

CHAPTER I

INTRODUCTION

A. Background

Lesson planning has always been an essential competence for pre-service teachers to master in teaching practicum. When pre-service teachers have to plan for various topics, different content, classroom activities and even unpredictable situations in the classroom, effective lesson plan keeps the teaching process organized and moving smoothly. Without a lesson plan, teaching can be burdensome for the teacher and learning process can be confusing for the students. For pre-service teachers, it is easier to follow a lesson plan template that given by the mentor teacher. Proper guidance from mentor teacher is needed to help pre-service teachers maintained the elements of lesson plan.

In reality, designing lesson plan can be really challenging for pre- service teachers. The challenges itself may raise different emotions toward pre-service teachers through the process. It may be raising due to the relationship among the pre-service teachers and their mentor teacher, their students, and their teaching practicum partners. Hargreaves (2005) added “the proximity of social relationship between the members of the community can cause ‘understanding and misunderstanding’ of different aspects of schooling”. These relationship among pre-service teachers and the members of the community will rise to different emotions, both positive and negative, and the form of what Hargreaves calls the ‘emotional geographies’ of teaching.

A myriad of the research into teaching practicum have been conducted while less attention has been paid to pre-service teacher's emotion. Current issue of emotional geographies defines about EFL teachers' emotional experiences in a teacher professional community in England (Liu, 2016), which focused on teachers' experiences of collaboration with colleagues, teachers' sense of fairness in teaching, teachers' professional relationship with students. To fill this gap, this study focused on pre-service teachers' challenges of designing lesson plan. The data analysed with Andy Hargreaves's emotional geography framework. The paper reported on narrative case study of two pre-service teachers' challenges (Vivi and Nana) in designing lesson plan during teaching practicum.

B. Formulation of Problem

What are pre-service teachers' challenges in designing lesson plan during teaching practicum viewed from emotional geography?

C. Operational Definition

To avoid misinterpretation of this study, the researcher provides some definitions related to this study:

1. Teaching practicum : It is a teacher preparation program address to help pre-service teachers prepare the diversity of classes by refocusing their techniques on getting

know their individual students during the process (Dassa, 2018).

2. Lesson plan : It is a roadmap for teachers and students regarding what should be covered within a given lesson (Zhao, 2018).

3. Emotional geographies : The patterns of closeness and/or distance in human interaction and relationships that create, configure and color the feelings and emotions we experience about ourselves and surroundings (Hargreaves, 2001).

D. Aims of The Study

The present study aimed to discover the challenges occurring in designing lesson plan during teaching practicum viewed from emotional geography framework.

E. Significances of The Study

1. Theoretical Use

This study provided the reader about the important of designing lesson plan to control the teaching process without burdensome and overwhelming for the teacher and confusing and unfocused for the learners (Zhao, 2018).

2. Empirical Use

The study provided empirical insights into how pre-service teachers emotions supported the process of designing lesson plan during teaching practicum.

3. Practical Use

The study served the pre-service teachers with a potential process in preparing the lesson plan.