

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to present and analyze the data which have been collected during the research. The first data are concerning the quality of the lesson plans designed by the pre-service English teachers is. The second data are the strengths and the weaknesses of the lesson plans designed by the pre-service English teachers. The last data are the causes of those strengths and weaknesses. The researcher obtained all of the data through documentation and interview.

A. Research Finding

1. The quality of the lesson plan designed by the pre-service English teachers

In this study, 17 lesson plans designed by 17 pre-service English teachers during their internship program year 2012 at several formal schools around Surabaya and Sidoarjo were analyzed. They consisted of 5 lesson plans using English and 12 lesson plans using Bahasa Indonesia. They were analyzed based on the lesson plan analysis rubric which was compiled from the lesson plan analysis rubric set by National Ministry of Education and Harmer's theory of formal plan. This analysis was done to find out the quality of the lesson plans.

The lesson plan analysis rubric used contains 12 important indicators. The scale of score for each indicator is 1 to 5. They are interpreted as very poor (VP), poor (P), fair (F), good (G), and very good (VG). Each of them is described in the previous chapter. The analysis of those 17 lesson plans is described as follows:

Table 4.1

The Research Finding: The Quality of the Lesson Plans

Lesson Plan Indicators	Lesson Plan																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. The clarity of instructional objectives formulation (they do not cause double interpretation and contain the behavior of the result of the study)	G	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	G	VG	VG
2. The selection of the instructional materials (is in line with the instructional objectives and the characteristics of the students)	G	G	G	G	VP	G	G	P	P	G	G	G	G	P	F	G	G
3. The organization of instructional materials (sequenced in correct order, systematized, and suitable with the time allocation)	VG	VG	VG	VG	VG	VG	VG	G	VG	VG	VG	VG	G	VG	VG	VG	G
4. The selection of learning source and teaching media (suitable with the instructional objectives, materials, and the characteristics of the students)	G	G	VG	VG	VG	G	VG	F	VG	VG	G	VG	F	G	G	G	G
5. The clarity of learning procedure (the steps of learning activity: pre-, whilst-, and post-)	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	VG	F	VG	VG

6. The detail of learning procedure (each step reflects the strategy/method and the time allocation)	VG	G	VG	VG	VG	F	VG	G	G	G	F	VG	G	G	F	F	F
7. The techniques used match with the instructional objectives	VG	G	VG	G	G	VG	VG	G	VG	VG	VG	VG	VG	VG	VG	VG	VG
8. The completeness of assessment instrument (questions, answer key, and scoring)	VG	VG	F	VG	F	VG	VP	F	F	P	F	VG	VG	P	VP	VG	VG
9. The presence of class description, including students' characteristics, fast and slow learners, as well as how to handle them	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
10. The presence of timetable fit (the description of what the class has learned in the previous meeting, what they will learn today, and next meeting)	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
11. The presence of the information about the different interaction which will take place in the class (between a student and a student, a student and the teacher, a student and the class, a group and a group, a group and the teacher, as well as a between a group and the class)	F	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
12. The presence of the anticipated problems and possible solutions	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP

a. The Clarity of Instructional Objectives Formulation

From the table, it can be seen that 15 out of 17 lesson plans were very good in term of the clarity of instructional objectives formulation. Those

15 pre-service English teachers set the instructional objectives clearly so that they did not cause double interpretation. The instructional objectives also contained the behavior of the result of the study.

The following are the instructional objectives of some those lesson plans (for further description, see appendix 4):

Figure 4.1

Lesson Plan Number 2

Instructional Objectives
<p>By the end of the course, the students will be able to:</p> <ol style="list-style-type: none"> a. Express and respond the expressions of telephone handling. b. Take a note of simple messages received by telephone. c. Take a note of simple messages based on direct communication. d. Compose sentences using Adjective Clause correctly. e. Write sentences using Personal Pronoun correctly.

Figure 4.2

Lesson Plan Number 8

Instructional Objectives
<p>Pada akhir pembelajaran, siswa dapat (At the end of the lesson, the students can):</p> <ol style="list-style-type: none"> a. Menggunakan ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat (use greetings for meeting people and leave-taking) b. Menggunakan ungkapan memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat (use the expressions of introducing self and others) c. Menggunakan berbagai ungkapan terima kasih dan responnya digunakan secara tepat (use various thanking expressions and the responses for them) d. Menggunakan berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat (use the expressions of regret and apology, and the responses for them)

Figure 4.3

Lesson Plan Number 9

Instructional Objectives
<p>Pada akhir pembelajaran, siswa mampu (At the end of the lesson, the students can):</p> <p>a. Melengkapi kata/frasa yang kosong dalam sebuah teks monolog narrative (complete the narrative text with the correct words or phrases).</p>

On the contrary, there were 2 lesson plans which were regarded as good enough in term of the clarity of the instructional objectives. They were lesson plan number 1 and 15. Some instructional objectives which were in the lesson plan number 1 did not contain the behavior of the result of the study. It can be seen from the use of the word “master”. “Master” is not kind of operational verb which shows the behavior of the result of the study. See the following chart:

Figure 4.4

Lesson Plan Number 1

Instructional Objectives
<p>At the end of learning process students are able to:</p> <p>a. Identify the expressions of asking, giving and rejecting help (services)/goods</p> <p>b. Master the phrase of asking, giving and rejecting help (services)/goods</p> <p>c. Use the expression of asking, giving and rejecting help (services)/goods in conversation</p> <p>d. Identify the expressions of admitting and denying a fact</p> <p>e. Master the phrase of admitting and denying a fact</p> <p>f. Use the expressions of admitting and denying a fact in conversation</p> <p>g. Identify the expressions of asking and giving opinion</p> <p>h. Master the phrase of asking and giving opinion</p> <p>i. Use the expressions of asking and giving opinion in conversation</p>

Meanwhile, the instructional objectives of the lesson plan number 15 are regarded as quite good because one of them caused double interpretation. See the following chart:

Figure 4.5

Lesson Plan Number 15

Instructional Objectives
<p>Pada akhir pembelajaran siswa dapat (At the end of the lesson, the students can):</p> <ol style="list-style-type: none"> a. Mengidentifikasi wacana berbentuk <i>report (main idea, generic structure)</i> – (identify the report text) b. Merespon wacana berbentuk <i>report (main idea, generic structure)</i> – (respond to the report text) c. Menemukan bagian-bagian dalam teks berbentuk <i>report (main idea, generic structure)</i> – (find the parts of the report text)

The second instructional objective was quite confusing and caused double interpretation. The sentence “merespon wacana berbentuk *report (main idea, generic structure)*” which means “respond to the report text (*main idea, generic structure*)” is not clear enough whether the teacher wanted the students to respond the report text orally or in the written form, or even in other ways.

b. The Selection of Instructional Materials

Concerning the selection of the instructional materials, 12 out of 17 lesson plans were good. The instructional materials selected were in line with the instructional objectives. However, the researcher could not say clearly if the instructional objectives were in line with the characteristics of the students

because the pre-service English teachers did not provide the description of the students. They only stated in what grade the students were. Meanwhile, knowing the grade of the students and the materials selected, it would be said that they matched each other.

The following charts show the suitability between the selection of instructional materials and the instructional objectives and the characteristics of the students in some lesson plans (for further description, see appendix 5):

Figure 4.6

Lesson Plan Number 6

Instuctional Objectives	Instructional Materials	Students
a. Merespon sapaan orang belum / sudah dikenal. (responding to someone's greeting)	• Hello!/ Hi !	7 th grade
b. Merespon perkenalan dari orang lain secara berterima baik formal maupun informal. (responding to someone's introduction formally or informally)	• How do you do? • Good morning / afternoon, etc. • How are you? / How are things? I'm fine, thank you.	
c. Merespon ungkapan perintah atau larangan. (responding to expressions of imprative or prohibition)	• Listen to me. • Don't do that.	

Figure 4.7

Lesson Plan Number 11

Instuctional Objectives	Instructional Materials	Students
a. Meminta pendapat tentang sesuatu. (asking for opinion)	<u>Asking about opinion:</u> - <i>Do you think.....?</i>	8 th grade
b. Merespon atau memberi pendapat tentang sesuatu. (responding or giving opinion)	- <i>What do you think about....?</i> - <i>How about.....?</i>	
c. Menjodohkan pertanyaan	- <i>What is your opinion about.....?</i>	

dengan jawabannya yang berhubungan dengan pendapat, (matching the questions and answers relating to opinion)	<u>Refusing to give opinion</u> - <i>I can't say anything</i> - <i>I don't know</i> - <i>I don't have anything to say</i>
d. Mempraktekkan cara meminta dan memberi pendapat. (practicing the way to ask and give opinion)	<u>Giving opinion</u> - <i>I think.....</i> - <i>I believe that....</i> - <i>In my opinion..</i>

Besides, 1 out of 17 lesson plans (lesson plan number 15) was fair in term of the selection of the instructional materials. This condition happened because the pre-service English teacher who designed the lesson plan did not explain the materials in detail. She only provided an example of report text without any further explanation about it.

Meanwhile, 3 out of 17 lesson plans was poor concerning the selection of the instructional materials. It was because some of the instructional objectives were not in line with the materials. There were several instructional materials which were not provided in the lesson plans while the instructional objectives were present. Then, the other lesson plan (lesson plan number 5) was very poor. It was because the pre-service English teacher did not enclose the instructional material in her lesson plan. See the following example (for further description, see appendix 5):

Figure 4.8

Lesson Plan Number 8

Instuctional Objectives	Instructional Materials	Students
a. Menggunakan ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat. (using greetings for meeting people and leave-taking)	<u>Expressing Gratitude:</u> - Thank's - Thank you - Thank's a lot - Thank you very much - Thank's for ...	10 th grade
b. Menggunakan ungkapan memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat. (use the expressions of introducing self and others)	<u>Responses:</u> - That's all right - My pleasure - You are welcome - No problem - Don't mention it	
c. Menggunakan berbagai ungkapan terima kasih dan responnya digunakan secara tepat. (use various thanking expressions and the responses for them)	<u>Expressing Apology</u> - Sorry - I'm sorry - I'm very sorry - Please, excuse me <u>Responses</u> - Never mind - That's all right - It's okay. It doesn't matter - Please, don't be sorry	
d. Menggunakan berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat. (use the expressions of regret and apology, and the responses for them)	<u>Simple future tense</u> S + will / be going to + V1 + O - Will : use will when we decide to do something at the time of speaking. - Be going to : use going to when we are have alreadydecided to do something (There is no materials about greeting and introduction)	

c. The Organization of Instructional Materials

The next issue is about the organization of the instructional materials. It can be seen from the table that 14 out of 17 lesson plans were very good at this part. In those lesson plans, the instructional materials were sequenced in order and systemized well. The extent of the instructional materials was also organized so that they were suitable with the time allocation.

Meanwhile, the rest of them which were 3 lesson plans were good enough in term of the organization of the instructional materials. These lesson plans had well-systemized and sequenced materials, but the materials seemed too many. Therefore, it seemed that they could not be covered in the available time.

d. The Selection of Learning Source and Teaching Media

The next indicator of how good the lesson plan is concerned in the selection of learning source and teaching media. From the table, it can be seen that 7 out of 17 lesson plans designed by the pre service English teachers were very good at this part. The learning source and teaching media selected by the pre-service English teachers were suitable with the instructional objectives, materials, and the characteristics of the students. The pre-service English teachers also described them in detail. The following chart shows the

suitability among the learning source and teaching media, the instructional objectives, materials, and the characteristics of the students (for further description, see appendix 6):

Figure 4.9

Lesson Plan Number 3

Instuctional Objectives	Instructional Materials	Students	Source and Teaching Media
<p>a. Identify the meaning of giving and asking for someone's opinion</p> <p>b. Identify the meaning of expression of satisfaction and dissatisfaction</p> <p>c. Identify the important points or themes of the material they listen, including attitudes</p> <p>d. Respond to the expression of giving and asking for someone's opinion</p> <p>e. Respond to the expression of satisfaction and dissatisfaction.</p>	<p>LISTENING</p> <p>SKILL:</p> <ul style="list-style-type: none"> - Expression of asking for and giving opinion - Expression of satisfaction and dissatisfaction 	<p>10th grade</p>	<p>a. Learning Resource :</p> <ul style="list-style-type: none"> • http://www.ihbristol.com/learn-online/useful-expressions/elementary/asking-somebody-s-opinion/108/ • http://learnenglish-masshasyim.blogspot.com/2009/06/asking-and-giving-opinion.html • http://www.youtube.com/watch?v=A4ZQmmo2_sQ&feature=related • http://www.sekolahoke.com/2011/07/expressing-satisfactiondissatisfaction.html <p>• Relevant material</p> <p>• Developing English Competencies</p> <p>• Interlanguage : English for Senior High School Student XI</p> <p>b. Media</p> <ul style="list-style-type: none"> • LCD • Laptop • Speaker

Then, 8 out of 17 lesson plans were good enough in term of the selection of the learning source and teaching media. Learning source and teaching media in those lesson plans were suitable with the instructional objectives, materials, and the characteristics of the students, but they were not

described in detail. Therefore, it did not give clear information for the reader or the other teachers who might use the lesson plan about what books which would be used and others. See the following charts (for further description, see appendix 6):

Figure 4.10

Lesson Plan Number 1

Learning Source and Teaching Media
Learning Resources : a. Text book BSE b. Dictionary Tools and Materials : a. Whiteboard b. Worksheet

Figure 4.11

Lesson Plan Number 17

Learning Source and Teaching Media
a. Buku teks yang relevan (relevant textbooks) b. Authentic Media/ Material from teacher c. Gambar-gambar yang relevan (relevant pictures)

Meanwhile, the last 2 lesson plans were quite fair in this case. It was because some learning sources and teaching media selected by the pre-service English teachers who designed those lesson plans were not suitable with the instructional objectives. They were also not described specifically. Therefore, it was quite confusing for the reader or for the other teachers who might use

the lesson plans. See the following chart (for further description, see appendix 6):

Figure 4.12

Lesson Plan Number 13

Instuclional Objectives	Instructional Materials	Students	Source and Teaching Media
a. Meringkas suatu bacaan. (summarizing a passage)	WRITING SKILL: descriptiv e text	10 th grade	a. Buku teks yang relevan..
b. Menyusun karangan berdasarkan pernyataan-pernyataan yang tersedia. (making a composition based on the available statements)			b. <u>CD / kaset</u> . c. Gambar-gambar yang relevan
c. Menulis sebuah teks descriptive dalam bentuk paragraph. (composing a descriptive text)			(CD/Kaset is not needed)

e. The Clarity of Learning Procedure

The next issue is about the clarity of the learning procedure. Based on the analysis, there were 16 out of 17 lesson plans which had very good learning procedure. The learning procedure of these lesson plans was very clear. The pre-service English teachers who designed those lesson plans described the learning procedure into three stages which were pre-, whilst-, and post-teaching. However, 1 out of 17 lesson plans was fair in term of the clarity of the learning procedure. The pre-service English teacher designing this lesson plan also formulated the activities into three stages (pre-, whilst-, and post-teaching), but she only provided one learning procedure while she set the lesson plan for two meetings.

f. The Detail of Learning Procedure

The next matter is about the detail of the learning procedure. Based on the analysis, there were 6 out of 17 lesson plans which had very good learning procedure. The learning procedure of these lesson plans was very clear. Each step reflected the method and strategy that had been chosen. The learning method and strategy were also suitable with the instructional objectives and materials. Besides, the proportional time was given to each step.

The case was quite different with the other 6 lesson plans. These lesson plans' learning procedures were good. Each step reflected the learning method and strategy which were in line with the instructional objectives and materials. Unfortunately, the pre-service English teachers who designed these lesson plans did not specify the time for each step.

The rest which were 5 lesson plans had fair learning procedures. There were different reasons for this. The 4 lesson plans (lesson plan number 6, 11, 16, and 17) were regarded as fair in term of the clarity of the learning procedure because the time for each step was not specified. Moreover, it did not show the steps of learning activities, but more like the teacher's roles in each step. Therefore, it did not give enough information to the readers about activities which would take place in the class. Meanwhile, the other lesson plan (lesson plan number 15), besides the pre-service English teacher did not

specify the time in each step, she also only provided one learning procedure while she set the lesson plan for two meetings. Therefore, there was no information about what to do in the second meeting.

g. The Techniques

The next aspect is concerned on the suitability between the assessment technique and the instructional objectives. From the table, it can be seen that there were 13 lesson plans designed by the pre-service English teachers were very good at this part. The assessment technique chose by the pre-service English teachers were in line with the instructional objectives which had been formulated. See the following example (for further description, see appendix 7):

Figure 4.13

Lesson Plan Number 13

Instructional Objectives	Assessment Technique
a. Meringkas suatu bacaan. (summarizing a passage)	Written test
b. Menyusun karangan berdasarkan pernyataan-pernyataan yang tersedia. (making a composition based on the available statements)	
c. Menulis sebuah teks descriptive dalam bentuk paragraph. (composing a descriptive text)	

Figure 4.14

Lesson Plan Number 17

Instructional Objectives	Assessment Technique
a. Menyebutkan berbagai kegiatan fakta yang mereka lakukan. (mentioning various activities they did)	Performance

- b. Mengakui hal fakta yang terjadi. (Admitting facts which happened)
- c. Menyangkal hal yang tidak fakta. (Denying things which are not facts)
- d. Bertanya jawab tentang hal fakta yang terjadi pada kehidupan sehari-hari. (Questioning and answering about daily facts)

However, there were 4 lesson plans which were good in term of the suitability between the assessment technique and the instructional objectives, but there were some things underlined. First, the pre-service English teacher did not explicitly state the assessment technique in her lesson plan (lesson plan number 2). She directly provided the questions, the answer key, and the scoring system. Second, some pre-service English teachers mistook the term of assessment technique and assessment form (lesson plan number 4 and 5). They put *multiple choice, gap filling, and short answer* which were assessment forms in the column of assessment technique. However, it was suitable with the instructional objectives. The last, out of several techniques, there was a technique which was not suitable with the instructional objectives (lesson plan number 8).

h. The Completeness of Assessment Tools

The next issue is about the completeness of the assessment tools. The result of the analysis shows that there were 8 lesson plans designed by the pre service English teachers were very good in this case. It means that the

assessments tools which cover the questions, the key answer, and the scoring system were complete and enclosed in the lesson plans.

Then, 5 out of those 17 lesson plans were regarded as fair in term of the completeness of the assessment tools. It means that the assessment tools were not complete. All of those lesson plans did not have the key answer, but the questions and the scoring system were available.

Meanwhile, there were 2 out of those lesson plans which were regarded to have poor assessment tools. They were lesson plan number 10 and 14 which did not have questions and key answers. Furthermore, the other 2 lesson plans (lesson plan number 7 and 15) were very poor in term of the completeness of the assessment tools because there were no any questions, key answer, and scoring system enclosed.

i. The Presence of Class Description

The next matter regarding the analysis on the quality of the lesson plans is the presence of class description. It is the component of the lesson plan in which Harmer proposes in his theory of formal plan. From the table, it can be seen that all of the lesson plans were very poor in this part. It means that no lesson plan had class description. There was no pre-service English teachers who described the characteristics of their students.

j. The Presence of Timetable Fit

The other component which Harmer proposes is the timetable fit. Timetable fit is the description of what the students have learned in the previous meeting, what the students will learn at that meeting and next meeting, including the activities they have done and will do. Based on the analysis, all of the lesson plans were very poor in term of the presence of timetable fit. It means that all of the lesson plans designed by the pre-service English teachers did not have timetable fit.

k. The Different Interactions During the Lesson

The next indicator is about the information about different interactions which will take place in the class. from the table, it can be seen that 16 out of 17 lesson plans were very poor in this part. It means that almost 100% of the lesson plans designed by the pre-service English teachers did not show the information about different interactions which would take place during the lesson.

Meanwhile, there was 1 out of 17 lesson plans (lesson plan number 1) which was quite fair in term of the information about different interactions which will take place in the class. It was because the lesson plan only provided two different interactions during her lesson.

1. The Presence of Anticipated Problems and Solutions

The last component which Harmer proposes is the potential problems and possible solutions. From the table, it can be seen that all of the lesson plans were very poor in term of the presence of potential problems and solutions. It means that all of pre-service English teachers did not anticipate the problems that may arise and the solutions in their lesson plans.

After having analysis on each indicator of the lesson plan analysis rubric set by National Ministry of Education, the researcher continued to calculate the final result based on the formula:

$$\text{Result} = \frac{\text{Total Score}}{12}$$

From the overall analysis, the following table shows the final result of each lesson plan:

Table 4.2

The Final Result of Analysis of the Lesson Plans Designed by the Pre-Service English Teachers

Lesson Plan	Final Result	Lesson Plan	Result
1	Good	10	Fair
2	Fair	11	Fair
3	Fair	12	Good
4	Good	13	Fair
5	Fair	14	Fair

6	Fair	15	Poor
7	Fair	16	Fair
8	Fair	17	Fair
9	Fair	-	-

From the table, it can be seen that 3 out of 17 lesson plans were good, 13 out of 17 lesson plans were fair, and another lesson plan was poor. Meanwhile, the other 9 lesson plans were quite good based on the lesson plan analysis rubric set by National Ministry of Education.

Those are the research findings concerning the quality of the lesson plans designed by the pre-service English teachers, analyzed based on the lesson plan analysis rubric set by the National Ministry of Education. All of these data are further analyzed and interpreted on the discussion.

2. The strengths and the weaknesses of the lesson plan designed by the pre-service English teachers

After knowing the quality of the lesson plans designed by the pre-service English teachers are, the analysis was continued to find out what are the strengths and the weaknesses of those lesson plans. By using the same rubric which was the compilation between the lesson plan analysis rubric set by National Ministry of Education and Harmer's theory of formal plan, the strengths and the weaknesses of the lesson plans designed by the pre-service

English teachers were found. From the table provided in the previous section (table 4.1), it can be determined the strengths and the weaknesses of the lesson plans. The indicators which were very good and good are regarded as the strengths of the lesson plans, while the ones which were fair, poor, and very poor are regarded as the weaknesses. The strengths and the weaknesses of each lesson plan will be described as follows.

Lesson plan number 1, 2, 4, and 12 were quite similar. The strengths of them were on the clarity of instructional objectives, the selection and the organization of the instructional materials, the selection of learning source and teaching media, the clarity and the detail of learning procedure, the assessment techniques used, and the completeness of the assessment tools. Meanwhile, the weaknesses of them were on the class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

Next, lesson plan number 3, 5, 7 and 10 had something in common. Their strengths were on the clarity of instructional objectives, the selection and the organization of the instructional materials, the selection of learning source and teaching media, the clarity and the detail of learning procedure, and the assessment techniques used. However, the assessment tools were not completely attached in the lesson plans so that it became their weakness. The other weaknesses of them were on the class description, timetable fit,

different interaction which would take place in the class, as well as the anticipated problems and solutions.

Then, the lesson plan number 6, 16, and 17 also had quite similar strengths and weaknesses. The strengths of them were on the clarity of instructional objectives, the selection and the organization of the instructional materials, the selection of learning source and teaching media, the clarity of learning procedure, the assessment techniques used, and the completeness of the assessment tools. However, the learning procedures in these lesson plans were not described in detail so that it became their weakness. The other weaknesses of them were on the class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

The next one is the lesson plan number 8. The strengths of this lesson plan were on the clarity of instructional objectives, the organization of the instructional materials, the clarity and the detail of learning procedure, and the assessment techniques used. Meanwhile, the weaknesses of it were on the selection of instructional materials, as well as the learning source and teaching media, the completeness of the assessment tools, class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

The next ones are the lesson plan number 9 and 14. These lesson plans had similarities in term of the strengths and the weaknesses. Their strengths were on the clarity of instructional objectives, the organization of the instructional materials, the selection of learning source and teaching media, the clarity and the detail of learning procedure, and the assessment techniques used. Meanwhile, the weaknesses of them were on the selection of the instructional materials, the completeness of the assessment tools, class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

Then, the strengths of the lesson plan number 11 were on the clarity of instructional objectives, the selection and the organization of the instructional materials, the selection of learning source and teaching media, the clarity and the detail of learning procedure. Meanwhile, the weaknesses of it were the assessment techniques used, the completeness of the assessment tools, class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

The next one is the lesson plan number 13. Its strengths were on the clarity of instructional objectives, the selection and the organization of the instructional materials, the clarity and the detail of learning procedure, the weaknesses of it were the assessment techniques used, and the completeness of the assessment tools. Meanwhile, the weaknesses of it were on the

selection of learning source and teaching media, class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

The last is the lesson plan number 15. The strengths of this lesson plan were on the clarity of instructional objectives, the selection and the organization of the instructional materials, the selection of learning source and teaching media, and the assessment techniques used. Meanwhile, the weaknesses of it were on the clarity and the detail of learning procedure, the completeness of the assessment tools, class description, timetable fit, different interaction which would take place in the class, as well as the anticipated problems and solutions.

Those are the research findings concerning the strengths and the weaknesses of the lesson plans designed by the pre-service English teachers. All of these data are further analyzed and interpreted on the discussion.

3. The causes of the strengths and the weaknesses of the lesson plans designed by the pre-service English teachers

After doing the research on the strengths and the weaknesses of the lesson plans designed by the pre-service English teachers, the researcher continued to find out the causes of those strengths and weaknesses by having interview. The interview was conducted to 17 pre-service English teachers

who designed the lesson plans. The result of the interview is described as follows which relies on each indicator of the lesson plan analysis rubric used.

The first indicator is the clarity of the instructional objectives. This part was quite familiar among the pre-service English teachers and became their strength. Almost all the lesson plans had specific and clear objectives. When asked about the reason of it, all of them said that lesson aims were the important part, and every teacher had to have them in his/her lesson plan. Furthermore, 4 out of those 16 pre-service English teachers admitted that by having clear objectives, it would ease the teacher to set the materials, to determine the technique, and to organize the activities. However, there were 2 pre-service English teachers whose some objectives either caused double interpretation or did not contain operational verbs. They said that they did not know about it. They thought that they had set correct objectives.

The second indicator is about the selection of the instructional materials. It is one of the strengths that most lesson plans designed by the pre-service English teachers had. When asked about it, all of them said that the materials were the main point of teaching so that they must be selected carefully and correctly. Meanwhile, the other 5 pre-service English teachers who were not good enough in selecting materials admitted that they forgot to put some materials in the lesson plans.

The next indicator which is still about the instructional materials is the detail of them. This part became the strength of all the lesson plans. When asked about it, all of the pre-service English teachers said that it would be easy to teach the materials for the students in order. Considering that whether the materials could be covered in the available time span was also really important.

The next one is concerning the selection of the learning source and teaching media. This became the strength of 15 lesson plans. When asked about it, the pre-service English teachers who designed these lesson plans acknowledged that teaching media and learning source were helpful for students to understand the materials, so they should be selected based on the learning objectives and the characteristics of the students. Meanwhile, the other 2 pre-service English teachers who did not select the teaching media and learning source quite well in some ways said that they did not know that these parts should be described specifically in the lesson plans.

The fifth indicator concerns on the learning procedure, especially its clarity. It was the strength of 16 lesson plans. When the pre-service English teachers designing these lesson plans were questioned about it, they said that it would be easier for them if they broke down the explanation of learning procedure into pre-, whilst-, and post-teaching activities. Meanwhile, another pre-service English teacher who only provided one learning procedure while

her lesson plan was designed for two meetings said that she only forgot to provide the other one.

The next one which is still related to the learning procedure is about the detail of it. 12 lesson plans had this part as their strength. When asked about it, all of the pre-service English teachers who designed these lesson plans acknowledged that it was the vital part of the lesson plan and important. Then, 6 out of them admitted that it would guide them in teaching so that the estimation of the time was important.

The seventh indicator is concerning the assessment techniques used. This part became the strength of all the lesson plans. When asked about it, 100% of the respondents said that the assessment was used for measuring whether the students achieved the objectives which had been formulated, thus the techniques used for assessing the students must be suitable with the objectives.

The next indicator concerns on the completeness of the assessment tools. It became the strength for 8 lesson plans, and the weakness for 9 lesson plans. When the pre-service English teachers whose lesson plans had complete assessment tools were asked about it, they said that it was important to attach all the assessment tools used in the lesson plan because it would give a clear description for the teachers to do the assessment. Meanwhile, the other

pre-service English teachers whose lesson plans did not have complete assessment tools acknowledged that they forgot to attach them.

The ninth indicator is the presence class description in the lesson plan. Class description is the explanation of the class situation, such as the number of the students, the characters of the students, the list of strong and weak students, and others related to the class that will be taught. Based on the analysis, no lesson plan designed by the pre-service English teachers had class description. When asked why they did not put class description in their lesson plan, all respondents said that they only followed the format of the lesson plan used by schools. Because the format of the lesson plan applied by the in-service English teachers at schools did not require the class description, they did not have class description either in their lesson plans.

Furthermore, 1 out of 17 respondents acknowledged that she ever proposed a lesson plan with the class description, but the in-service teacher at school where she did the internship program refused it. She said that the real teacher preferred to use the simple one. She further explained that the in-service teacher regarded that her lesson plan was too complicated.

The next indicator is the presence of timetable fit in the lesson plan. Similar to the first indicator, there was no lesson plan which had timetable fit. Moreover, some of the pre-service English teachers' responses were quite surprising. When asked about the absence of timetable fit in their lesson plan,

they had no idea about timetable fit. 15 out of 17 respondents acknowledged that they did not know what timetable is and what it is for. However, after the interviewer explained a little about it, they comprehended it and realized soon that they ever studied about that in the Microteaching class (PPL1). Meanwhile, the rest said the same reason as the previous that the format of the lesson plan employed at schools did not require timetable fit.

The next indicator is that the lesson plan shows the different interaction which will take place in the class. It means that there is further explanation about the interaction during the lesson in every activity. The interaction can be from teacher to students ($T \rightarrow Ss$), students to teacher ($Ss \rightarrow T$), students to students ($Ss \rightarrow Ss$), and others. Based on the analysis, only 1 out of 17 lesson plans designed by the pre-service English teachers showed the different interaction which will take place in the class, but there were only two different interactions. The rest which were 16 lesson plans did not have this part.

The only one pre-service English teacher whose lesson plan indicated the different interaction that would take place during the lesson said that it was to make the steps of learning activity clear and understandable in case another teacher would use it. Meanwhile, 16 pre-service English teachers whose lesson plans did not show any interaction which would take place in the class stated various reasons when they were asked about it. 12 out of those

16 pre-service English teachers acknowledged that the format of lesson plan applied at school did not require this part so that they did not put it in their lesson plans. Then, other 4 pre-service English teachers said that it was not quite important because by reading the statement of each step of learning activity, the teacher would know the interaction which would take place.

The last indicator of the lesson plan analysis rubric concerning the strengths and the weaknesses is that it predicts the potential problems and provides possible solutions. According to the analysis, all the lesson plans designed by the pre-service English teachers did not have this part. When they were asked why they did not have any potential problems and possible solutions in their lesson plans, all of them answered that it was because the format of the lesson plans used by the in-service teachers at schools did not have them either.

Those are the result of the interview conducted with 17 pre-service English teachers concerning the strengths and the weaknesses they had in their lesson plans. All of these data are further analyzed and interpreted on the discussion.

B. Discussion

1. The Quality of the Lesson Plans Designed by the Pre-Service English Teachers

Based on the result of the analysis, 15 out of 17 lesson plans designed by the pre-service English teachers were very good in term of the instructional objectives formulation. The instructional objectives set by the pre-service English teachers did not cause double interpretation and contained the behavior of the result of the study. These were in line with the requirements of the good lesson plan as explained by Masnur Muslich in his book. He further stated that the behavior of the result of the study were formulated in the form of operational verbs and contained material substance.

It can be seen that the instructional objectives formulated by the pre-service English teachers in their lesson plan used the operational verbs, such as identifying, *using*, *composing*, *completing*, and others. These are suitable with the theory of taxonomy for thinking proposed by Benyamin S. Bloom.

The following are the Bloom's taxonomy for thinking and the operational verbs for each stage:¹

¹ Sugeng Listyo Prabowo & Faridah Nurmaliyah, *Perencanaan Pembelajaran*, (Malang: UIN-Maliki Press, 2010), 38-42

Figure 4.15

Bloom's Taxonomy for Thinking

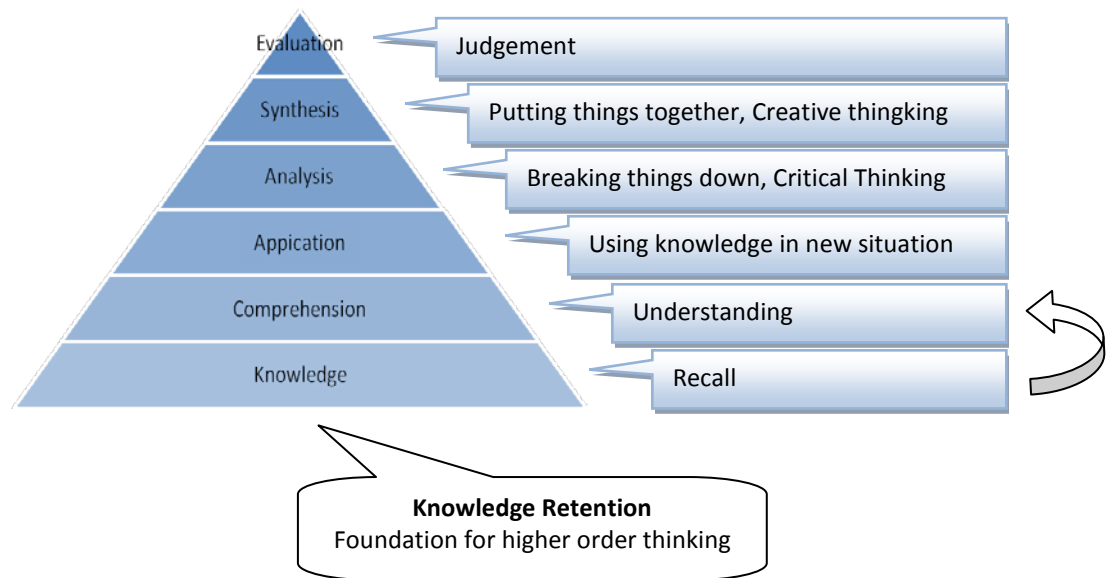


Table 4.3

The Cognitive Operational Verbs for Each Stage in Bloom's Taxonomy of Thinking

No.	Stage	Operational Verbs
1	Knowledge	Identifying Mentioning Showing Naming Listing Underlining Matching Choosing Defining Stating
2	Comprehension	Explaining Describing

		Formulating Summarizing Changing Giving example Predicting Concluding Interpreting Replacing Developing Proving
3	Application	Demonstrating Counting Connecting Calculating Proving Producing Showing Completing Providing Adapting Finding out
4	Analysis	Separating Accepting Eliminating Connecting Choosing Comparing Contrasting Dividing Making diagram/scheme Showing the relation between
5	Synthesis	Categorizing Combining Creating Designing Setting up

		Rearranging Stringing up Concluding Making pattern
6	Evaluation	Comparing Concluding Criticizing Evaluating Proving Giving opinion Interpreting Discussing Estimating Choosing between Differentiating Supporting Refusing

However, there were two lesson plans designed by the pre-service English teachers in which some of the instructional objectives caused double interpretation and did not contained the behavior of the result of the study. It means that it is not in line with what is required by the National Ministry of Education which is explained by Muslich as stated above.

The next issue is about the selection of the instructional materials. Based on the result of the analysis, 12 out of 17 lesson plans were good in this case. It means that the majority of the pre-service English teachers have good skill in selecting the instructional materials. They determined the instructional materials based on the instructional objectives and the

characteristics of the students. It is in line with what Mulyasa explains concerning how to choose and determine the instructional materials. Based on Mulyasa, the instructional materials must be must be oriented to the instructional objectives and competence.

However, 1 out of 17 lesson plans was fair, 3 were poor, and 1 was very poor in term of the selection of the instructional materials. It indicates that 29,4% of the pre-service English teachers are not good enough at selecting the instructional materials. It is quite bad because according to Ali Mudlofir and Masyhudi Ahmad, the instructional material is one of the important components in the learning process to help students achieve the objectives. Therefore, if the instructional materials are not selected well, the instructional objectives may not be able to be achieved well either.

The next matter is concerning the organization of the instructional materials. The result of the analysis shows that 14 out of 17 lesson plans had very good instructional materials organization. It signs that the majority of the pre-service English teacher is good at organizing the instructional material in their lesson, including the sequencing, the systematization, and the suitability with the time allocation. It is a good point because, as Ali Mudlofir and Masyhudi Ahmad said in their book, if there is prerequisite among the instructional materials, it will make students difficult to comprehend without correct order and appropriate sequencing.

However, 3 out of 17 lesson plans were not good enough in term of the suitability between the instructional materials and the time allocation. It means that 17,6% of the pre-service English teachers have not been able to estimate the extent of the instructional materials which will be taught and the available time.

The next is about the selection of the learning source and teaching media. Based on the result of the analysis, 7 out of 17 lesson plans were very good in this case. It indicates that less than a half of the pre-service English teachers has really good competence in selecting and describing the learning source and teaching media in the lesson plan. Meanwhile, the other 8 pre-service English teachers have good skill in selecting the learning source and instructional media, but their skill in describing the source and teaching media is quite low.

Moreover, the other 2 lesson plans were 'regarded as fair in this case because the learning source and the teaching media were not suitable with the instructional objectives. It signs that only few pre-service English teachers need to improve their skill in selecting and describing the learning source and the instructional media. It is important that the learning source and the teaching media selected suit the instructional objectives which have been formulated because based on what Masnur Muslich explains in his book that the main function of those is to help students achieve the objectives.

Therefore, if the learning source and teaching media and the objective are not matched, it will be difficult to achieve the objectives.

The next issue is about the clarity of the learning procedure. According to the result of the analysis, 16 out of 17 lesson plans had very good learning procedures. It means that almost all the pre-service English teachers have really good competence in describing learning procedure into three stages which are pre-, whilst-, and post-teaching. Meanwhile, only one pre-service English teacher is regarded as fair in making learning procedure. It is quite miserable because as like Harmer explains in his book that the main body of the formal lesson plans is the list of activities and procedures in that lesson. Therefore, it should give enough information for the teacher about activities which will take place.

The next aspect is about the detail of the learning procedure. The result of the analysis shows that 6 out of 17 lesson plans had very detail learning procedure. It means that less than a half of the pre-service English teachers pays much attention to the detail of the learning procedure, including giving time for each stage and using clear statements. Meanwhile, other 6 lesson plans were good enough at this part. This indicates that not more than a half of the pre-service English teachers give less attention to the detail of the learning procedure, such as allocating time in each stage.

Moreover, other 4 lesson plans were quite fair in term of the detail of the learning procedure which means only 23,5% of the pre-service English teachers do not have quite good competence at making the learning procedure in detail. Based on the analysis, they did not give any information about the time for each stage. Whereas, Masnur Muslich explains that it is quite important to specify the proportional time for each stage, such as 5-10% for pre-teaching, 70-80% for whilst-teaching, and 10-15% for post-teaching.

The next issue is about the suitability between the assessment technique and the instructional objectives. The result of the analysis shows that 13 out of 17 lesson plans were very good in this case. It indicates that the majority of the pre-service English teachers are skillful enough in choosing the assessment technique which will be used so that it is suitable with the instructional objectives. Meanwhile, other 4 lesson plans had little problem in using the term of assessment technique. It means that 23,5% of the pre-service English teacher still do not have quite well understanding of the assessment technique.

The other matter is about the completeness of the assessment tools. Based on the analysis, there were 8 out of 17 lesson plans whose the assessments tools were complete. They enclosed the questions, the key answer, and the scoring system. It means that almost all the pre-service English teachers are very good in designing the assessment tools for their

lesson. Meanwhile, other 9 pre-service English teachers are not good enough at this part because they did not have complete assessment instruments or even did not enclose any assessment tools at all.

The next issues are about the presence of class description and timetable fit. The result of the analysis shows that all of the lesson plans were very poor concerning these parts. It indicates that all of the pre-service English teachers missed the class description and timetable fit. Their lesson plans had not met a demand of the formal plan yet as like Harmer explains in his theory. He states that class description and timetable fit are parts of the formal plan.

Then, the other problem is about the presence of the information concerning different interactions which will take place in the class. Based on the analysis, 16 out of 17 lesson plans were very poor in this case. It means that 94% of the lesson plans designed by the pre-service English teachers were not quite informative, especially in term of interactions which were related to the learning procedure. Harmer states that a good learning procedure which includes different interactions, time, steps of teaching, and any aids used makes a good plan.

The last issue is about anticipated problems and solutions. The result of the analysis shows that all of the lesson plans were very poor in this part. It means that 100% of the pre-service English teachers did not predict any

potential problems that might arise during the lesson and the solutions. Their lesson plans had not been suitable with Harmer's theory of formal plan which requires potential problems and possible solutions.

From overall analysis, there are 3 lesson plans which are regarded as good, 13 lesson plans are regarded as fair, and the other one is regarded as poor. It means that around 17,7% of the pre-service English teachers are able to design lesson plan quite well. Meanwhile, the other 76,6% of the pre-service English teachers are fair in this competence. Then, only 5,7% of the pre-service English teachers is quite poor and needs to improve her ability in designing lesson plan.

2. The Strengths and the weaknesses of the lesson plans designed by the pre-service English teachers

The result of the analysis on the strengths and the weaknesses of the lesson plans designed by the pre-service English teachers is quite interesting. The majority of those lesson plans mainly had the same strengths and weaknesses. In this section, the researcher would like to discuss the strengths first, and then followed by the weaknesses.

The first strength of most lesson plans designed by the pre-service English teachers is the clarity of the instructional objectives. The result of the study shows that there were 15 out of 17 lesson plans which had some clear

instructional objectives. The instructional objectives did not cause double interpretation and contained operational verbs. It indicates that almost all the pre-service English teachers are very good at determining lesson aims. It is in line with the Harmer's statement that "the best classroom aims are specific and directed towards an outcome which can be measured."

The second strength of the majority of those lesson plans is that they had good selection of the instructional materials. The instructional materials in 12 lesson plans (out of 17) were in line with instructional objectives. It means that more than a half of the pre-service English teachers have quite good skill in selecting the materials for their students. This is good because, as what Mudlofir and Ahmad explains in their book entitled "Pengembangan Kurikulum dan Bahan Ajar", selecting or determining appropriate instructional materials to help students achieve the competence is a significant problem that teachers confront. It is because that the materials are only described generally in the curriculum or syllabus.

The next strength of those lesson plans is the way to organize the instructional materials. Based on the analysis, all of the lesson plans were good enough in term of the organization of the instructional materials. It indicates that all the pre-service English teachers are quite skillful in sequencing and systematizing the materials so that they are suitable with the

time allocation. This is very good because it will ease the students to comprehend the materials.

The other strength of most lesson plans designed by the pre-service English teachers is the selection of the learning source and teaching media. 15 out of 17 lesson plans were quite good in this part. It signs that almost all the pre-service English teachers are aware of the importance of selecting the teaching aids or media and the learning source which will be used. The learning source and teaching media which are suitable with the objectives, the materials, and the characteristics of the students will succeed the lesson.

The next strength of the majority of the lesson plans is the clarity of the learning procedure. 16 out of 17 lesson plans were regarded as very good in this part. It means that 94,1% of the pre-service English teachers are capable of explaining the learning procedure into pre-, whilst-, and post-teaching activities. This is very good because the lesson will make sense for the students.

Still concerning the learning procedure, the detail of the learning procedure also belonged to the strength of most lesson plans designed by the pre-service English teachers. The result of the analysis, 12 lesson plans were quite good in this way. It is really good because when planning, as like Harmer's statement, it is vital to consider what the students will be doing in the classroom. The teachers should consider the way the students will be

grouped, whether they have to go around the class, or whether they are to work individually.

The next strength of those lesson plans is the assessment techniques used. Based on the analysis, all of the lesson plans were good in this part. It indicates that all the pre-service English teachers have been able to determine the suitable techniques to assess the students in their lesson.

Having known about the strengths of the lesson plans designed by the pre-service English teachers discussed above, the discussion will be continued to the weaknesses. According to the analysis, the weaknesses of the lesson plans designed by the pre-service English teachers are on the completeness of the assessment tools, class description, timetable fit, the information about different interaction which will take place in the class, the potential problems, and possible solutions.

The first weakness which more than half lesson plans had is in term of the completeness of the assessment tools. The result of the analysis was quite interesting because 9 out of 17 lesson lesson plans did not have complete assessment tools, while the other 8 ones did. It means that 52,3% of the pre-service English teachers have not been aware yet of the significance of having complete assessment tools in their lesson plans. The completeness of the assessment tools used will ease the teachers to do the assessment for the students.

The next weakness is that all of the lesson plans did not have class description. All the pre-service English teachers did not give any information about who the students were, what their characteristics were, or whether there were any students with the special needs or any students who had really good ability in some fields rather than the others. They only stated in what grade the students were. This is not good because it is quite important to have class description. By knowing who the students are, their skill, even their background, it will ease the teachers to determine the instructional objectives, to develop the instructional materials, and to create suitable activities in the class. If those are built around the topics that are not appropriate with the students, the lesson will be ineffective.²

The third weakness of those lesson plans is on the timetable fit. Timetable fit is where the lesson fits in a sequence of classes (the before and after). It is the description of what the class has learned before and what they will learn next meeting, including how they have been feeling. The result of the analysis shows that no lesson plan had timetable fit. It means that no pre-service English teacher is aware of how important the timetable fit is. Although it does not need to do, Harmer said that all those factors should have influenced their planning choices for the lesson at that day.

² Kathleen Graves, *Designing Language Course: A Guide for Teachers*, (Boston: Heinle & Heinle Publishers, 2000), 17-18.

The fourth weakness that almost all the lesson plans had is that there was no information about the different interaction which would take place in the class. The result of the analysis shows that only one lesson plan had this information, while the other 16 lesson plans did not. The teachers may regard that it is not quite important, but it is very useful to help them vary the activities which involve the different interactions. It will also ease the other teachers who will in case use or adopt the lesson plans.

The last weakness is that all the pre-service English teachers did not predict the potential problems with possible solutions in their lesson plans. This is quite bad because according to Harmer, a good plan tries to predict potential pitfalls and suggests ways of dealing with them. Moreover, the pre-service English teachers are those with less experience in teaching and may not be able to think dramatically when any problems occur during their lessons.

3. The causes of the strengths and the weaknesses of the lesson plans of the lesson plans designed by the pre-service English teachers

The last discussion in this chapter is about the result of the interview which had been done to 17 pre-service English teachers who designed the lesson plans during their internship program. The interview was to find out the causes of the strengths and the weaknesses of their lesson plans.

The result of the interview shows that the causes of why most pre-service English teachers formulated the objectives clearly is because that objectives were the important part and would ease the teacher to set the materials, to determine the technique, and to organize the activities. It means that the majority of the pre-service English teachers have good understanding on the importance of the clear instructional objectives.

Then, concerning the selection of the instructional materials, 12 pre-service English teachers who were good enough is selecting the materials said that the materials were the main point of teaching so that they must be selected carefully and correctly. It means that 70,6% of the pre-service English teachers have been aware of the important role of the instructional materials. Meanwhile, the other 5 pre-service English teachers who were not good enough in selecting materials admitted that they forgot to put some materials in the lesson plans. It signs that only few numbers of the pre-service English teachers need to be more careful in designing lesson plans.

Regarding the organization of the instructional materials, all of the pre-service English teachers said that it would be easy to teach the materials for the students in order. Moreover, considering that whether the materials could be covered in the available time span was also really important. It means that all of the pre-service English teachers have been understood well about how to organize the materials well and the significance of it.

Next, the result of interview shows that 15 pre-service English teachers whose lesson plans had good teaching media and learning source acknowledged that teaching media and learning source were helpful for students to understand the materials. Thus, they should be selected based on the learning objectives and the characteristics of the students. It means that the majority of the pre-service English teachers have already known the functions of teaching media and learning source.

Then, concerning the clarity of the learning procedure, 16 pre-service English teachers who were good at this part said that it would be easier for them if they broke down the explanation of learning procedure into pre-, whilst-, and post-teaching activities. It indicates that almost all of the pre-service English teachers like such way that makes them easy to carry out the lesson.

The next one is about the detail of the learning procedure. The result of the interview shows that 12 pre-service English teachers who were good at this part acknowledged that it was the vital part of the lesson plan and important. Furthermore, it would guide them in teaching so that the estimation of the time was important. It means that the majority of the pre-service English teachers comprehend well what the learning procedure is functioned in the lesson plan.

Then, concerning the assessment techniques used, 100% of the respondents said that the assessment was used for measuring whether the students achieved the objectives which had been formulated, thus the techniques used for assessing the students must be suitable with the objectives. It indicates that all of the pre-service English teachers have understood well about the assessment techniques.

Regarding the completeness of the assessment tools, 8 pre-service English teachers whose lesson plans had complete assessment tools said that it was important to attach all the assessment tools used in the lesson plan because it would give a clear description for the teachers to do the assessment. It means that half of the pre-service English teachers are aware of how important attaching all the assessment tools used. On the contrary, the other 9 pre-service English teachers whose lesson plans did not have complete assessment tools acknowledged that they forgot to attach them. It signs that half of the pre-service English teachers are quite careless in designing lesson plans in term of attaching all the assessment tools.

The result of the interview shows that the cause of why there was no lesson plan having class description is because the format of the lesson plan which was applied at schools missed this part. Even though there was a pre-service English teacher proposed to have it in her lesson plan, the in-service English teacher at the school refused it. It means that during the internship

program the pre-service English teachers must follow what it is used at school. This is quite silly because those are the in-service teachers with quite a lot experiences in teaching who use that kind of lesson plan format, but the case may be different for the pre-service English teachers who are still completing their professional teaching requirements and with less experience.

Different from the first point, the result of the interview about the absence of the timetable fit in all the lesson plans is quite surprising. When asked about this, 15 pre-service English teachers even did not have any idea what timetable is. It means that the majority of the pre-service English teachers have not mastered the components of the lesson plans well in which they should have learned in the Microteaching class (PPL1).

The similar reason is also stated by the majority of the pre-service English teachers regarding the information about the different interaction in their lesson plans. 12 out of 16 pre-service English teachers who did not indicate the different interaction in their lesson plans said that because the format of lesson plan applied at school did not require this part so that they did not put it in their lesson plans. It means that the majority of the pre-service English teachers only follow the schools' lesson plan format. Meanwhile, 4 out of them said that it was not quite important because by reading the statement of each step of learning activity, the teacher would

know the interaction which would take place. It indicates that few of the pre-service English teachers do not have quite good understanding on this part.

The only one pre-service English teacher whose lesson plan indicated the different interaction that would take place during the lesson said that it was to make the steps of learning activity clear and understandable in case another teacher would use it. It means that only very few of the pre-service English teachers have good comprehension on the importance of indicating different interaction in the lesson plan.

The last issue is about the absence of the anticipated problems and solutions in all lesson plans designed by the pre-service English teachers. The result of the interview shows that 100% of the pre-service English teachers missed this part because the schools' lesson plan format did not have it. It indicates that all the pre-service English teachers do not have right to use another lesson plan format during their internship program.