

Indonesian EFL Pre-Service Teachers' Ability to Design a Lesson Plan

Riza Amelia¹, Zelly Putriani^{2*}, M. Gufron Ghiffari³
^{1,2,3} Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

INFO ARTIKEL

Riwayat Artikel:

Diterima: 25-03-2024
Disetujui: 30-04-2024
Diterbitkan: 30-04-2024

Kata kunci:

Lesson Plan
Merdeka Curriculum
EFL pre-service teachers

ABSTRAK

Abstract: A good lesson plan is ultimately useful for effective teaching. Every teacher is expected to be able to structure the whole learning activities that lead to the learning objectives. The research is a case study that intends to analyze the Indonesian EFL pre-service teachers' ability to design a lesson plan. The participants were three EFL pre-service teachers at a public university in Riau. The participants were selected through convenience sampling. They were recruited as the research participants because they had taken a course that train them to make a lesson plan. The instruments of data collection were document review and interview. The document under review were the final lesson plan drafts produced during the course. These lesson plan drafts had been written and discussed in the class. The data gathered from document and interview were analyzed by content analysis. The findings revealed that the lesson plan drafts were still far from expectation.

Abstrak: Keberadaan lesson plan yang baik sangat berguna bagi pembelajaran yang efektif. Oleh sebab itu, setiap guru diharapkan bisa menyusun kegiatan pembelajaran yang mengarah pada pencapaian tujuan pembelajaran. Penelitian ini dirancang dengan desain studi kasus untuk menganalisa kemampuan mahasiswa Pendidikan Bahasa Inggris di Indonesia dalam merancang lesson plan. Partisipan penelitian berjumlah tiga orang yang berasal dari sebuah perguruan tinggi negeri di Riau. Pemilihan sampling dengan cara convenience sampling. Mereka direkrut atas pertimbangan pengalaman mereka sebelumnya yang telah mengikuti perkuliahan yang melatih keterampilan membuat lesson plan. Pengumpulan data penelitian dilakukan melalui dua cara, review dokumen dan interview. Dokumen yang di review adalah draft lesson plan yang sudah dibuat dan juga sudah didiskusikan oleh partisipan dalam perkuliahan di kelas. Interview dilakukan untuk mengklarifikasi proses pembuatan lesson plan tersebut. Analisa data menggunakan analisa konten. Temuan penelitian mengindikasikan bahwa draf lesson plan masih jauh dari harapan.

Alamat Korespondensi:

Zelly Putriani
Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia
E-mail: zelly.putriani@uin-suska.ac.id

INTRODUCTION

The success of teaching is determined by a lot of factors. One of them is highly contributed by the preparation made by the teacher before the teaching actually takes place. The amount of preparation could be different among teachers. The beginner teachers may spend a lot of time on it meanwhile veteran teachers spent less time. However, whatever level of experience that the teachers have, they need to prepare their lesson plan. Yet, a lesson plan helps the teacher to envision how the actual teaching is taking place (Harmer, 2015). It requires the teacher to structure the whole learning activities to obtain the learning objectives. In other words, without a proper lesson plan, the teacher probably hardly achieves the learning objectives within time duration. Therefore, writing a lesson plan professionally is a skill that pre-service teachers hardly could ignore.

In Indonesia context, the EFL pre-service students particularly practice lesson planning writing during micro teaching course. This course is devoted as a preparatory course for the pre-service teachers before they leave their campus to visit nearby schools for teaching practice. However, other courses that

are relevant to the implementation of teaching English also equip the students with lesson plan skill as it will clarify the procedure of the teaching implementation. Even though the EFL pre-service teachers have been learning English since high school or primary school but it seems that designing a lesson plan is not easy to conduct. It requires sufficient pedagogical knowledge.

Previous studies report that EFL teachers' ability to write a lesson plan is varied. For expert EFL teachers in China context, their lesson plan is reported as well written (Li & Zou, 2017). In Indonesia context, the studies on lesson plan ability are limited. Among the available findings, it is revealed that the EFL high school teachers' ability to write lesson plan is low (i.e., Putri, 2016; Sundayana & Alwasilah, 2012). The difficulties lie on the fact that the teachers were not used to write their own lesson plan as the previous curriculum provide the lesson plan for the teachers to follow. As the succeeding curriculum no longer provided the lesson plan, the EFL teachers got confused to write their own lesson plan. They found difficulties to write the learning objectives, teaching procedure, and assessment.

Meanwhile, studies that investigate the pre-service teachers' ability to write and implement a lesson plan show that they have had some mismatches (i.e., Emiliasari & Jubaedah, 2019) *that indicate that the students did not have sufficient understanding of the lesson plan they had written themselves* as their implementation deviated the lesson plan. In line, Rahmawati et al. (2021) also report that writing lesson plan was challenging for EFL pre-service teachers, mainly in determining teaching stage activities.

Components of a Lesson Plan

There are many models of lesson plan. In fact, lesson plan is very much adaptable to the needs of the teachers and educational institutions. Yet, there are, at least, three components that should be available, namely, (1) learning objectives, (2) learning activities, (3) learning assessment. Learning objectives refer to what the students are able to demonstrate after following the lesson. In other words, the intended ability can be witnessed and measured. Furthermore, as reviewed from the website of Singapore Management University (SMU) Center for Teaching Excellence (n.d.). The following guidelines are given to write clear lesson plan.

Setting the Learning Objective(s)

As shown in the table 1 below, the writing of clear learning objectives of a lesson plan must be clearly stated tasks, contain important learning goals, achievable, demonstrable and measurable, fair and equitable, and linked to course and program objectives.

Table 1. Setting Learning Objectives in a Lesson Plan

Characteristic	Description
Clearly stated tasks	Free from jargon and complex vocabulary; describe specific and achievable tasks (such as 'describe', 'analyse' or 'evaluate') NOT vague tasks (like 'appreciate', 'understand' or 'explore').
Important learning goals	Describe the essential (rather than trivial) learning in the course which a student must achieve.
Achievable	Can be achieved within the given period and sufficient resources are available.
Demonstrable and measurable	Can be demonstrated in a tangible way; are assessable; achievement and quality of achievement can be observed. (Bloom's taxonomy has good examples in formulating demonstrable and measurable learning objective(s))
Fair and equitable	All students, including those with disabilities or constraints, have a fair chance of achieving them.
Linked to course and program objectives	Consider the broader goals - i.e. course, program and institutional goals.

Learning Activities

Appropriate learning activities should fulfill following criteria (1) aligned to the lesson's learning objectives, (2) meaningfully engage students in active, constructive, authentic, and collaborative ways, and (3) useful where the student is able to take what they have learnt from engaging with the activity and use it in another context, or for another purpose.

Table 2. The Selecting Learning Activities in a Lesson Plan

Activity Type	Learning Activity	Description
Interaction with content <i>Students are more likely to retain information presented in these ways if they are asked to interact with the material in some way.</i>	Drill and practice	Problem/task is presented to students where they are asked to provide the answer; may be timed or untimed.
	Lecture	Convey concepts verbally, often with visual aids (e.g. presentation slides).
	Quiz	Exercise to assess the level of student understanding and questions can take many forms, e.g. multiple-choice, short-structured, essay etc.
	Student presentation	Oral report where students share their research on a topic and take on a position and/or role.
Interaction with digital content <i>Students experiment with decision making, and visualize the effects and/or consequences in virtual environments.</i>	Game	Goal-oriented exercise that encourages collaboration and/or competition within a controlled virtual environment.
	Simulation	Replica or representation of a real-world phenomenon that enables relationships, contexts, and concepts to be studied.
Interaction with others <i>Peer relationships, informal support structures, and teacher-student interactions/relationships.</i>	Debate	Verbal activity in which two or more differing viewpoints on a subject are presented and argued.
	Discussion	Formal/informal conversation on a given topic/question where the instructor facilitates student sharing of responses to the questions and building upon those responses.
	Feedback	Information provided by the instructor and/or peer(s) regarding aspects of one's performance or understanding.
	Guest Speaker	Feelings, thoughts, ideas and experiences specific to a given topic are shared by an invited presenter.
Problem solving and Critical thinking <i>(1) Presenting students with a problem, scenario, case, challenge or design issue, (2) asking the students to address or deal with provides students with opportunities to think about or use knowledge and information in new and different ways.</i>	Case Study	Detailed story (true or fictional) that students analyse in detail to identify the underlying principles, practices, or lessons it contains.
	Concept Mapping	Graphical representation of related information in which common or shared concepts are linked together.
	Real-world projects	Planned set of interrelated tasks to be executed over a fixed period and within certain cost and other limitations, either individually or collaboratively

Reflection <i>The process of reflection starts with (1) the student thinking about what they already know and have experienced in relation to the topic being explored/learnt; (2) why the student thinks about the topic in the way they do, and (3) what assumptions, attitudes and beliefs they have about, and bring to learning about the topic.</i>	Reflection journal	Written records of students' intellectual and emotional reactions to a given topic on a regular basis (e.g. weekly after each lesson)
---	--------------------	---

Learning Assessment

The teacher should prepare in advance how to assess the students' learning progress compared to the learning objectives. For example, tests, papers, problem sets, or performances. Based on the progress, the teacher gives feedback that can guide further learning.

In this research, the researchers are analyzing pre-service teachers' ability in writing a lesson plan. The lesson plan model that they used is a media-based lesson plan proposed by Brinton (2001) so-called a framework for structuring media-based lesson plan. In general, the elements of the lesson plan are similar to other lesson plan models, such as, it contains (1) audience, (2) teaching objectives, (3) media, (4) skills, (5) time, and (5) procedure. The difference lies in the details of the teaching procedure. Brinton says the teaching procedure in media based-lesson plan consists of several elements, namely, (1) the information and motivation stage, where the teacher begins the lesson by activating students' background knowledge that is relevant with the lesson topic; (2) the input stage, where the teacher gives the content knowledge or skills that is targeted in the learning objectives; (3) the focus stage, where the students are given the learning task(s) to practice the skills targeted in the learning objective(s); (4) the transfer stage, where students are asked to share personal comments or learning experiences with the peers: and (5) feedback stage, where the students' learning progress is assessed and commented by the teacher (e.g., a student speech, interview, a class discussion, a role play, a group problem solving activity). Below is an example of Brinton's framework of structuring media-based lesson plan. Below table presents an example of Brinton's framework of structuring media-based lesson plan.

Table 3. The Framework for Structuring Media-based Lesson Plan

<p>I. Information and motivation stage</p> <p>II. Input stage</p> <ol style="list-style-type: none"> 1. Teacher presents/elicits vocabulary 2. Teacher presents/elicits structures 3. Teacher presents/elicits functions 4. Teacher presents/elicits concepts 5. Teacher presents/elicits content <p>III. Focus stage</p> <ol style="list-style-type: none"> 1. Teacher models language items/procedures/tasks 2. Students practice items/tasks in context (a) drill, (b) Elicitation 3. Students manipulate language/content/tasks (a) Notetaking, (b) Information transfer, (c) Pair work/small-group work <p>IV. Transfer stage</p> <ol style="list-style-type: none"> 1. Class discussion 2. Students interact, using context set by media materials as a point of departure (a) Role play/sociodrama, (b) Problem solving activity, (c) Information gap activity, (d) Game 3. Task-based assignment

4. Follow-up writing assignment
5. Sharing of personal experience
6. Field trip

V. Feedback stage

1. Teacher tapes the activity.
2. Students listen to/view the tape.
3. Students perform a self-assessment of their performance.
4. Students provide peer feedback to others.
5. Teacher provides feedback to students.

METHOD

The design of this research is a case study. The participants were three EFL pre-service teachers at a public university in Riau. The ability of the participants more or less equaled level B1 of CEFR. The participants were selected through convenience sampling. They were recruited as the research participants because they had taken a course that train them to make a lesson plan. This was also described in that course's objectives, that the students are exposed to theoretical and practical aspect of designing a lesson plan. Furthermore, the instruments of data collection were document review and interview. The document under review was three lesson plan drafts that were produced by three participants during the course. These lesson plan drafts had been written and discussed in the class. They were expected to make necessary improvement upon receiving the feedback in class. As the data analysis, the data gathered from document and interview were analyzed by content analysis. The focus of data analysis was to identify whether or not the EFL pre-service students had provided suitable learning activities for each element of the lesson plan.

RESULT AND DISCUSSION

Data of the research is taken from three samples of EFL lesson-plan written by the pre-service teachers. The samples represent three different levels of EFL students' proficiency, namely high (sample P1), middle (sample P2), and low (sample P3) proficiency levels. As the students wrote the lesson plan by following Brinton's (2001) model of Media-based lesson plan, furthermore, the data analysis of the lesson-plan follows Brinton's (2001) framework for structuring media lesson plan as well.

Furthermore, the analyses of the lesson plan samples are also based on the information contained in the document of latest curriculum for secondary school level in Indonesia so called Curriculum Merdeka (2023). In the curriculum, the outcome of EFL instruction for grade X equals phase E (B1 proficiency), meanwhile, grade XI and XII equal phase F (B2 proficiency). Each phase has some similar text types to be taught to the students, but the higher grade is supposed to introduce greater complexity of the text types. The extracts of the curriculum document are presented as follows:

“By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.” **“By the end of Phase F**, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.”

In this research, the analyses are addressed to assess the components of the media lesson plan, they are: (1) topic (whether it is suitable with the ongoing curriculum document); (2) audience (the grade level of intended target audience); (3) time allocation (duration of learning); (4) learning objectives (the intended outcome of the learning); (5) learning media (learning technologies that are selected to achieve the learning outcomes); and (6) procedure (information and motivation stage, input stage, focus stage, transfer stage, and feedback stage). Each component of each lesson plan sample is scrutinized in the following.

Topic

The topic of the EFL lesson plan that are analyzed in this research was intended to be selected freely by the pre-service students as long as it is in line with the English Subject curriculum applied in the Junior (SMP) and Senior (SMA) High School (the secondary level). Therefore, the EFL lesson plan samples are found to aim at not only developing different reading skills but also for different grades, namely, recount text for grade X (sample P1), narrative text for grade XI (sample P3) and anecdote text for grade XII (sample P2). The topic of each sample is presented below.

Table 4. EFL Lesson Plan Topic

Grade	Topic	Alignment with the Curriculum (Yes/No)
X	Recount text (P1)	Yes
XI	Anecdote text (P2)	Yes
XII	Narrative text (fable)(P3)	No

In term of topic appropriacy with the grade level described, the researchers found that the selection of the topic shown by the samples of EFL lesson plan under study has some errors. Sample P3, for example, aimed to teach fable text for grade XII, which according to curriculum is felt less appropriate, as more the complex texts, as shown in the curriculum document are supposed to take place (such as exposition, argumentative, and discussion texts). Meanwhile, two other samples of lesson (P1 and P2), chose recount text and anecdote text as their topic, which on the surface level are in line with the curriculum of English Subject. However, further analyses undertaken to assess the learning objectives and procedure yield that these lesson plan samples need more revision.

Audience and Time Allocation

The target audience and time allocation of the lesson plan samples has been clearly stated. This section is done as well. The target audience and time allocation of each sample are presented as follows:

Table 5. Audience and Time Location

Lesson Plan Samples	Target Audience	Time Allocation
P1	X	2 x 45 minutes
P2	XI	2 x 45 minutes
P3	XII	2 x 45 minutes

Learning Objectives

Learning objectives can be said as the heart of the lesson plan. Based on the formulated learning objectives, the other aspects are determined. In the samples, following learning objectives were identified.

Table 6. The Identified Learning Objectives

Lesson Plan Samples	Learning Objectives
P1	“At the end of the lesson, the students are able describe and tell the important things of recount text systematically. They will have acquired proficiency to effectively describe and narrate the significant elements of a recount text in a systematic and organized manner”
P2	“Students will have acquired the necessary skills and knowledge to confidently and fluently read the entire stoy in front of the class. They will demonstrate proficiency in employing a rich and appropriate vocabulary, applying correct grammar usage, and articulating the text with clear and precise pronunciation”
P3	“Students will be able to read narrative text especially fable text in front of the class by using appropriate vocabulary, correct grammar, analyze structure, develop reading skill and be able to pronoun well and explain the moral value of the fable that they have read”

Despite the linguistic problems that arise, based on the stated objectives, sample P1 has the clearest and the most realistic learning goal out of three, though some revision shall be made. The goals are quite closer to expectations that the EFL students would be developing as stated on the document of the curriculum Merdeka, that is *“They are developing understanding of main ideas, issues or plot development in a variety of texts (recount text). They identify the author’s purposes and are developing simple inferential skills to help them understand implied information from the texts (text).”*

Meanwhile, the learning objectives of sample P2 is rather vaguely written. What the writer considered as the necessary skills and knowledge could have been reworded as clearly as possible. The next statement seems rather irrelevant to reading skills as the students are expected to employ linguistic devices and to read the text aloud correctly. It seems that the writer of sample P2 did not have sufficient understanding of what is expected on this section.

The learning objectives on sample P3 also show that its writer was not aware of the curriculum’s demand. Instead, the writer said that the learning goal is to be able read fable text in front of the class which is too simple for grade XII level and for a 90-minute learning duration. Reading skills that are going to developed are also wrongly written there as reading does not require the students to use the linguistic devices. If it wants to develop the reading skills then the writer is supposed to enlist reading sub-skills that the students ought to learn, as have been clearly stated on the curriculum. For example, the learning goals of the lesson plan can focus on one of the skills mentioned on the curriculum, among others, *“Students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author’s purposes and are developing simple inferential skills to help them understand implied information from the texts.”*

Learning Media

In regard to learning media, the three lesson plan samples have enlisted rather similar devices in the learning delivery as to achieve the learning goals. These devices are mainly used by the teacher to deliver his/her material, instead to be used by the students in presenting their work. In other words, in the lesson plan, the teacher role is shown to be bigger. Probably, in the mind of these lesson-plan writers, the learning process is taking place in teacher-centered mode.

Table 7. The Identified Learning Media

Lesson Plan Samples	Learning Media
P1	PPT slides, projector, audio speaker, laptop, video from YouTube, printed material (recount text).
P2	Laptop, projector, slides of PPT, reading box.
P3	Slides of PPT, handout, pictures.

Procedure

The procedure of learning process according to media-based lesson plan is in five stages. Each stage has its own purpose (Brinton, 2001). The first stage, information and motivation stage, is dedicated to prepare the students to make active involvement in learning as well as to explain about the material. Meanwhile, the input stage is a time to give some models that can be seen by the students as an exemplary work. The teacher ensures that the students have understood about the material that they have to practice before they do the assignment. Furthermore, focus stage is a time duration dedicated for students to practice the L2. Transfer stage soon follows whereas it serves as an opportunity for students to share their experiences upon doing the assignment. Lastly, feedback stage is the assessment stage that is made the teacher to assess how well the students have performed compared to the learning objectives. In what follows, the researchers analyze the three lesson plan samples whether the enlisted activities listed have fulfilled the intended purposes.

Information and Motivation Stage

This stage aims to provide some activities that will get the students ready to learn the topic. Therefore, the teacher will present some opening materials/activities that will invoke the students' attention thus they are ready to enter the discussion of the main topic. Usually, at this stage the teacher invites the students to give comments or share previous experiences and knowledge in regards with the introduction of the main topic. The description from each sample is presented below.

Table 8. Information and Motivation Stage

Lesson Plan Samples	Information and Motivation Stage
P1	The teacher shows to the students a text and ask students to read the text by themselves first. After that, teacher ask students what is the text about. Ask them it is a past event or on-going event or future event.
P2	-After greeting, praying, and checking the attendance list, the teacher shows some examples of anecdotes text by using slides of power point. -Teacher asks students to read the sample anecdotal text on the slide of power point shown. Then, the teacher gives writing tasks for students to write an anecdote text.
P3	-A teacher shows pictures of fable characters like a rabbit and a turtle to the students. The teacher explains the details of these characters. -The teacher encourages students to actively participate by asking open-ended questions about the displayed images. -The teacher explains in detail that they will begin learning about fables and their goals in understanding these fable characters more deeply.

In the table, only two samples, namely, P1 and P3, that have opening activities that are closer to the description of information and motivation stage by Brinton (2001). In both of the lesson plan samples, the teacher opens the class by using some engaging activities by using PPT (teaching media). The PPT media is used to show some relevant pictures/texts that will activate the students' prior background knowledge. The teacher then follows it by asking some interactive questions to fish some

responses. The purpose of the interactive questions is to invoke the students' further attention about the main topic that will be taught in stage two so-called input stage. Writer P1 and P3 seem to have understood the purpose of stage 1 of Brinton's procedure.

However, sample P2 fail to present the intended activities as it directly aims to ask the students to write an anecdote text. This is not recommended by Brinton in the first stage, where asking students to do the practice is delayed until stage 3 so-called the focus stage. It seems that writer of sample P2 did not have sufficient understanding of the purpose of stage 1.

In the interview session, Writer P1 said that he could do it correctly even though he thought it was not an outstanding opening due to little experience. Even though Writer P3 could write a suitable opening, but he said that he thought he was a bit wrong in doing stage 1 because the learning activities are too serious whereas he supposed stage 1 as lighter activities. Meanwhile, Writer P2 expressed that he did not fully understand it because he was inexperienced of teaching procedure. From these answers, stage 1 is still confusing for writer P2 and P3.

Input Stage

This is the stage two whereas the teacher is responsible to give appropriate modellings for the students about the skills that are aimed to be developed. According to Brinton, the input stage is controlled by the teacher. In the table below, the writers of the lesson plan samples have listed some of teacher activities, however, only one sample (P3) has activities which are closer to the intended purpose of input stage.

Table 9. Input Stage

Lesson Plan Samples	Input Stage
P1	The teacher plays and shows to the students a short video: "Kuta Beach" that was downloaded from YouTube. After that, the teacher asks the students what is the video about.
P2	After completion, each group will be present the readings and answer to the questions contained in the reading sheet. Then, teacher asks students to read the fully story of anecdote text in front of the class by using appropriate vocabulary, proper grammar and able to pronounce well.
P3	The teacher explains the material about fable in general using slides of PowerPoint. Next, the teacher gives material and asks the students to read the handout about fable text

The activities written in sample P1 are closer to the activities intended for stage 1 rather than stage 2. Meanwhile, activities in sample P2 are closer to stage 3. On the other hand, the writers seem do not fully comprehend this stage that they made wrong activities. Sample 3 has one learning activity that describes the intended teacher activities of input stage, namely, "the teacher explains the material about fable in general using slides of PowerPoint", however, unfortunately, this activity is not enough. The intended teacher activities in input stage should be specific and systematic as they act as guidance for the students to understand fully about the intended text. So what is written there is not enough to make the students to comprehend the text well. Another learning activity that is written namely "The teacher gives material and asks the students to read the handout about fable text" is more suitable for focus stage, not input stage.

In the interview, all of the writers revealed that they were confused how to make appropriate learning activities. Even for writer P3, he confessed that what he wrote was not suitable. Probably, writer P3 did not know what are correct and incorrect activities for input stage as well as the other writers. He might have seen it somewhere when writing the lesson plan but he did not know that they were suitable for this stage.

Focus Stage

Focus stage is the stage where the teacher delivers some exercises or assignments for the students to practice the intended skills. As described in the table below, the three samples of lesson plan have listed the learning activities for the students to practice the intended skills.

Table 10. Focus Stage

Lesson Plan Samples	Focus Stage
P1	<p>The teacher begins by organizing the students into three separate groups, ensuring an equal distribution of students in each group.</p> <p>The teacher then distributes printed texts to each group. The teacher instructs the students not to engage in discussions with members of other groups at this stage.</p> <p>In their respective groups, students are tasked with the responsibility of revising the provided text. They are encouraged to collaborate and work together to correct the errors present in the text, ensuring that it accurately conveys the intended information.</p> <p>To add an element of time management and urgency, the teacher allocates a 10-minute time frame for the students to complete the revision of their text.</p>
P2	<p>The teacher asks students to practice pronounce the vocabulary in the answer choices in the reading box.</p> <p>The readings are read with their respective groups. After that, they discussed to answer the questions contained in the reading.</p>
P3	<p>The teacher gives 10 minutes for each group to discuss the value contained in the fable of the elephant and the ant.</p> <p>The teacher asks each group to read the fable of elephants and ants in front of the class using the handout that has been given previously.</p> <p>Students read the fable of the elephant and the ant and then read out the values contained in the fable using appropriate vocabulary and correct grammar</p>

At glance, this stage is successfully fulfilled by all writers. Probably, for them, giving assignment is among the most familiar steps of teaching. However, not all of these learning activities match the learning objectives. For example, in sample P1, the learning activities aims to practice writing skills meanwhile the learning objective is none of developing students' writing skills. The learning activities in sample P2 focus on pronunciation practice alone, meanwhile the learning objectives are on describing and telling recount text. On the other hand, sample P3 is the sample that is closer to fulfill the learning objectives, even though the learning objective to be fulfilled is only one from several.

In the interview, all of the writers revealed that they were not sure what learning activities should they write. It may explain why their learning activities were unsuitable with the learning objectives.

Transfer Stage

Transfer stage is the opportunity for the students to share their experiences of doing the work with the class. However as can be found in the following table, none of the lesson plan samples have activities that are intended to share the students' learning experiences. What the writers have written on the sample of lesson plan are learning activities that closer to activities on focus stage (P1 and P3) and input stage (P2).

Table 11. Transfer Stage

Lesson Plan Sample	Transfer Stage
P1	The teacher shares the revised text to the other group (students get the other groups work sheet). After that, the teacher asks a student who want to be volunteer to read loudly, a student for each group, one by one. Then, teacher asks students to identify about it is right the work by each group after revising or not.
P2	The teacher explains the technical and procedure of reading the box by using slides of power point and teacher voices. Then, the teacher invites students to ask if there is an explanation that has not been understood.
P3	-Students can ask about the parts they do not understand about what the teacher has explained. -The teacher displays a fable text which is the same as the student handout and discusses it with students about the moral values contained in the text. Then, the teacher divides the students into several groups to discuss the value contained in the story of the elephant and the ant. After that, the teacher gives a handout containing another fable entitled the story of the elephant and the ant.

In the interview, writer of P1 and P2 said that he knew that the learning activities for this stage focus on student activities, but he did not know kinds of learning activities to write. The other writer said that he did not know how to differentiate the learning activities between the stages. In fact, none of the writers of the lesson plan are capable to provide transfer stage with the right activities meanwhile they are one of the main activities in student centered learning whereas students are encouraged to learn from one another.

Feedback Stage

Feedback stage aims to measure students' learning progress that is compared to the learning objectives. However as can be seen in the table below, none of similar activities are present. Learning activity in sample P1 merely compliments the students' hard work. Meanwhile, in other samples, there are none of learning activities that aim to assess the students' learning progress.

Table 11. Feedback Stage

Lesson Plan Sample	Feedback Stage
P1	Teacher gives students appreciation for their work.
P2	The teacher closes the class by praying together.
P3	-Students discuss with the teacher about the value contained in the fable. -Students can ask questions about the material that has been studied.

In the interview, all of the writers said that they did not know the examples of learning activities of feedback stage therefore they could not provide the intended activities. Writer P3 said that the lecturer had commented on his lesson plan, that the activities were not sufficient but he did not know how to improve. It seems that all of the writers do not understand yet about the purpose of feedback stage of teaching procedure.

From the analyses conducted in findings section, the lesson plan samples still have a lot of weaknesses. The lesson plan drafts are still far from effective because the pre-service teachers could not provide the lesson plan with suitable information that should have been there. In other words, they seemed fail to implement that (1) the lesson plan should be in line with the curriculum document of respective grades, (2) every stage in the teaching procedure has particular purpose, (3) every stage

requires suitable learning activities. The interview results also support findings from the document review, whereas the pre-service teachers revealed that they did not know the kind of learning activities for different stages of the teaching procedure. Based on the findings, it can be inferred that the pre-service teachers' ability on writing a lesson plan is low.

The results support previous research that pre-service teachers are having problems in writing a lesson plan (Emiliasari & Jubaedah, 2019; Rahmawati et al., 2021). Similarly, the studies that investigated the EFL in-service teachers' ability in writing their own lesson plan showed that the lesson plan writing was difficult as well as the teachers were not accustomed to make it themselves (Suhendra and Sundayana, 2011; Sundayana and Alwasilah, 2012; Putri, 2016; Emiliasari, 2019).

CONCLUSION

A qualitative analysis on EFL pre-service teachers' ability in writing the lesson plan indicated that their ability level is low. The difficulty of writing the lesson plan was identified for almost all elements and stages of teaching procedure. Findings from the document review revealed that (1) the lesson plan was hardly in line with the curriculum document of its respective grades, (2) the purpose of every stage in the teaching procedure was unclear, (3) the learning activities at different stages were not suitable. The interview results confirm the findings as they expressed that they did not fully understand how to include appropriate learning activities for each stage.

REFERENCES

- Brinton, D. M. (2001). The use of media in language teaching. In C. Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 459). Boston, MA: Heinle and Heinle.
- Emiliasari, R. N. (2019). Lesson planning in EFL classroom: A case study in lesson plan preparation and implementation. *Wiralodra English Journal (WEJ)*, 3(2), 367-375.
- Li, W., & Zou, W. (2017). A study of EFL teacher expertise in lesson planning. *Teaching and Teacher Education*, 66, 231-241.
- Putri, A. (2016). EFL Teachers' Understanding in Developing Lesson Plan. *Indonesian EFL Journal*, 2(1), 1-11.
- Rahmawati, E., Saefullah, H., & Sumarta, S. (2021). The Pre-service EFL Teachers' Voices on Designing and Implementing Lesson Plan for Online Learning. *Edumaspul: Jurnal Pendidikan*, 5(2), 728-738.
- Suhendra, Y., & Sundayana, W. (2011). Pengembangan model bahan ajar literasi membaca berdasarkan model PISA 2009 bagi siswa SMP RSBI di Jawa Barat. Jakarta: Pusat Penilaian Pendidikan DEPDIKNAS
- Sundayana, W., & Alwasilah, A. C. (2012). Pemahaman konseptual guru terhadap desain, pengembangan, dan penerapan perangkat pembelajaran. Bandung: LPPM UPI.