

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. In the conclusion, the researcher would like to conclude the result of the study on the pre-service English teachers' ability in designing lesson plan which is broken down into three sub-research problems. They are the quality of the lesson plans designed by the pre-service English teachers, the strengths and the weaknesses of them, and the causes of those strengths and weaknesses. Meanwhile, in the suggestion, the researcher would like to recommend several matters which need to do.

A. Conclusion

From the data analysis in the previous chapter, it can be concluded that the ability of the pre-service English teachers in designing lesson plans are quite good although there are some missing parts. It can be seen from the result of the analysis which is broken down into three sub-analysis. They are the quality of the lesson plans analyzed based on the lesson plan analysis rubric which is the compilation between the one set by National Ministry of Education and Harmer's theory of formal lesson plan, the strengths and the weaknesses of the lesson plans, and the causes of those strengths and weaknesses. All of those are described as follows:

1. The lesson plans designed by the pre-service English teachers were regarded as fair. They were quite good in term of the instructional objectives formulation, the instructional materials selection and organization, the learning source and teaching media selection, the clarity of learning procedure, as well as the assessment tools and techniques. However, they were lack regarding the completeness of the assessment tools, class description, timetable fit, information about different interactions which would take place in the class, and the potential problems and solutions.
2. The strengths of the majority of the lesson plans (almost 100%) designed by the pre-service English teachers were on the instructional objectives formulation, the instructional materials selection and organization, the learning source and teaching media selection, the clarity of learning procedure, as well as the assessment tools and techniques. Meanwhile, the weaknesses of the majority of them (almost 100% of the lesson plans) were on the completeness of the assessment tools, class description, timetable fit, information about different interactions which would take place in the class, and the potential problems and solutions.
3. The cause of the strengths that most pre-service English teachers had in their lesson plans is the awareness of the importance of those parts. They already knew and understood well that those parts were important and

should be in the lesson plan. Meanwhile, the cause of the weaknesses which most pre-service English teachers (almost 100% of the pre-service English teachers) had in their lesson plans is that they only followed the format of lesson plan applied at schools.

Regarding to what extent the pre-service English teachers' ability in designing lesson plan is, it can be concluded that the pre-service English teachers are quite good at designing lesson plan. The majority of them (88% of the pre-service English teachers) can formulate the instructional objectives well, select and organize the materials systematically, select the learning source and teaching media, explain the sequence of learning activities, and determine the assessment techniques. However, there are some matters which need to be considered, such as completing the assessment tools and including class description, timetable fit, anticipated problems and solutions in the lesson plans. Actually, they are capable to do that and design better lesson plans, but they are stuck in the format of the lesson plan applied at schools.

B. Suggestion

After having analysis on the lesson plans designed by the pre-service English teachers and knowing to what extent their ability in that field, there are several matter to be suggested. The suggestion is addressed to the pre-service English teachers themselves, the next pre-service English teachers who are

going to do the internship program in the following years, the lectures of Microteaching class (PPL1), and the other researchers who may want to continue the study.

1. For the pre-service English teachers themselves

The pre-service English teachers should improve their ability in designing lesson plan. It encompasses the way they determine the instructional materials, complete the assessment tools, and provide additional important components, such as class description and anticipated problems and solutions. Moreover, they will be in-service teachers and teach the real classes at real schools. Therefore, they need to have good pedagogical competence, especially how they plan their lesson. It is because being the pre-service English teachers who have not had a lot of experiences in teaching, lesson planning is important to be properly constructed so that the teaching and learning process will run effectively and well.

2. For the next pre-service English teachers

Having known the ability of their seniors in designing lesson plan, they should prepare themselves for the internship program. It includes mastering how to design lesson plan well and understanding each of the components on it. They should make the best use of Microteaching class (PPL1) where they learn all matters related to lesson planning.

3. For the lectures of Microteaching class (PPL1)

The lectures of Microteaching class (PPL1) should ensure that the student teachers have mastered all matters related to the way to design a good lesson plan which is helpful in teaching. They should convince the student teachers that lesson plan is important and need to be constructed well and carefully. Therefore, the student teachers will not underestimate the role of lesson plan in teaching.

4. For the next researcher

Other researchers can continue this study by focusing on the use of lesson plan format at the real schools where the internship program takes place. The researchers can take an experimental research by applying very detailed lesson plan which is not employed at schools and see the effects of the usage of it.