

## Pre-service English teachers' practices of designing and implementing lesson plans for teaching practicum

Anes Eka Lestari<sup>1\*</sup> & Sri Lestari<sup>2</sup>

<sup>12</sup> Universitas Esa Unggul.

\* Corresponding Author. Email: [aneseka08@gmail.com](mailto:aneseka08@gmail.com)

### Abstract

It is consequential for pre-service English teachers to be able to construct lesson plans as well as to implement those plans in the classroom. Such skills will help them teach more effectively when they become English teachers in the future. This study aims to investigate pre-service English teachers' practices in developing lesson plans for their teaching practicum during the pandemic. Employing a qualitative approach, the data were collected from document analyses and interviews involving students majoring in English Education who had completed their teaching practicum at a private junior high school. The findings revealed that the implemented activities in the English teaching practicum were mostly consistent with the lesson plans. This study also found that, despite the general consistency, the pre-service English teachers struggled to develop their lesson plans as they had to adjust the number of activities with the reduced time allotment due to the pandemic. In conclusion, the pre-service English teachers in this study were able to create lesson plans adapting to the limited duration of the English sessions for the practicum during the pandemic, but they were still unable to implement all the activities written on the plans due to the constraints of time and classroom management skills.

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### INTRODUCTION

Lesson plan is a key to a teaching-learning process. A lesson plan helps the teachers to break down each lesson into definite steps with specific learning activities. Suardamayasa (2022) stated that a lesson plan is essential as it is a method used by teacher to determine the learning process in terms of the strategies, techniques, and assessment procedures. Furthermore, the lesson plan concerns the necessity for consistency regarding how the entire learning activities that will be handled are compatible with the learning objectives that have been decided through authentic assessment (Rahayu et al., 2018). Lesson planning is needed to be done before teaching. Therefore, teachers need a well-structured lesson plan so that teaching and learning can be delivered effectively to students.

Without a lesson plan, learning activities will not work well. Iqbal et al. (2021) stated that without a lesson plan, a teacher struggles to stay on track in the classroom and is unable to deliver the learning objectives of a session. The lesson plan has a significant impact on the success of classroom management. A lesson without preparation may result in the issue of discipline, disruptive behavior, and poor learning (Moradi, 2019). Without a lesson plan, neither teachers nor students will find the lesson important or interesting. A lesson plan enables teachers to better manage their duties, time, and resources in order to carry out efficient teaching-learning activities and fulfill their lesson objectives. Teachers

who prepare their lesson plan will understand what learning materials need to be delivered to the students in order to achieve the learning objectives.

In practice, teachers found several difficulties when designing and implementing lesson plans. Saputri (2017) stated that difficulties in designing lesson plans include (1) stating criteria for selecting appropriate operational verbs; (2) designing learning content using the government-issued textbook which has proportionally less learning materials; and (3) selecting the appropriate method of teaching in learning activities. Recently, the use of technology to facilitate learning via online sessions is preferred at the time of COVID-19 pandemic and post-pandemic. Teachers face challenges in obtaining access to technology and network connections. Rasmitadila et al. (2020) found that teachers who lack online teaching experience will often fail to carry out online learning since online teaching requires teachers to understand a lot of applications. Moreover, senior teachers and even those who are experienced in teaching may find it difficult to operate such applications. This condition makes it harder for teachers to apply for courses, and as a result, learning suffers.

Considering the importance of a lesson plan for teachers, pre-service English teachers must learn how to plan a lesson. The success of teachers in achieving learning objectives in the classroom is highly dependent on an effective lesson plan and its implementation (Rahmawati et al., 2021). Tagle et al. (2020) mentioned that pre-service teachers should be well-versed in pedagogy, subject knowledge, topic knowledge, educational knowledge, instructional knowledge, general pedagogical knowledge, and learner understanding. Other than learning to design lesson plans in their courses at the university, pre-service English teachers must also learn to implement those plans in the teaching practicum.

Although pre-service English teachers have learned to prepare and to teach a lesson in their courses, many still struggle to create a lesson plan for their teaching practicum, especially during the COVID-19 pandemic. Ayumi et al. (2022) reported struggles in creating a lesson plan and difficulty in determining the appropriate method and models for students during the pandemic. In line with Rahmawati et al. (2021), pre-service English teachers also struggled to obtain appropriate learning materials and learning activities.

Jaelani and Umam (2021) argued that lesson plans are created and developed to guide in organizing the classroom learning activities. In any case, the teacher is required to undertake learning preparations in an attempt to reach the learning objectives that have been established (Herwin et al., 2021). The use of lesson plans in teaching-learning processes helps the pre-service teachers to recognize what should be taught in the classroom.

It can be argued that pre-service teachers are more structured and organized after implementing lesson plans as they have a guideline when teaching in the classroom. Harmer (2002) stated that it is better if the class goes "according to plan", but they often do not. Things may go wrong in various ways, such as equipment not working, students getting bored and asking unexpected questions. When the lesson plan is not appropriate, the pre-service teacher must revise the original plan. If something unexpected occurs during the first half of the lesson plan, the pre-service teacher must improvise to keep the class on track (Farrell, 2002). Thus, the current study is aimed to explore pre-service English teachers' practice of lesson planning and implementation for their English teaching practicum.

## **METHOD**

### **Research Design and Procedure**

This study employed a qualitative approach. According to Creswell and Creswell (2017), qualitative research is an approach to investigate and understand the implications of the meaning that individuals or groups attribute to a social problem. The problems in this study were related to a member in an education institution, namely the pre-service teachers and teaching practice in a school.

The following steps were taken by the researchers to conduct the study and address the research questions. In each stage, the researchers:

1. Created an informed consent form for data collection.
2. Collected the required documents, such as lesson plans and teaching practice recording.
3. Prepared the assessment rubric for the lesson plan and video analysis, then consulted it with the supervisor.

4. Developed an interview protocol by questioning for interview participants to confirm their lesson plan and teaching practice.
5. Analyzed lesson plans and videos by comparing and contrasting them with the rubric.
6. Interviewed the participants based on their consent.
7. Transcribed the interview results.
8. Analyzed the data from documents and interviews.
9. Interpreted the data and concluded the findings.
10. Wrote the research report.

### **Research Setting**

This research was conducted at a private university in Jakarta. Student of English Language Education department who have completed the teaching practicum in a school setting in the academic year 2020/2021 were considered in this study. In this study, researchers used purposive sampling in order to achieve the goal of the research. Purposive sampling involved the researchers to actively and carefully picking the sample they think will be most useful in addressing the topic of the study (Farrugia, 2019). The authors chose the participants regarding the characteristics or required criteria. The participants consisted of those who conducted their teaching practicum in private junior high schools. It was assumed that private schools have more freedom to modify the learning process compared to those public schools. Therefore, this study involved the students who already finished their teaching practicum in a private junior high school.

### **Data Collection**

Several methods of data collection were used in this research. These methods are as follows:

#### ***Documents Analysis (Lesson Plans)***

The first data source is in the form of documents. Document analysis is a technique of research in analyzing the contents of written documents thoroughly and methodically (Wach et al. 2013). Corbin and Strauss (2008) stated that document analysis involves the investigation and interpretation of data to extract meaning, develop insight, and generate empirical knowledge.

The researchers collected the participants' lesson plans for their teaching practicum. The number of the collected lesson plans depended on the availability and consent from the participants. The researchers asked for the lesson plan files directly from the participants through a consent letter. A Google Drive folder was provided to submit the document. Other options were also provided such as sending the document via email to the researchers or directly submitting the files using flash drive. The documents were secured in the researchers' device and were not used for any other purpose except for this study.

#### ***Video Data Analysis (Teaching Practicum Videos)***

Video data analysis is concerned with situational dynamics and behaviours by utilizing video or other visual data to comprehend how people act and interact, as well as the consequences of situational dynamics on social outcomes (Nassauer & Legewie, 2021). Creswell and Creswell (2017) mentioned that video data analysis includes photographs, videotapes, art objects, sounds and film. Therefore, video collection videos were used as one of the data sources in this research.

The researchers used videos from the participants when they performed the teaching practicum. The teaching practicum video files were directly asked by the researchers from the participants through a consent letter. As the file size might be bigger than the lesson plan, the participants were suggested to send it via Google Drive. All teaching practice videos that were available from the participants were collected. The videos were carefully secured and would only be used for this study.

#### ***Interviews***

Another way of data collection is through interviews. According to Sugiyono (2008), an interview is used as a data collection method when the researchers want to learn more about the respondents' experiences in depth, it is used especially with small number of respondents. This research used a semi-

structured interview. To collect the data, the researchers utilized a regular set of questions in the semi-structured technique. This technique allowed the researchers to ask more questions if a fascinating or unexpected line of inquiry occurs throughout the interview process (Young et al. 2018).

The interviews were conducted after document and video analyses. It was done to confirm pre-service teachers' practices in lesson planning and implementation of a lesson. Interviews were conducted through a face-to-face mode or online mode via Zoom cloud meeting. Bahasa Indonesia was used so that participants can answer the questions in details. The ordering of questions differed depending on the interview process and each participant's answer. The interviews were recorded and saved on the researchers' device. The researchers would keep the participants' identities. After the interview, the recording would be transcribed.

### **Data Analysis**

This research used a qualitative data analysis technique. According to Brooks et al. (2018), the goal of qualitative data analysis is to construct the meaning of qualitative data (transcripts from interviews and focus groups) and visual data (photographic and video) by recognizing patterns and developing conclusions from them.

The data were analyzed using thematic analysis. The technique of finding, interpreting, and reporting structures (themes) inside data is known as thematic analysis (Cohen, 2018). It was a process of searching and managing systematically the data that has been achieved from the results of document analysis, video data analysis and interviews to investigate the compatibility between a pre-service teacher lesson plan and the implementation in teaching practicum. The researchers adopted Cohen's (2018) approach, which include preparing and organizing the data, analyzing the data, decoding the data, making conclusions, reporting the findings, and assuring correctness, reliability, coherence, corroboration, validity and reliability.

All data from the lesson plan, the teaching practicum video and the interview recordings were combined. By using the assessment rubric, the lesson plan and the video were compared. The themes were classified to ease the researchers in creating the categories. On the other hand, the interview recordings were transcribed and categorized based on the themes. Only some interview snippets were translated into English following the themes. The interpretation and conclusion were drawn from those data analyses.

## **FINDINGS AND DISCUSSION**

Pre-service English teachers taught their lessons in mostly similar ways compared to the lesson plans. However, in some stages, they had to change the activities. This result is in line with Harmer (2002) who stated that it is better if the class goes 'according to plan', but often they do not. Pre-service English teachers taught in accordance to the lesson plan but there were still some activities that were inconsistent. Although teachers can plan well according to the students' needs and interest, they have to be ready with possible changes due to unpredicted situations in real classrooms.

### **The Participants and the Teaching Practicum Documents**

This study was aimed to investigate the practices of pre-service English teachers in planning and implementing lessons for teaching English and to find out whether the teaching-learning process in teaching practicum is consistent with the lesson plan especially during the COVID-19 pandemic. To answer the research questions, lesson plans analysis and interviews were conducted. Four pre-service English teachers participated in this study. They taught English lessons in a private junior high school during the teaching practicum. Each pre-service teacher taught four lessons during the program period. Each lesson was delivered in 45 minutes due to the reduction in lesson hour during the pandemic. It was a surprise that the teaching practicum in the junior high school where the participants conducted their teaching practicum was conducted face-to-face even though it was still during a pandemic situation. Before teaching, the pre-service teachers prepared four lesson plans which were reviewed by the supervising teachers. Unfortunately, during the teaching of the lessons, two of them only recorded 2 videos of the teaching practice because they did not get the instruction to record a practicum teaching video earlier. Participant A mentioned that they had 2 videos.

Participant A: *“That’s right, I gave 2 lesson plans and 2 practicum videos. I gave it because there were only 2 lesson plans with teaching videos because at that time I received information to record lessons suddenly. Therefore, my friends and I agreed to record only 2 meetings.”*

Another participant had 2 lesson plans but only recorded 1 video. They said that the remaining one video was cut and they forgot to retake. Below is a snippet from interview with participant D.

Participant D: *“I only gave 2 lesson plans and one (1) video because the other one video was cut off and made the video unclear. I also forgot to record it again during the next lesson. So I only have one (1) complete video.”*

This study only analyzed the documents provided by the participants. The number of documents, both lesson plans and teaching practicum videos can be summarized in the table below:

**Table 1. The summary of the participants’ documents**

Participants	Number of LP	Number of Video
A	2 (LPA1, LPA2)	2 (VA1, VA2)
B	2 (LPB1, LPB2)	2 (VB1, VB2)
C	2 (LPC1, LPC2)	1 (VCA1)
D	2 (LPD1, LPD2)	1 (VDA1)

**The Consistency of Lesson Plans and Teaching Practicum Videos**

Based on the lesson plan analysis, most of the practices were consistent with the lesson plans, especially on the main activity. Four participants were almost consistent in the main activity. For example, it can be seen in Table 2 that Participant A practiced the same activities as what was written in the lesson plan. The data were taken by comparing lesson plan A (LPA2) and video A2 (VA2). In the lesson plan, the teacher asked students to talk in front of the class to read the story on their homework. In the video practicum, the teacher instructed students to read their homework in front of the class. The teacher used a spin to decide on which students would come first in front of the class to avoid being crowded as it was a pandemic situation.

Participant B was also consistent in implementing the main activity stage. The findings are presented in Table 3 which compares lesson plan B (LPB1) and video B (VB1). In the lesson plan, students read the dialogue in front of the class. It was consistent with video practicum. The teacher instructed students to read the dialogue in front of the class in pairs. Participant B also used spin in the class. They used a spin so that the class did not get noisy and became more disciplined to follow the rules during the pandemic.

Other examples came from the implementation of the lesson plans of Participant C and D which as presented in Table 4 by comparing lesson plan C1 (LPC1) and Video C1 (VC1) and Table 5 by comparing lesson plan D1 (LPD1) and video D1 (VD1). Participant C did the activities by showing the PowerPoint slides about ‘go, go to, play, and do’. It was similar to the lesson plan. Participant D also explained the material consistently as it was written on the lesson plan. PowerPoint made the teacher deliver the materials easily and helped students focus on the lessons.

**Table 2. Participant A activities on the main activity**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Main Activity	The teacher asks students to talk in front of the class to read the story on their homework	The teacher instructs students to read their homework in front of the class  (17:19 – homework yang last week sudah belum? Nanti maju ke depan satu-satu ya atau ada yang mau volunteer maju ke depan duluan? Mau maju sendiri atau di spin?)	Consistent

**Table 3. Participant B activities on the main activity**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Main Activity	Students read the dialogue in front of the class	Teacher instructs students to read dialogue in front of the class in pairs.  (15:21 – oke ini tidak ada yang mau maju duluan? Siapa yang mau maju duluan rise your hand!)	Consistent

**Table 4. Participant C activities on the main activity**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Main Activity	The teacher displays the title that will be studied on powerpoint	The teacher shows the material that students will study  (1:22 - sekarang kita akan belajar tentang go, go to, play dan do)	Consistent

**Table 5. Participant D activities on the main activity**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Main Activity	The teacher explains the function of the words go, go to, play, and do	The teacher explains the material.  (8:32 – jadi, ini semua adalah activities. Go, go to, play, dan do adalah kegiatan yang sedang berlangsung)	Consistent

From the results presented in the tables above, it can be seen that most of the participants practiced the plans for the main activity stage. During the opening, main teaching and closing stages, they implement the main activities as written in their lesson plans. There are only a few activities that are not consistent, for example, the teacher does not instruct students to look at the book and directly explains the material through the PowerPoint slides.

### **Inconsistency of Lesson Plan and Teaching Practicum Videos**

From the video, the researchers concluded that the four participants did not practice the activities as what was written on the lesson plans. The activities were mostly in the opening and closing stages. In the main activities, there were only one to two activities that were inconsistent. It seems that the pre-service English teacher focused more on the main activities so that students can understand the lesson. For example, Table 6 which compared lesson plan A1 (LPA1) and video A1 (VA1) showed that Participant A wrote the plan to open the session by greeting the students. While in the practicum, the teacher instructed one of the students to lead the greeting. From table 7 which compared lesson plan A2 (LPA2) and video A2 (VA2), it can be seen that in the closing stage of the lesson plan, the students and the teacher concluded the learning activities, but in the practicum, the teacher asked students to answer the question in front of the class.

Participant B showed inconsistency in teaching the closing activities. The data are presented in Table 8 which compared lesson plan B2 (LPB2) and video B2 (VB2). In the lesson plan, the teacher concluded the discussion, asked questions and led a prayer before closing the lesson, and greeted the students. It is inconsistent with video practicum. The teacher did not review learning activities but informed the daily test because the participants look in a hurry due to the limited lesson hours.

Another example was Participant C's inconsistency in the opening and closing stages. Table 9 and 10 presented the comparison between lesson plan C1 (LPC1) and video C (VC1). In the lesson plan, the teacher asked students to prepare textbooks and notebooks. The teacher also asked the student whether the student understood the material that had been explained in closing. It was inconsistent with the video practicum. The teacher did not instruct students to prepare the textbook but asked about a homework from the last meeting. The teacher did not ask the student about the material but the

assignment. Furthermore, there was an activity that was not done because the video was cut. However, the participant did not confirm it. Participant C could not be interviewed due to personal reasons.

From table 10 it can be seen that Participant D wrote the plan to collect the homework that the students have done. While in the practicum, the teacher skipped and directly jumped to the next activity, ice-breaking. The data were taken from lesson plan D1 (LPD1) and video D1 (VD1). From the interview, Participant D stated that they directly jumped to the next activity because of the limited time.

**Table 6. Participant A activities on opening**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Opening	The teacher greets the students and opens the class greeting.	The teacher instructs one of the students to lead the greeting  (00:32 – ayo Kevin. Waalaikumsalam Warahmatullahi Wabarakatuh)	Inconsistent

**Table 7. Participant A activities on closing**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Closing	The class closes with prayers and greetings	Teacher instructs student to collect the homework  (43:04 – inikan tadi sudah pada maju, sekarang bukunya collect to me. Bukunya boleh dikumpulin ke miss ya)	Inconsistent

**Table 8. Participant B activities on closing**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Closing	Conclude the discussion that took place on that day, ask if there is any question and pray together before class closing, and give closing greetings to the students	Teacher informs about daily tests, reminding to collect them and close the class  (45:35 – setelah selesai chapter kita ulang harian ya. Nah ini ulangan harian kalian bisa di akses disini. Jadi jangan sampe ga ngerjain ya. Jadi hari ini terakhir miss disini. So, this is our last meeting. Thank you for today semuanya)	Inconsistent

**Table 9. Participant C activities on opening**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Opening	Teacher asks students to prepare the textbook and notebooks.	Teacher asks about homework last meeting  (0:55 – semuanya sudah mengerjakan tugas yang minggu lalu?)	Inconsistent

**Table 10. Participant C activities on closing**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Closing	Teacher asks student whether student have understood the material that has been explain	Teacher pays attention to the students while doing the assignment  (36:55 – bisa tidak? Bisa ya?)	Inconsistent
	Teacher gives conclusion and feedback about material	No activities (Video is cut)	Inconsistent

**Table 11. Participant D activities on opening**

Stages	Lesson Plans	Teaching Practicum Video	Consistent/Inconsistent
Opening	The teacher asks students to collect the homework they have done.	No activities	Inconsistent

From the table above, the participants used different opening and closing activities compared to those listed on the lesson plans. In addition, one of them did not record activities on closing but the participant did not confirm the reason because they could not be interviewed due to personal reason. Another participant directly jumped to next activity because they did not want to waste time.

#### **Pre-service teacher’s practices during the teaching practicum**

Before the pre-service English teachers practiced their teaching in the class, they prepared the lesson plans first. From the interview, it was revealed that the pre-service English teachers got a lesson plan template from the school then modified it using their own ideas. When planning, they were also assisted by the supervising teachers to make it clearer and well-planned.

Participant A: *“I made a lesson plan looking at examples from the school template but the activities were developed by myself so there are slight differences”*

Participant B: *“We prepare the lesson plan by ourselves but after finished it is sent to the tutor teacher and then it will be reviewed to be approved or not.”*

Based on findings of consistency and inconsistency between the lesson plans and the teaching practices, some pre-service teachers were inconsistent in practicing the opening and closing activities. It was confirmed from the interview that most of them had limited time when conducting the teaching practices. Therefore, to handle the problem they had their own strategy. For example, Participant B had a strategy of using “wheel of names” to invite students to present their work in main activity stage—waiting for students to come forward took time.

Participant B: *“If the way I handle the problem of limited time is for example, I give 20 minutes to make a dialogue, I always check my students' progress and if they ask a question, I will definitely answer it. Actually, it's even more difficult, most of the students are instructed to come forward to read the dialogue and it's difficult for the students to do it because they are embarrassed and don't want to go first. Well, it turned out that it took a lot of time, so I looked for a way to use wheels of name so students had to be supportive if their names were on the screen.”*

Another example is from Participant D who also had problem with duration. Participant D tried to avoid the deviation from the lesson plans. They brought the lesson plans to the class to check the time and activities. However, he was still unable to control the activities on time.



Participant D: *“Actually, I printed 2 lesson plans. 1 for school data and 1 more I bring to class so that I stay in accordance with the rules but when in class I also sort out which activities have to be done more, so that there are some parts that are missed. I adjust the situation in class and time to stay effective and not waste a lot of time.”*

From the statement from Participant B and D, it can be concluded that they had problems with the duration, so they adjusted the classroom situations. They cut time as much as possible to be more effective even though there were some activities that were not carried out. The challenges of using online learning mode were not mentioned by the participants.

From the findings in this study, the English lessons were conducted in face-to-face mode although it was still in the COVID-19 pandemic situation. The session's duration was reduced, so the pre-service teachers had to adapt the lesson plans for the teaching practicum. The pre-service English teachers' teaching practices were mostly similar to the lesson plans although there were some activities that did not get carried out due to limited time and unpredicted situation in the class. It is implied from this study that the pre-service English teachers are able to implement the lesson plans for the teaching practicum but they struggled to follow the activities in the lesson plans to the teaching practice. They were not able to manage the duration precisely in implementing the lesson plan during the pandemic. Some of them changed or skipped the activities which were written in the lesson plan.

The pre-service English teacher have already prepared well-organized lesson plans according to the needs of their students and created interesting activities. It is in line with the statement from Nazim (2020) that a well-crafted lesson plan suits students' interests and requirements. Although the pre-service teachers admitted that they struggled to create the plans, they were assisted by the supervising teachers who reviewed and approved the lesson plans. Ayumi et al. (2022) reported struggles in creating a lesson plan and difficulty in determining the appropriate method and models for students during pandemic, pre-service teacher English teachers had difficulties when constructing their lesson plan. They have to develop some interesting activities that excite the students to participate in learning. Other than that, they have to create an effective lesson plan while at the same time having limited lesson duration.

Besides struggling to adapt the lesson plan, the pre-service teachers also found difficulties in implementing the plans of English lessons during the pandemic considering the lesson duration. Some activities in the lesson plan were skipped because the pre-service English teacher was nervous and afraid to run out of time. They said during the interview that it was their first-time teaching in front of the real students directly. This situation made them easily forget the next activity. Nevertheless, they had their own strategies to handle the problems. For example, one of the participants brought the lesson plan to the class and checked it frequently to keep the teaching on track.

Pre-service English teacher also used interesting media and tools for the learning. Suyatmini et al. (2018) mentioned that the function of a lesson plan is to remind teachers of the materials that need to be prepared. In this study, the pre-service English teachers used a wheel of spin to decide which student to come in front of the class. It is an interesting and useful strategy during a pandemic since it can reduce crowded situations in the class. The students were calmer and were disciplined, they obeyed the rules during the pandemic. Another strategy was the use of PowerPoint slides and videos. It made students understand the lesson more without the use of long explanations because videos and slides attracted the student's attention.

The results of this study are in line with the previous theories from Harmer (2002) who stated that it is better if the class goes "according to plan", but they often do not, pre-service English teachers taught according to the lesson plan but there were still some inconsistent activities. Although the teachers could plan well according to the student's needs and interests, they had to be ready for possible changes due to unpredicted situations in the real classrooms.

## **CONCLUSION**

The pre-service English teachers in this study were able to create lesson plans and adapt it to the reduced duration of the English lesson time per session during the COVID-19 pandemic. However, they were still unable to implement all the activities written on the plans due to several problems related to their time management and classroom management skills.

This study was to find out whether the teaching-learning process in teaching practicum is consistent with the lesson plan during the pandemic. The results indicated that the class activities in teaching practicum were mostly similar to the lesson plans but there were some activities not implemented due to limited time and unpredicted class situation. The pre-service English teachers were not able to manage their time to implement the lesson plans for the teaching practicum during the pandemic. Despite having designed their lesson plans under the supervising teachers' guidance, they had not been able to manage the time in implementing the lesson plan. Some activities in the lesson plan were inconsistent.

The second aim of this study is to investigate the practices of pre-service English teachers in planning and implementing lesson plans for teaching English. The pre-service English teachers designed their lesson plans following the steps and templates from the school. They were guided by the supervising teachers. However, the pre-service English teachers stated that they struggled to create the plans following the limited time allotment for each session. They had to adjust the teaching methods with the reduced duration but they should keep the activities interesting and the objectives achieved. Pre-service English teachers used PowerPoint slides and videos to help in creating more attractive lessons. Some of them also used a wheel of spin to call students to come in front of the class. These activities were also done to save time.

This study can be used as a reference for further research on designing lesson plans to teach the English language. It is also intended to provide insight for both in-service and pre-service teachers in constructing lesson plans that are relevant and appropriate to their students. This study revealed that the teaching-learning process in teaching practicum is consistent with the lesson plan. However, certain areas can still be improved upon. Research on the topic needs to further explore the details on how pre-service English teachers adapt and adjust their plans in various teaching practicum settings. Further research may involve pre-service English teachers who completed their teaching practicums in private junior high schools as well as in-service English teachers in a wider scope. Furthermore, classroom observations should be conducted in the further study using more participants from various schools.

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