



PRE-SERVICE TEACHERS: THE INCONSISTENCY OF THE LESSON PLANS AND THEIR TEACHING PERFORMANCE IN ELT

by

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Abstract:

Pre-service teachers must develop a good lesson plan to teach microteaching classes successfully. The lesson plan is a teaching guideline to achieve the learning objectives and successful teaching. This study focuses on the extent of the inconsistency of pre-service teachers' lesson plans and their performance and the factors that make the inconsistency. This study employed a descriptive qualitative method under the procedure of phenomenology. The data were collected through virtual classroom observation, documentation, and interview. The participants of this study were 100 pre-service teachers. The result showed that the inconsistency of pre-service teachers' lesson plans and performance is higher than the consistency. Another result revealed that many factors make the inconsistency. The study implies that creating good lesson plans needs repeating and guidance from the experts because the product of a good lesson plan causes students' crucial learning outputs.

Keywords: *Microteaching, Lesson Plan, Pre-service Teachers*

Abstrak:

Guru prajabatan harus mengembangkan rencana pembelajaran (RPP) yang baik untuk mengajar di kelas "microteaching" dengan sukses. Rencana pembelajaran adalah pedoman pengajaran untuk mencapai tujuan pembelajaran dan pengajaran yang sukses. Penelitian ini berfokus pada tingkat ketidakkonsistenan rencana pembelajaran guru prajabatan, kinerjanya, serta faktor-faktor yang membuat inkonsistensi tersebut. Penelitian ini menggunakan metode kualitatif deskriptif dengan prosedur fenomenologi. Data dikumpulkan melalui observasi kelas virtual, dokumentasi, dan wawancara. Peserta penelitian ini adalah 100 guru prajabatan. Hasil penelitian menunjukkan bahwa inkonsistensi rencana pelaksanaan dan kinerja guru prajabatan lebih tinggi dibandingkan dengan konsistensi. Hasil lain mengungkapkan bahwa banyak faktor yang membuat inkonsistensi. Studi ini menyiratkan bahwa membuat rencana pelajaran yang baik perlu diulang dan bimbingan dari para ahli karena produk dari rencana pembelajaran yang baik menyebabkan output pembelajaran penting siswa.

Kata Kunci: *Microteaching, Rencana Pelajaran, Guru Pra-Jabatan*

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INTRODUCTION

Microteaching is a training class for pre-service teachers to practice their teaching. It provides many opportunities for them to design their teaching styles before they are involved in the actual class as a teacher (Cebeci, 2016). This is one of the compulsory subjects given to all students at the education school. It is a prerequisite for them to undertake a field experience program (PPL) or an internship at a school (Ma'mun, 2018). Microteaching is done at the pre-service level because pre-service teachers have received the materials during lectures. It will be practiced in the microteaching class because this class will develop effective methods that pre-service teachers will apply in the professional development of teachers (Ajuwon et al., 2012; Ateşkan, 2016; Darwish & Sadeqi, 2016). Pre-service teachers can feel the fundamental teaching in microteaching classes and learn to transfer knowledge to their audience. They can also develop pedagogical content and student-teacher knowledge, which can help them to get adequate knowledge about the art of teaching (Darmayenti et al., 2019; Saban & Çoklar, 2013). It can be concluded that the purpose of microteaching is to prepare pre-service teachers as the teachers' candidates so that they have qualified basic teaching skills, as the teaching preparation in an educational institution and have the attitude and behavior of an ideal teacher (Iswantir & Sesmiarni, 2020).

Generally, microteaching class is organized for a short duration, pre-service teachers can deliver the material in 5 to 20 minutes, and the lecturer controls it, then reflects on their performance (Reddy, 2019). Furthermore, pre-service teachers also prepare predetermined learning plans. Pre-service teachers conduct microteaching for real students planned and prepared by them because careful planning will be the basis for all other skills (Cavanagh et al., 2019). Accordingly, the preparation can be done by pre-service teachers by making lesson plans. Before entering the classroom, the teachers must know what they will do in the classroom, given the importance of a widely recognized lesson plan (Derri et al., 2014). Ghanaguru stated that a lesson plan is described as plans, guidelines, or designs to help the teacher do the lesson. It is also seen as a written and structured outline consisting of learning objectives and the stages of the content development of the lesson (English & Vol, 2013). Making a lesson plan and its implementation must run effectively and according to its purpose (Ali & Zahidi, 2014). Baştürk (2016) stated that pre-service teachers faced difficulties

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implementing lesson plans. Some pre-service teachers considered the problem of time is so limited to explain the material, and lack of knowledge also caused inconsistencies in its implementation. A lesson plan and its implementation will not function effectively due to time constraints in delivering the material (Nashruddin & Nurrachman, 2016).

Based on the explanation above, numerous studies on pre-service teachers in microteaching classes have been conducted. Onal investigated the pre-service teachers' video recording to enhance efficiency and pre-service teachers' perception of their microteaching performances (Önal, 2019). The results revealed that pre-service teachers had increased their self-confidence. They felt gradually less anxious, gained insight into their didactic skills, received feedback from various sources, and got the chance to see themselves 'in action' with the help of video recording. Ersin et al. explored the perspectives of pre-service teachers on online microteaching. The results revealed that pre-service teachers positively perceive the online teaching experience (Ersin et al., 2020).

Furthermore, Bodis et al. investigated online microteaching practice through VoiceThread (VT). The findings showed that VT was helpful. Through VT, students can virtually meet, see, hear, and interact with classmates they might not have met during the Covid-19 pandemic (Bodis, A., Reed, M., & Kharchenko, 2020). In addition, Sesorina investigated the teachers' lesson plans in implementing theme-based instruction for teaching English to young learners. The results showed that the lesson plan is an essential part of the instruction, which consists of several aspects such as goals, objectives, activities, media, and assessment. The teachers could make measurable goals, corresponding objectives, well-arranged activities, effective and appropriate media, and assessments that accommodated student-centered (Sesorina, 2014). They align with the study from Farida et al. (2018), who analyzed the lesson plans for teaching speaking. The results showed that a lesson plan plays an essential role in the teaching and learning process. The lesson plans developed by teachers were appropriate. Specifically, the lesson plan covered all components such as core competence, basic competence, an indicator of competency achievement, objectives, materials, methods, media, resources, teaching activities, and assessment. Furthermore, planning a lesson before teaching is essential to teaching a practical lesson. Preparing a lesson plan will make it easier for the teacher to deliver materials to achieve goals.

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However, these studies have yet to focus on the consistency of lesson plans made by pre-service teachers and their implementation in microteaching classes. Accordingly, this study aims to answer the following research questions:

1. To which extent is the inconsistency between the pre-service teachers' lesson plan and their teaching performance in microteaching classes?
2. What factors influence the inconsistency between the pre-service teachers' lesson plan and their teaching performance in microteaching classes?

METHOD

Design

This research employed a descriptive design with a qualitative approach under a procedure of phenomenology (Creswell, 2013). A qualitative research approach is based on the philosophy of postpositivism, used to examine the natural conditions of objects, where the researcher is a vital instrument, and qualitative research results emphasize more on meaning than generalization (Sugiyono, 2016). Based on this statement, the descriptive design was chosen, which involves collecting data to answer the research questions formulated.

Participant

The participants of this research were the fifth-semester students of the English Education Department, which consisted of three classes at Universitas Islam Negeri Walisongo Semarang. The total number of participants was 100 students in the academic year 2020/2021, and they were chosen purposively. The selected participants were the students who had taken microteaching subjects.

Instrument

In qualitative research, the data sources are assumed to be homogeneous. It means that there is only one kind of source, so there is no need to think about the representation that will be obtained using random sampling (Latief, 2019). In this research, the researchers used video-recorded pre-service teachers' performances in microteaching classes and their lesson plans to determine the extent of the inconsistency between the pre-service teachers' lesson plan and their teaching performances. Then, interviews were used to determine the factors

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influencing the inconsistency between the pre-service teachers' lesson plan and their teaching performances in microteaching classes. Furthermore, the researchers used the triangulation technique as data validity, comparing the data obtained from video-recorded pre-service teachers' performance, lesson plans, and interviews to obtain valid data (Moleong, 2017).

Data Collecting Technique

The data were collected using virtual classroom observation, documentation, and interviews. A virtual classroom observation is an activity to get the information needed to present an accurate picture of an event to answer research questions, to help understand human behavior, and for evaluation that measures certain aspects of doing feedback on these measurements (Sujarweni, 2019). In this observation, the researchers observed pre-service teachers' teaching videos in the microteaching classes and used lesson plans as the documentation. The virtual classroom observation focused on finding inconsistencies between pre-service teachers' performances and lesson plans. Furthermore, the researchers used semi-structured interviews to gain more profound information about the research objects. The interviews were conducted through WhatsApp and Mobile Calls based on the participants' agreement.

Data Analysis Technique

Data analysis systematically searches and compiles data obtained from observation, field notes, and documentation. Further, the data were organized into categories, described into units, synthesized, organized into patterns, chosen which was essential and which was studied, and made conclusions to readily be understood by themselves and others (Sugiyono, 2016). The data analysis of this research consists of four stages: familiarization, data reduction, data display, and report writing. The familiarization was focused on filtering and sorting the data gathered. Data reduction or reducing data means summarizing, choosing key points, focusing on the things that matter, and looking for themes and patterns of data display. The data was compiled and summarized to facilitate and help researchers to conclude; Lastly, the researchers conclude and develop the meaning of the data presented (Mezmir, 2020).

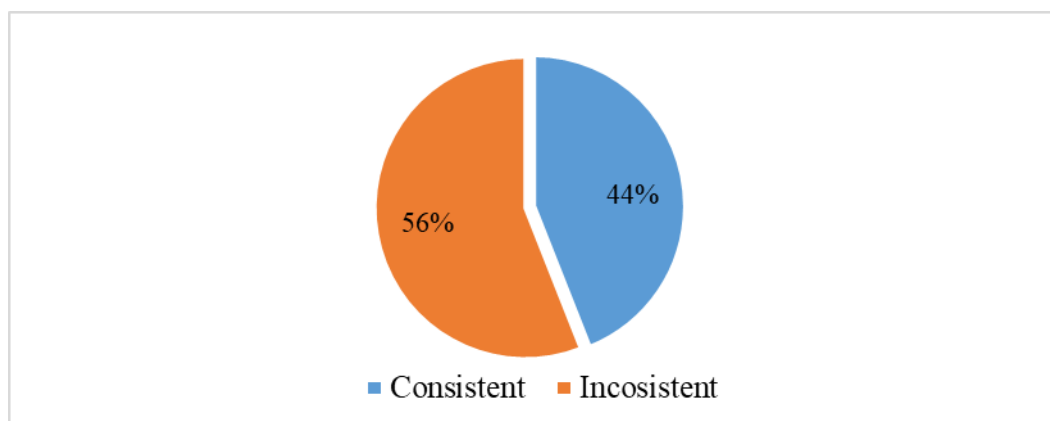
RESULT AND DISCUSSION

Result

The results of this study are based on the data collected, which consisted of virtual classroom observation, documentation, and interviews. This part presents the findings to answer the research questions: 1. To which extent is the inconsistency between the pre-service teachers' lesson plan and their teaching performance in microteaching classes? 2. What factors influence the inconsistency between the pre-service teachers' lesson plan and their teaching performance in microteaching classes?

A hundred pre-service teachers were involved in this research. The data collected by virtual classroom observation and documentation showed the extent of the inconsistency between the pre-service teachers' lesson plan and their teaching performance in microteaching classes. The following figure can see it:

Figure 1. The Inconsistency of the Lesson Plan and Pre-service Teachers' Performance



As presented in Figure 1, the data shows that the consistency of the lesson plan and pre-service teachers' performance is 44%. The part of consistency is in the pre-activity section because the pre-activity is at the beginning of teaching activities. Therefore, pre-service teachers still remember their activities very well. Meanwhile, the inconsistency between the lesson plan and pre-service teachers' performance is 56%. The most inconsistent is in the main activity section of the lesson plan, even though that is the essence of their teaching practice. In this section, they must explain the material and make the students understand it. However, it is unfortunate that many pre-service teachers must implement what they have

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made in the lesson plans into their teaching practice. The following is one of the samples of observation sheets that the pre-service teacher makes. This compares the lesson plan and their performance:

Students' Plan	Consistent (C)/ Inconsistent (I)
Pre-activity <ul style="list-style-type: none"> • The teacher greets the students. • The teacher plays a video about breakfast and asks for responses from several students. • The teacher checks attendance and ensures the readiness of the students. • Students and teachers discuss competencies that have been previously studied and developed concerning the competencies to be learned and developed. 	C I C C
Main activity Observing <ul style="list-style-type: none"> • Students observe simple conversations by asking and answering questions about a person's habits. • Students identify linguistic elements in the text (interrogative, declarative). Asking <ul style="list-style-type: none"> • Students ask for words in casual conversations that are given different colors or italicized. • Students write down how to ask for and provide information about someone's habits in a notebook based on what has been observed in the conversational text. Gather information <ul style="list-style-type: none"> • Students interview other students using the Tic Tac Toe game the teacher gave (students make questions first by referring to the adverbs of frequency given). • Students report the results of their interviews written on the worksheet. • The teacher gives awards to the winners of the game. Reasoning/Associating <ul style="list-style-type: none"> • Students write down a person's habits based on written instructions on a worksheet. 	C I I C I I I I
Post-activity <ul style="list-style-type: none"> • Students and teachers make a summary/conclusion of the lesson. • The teacher provides feedback on the learning process and results. • The teacher asks students to collect completed worksheets. • The teacher delivers the lesson plan at the next meeting. 	C I I C

Furthermore, interviews with pre-service teachers showed several factors that make inconsistency between their lesson plan and their performance during the virtual classroom observation because "At this time, microteaching was conducted online, it was difficult to deliver the material" (Student 1). Some pre-service teachers need help understanding the

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material and are limited in understanding the material that will be delivered to their students. A participant“ reported their teaching experience. "I did not implement all activities in my teaching practice because I did not understand the materials" (Student 4). Each pre-service teacher also delivers different materials according to their Basic Competent. Therefore, when asked to teach, they need help understanding the material they will convey to students, so their performances are not optimal and not by the lesson plans they have made. In addition, the time is limited "I had 15 minutes to deliver the materials, I thought it is not effective" (Student 1). The time provided for teaching practice is minimal, which prevents pre-service teachers from maximizing the teaching process. Each basic competency obtained has a different time in explaining the material, so the material should have a long explanation instead of a limited time. Student 2 mentioned, "The difficulty that I experienced in my teaching practice because of this pandemic of Covid-19, it was difficult to gather students who would be taught or involved in the teaching performance".

Meanwhile, Student 3 stated that he only used PowerPoint as a medium "The media that I used was only PowerPoint." Therefore, the activities in the lesson plan cannot be delivered appropriately. Another factor that makes it inconsistent because the host lecturer does not give feedback, "Actually I did not know where my fault because I never got feedback so I cannot evaluate myself" (Student 3). Some pre-service teachers also feel nervous and not confident, "I felt nervous and not confident in teaching because it was my first time, so I am mentally unprepared to teach." Consequently, the pre-service teachers need help to adjust the lesson plans that have been made and their implementation.

Discussion

After analyzing the research results, the researchers concluded that there needed to be more consistency between the pre-service teachers' lesson plan and their performance in the microteaching classes. It is in line with the study that Onal conducted in 2019, and the result showed that pre-service teachers are required to conduct their microteaching practice by the lesson plans made. However, many pre-service teachers need to implement the activities they planned. Rahayu and Sulistyawati (2022) mentioned that facilitating and presenting activities to students is a microteaching performance that needs improvement. The activity is the most

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crucial part of carrying out the learning process. If the lesson plan is not managed correctly, it will impact the teacher's performance in delivering material. Therefore, if the lesson plan is well planned, it should also be appropriately implemented.

In addition, it cannot be denied that several factors make the inconsistency between lesson plans and pre-service teachers' performance, such as the implementation of virtual microteaching. It is new for pre-service teachers to teach virtually during the Covid-19 pandemic, so they still have issues delivering the material. Ersin et al. (2020) stated that during the Covid-19 pandemic, face-to-face learning shifted to virtual learning, and the theory-oriented courses were moved to the virtual platform. This study revealed that pre-service teachers or teachers need help with integrating technology and students' engagement in virtual classrooms. They also preferred to have their microteaching performance in a face-to-face classroom.

The current study also found that some pre-service teachers needed better knowledge of the material to be taught. Therefore, it must be more consistent with its microteaching practice and lesson plans. The pre-service teachers' competence in teaching material is critical because of the classroom input, which they have to discuss when they need to be more competent to deliver the material or content. It may promote fossilization (Önal, 2019). Specifically, pre-service teachers do not perceive themselves as adequately competent in pronunciation, grammar, and spontaneous speech.

Furthermore, Reddy (2019) mentioned the success of pre-service teacher performance in microteaching classes. Pre-service teachers should have enthusiasm, clear explanation, appropriate illustrations and examples, and the ability to encourage group discussion among students. Pre-service teachers should be able to deliver the material rightly and interestingly to increase students' understanding. Relevant to those factors, limited time also causes inconsistency. Time remains the main obstacle to microteaching performance for pre-service teachers. This results in not all the activities being practiced, and not all pre-service teachers are given opportunities for re-planning and re-teaching activities (Remesh, 2012).

Another factor that causes the inconsistency is the difficulty in gathering students to be involved in microteaching classes. One of the concepts of microteaching is that the pre-

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service teachers teach a small group of 5 to 10 students (Reddy, 2019). However, the current study revealed that no students are involved, although there should be teachers and students in microteaching practice. In fact, at this time, the microteaching practice felt by pre-service teachers is different because they have to teach without students.

Furthermore, in teaching practice, the pre-service teachers are asked to interact with students, confusing them about how to interact with students. The pre-service teacher also designs lesson plans by involving students, determining teaching time, and involving students in it. However, lesson plans are made without students in their microteaching practice, and their implementations could be more consistent. Moreover, the lack of media at home during online microteaching practice makes pre-service teachers poor in their teaching practice. Media is one of the tools that can make students better understand the material presented in class. It also has excellent benefits in making it easier for students to learn the subject matter. However, the media could be more minimal because the pre-service teachers conducted online microteaching. For instance, they included LCD in their lesson plans, but at home, they did not have an LCD, so they did not implement the media included in their lesson plans.

As mentioned in the result section, some pre-service teachers need feedback. Therefore, pre-service teachers cannot discover the mistakes while teaching practice, which makes them unable to improve their teaching skills. It is in line with the explanation by Reddy in 2019. He stated that the term feedback refers to giving information to the pre-service teachers about their teaching performance in microteaching classes. For example, the strengths and weaknesses so pre-service teachers can improve their teaching performance in the desired direction. Ersin et al. (2020) also agree that when pre-service teachers face classroom problems, feedback from their peers/host lecturers can provide solutions, especially during online microteaching.

Lastly, the nervousness experienced by pre-service teachers when practicing their online microteaching makes them unable to perform correctly. Feeling nervous can make pre-service teachers forget what should be explained in front of the class. Nervousness can also occur when the pre-service teachers do not master the material, so they are mentally unprepared for teaching practice. Furthermore, pre-service teachers need to be more confident. They have

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prepared their lesson plans to be performed in their microteaching practice. However, when they are doing their teaching practice, the performances could be more suitable for the activities in their lesson plans. The insecurity factor can affect pre-service teachers, who initially can speak assertively and straightforwardly and will become edgy due to needing more confidence. According to Önal (2019), pre-service teachers have tended to connect their weaknesses in various aspects of their microteaching to their experience of anxiety. It can be interpreted as "attribution theory," which states that "the subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action" (Dörnyei, 2005). Therefore, pre-service teachers will improve their teaching practice in their future performance when the level of anxiety they experience decreases.

CONCLUSION AND IMPLICATION

Conclusion

Microteaching is a training class that can be applied at a pre-service level to develop an effective method for the professional development of teachers. This study showed that the inconsistency of pre-service teachers' lesson plans and performance is higher than the consistency. Therefore, many factors cause inconsistency, such as the change from face-to-face to virtual learning. It makes the pre-service teachers challenged to deliver the material. Some pre-service teachers need to learn the material to be taught, have limited time, and find it challenging to gather students to be involved in microteaching classes with no media at home. Some pre-service teachers need feedback from their host lecturer, and they are nervous and not confident.

Limitation

This study investigated the extent of the inconsistency of pre-service teachers' lesson plans, their performance in microteaching classes, and the factors which make inconsistency. The results showed that the inconsistency of pre-service teachers' lesson plans and performance is higher than the consistency. Therefore, the researchers conducted interviews

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to gain deeper information regarding the factors which made the inconsistency. However, the participants involved in the interview session were small compared to the virtual classroom observation, which reached a hundred participants due to the researchers' time constraints.

Implication

The results of this study can be a foundation for implementing online microteaching during the Covid-19 pandemic at the undergraduate level. This is because the results of this study showed the factors which make the inconsistency between pre-service teachers' lesson plans and their teaching performance. Therefore, it can be highlighted by the support from the institutions, lecturers, and stakeholders involved in the microteaching subject/class to make it more accessible and practical. However, this study was conducted in one of the state universities in Central Java; therefore, the data obtained were only from a small context. Thus, the results of this study cannot be generalized because involving more universities or using another instrument in the data collection technique might change the results. Besides that, this study can be used as a reference and additional information for future studies that are interested in implementing lesson plans by pre-service teachers.

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