

## **THE NARRATIVE INQUIRY OF A PRE-SERVICE TEACHER IN DEVELOPING LESSON PLAN WITH EXPERIENCED TEACHER**

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### **Abstract**

The general issue it looks specifically at to how does the collaboration between pre-service teacher-student in developing lesson plan and experienced English teacher affect the student-teacher's identity. This study aims to reports on my experience in developing lesson plan together with an experienced English teacher by paying attention to the learner identity. This research took place at one of the Senior High School in Karawang, I as a participant taught in class XII and the research approach used was narrative inquiry to tell my experience about developing lesson plan than for the data used reflective journal looking at learner identity that would serve as self-reflection. The findings of this study indicate that in developing the learning plan it can be seen from the learner identity factor when I teach. By seeing the learning objectives, teaching strategies and supporting facilities and infrastructure for learning can lead to learning comfort, and the teacher can be more varied in choosing a learning model and also the supporting facilities and infrastructure used.

**Keywords:** *Learner identity, lesson plan, and pre-service teacher*

### **INTRODUCTION**

Developing a lesson plan before teaching in the classroom is important thing that must be mastered by both pre-service teachers and experienced teachers in order to direct the classroom activities effectively during lesson time. A teacher must be able to learn the component of designing lesson plan (Jantarach & Soontornwipast, 2018), present authentic materials and fun environment which is suitable for doing learning activities, because lesson plan involves integrated content, teaching methods, material, and assessment (Kammanee, 2001), so teachers can control the learning process and maintain classroom interaction between teacher and students in positive environment. This article reports on my own experience while doing teaching practicum in the classroom, I tried to draw up a lesson plan before delivering material. However, I did not understand the process of writing lesson plan by following indicators and learning objectives in which it provides collaboration and evaluation of teaching strategies to improve students' learning outcomes (Lewis, 2006) that refer to 5E which stands for Engage, Explore, Explain, Elaborate, and Evaluate instructional mode (Namdar & Kucuk, 2018).

The studies which pay attention on lesson plan have been explored largely in teacher education as well as in the context of language teacher education. Alanazi (2019) examined the behaviors, ideas, and challenges of student-teachers'

journey in developing lesson plans. Jantarach & Soontornwipast (2018) investigated EFL pre-service teachers' process of designing and implementing lesson plan. To fill this gap, I conduct this study in narrative inquiry research based on my own experience in developing lesson plans based on the learner identity theory by Mark. I focus on student-teacher's experience in developing lesson plan with secondary school English teacher. The present study consist of a research question, How does the collaboration between pre-service teacher-student in developing lesson plan and experienced English teacher affect the student-teacher's identity?, This study aims to reports on my experience in developing lesson plan together with an experienced English teacher by paying attention to the learner identity written by Mark Feng Teng about Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language related to the realization of it in EFL classroom. In this research, it is helped because with this learner identity, the writer this research can arrange finding well. Then, this study aims to develop lesson plan with follows systematically arranged, consisting of standards of competence, Basic Competence, indicators, learning objective, the material standard, models and methods of learning, teaching activities and source of learning and assessment of learning outcomes. Additionally, this study was based on learner identity theory this is a student's ability to review themselves as learners and to understand their actions, emotions, thoughts, and motives about themselves in learning.

## **LITERATURE REVIEW**

### **1. Conceptualizing Learner Identity**

The last two decades have seen the growth of empirical research on the impact of learner identities with teacher professionals on teaching and learning in the field of education (Rudolph, Yazan, & Rudolph, 2019; Ruohotie-Lyhty & Moate, 2016). Previous studies of teacher professional identity specifically show that agencies play an important role in the development of professional learner identity when teachers go through various stages of the teaching journey (Durrant, 2020; Vähäsantanen, 2015; Widodo, 2017). In addition, they also exhibit diverse, contradictory, fragmented and difficult to understand nature of identity, and also claim that identity construction has value in language learning (Teng, 2019). The teacher sees this learner identity by taking into account student factors when interacting during language learning such as: asymmetrical power relations between teacher and students; student's level of knowledge; and pay attention to the institutional system as a support for students. In the last decade, this learner identity has become one of the hot topics in teaching and learning English as a foreign language (EFL). By building and telling their own stories, people can provide an explanation of their actions, understand their relationships with others, reflect on the past and plan for the future, express and manage their emotions, and therefore, build and reconstruct their identities (Connelly & Clandinin, 1999; Sfard & Prusak, 2005).

### **2. Developing a lesson as important tools for learning**

English teachers have a way of developing a lesson plan by adjusting syllabus. Lesson planning is the systematic process of deciding what and how students should learn. Lesson Planning is a key responsibility of teachers. Borich (2007) contends that teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do how, how much material to cover during the allotted time, and depth in the subject to make instructions. In the teaching and learning process, it is indeed necessary lesson plans. Therefore the teacher must have prepared the design to begin learning. Lesson plans are plans to teach lessons that will be developed or applied by teachers based on a predetermined curriculum (Farida, 2018). This lesson plan is an important thing for teachers for the teaching process. The first step towards the success of a lesson plan is organization the following four steps: (1) Have a clear purpose in mind, (2) Select the elements of the syllabus which will be addressed in the lesson, (3) Match the selection of activities to the time available, (4) and the last give the lesson a clear structure (Susan Fez & Helen Joyce, 2002).

## **RESEARCH METHODOLOGY**

### **Research Design**

This report presents was narrative inquiry that to know how pre-service teachers develop lesson plans in one of the high schools in Karawang. The narrative inquiry design was used to explore one's life experiences (Clandinin & Connelly, 2000; Clandinin & Rosiek, 2007). This research used reflective journals to record each of my experiences in learning to develop lesson plans. I wanted to tell about my experience when I developed my lesson plan.

### **Research site and participant**

This study was conducted at senior high school in Karawang. The reason why the I chose this site as the subject of research is I conducted my teaching practicum at this school. Before conducting this research the writer received guidance on making lesson plans with the teacher. For the participants in this study, I was myself, which in this research described my own experience in developing lesson plans. This study lasted for one month of data collection while I was doing pre-service teachers at the school. I always consult with the teacher to make lesson plans that have been given, but developed again by me to do the teaching process in class.

### **Data Collection and Analysis**

This study employed some instrument to collect the data such as reflection and field note. In the process of developing this lesson plan I used an existing lesson plan as my reference in making lesson plans. For this research, I was assisted by an English teacher to arrange a lesson plan based on an experienced teacher. So the teacher told me how to write the right lesson plan based on his experience. Indeed, narrative inquiry focuses on retelling and reviving stories that

are alive and portrayed, both their own and mine, in a more thoughtful and sensible way in the future (Clandinin, et.al, 2011).

The data in this research was collected through reflective journal. This reflective journal tells the author's experience in making lesson plans with experienced English teacher. This reflective journal also provides a better understanding of the author's thought processes. Using reflective journals provides pre-service teachers the opportunity to express their thoughts and changes as part of their learning experience (Dunlap, 2006). Based on the experience of the English teacher in developing the lesson plan while in this lecture, I was able to make the reflective journal in my research. This study, I retell how the process of developing lesson plans was assisted by experienced teachers. In this narrative research to investigate participants with the process of retelling the story through the results already obtained. (Clandinin, et.al, 2016).

### **Research Procedure**

'Fieldwork' that lasted for 3 weeks produced qualitative data collected through a series of written reflections. The first stage the researcher looks at the conditions in the class to be used as self-reflection when the teaching process takes place. In this study, researchers explain the objectives for the data collection process needed in this study. For this data I tell the experience when I taught in class with lesson plans that I have made. Then, I apply the lesson plan to the learning activities. When the learning process is complete I try to analyze in every situation, then I make a reflection of myself as material data that I will tell in finding. This learning design activity was carried out when I was given the first week of instruction to understand how to make lesson plans with a manual in the form of a syllabus and previous lesson plan files.

### **Data analysis**

During data analysis, I used Creswell's (2013) data analysis procedure to analyze narrative inquiry. I "created and organized data files, read lesson plans and syllabus, and determined the initial code, described the case and its context, used categories to identify themes, used direct interpretations of findings," (pp. 190–191). In this section I explained how I developed lesson plans by analyzing lesson plans adopted from the syllabus.

First, I identified the criteria that I used to make lesson plans, I used content analysis (Yıldırım & Şimşek, 2006). My knowledge in developing lesson plans was still lacking, so I read the entire journal reflective as long as I developed lesson plans which then produced codes and categories.

Second, to understand the criteria adopted for developing revisions to the lesson plan, I read and analyzed repeatedly from the lesson plan and syllabus. Then, I compared lesson plans made by English teachers. The difference in the lesson plans that I make with the English teacher want noted in the reflective journal that I made.

Third, to better understand orientation in developing this lesson plan I identified coding to find the main categories of data transcription. Then, from the

core data encoding, I found other categories such as "learner identity". After that, I took a model and developed a lesson plan by linking categories with story compilation. This theory, which was developed by the researcher, was explained until the end of the study, "asymmetric power relationships, learners' levels of cognitive awareness and situated institution system (Teng, 2019).

## FINDING AND DISCUSSION

### Research Finding

Based on in-depth data analysis informed by Creswell, I drew a theme of findings that appear to answer the research question: how does pre-service teachers in developing lesson plan? This theme was identified from my reflective journal. Reflective is a tool for action and change because it helps increase self-awareness of experience (Widodo, 2015). In this research, I wrote a reflective journal as a tool to reflect on what I experienced in developing lesson plans.

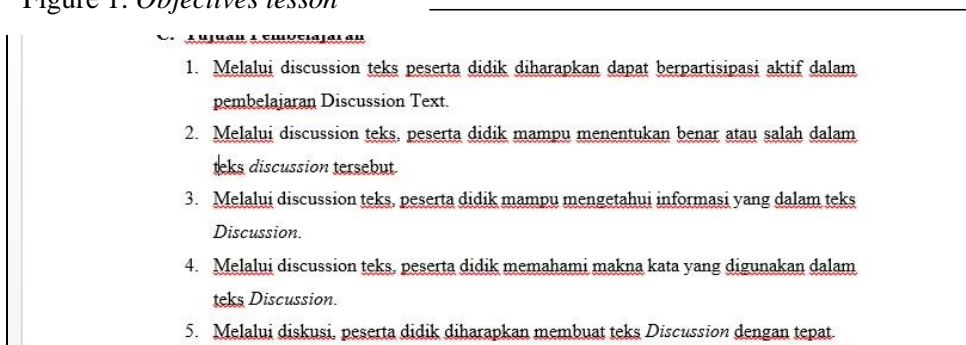
### Factors that affect Learner Identity for pre-service teacher

EFL student identity is a complex process for teachers to interact with student. The teacher or pre-service teacher must be able to have at least three factors: the asymmetrical power relationship between teacher and student, cognitive awareness (cognitive framework awareness of goals, beliefs) and student's institutional system and conventional 'hidden' practices.

#### a. Asymmetric power

In my first teaching practice in the third grade students of senior high school, I prepared lesson plan to teach discussion text. One of the objectives, I wrote was to build students' engagement and participation in the lesson about discussion text.

Figure 1: Objectives lesson



To achieve this goal, I tried to create fun and comfort environment in class with the students while studying. However, the classroom atmosphere was full of tenseness. They looked afraid and awkward at the time they met me for the first time.

As a pre-service teacher who did teaching practice, I started the motivating strategy session as the opening activity after introducing myself and getting to know the students too. In breaking the ice and increasing the chance for them being communicative in class, I opened the conversation with them by using Indonesia about national examination.

Figure 2: *Using ice breaking*



This kind of issue was really popular that day around students and teacher. Many people had talked about it. Therefore, I asked whether they agree or disagree if national examination is still exist. As I expected, students' opinions were divided into two; agreement and disagreement based on their own reasons.

After I got most of students' opinions about national examination, I delivered the material by giving other authentic examples, such as "gadget in school for students". The explanation was continued with the definition, structure, and language features of discussion text. Furthermore, I did ice breaking every time I found that students were bored and less focus. The ice breaking was game of remembering color. I gave them four colors; red, yellow, green, and white and they must clap or not clap their hands related to the colors I said. One clap is for red, two claps are for yellow, three claps are for green, and no clap is for white. After doing ice breaking, students were laugh and happy. They became more focus to continue the learning process.

**b. Cognitive awareness**

In this learning activity I taught students in class XII. As the learning process progressed I found that the types of students with different cognitive



Figure 3: *Proses disc*

learning levels were higher and lower. When I observed the classroom situation using discussion, it turns out that the dominant level of student knowledge was lower. What distinguishes these higher and lower students is I saw their perspectives and concentrations when studying. Higher students, they focused more when studying and concentrating, while lower students who lack their focus do not paid attention to me in teaching.

Furthermore, in the teaching process I explained the material using an interesting power point so that students felt interested in learning. I expect students to understand what I'm saying, but they don't really understand the material. Then, I gave a video that illustrates the Discussion Text material along with examples so that they don't got bored and understand more about what I explained and focus.

In this teaching and learning process, I used the question and answer method and group discussion as well as the discovery learning model. In this question and answer activity, I tried to ask students about the material that I had conveyed, while for the discussion activity I divided students into seven groups, each group consisting of 4-6 student. After all students got their groups, each group has an issue that I had gave on the test sheet. After that, each group member discussed with each other to complete the problem. It turns out that when I paid attention between each group, there was some students who understand but it was difficult to express their opinion and some students do not understand the material.

Figure 4: *Model in learning*



Moreover, so that students better understand what I had said for the learning method I used debate. After their assignment was completed I tried to divide the two groups, namely the pro and cons to discuss the issue of "the

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning
- 3) Metode : Tanya jawab dan diskusi dengan murid







more easily explain the material that I submitted to students, because there was not too many costs that I spent when teaching. The media used certainly very helpful for students to be more enthusiastic in learning so that their classroom atmosphere become more conducive and comfortable.

From each of the student identity factors mentioned above, I investigate that in making lesson plans I pay attention to every important part in them. In other words, these three factors of student identity have an important role to see the strength of the teacher in teaching, knowing the level of student knowledge in learning and seeing the situation of the supporting conditions for student learning. The results of discussions with the English teacher about the development of this lesson plan I can develop it by looking at the syllabus guide, then developed into a lesson plan by looking at the learner identity factor as a support in the learning process. Conformity when the process of developing this lesson plan has in common with the curriculum rules that are used because by following the guidelines of the curriculum there are rules in developing lesson plans, by adjusting learning material and basic competencies. The strengths of this lesson plan are that it can be applied to all classes, encourages students to be more active, helps teachers to overcome problems in the classroom and encourages students to think and work as best they can. As for the shortcomings that require a relatively long time and the teacher is difficult to determine time.

## **Discussion**

This research reports my experience in developing lesson plans. The story I experienced served as a narrative site where his identity as a pre-service teacher told the results of his experience regarding the development of lesson plans. Clandinin and Connelly (2002) argue that narratives capture and investigate their own experiences when humans are in time, space in person, and in the relationship between humans themselves. This study follows student identity theory where the teacher must monitor students and reflect their emotional flux and develop strong student identities. The experience story was analyzed based on a learner identity framework in EFL learning that focused on aspects of the relationship between pre-service teachers and students, the level of student knowledge and the supporting situation in learning (Teng, 2019).

### ***Asymmetric power***

The purpose of this paper based on my experience was to build student involvement and participation in lessons about the discussion text. To achieve this goal, I tried to create a pleasant and comfortable environment in the classroom with students while studying. Creativity in students was considered to be stimulating by fun and humor, when the brain was more relaxed and less bound by rules (Light, 2002). I started the motivational strategy session as an opening activity by solving students' tensions and increasing opportunities for them to communicate in class. I opened a conversation with them using Indonesia about the national exam, the issue was popular at the time.

After I explained the material I was conveying, I began to melt the atmosphere back by doing ice breaking. I broke this ice breaking every time I found students bored and lack focus when studying. Ice breaking can help students to be relaxed and comfortable when studying, thus enabling them to be more conducive in listening and contributing to class (Bonari, R. H, 2018). This game students only remember the color and clap their hands and follow the instructions I said. With this activity of course students felt happy and laugh and also they focused more on learning. Ice breaking is a great way of learning that can be used to relieve stress and provide the necessary rest during the learning process (Bonari, R. H, 2018).

### ***Cognitive Awareness***

The type of learning process that I found when teaching students was to have higher and lower levels of cognitive learning. According to Krathwohl (2002), there were varying levels of learning, and different levels require more sophisticated cognitive processes than others. Krathwohl distinguished between higher order learning processes (e.g., analyzing, evaluating, and creating) and lower order learning processes (e.g, remembering, understanding, and applying). When I observe the classroom situation using discussion, it turns out that the dominant level of student knowledge was lower. Higher students, they were more focused when studying and concentrating and motivated in learning. Motivation was an internal process that is one of the main factors that determines the success rate of student learning (Levpuscek & Zupancic, 2008). Students who are motivated and focused on learning easily learn something with a higher cognitive process in learning material. So students will absorb the material better. While lower students who were less focused they do not paid attention to me in teaching, Adrienne (2011) the lack of motivation and when the student learning in the classroom lack of focus because there are other factors that make you feel more attractive. Adding interesting power point slides and adding videos about the material make students feel more interested.

In addition, so students better understand what I am saying for the learning method that I added using the debate method. With this debate method was very helpful for students who find it difficult to express their opinions because it is assisted by students who understand better. While those who already understand taught students who do not understand. According to Balcer and Seabury (1965: 190), debate is closely allied with discussion. The debate is "a discussion as a cooperative attempt by two or more individuals, with stimulation and guidance by a leader, to find the best solution to a problem" (Balcer: 310).

### ***Student support system in learning***

With the state of the environmental situation and infrastructure at school that I am effective in doing practical work, the situation was quite supportive for the learning process for each student. Even though the school yard was still very wide and the weather is very hot it does not hamper their learning process, because the presence of class fan facilities helps to reduce the hot temperatures. Extreme temperatures in the classroom, whether hot or cold, have implications or effects to

achieve learning and teaching outcomes in the classroom (A. K. Monguno1, 2017).

As long as I taught in class, the facilities or aids that I used for learning a projector because to deliver a material so that I am more participative in teaching students. Multimedia projectors had become the main focus of English language teaching classes, with the presence of this multimedia to assist teachers in language teaching styles, methods and techniques (Md. Ruhul Amin, 2018). Multimedia used certainly helps students to be more enthusiastic in learning so that their classroom atmosphere becomes more conducive and comfortable. In addition, I was also able to use modern methods to improve participative learning styles. The utilization of multimedia technology has created a favorable situation in improving the attractiveness in English language teaching and learning (Pun, 2013).

## **CONCLUSION**

This research reports on my experience in developing lesson plan when I conducted teaching practicum. Some conclusions can be obtained from the findings of this study. First, through teaching and learning activities a teacher needs attention to each student so that the teacher can establish a good relationship then students felt more comfortable when study. Teachers can use Ice Breaking when teaching made students felt more relaxed and focused on the material. Secondly, the level of knowledge of each student is different, both higher and lower. The task of a teacher must know the level of knowledge of each student by using an interesting method so that students who were classified as less in English can discuss with those who understand better. Therefore teachers need to use fun learning activities. From the findings I got, at the end of the learning activity I created two discussion groups by using the method debate so that students are more motivated to learn, because it can be helped by friends who understand. Third, teaching and learning activities need supporting conditions to achieve what we expect. A good environmental situation and the environment was not crowded enough to help students concentrate more in learning. A part from that the supporting facilities at the school were quite good, such as projectors, libraries, chairs and complete tables, blackboards and others that all really help the teacher to do the learning. The teacher can use multimedia when teaching so that learning was more participative for English.

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