

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and recommendations. The conclusion section serves as the section in which the research body is concluded. The suggestion section provides advice for future efforts.

5.1 Conclusions

Using a narrative inquiry design, this research attempted to explore how a beginning English teacher with some trouble in his acquisition of knowledge of lesson plans makes a lesson plan. A series of in-depth interviews was conducted to dig into stories from a beginning English teacher who was voluntarily recruited. The interviews were audiotaped and then transcribed. A thematic analysis was performed to analyze the data.

Thematic analysis revealed that the beginning English teacher, whose pseudonym is Mr. Karl, develops a lesson plan in accordance with Arends (2012). Mr. Karl's lesson planning creation is done by planning for lesson preparation, planning for lesson execution, and planning for lesson assessment. Arends (2012) referred to these three consecutive and cyclical processes of lesson planning as "before instruction, during instruction, and after instruction".

Mr. Karl also happened to face some challenges when creating his lesson plan for teaching procedure texts. The challenges include the challenges in lesson preparation, execution, and assessment. It is very common for a new

teacher to face some difficulties when making a lesson plan. The challenges seemed to be trivial as he explained along the way.

Despite the challenges, Mr. Karl managed to create the lesson plan and survived his first year of teaching. This is due to the fact that he is actively engaged in teacher professional development (TPD) and does direct innovation. The TPDs include joining MGMP forums, studying educational curriculum regulation documents, doing reflective practice, and studying scholarly journal articles on ELT. The direct innovation includes conducting alternative methods and using appropriate technology as a beginning teacher with sufficient knowledge of TPACK (Koehler & Mishra, 2009).

The findings of this study are expected to provide contributions within and beyond this research. Within this research, it can provide some contribution to the beginning teacher with a means of a deep reflection of his practice of creating a lesson plan. It will allow him to learn from what he had done for betterment in his lesson plan creation. SMA Negeri 1 Purwokerto is benefited in a way that the result of this study is stored in the library to be learned. Beyond this research, the findings are expected to provide other English teachers with insight for dealing with the challenges in creating a lesson plan, especially for beginning English teachers. For other researchers, this study contributes in a way that it serves as the base for further research dealing with a lesson plan creation by beginning English teachers.

5.2 Suggestions

The researcher offered several suggestions for future improvement. The suggestions are for teacher education programs, beginning teachers, and future researchers.

For a teacher education program, it is necessary that its pre-service English teachers be prepared with the knowledge of lesson planning. It is important for them to survive the first year of teaching and their long-term teaching experience. Engage pre-service teachers in enriching activities such as teaching internships, and so on.

For beginning teachers, it is suggested that they stay involved in TPD activities just like Mr. Karl. For the beginning teacher, such as Mr. Karl, he happened to be an autonomous learner who would like to do life-long learning and improve his teaching knowledge.

For future researchers, the researcher suggests conducting research comparing beginning and senior English teachers' lesson planning. This will enrich the body of knowledge on lesson planning by different teachers.