st century. Santa Barbara, CA: Libraries Unlimited.
- Miller, M., Linn, R., & Gronlund, N. (2009). Measurement and assessment in teaching (10th ed.). Upper Saddle River, NJ: Pearson.
- Mulyasa, E. (2008). *Implementasi kurikulum tingkat satuan pendidikan: kemandirian guru dan kepala sekolah.* Bumi Aksara.
- Richards, J. C., & Bohlke, D. (2011). *Creating effective*

- language lessons.*
Cambridge, UK: Cambridge University Press.
- Sahin-taskin, C. (2017). Exploring Pre-service Teachers' Perceptions of Lesson Planning in Primary Education. *Journal Education and Practice*, 8(12), 57–63.
- Tashevskas, S. (2018). Some lesson planning problems for new teachers of English. *REBUILDING THE TOWER OF BABEL: GLOBAL LANGUAGE IN THE 21ST CENTURY 11*, 424.
- Tuli, F., & File, G. (2009). Practicum experience in teacher education. *Ethiop. J. Educ. & Sc*, 5(1), 108-116.
- Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature.* Paris: International Institute for Educational Planning.
- Woodward, T. (2001). *Planning Lessons and Courses: Designing Consequences of Work for the Language Classroom.* Cambridge: Cambridge University Press.
- Yildirim, A. (2003). Instructional planning in a centralized school system: Lessons of a study among primary school teachers in Turkey. *International review of education*, 49(5), 525-543.
- Yin, R. K. (2012). Applications of case study research (3rd ed.). *Thousand Oaks, CA: Sage*