



Strategies for Designing Effective Lesson Plan in Micro Teaching Practices Perceived by Indonesian EFL Student Teachers

Sherly Alfiani

English Department, Muhammadiyah University of Bengkulu, Bengkulu, Indonesia

Corresponding Author: sherlyalfiyani2@gmail.com

Ivan Achmad Nurcholis

English Department, Muhammadiyah University of Bengkulu, Bengkulu, Indonesia

ABSTRACT

This article aims to analyze the strategies of 6th-semester students of one of the private universities in Bengkulu in designing a lesson plan for their Microteaching courses. This research was qualitative and used interviews to collect data, as well as using descriptive patterns to present data, not using numbers. Interviews were used in this study to find out what strategies were used by sixth-semester students of the English Department. The results of this study highlighted the preparation of the teaching process, the problems faced by pre-service teachers, and some strategies they use in preparing lesson plans. This article is expected to provide a better understanding of strategies for designing a lesson plan.

Keywords: *strategies, designing a lesson plan, difficulty, microteaching, pre-service teacher*

ABSTRAK

Artikel ini bertujuan untuk menganalisis strategi mahasiswa semester 6 salah satu perguruan tinggi swasta di Bengkulu dalam merancang rencana pembelajaran untuk mata kuliah Microteaching mereka. Penelitian ini merupakan penelitian kualitatif dan menggunakan wawancara untuk mengumpulkan data, serta menggunakan pola deskriptif untuk menyajikan data, tidak menggunakan angka. Wawancara digunakan dalam penelitian ini, untuk mengetahui strategi apa saja yang digunakan oleh mahasiswa semester enam Jurusan Bahasa Inggris. Hasil penelitian ini menyoroti persiapan proses pengajaran, dan masalah yang dihadapi oleh calon guru, dan beberapa strategi yang mereka gunakan dalam menyusun RPP. Artikel ini diharapkan dapat memberikan pemahaman yang lebih baik mengenai strategi-strategi dalam merancang RPP.

Kata Kunci: *strategi, merancang RPP, kesulitan, microteaching, calon guru*

Received: December 5, 2022

Accepted: February 24, 2023

Published: February 27, 2023

How to cite:

Alfiani, S. & Nurcholis, I.A. (2023). Strategies for Designing Effective Lesson Plan in Micro Teaching Practices: An Explorative Study of Indonesian EFL Pre-service Teachers. *English Learning Innovation*, 4(1), 58-67. <https://doi.org/10.22219/englie.v4i1.17647>

INTRODUCTION

Effective lesson planning promotes good teaching and curriculum policy implementation (Kola, 2021). Teachers can use lesson planning to determine appropriate lesson objectives, teaching and learning activities, and teaching methods. Effective lesson planning encourages teachers to evaluate their instructional strategies and consider ways to improve their instruction. Thus, lesson planning is a critical task for professional teachers. Many initial teacher-education programs worldwide provide pedagogical, subject-specific, and practical learning opportunities to support pre-service teachers' learning to prepare to teach a single lesson or a unit of lessons (Rusznyak & Walton, 2011).

The first key to success in teaching is thorough preparation; self-preparation is an important thing that everyone must do for the success of the teaching process, which must be full of steps and reasonable plans to get satisfactory student results. In the teaching and learning process, it is undeniable that learning without planning tends to fail or not succeed because it does not have a reference for what is done to achieve learning success (Alanazi, 2019). Therefore, all prospective teacher needs a plan, a scenario, and the steps that must be taken in the learning process which are outlined in the form of preparing a lesson plan for the sake of clarity of progress from the beginning to the end of the teaching process.

The essence of the lesson plan, according to Permendikbud No.22 of 2016 concerning the process of primary and secondary education explained that: Learning Implementation Plan is an activity plan face to face learning for one or more meetings. A lesson plan developed from the syllabus to direct learning activities students to achieve basic competence. Is a lesson plan necessary? a learning plan is the first and most critical stage before putting learning into practice. To create a well-thought-out and effective strategy, A lesson plan is important because it directs the learning process. But, in the world of education, it cannot be denied. Many teachers still begin learning with their bare hands when they enter the classroom. Because they believe a lesson plan is unnecessary and merely an administrative requirement, they need to be made aware of the significance of a lesson plan. Because the quality of a lesson plan determines the lesson's success, the preparation of a lesson plan is critical for teachers.

The problem discussed in this research paper is how to design a lesson plan, which is critical because a lesson plan is the first step in the teaching process. Because, in the realm of education, a lesson plan is frequently overlooked and dismissed as insignificant or only a formality. And the aspect of this Research that is the scope of this Research is the 6 th

semester students of the English language study program at Muhammadiyah University of Bengkulu, where in the sixth semester they take microteaching subject that require students to be able to become professional teachers. In order to get good outcomes for each student that the teacher teaches, students in microteaching subject require a lesson plan that is both effective and able to liven up the classroom atmosphere. Therefore, students are aware of the importance of a lesson plan in the teaching and learning process, because a lesson plan is proof of teacher readiness.

However, it is undeniable that there are still students who do not understand the strategy for preparing an effective lesson plan, therefore.

To overcome these problems, students use many strategies to write an interesting lesson plan that can make the learning process a success. And in the design of a lesson plan, students have the quickest and most appropriate strategy to organize the process, of the course of a class from beginning to end even within the time allotted. And of course, every student has their own strategy, because every student has their own creative thinking in designing a lesson plan. Therefore, pre-service teachers in designing their lessons require a strategy, because it is critical in the design of a lesson plan to understand where the direction and purpose of a thing in a process learning.

Several studies highlighted in relation to pre-service teachers and lesson planning (Alanazi, 2019; Kola, 2021; Rusznyak & Walton, 2011). Yet, for Indonesian context, it is still limited. As a result, the purpose of this Research will be discussed and analyze the strategies carried out by 6th semester students at Muhammadiyah University of Bengkulu in designing a lesson plan in microteaching subject. With a strategy that helps students better understand how to prepare lesson plans and develop creative lesson plans with their own version of the strategy, students can develop lesson plans that meet educational standards and curriculum.

METHOD

Research Design

This research work employed a qualitative approach with interviewing techniques to gather data, presenting the data using a descriptive pattern (Creswell, 2018). In which the researcher examines students' strategies for designing a lesson plan. The method used in this paper is a qualitative research method because the researcher observes what strategies are used by 6th semester students at Muhammadiyah University of Bengkulu in designing a good lesson plan for Microteaching subjects.

Participants

The subjects covered in this research study only focus on Muhammadiyah University of Bengkulu 6th semester students in designing a lesson plan with effective and creative strategies based on their own versions. The research paper data was taken from six of 6th semester students in the microteaching subject at the University of Muhammadiyah Bengkulu who had prepared a good and effective lesson plan for the microteaching subject which had been corrected by a lecturer who was in charge of the microteaching subject, and the data for this study came from interview that was analyzed.

Data collection

The researchers selected six students from the 6th semester of the Muhammadiyah University of Bengkulu in the English language study program who took the Microteaching course, where the subject the researcher focused on in this study were 6 students who had been selected to conduct direct interviews by recording the answers of the 6 students. Then, the researchers used interviews to obtain data from the subjects studied, interviews between researchers and research subjects were carried out directly where the questions were matters related to the strategy of designing a lesson plan, at this interview stage the researcher went through three stages to get data.

First, the researcher drafted questions pertaining to the discussion topic, which was the technique for Designing a lesson plan. Second, the researchers began to interview research subjects, researchers asked things related to the things studied in the study, because the information generated from respondents was the most accurate data for the answers to the research writing process. The purpose of the interview is to obtain data on what strategies are used by 6th semester students of Muhammadiyah University of Bengkulu in designing a lesson plan, is that strategy good for producing a good lesson plan? Third, the researcher collects data by recording the research subject's answers.

Lastly, to collect the data, the researcher used documentation. Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support Research. Sugiyono (2015) stated that documentation is very important in Research to store and analyze the results of data from interviews, documentation is a complement to interview techniques in qualitative Research. The documentation technique was used to document the activities directly during the interview between the researcher and the research subject. The researcher not only documented by recording but also recorded the results of the field to

support the transcription of data in the process of analyzing the interview results. The results of data analysis are presented in the form of descriptive analysis using written data, not presented in the form of numbers. The purpose of this documentation is to prove that the interview process has actually been carried out to six of 6th semester students at Muhammadiyah University of Bengkulu.

In analyzing the research data through three stages, namely: 1) Summarizing data. In this first stage, the researcher reduces or filters from the results of interviews, selects the main points, focuses the results on matters relating to the strategy of designing lesson plans. Thus, the data summarized by the researcher will provide a bright spot in the form of writing. And make it easier for researchers to collect further data on the important points of the strategy for designing a lesson plan for 6th semester students of Muhammadiyah University of Bengkulu. The purpose of summarizing this data is to get the main points so that researchers can sharpen the analysis of this Research, by clarifying in a short, concise and clear description. So that researchers can conclude the interview data clearly; 2) Presenting data. In the second stage, the researcher presented the data using a descriptive pattern. The data presented are summarized data from stage one which can be concluded with the important points. So that the display of the data presented is not in the form of numbers, and all data is presented systematically and clearly explained according to the results of the interview; and 3) Drawing conclusion. The last stage in data analysis is that researchers draw conclusions from the data obtained so that researchers know and understand the aims and objectives of this study. From the data that has been obtained from the analyzed research process, researchers get interesting data and researchers can not only draw conclusions. However, it also knows the outline and main discussion of all the research processes carried out.

FINDINGS AND DISCUSSION

The subjects in this study consisted of six 6th semester students at Muhammadiyah University of Bengkulu, who took micro teaching courses that researchers had chosen to conduct face-to-face interviews. Based on the results of the interviews that have been carried out, the researchers found the core problem in designing an effective lesson plan according to the applicable standards and curriculum.

The main problem obtained from Six of 6th semester students at Muhammadiyah University of Bengkulu is "difficulty in designing good lesson plans", and from the problems faced by students, they find suitable strategies according to their own version in order to complete a good lesson plan.

Because based on interviews with 6th semester students who took the micro teaching course, they realized that "a lesson plan" was very important to determine the direction of the learning process from beginning to end. A lesson plan is proof that a teacher is really ready to teach students because these 6 students understand the essence of a lesson plan. That is why a lesson plan reflects the dedication of a teacher. The implementation of successful teaching really needs careful preparation, and the form of preparation of a teacher is to prepare a plan in written form, which is called a lesson plan. The data obtained by researchers is based on interviews. Students who already understand the importance of lesson plans try to develop good lesson plans, even though they have difficulty designing them. Of these difficulties, students can use the most effective strategy, based on the data that has been obtained. The findings were highlighted in the following figure.

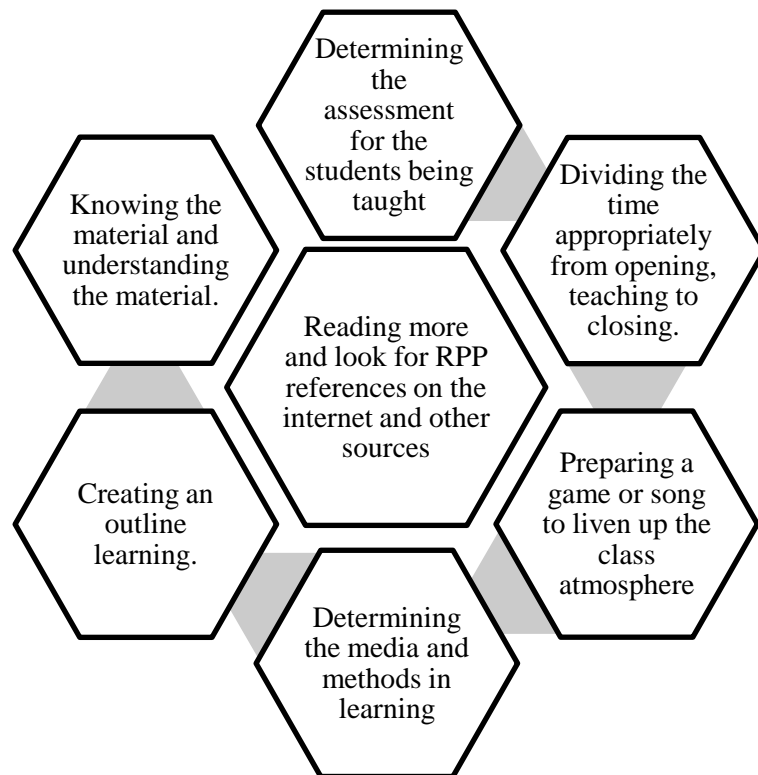


Figure 1. The most effective strategy perceived by the student teachers

From the figure 1, it can be explained that the strategies used include:

1. Knowing the material and understanding the material.
2. Create an outline learning.
3. Determine the media and methods in learning
4. Prepare a game or song to liven up the class atmosphere
5. Divide the time appropriately from opening, teaching to closing.
6. Determine the assessment for the students being taught

7. Read more and look for RPP references on the internet and other sources, such as visiting the library on campus 1 of the University of Muhammadiyah Bengkulu.
8. Asking and discussing the results of the lesson plans with the supervisor in the micro teaching course. From the data obtained, the researcher realized that in writing lesson plans students also experienced difficulties. However, the difficulties faced resulted in the right strategy according to each, and the summary results according to the documentation obtained 8 points about the strategy they used.

This research data was taken from 6th semester students of Muhammadiyah University of Bengkulu. Researchers found the strategies applied by 6th semester students in designing a good lesson plan, for the success of the micro teaching course, namely the practical teaching course of a teacher candidate. The important thing that researchers found was that students had the status of a prospective teacher know the importance of a lesson plan in the learning process, students know a lesson plan is proof of a teacher's preparation, and students understand the essence of a lesson plan. These findings were in line with the previous studies (Güngör, 2016;). Student teachers did some reflection before designing materials.

Researchers can explore the tactics employed by students in constructing a lesson plan based on the data that has been analyzed based on the issues faced by Muhammadiyah University of Bengkulu 6th semester students. From these difficulties, students can use the most effective strategy, based on the data that has been obtained. The strategies used include: 1) A lesson plan is important. Understanding the essence of a lesson plan that is the determinant of the direction of the learning process from beginning to end, this is the first strategy to emerge. This strategy comes from a person's thinking power how to understand something. Like the 6th-semester students of Muhammadiyah University of Bengkulu, they understand that the teaching and learning process requires careful preparation, therefore they remain focused on producing a good lesson plan according to the applicable curriculum standards. For the success of the learning process; 2) Subject. In designing a lesson plan, we must know who our subject is. So, knowing the subject will make it easier for a teacher to design an effective and fun lesson plan for the teaching process; 3) Outline learning. The initial strategy in designing a lesson plan, also requires an outline. Because this outline will include things that determine the direction of the learning process before developing it into a written plan or what is called a lesson plan. The things that include outline learning are: what the topic of the lesson is, what learning media are used, what method is suitable to be used for the student being taught, what games or songs should be prepared to liven up the classroom atmosphere. - allot the time according to the specified schedule, and what

assessments are used to determine student learning outcomes; 4) Internet. With the advancement of technology that is growing rapidly, the internet is something that cannot be kept away by everyone. And related to education, every learning is available on the internet. And the average strategy taken by 6th semester students of Muhammadiyah University of Bengkulu is to read a lot of online lesson plans available on the internet to get lots of references; 5) Library. The library strategy means here, that some of the 6th semester students visit the Muhammadiyah University of Bengkulu library in search of examples of a lesson plan for seniors, and understand every change in a lesson plan from the form of several sheets to a lesson plan in the form of a sheet. Which according to the data obtained by 6th semester students more consider a one sheet lesson plan more effective; 6) Consultation. Consultation here is to ask the supervisor in a microteaching course to see if each result of writing a lesson plan is appropriate and suitable for teaching or not, because direct consultation is the most effective strategy for the final stage in designing a lesson plan for 6th semester students who have been interviewed. Because it will acquire a direct light by reviewing the results or the form of a lesson plan that has been prepared. Students will also be able to see which areas of the project need to be enhanced or changed as a part of reflection (Naidi & Sabgini, 2020).

From the data analyzed by the researcher, it can be concluded that the supporting factors for writing lesson plans are: students' self-awareness in considering a lesson plan is important, technological factors are growing, diligently read a lesson plan from year to year that has been available in the Muhammadiyah University of Bengkulu itself, there is a collaboration between 6th semester students of Muhammadiyah University of Bengkulu and lecturers who are powerful micro teaching subjects, and finally, students are aware that as prospective teachers they must be able to design a good lesson plan.

CONCLUSION

Researchers can conclude that the results of this study indicate that 6th semester students at Muhammadiyah Bengkulu University apply the most effective strategy and according to their respective versions to face difficulties including 1) As a prospective teacher, students already understand the importance of a lesson plan. Hence, students are motivated to design effective learning plans; 2) Students know the subjects and materials by understanding them; 3) They create a outline learning before designing lesson plans; 4) They prepare media and learning methods; 5) Students complete the learning process with songs or games that have been prepared in the lesson plans; 6) Students must know what assessment is suitable for use; 7) Students read a lot of lesson plans on the internet and often visit the library; 8)

Consultations between students and lecturers every week will certainly help the process of designing a good lesson plan. From the strategies used by the 6th semester students of the Muhammadiyah University of Bengkulu, of course, they were found when they faced difficulties in designing a good lesson plan. Further, a lesson plan might not go as well as the student teachers had anticipated because of a variety of unrelated factors. It happens to even the most seasoned teachers, so student teachers shouldn't give up. After each class, they ought to take some time to consider what went well and why, as well as what they might have done differently. It would be simpler to adapt to the unforeseen circumstances in the classroom if we could identify successful and unsuccessful methods of scheduling class time and activities.

REFERENCES

- Apriani, E., Supardan, D., & Umami, M. (2020, November). Independent Learning: English Teachers' Problems in Designing a Good Lesson Plan in New Normal Era at MAN Rejang Lebong. In *International Conference on the Teaching English and Literature* (Vol. 1, No. 1, pp. 72-78).
- Cicek, V. (2013). Effective use of lesson plans to enhance education. *International Journal of Economy, Management and Social Sciences*, 2(6), 334-341.
- Creswell, J. W., & Clark, V. L. P. (2018). *Designing and conducting mixed methods Research*. SAGE Publications.
- Güngör, M. N. (2016). Turkish pre-service teachers' reflective practices in teaching english to young learners. *Australian Journal of Teacher Education*, 41(2), 137–151. <https://doi.org/10.14221/ajte.2016v41n2.9>
- Hutagaol, S. (2018). Peningkatan Kemampuan Guru Bahasa Inggris dalam Merancang RPP Kurikulum 2013 Melalui Kegiatan Bimbingan Berkelanjutan. *JURNAL HANDAYANI PGSD FIP UNIMED*, 9(2), 83-95.
- Alanazi, M. H. (2019). *A Study of the Pre-Service Trainee Teachers*
- Jamali Nasari, A., & Heidari, M. (2014). The important role of lesson plan on educational achievement of Iranian EFL teachers' attitudes. *International Journal of Foreign Language Teaching and Research*, 2(5), 27-34.
- Johannes König, Albert Bremerich-Vos, Christiane Buchholtz, Ilka Fladung & Nina Glutsch (2020) Pre-service teachers' generic and subject-specific lesson-planning skills: On learning adaptive teaching during initial teacher education, *European Journal of Teacher Education*, 43:2, 131-150, DOI: [10.1080/02619768.2019.1679115](https://doi.org/10.1080/02619768.2019.1679115)

- Kola, M. (2021) Pre-service teachers' action research: technology education lesson planning in a South African University, *Educational Action Research*, 29:1, 99-117, DOI: [10.1080/09650792.2019.1686043](https://doi.org/10.1080/09650792.2019.1686043)
- Marliani, B. (2017). *The Problem Faced by the English Teacher in Designing Lesson Plan at SMA Muhammadiyah 3 Batu* (Doctoral dissertation, University of Muhammadiyah Malang).
- Sabgini, K. N. W., & Khoiriyah, K. (2020). The pre-service teachers' reflection in English for young learners teaching practice. *ENGLISH REVIEW: Journal of English Education*, 8(2), 311–322. <https://doi.org/10.25134/erjee.v8i2.3028>. Received
- Rusznayak, L. & Walton, E. (2011) Lesson planning guidelines for student teachers: A scaffold for the development of pedagogical content knowledge, *Education as Change*, 15:2, 271-285, DOI: [10.1080/16823206.2011.619141](https://doi.org/10.1080/16823206.2011.619141)
- Sudipa, I. N., Aryati, K. F., Susanta, I. P. A. E., & Anggayana, I. W. A. (2020). The Development of Syllabus and Lesson Plan Based on English for Occupational Purposes. *International Journal of Psychosocial Rehabilitation*, 24(4), 290-300.
- Sudrajat, Y. (2018). Techniques writing lesson plan (rpp). *International Journal of Education, Information Technology, and Others*, 1(1), 107-115.
- Vitara, N. (2021). Development of lesson plan for tutoring classes: English course. *Jurnal Ilmiah Spectral*, 7(2), 100-110.
- Que, S. R., & Lewier, C. A. (2020). English teachers'expertise in designing and implementing lesson plan for kurikulum 2013. *Curricula: Journal of Teaching and Learning*, 5(2), 60-68
- Vdovina, E., & Gaibisso, L. C. (2013). Developing critical thinking in the English language classroom: A lesson plan. *ELTA journal*, 1(1), 54-68..