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## Analysis of the ELT Pre-Services Teacher Lesson Plan: A Case on the Vocabulary Discussion

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**Abstract:** As the lesson plan is considered of main requirements for both teacher and practiced teacher and vocabulary discussion is essential to include. This research is aimed to identify the vocabulary discussion used by teacher in the Lesson Plan. Using 22 peaces ELT ELT lesson plan, the research was done by implementing documentation study. Regarding the distinction indicators of both KTSP and K13 curriculum, it was found that the lesson have some limitation in using the vocabulary discussion in which there are only 9.09% of the lesson plan that included the vocabulary discussion as a step in the teaching of reading for comprehension *before doing reading activity*, and 4.55% offers it *after* the students read the text. Most of the documents do not include the steps of vocabulary discussion in the teaching of reading for comprehension. Finally, 19 or 86.36% that did not offer the vocabulary discussion.

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## INTRODUCTION

It is widely known that every student of the Education Program in Indonesia has to follow the Teaching Practice at schools or known as field practice *Program Praktik Lapangan (PPL)*, for several months, usually one semester (Ariawan et al., 2016; Mukminin

et al., 2020; Purnamaningwulan, 2019; Shalihah, 2019). In this program, as the name suggests, the student-teachers have to teach the real students at schools. In order to be successful in their teaching practice, they have to prepare lesson plans usually called *Rencana Pelaksanaan Pembelajaran (RPPs)* (Iqbal et al., 2021; Putri, 2016). A lesson plan is used by the

student-teachers as a guideline to teach a certain topic as stated in the school curriculum (Lai & Lam, 2011; Pramoolsook, 2019; Rusznyak & Walton, 2011). The lesson plan used by the student-teachers are the ones already approved by the supervising teacher usually called *Mentor*. The Mentor is responsible to guide the the pre-service teacher in the teaching practice (Abongdia et al., 2015; Ambrosetti et al., 2014). This also means, of course, that the Lesson Plan used by the student-teachers in the ready-for-use Lesson Plan (Milkova, 2012; Vdovina & Gaibisso, 2013). In general, an RPP contains several components, such as school identities, school subject identities, class/semester, time allocation, competencies consisting of main (core) competencies and basic competencies (*Kompetensi Inti/ and Kompetensi Dasar/KD*), indicators of the basic competences, learning goals, teaching materials, learning sources and media, teaching method, steps of teaching, and evaluation.

The steps of teaching as one of the components of the RPPs become the most important component because it directly influences the students in understanding the lesson. It helps students a lot in achieving their learning goals. That is why the right formulation and arrangement or the sequence of the steps are very important. In relation to teaching reading for comprehension as suggested by the curriculum of either the junior high and senior high schools, the steps of teaching must be more carefully formulated and arranged or sequenced because reading a text is not an easy task by our junior and senior high school students. For junior high school students, things will generally be worse.

The student's problem in understanding a text is commonly caused by some problems, such as their failure in mastering the grammar and vocabulary (Hamra & Syatriana, 2015; Oakhill et al.,

2014). However, having a lack of vocabulary items about a text will cause more serious problems than the lack of grammar knowledge because having or knowing sufficient vocabulary items about the text can help students to predict what the text means. That is why, it is very necessary for the teacher to provide the students with some vocabulary items, especially the keywords, before asking or letting the students read (Boers, 2021). This means that the more words are known by the students about the texts given, the better and easier their understanding and comprehension will be. When they understand the text 'easily', they will also be motivated in reading a text in particular and in learning English in general.

Based on our observations for a very long time as the supervising lecturers of the student-teachers, most of teacher still do not inclusive the vocabulary discussion and vocabulary building as the step to help the students to understanding the reading text. Based on the explanation above, this paper, which is based on research, discusses the steps of the teaching as found in the student's teachers' RPPs. That is why the research was aimed at searching the following information: 1) Do teacher provide thee Lesson Plan with vocabulary discussion; 2) Do teachers provide the lesson plans with vocabulary discussion before, during, or after the teaching of reading; 3) What are the presentage of lack of discussion vocabulary, before, during, and after the teaching reading).

## METHOD

The goal of this research was to describe the "steps of teaching section" of the RPPs offered the vocabulary discussion in the teaching reading, the vocabulary discussion (if any) was done or offered before, during or after the teaching of reading, and the percentage of each condition (the absence of the vocabulary discussion, before, during and after the

teaching reading). Considering the goals, this research was included as a qualitative design using a descriptive approach because it tried to describe or to get information about Vocabulary Discussion in the Steps of Teaching of the Student-Teachers' Lesson Plans (RPPs) the Curriculum 2013 lesson plans designed by the English teachers. The design of this study is a descriptive qualitative method.

## RESULT AND DISCUSSION

### Reading and Reading Comprehension

Jufri (2016) states that reading involves the perception of the written language either visually or kinesthetically. In addition, Grabe & Stoller (2018) state that reading is the ability to get the meaning of the written text being read and to interpret it appropriately. In line with Stoller et al. (2013) defines reading as a skill to be mastered by students in order that they can grasp the meanings in the text based on his interpretations. Nunes et al. (2012) adds that reading involves word recognition and comprehension.

According to Pourhosein Gilakjani & Sabouri (2016) say that reading comprehension is a process of constructing the meaning of the text through the coordination of a number of complex processes which include word and the world knowledge. To increase the students' reading comprehension in a reading instruction, Maftoon & Tasnimi (2014) explain that there are ways that the reader can apply, such as the *schemata theory*, and the *reader-response theory*. The schemata theory informs that what the reader already knows about the topic discussed will influence how much the reader will learn about the text. About the reader-response theory, quoting Purnomo (2012) say that reading comprehension is related to the readers' experiences and interpretation about the experiences.

From a different point of view, Alshammari (2015) view that to build comprehension on a text, the reader can use the *top-down*, *bottom-up* strategies, and the combination of the two. The top-down strategies such as discourse-level strategies, aid readers' comprehension of larger pieces of text such as a paragraph or section. The top-down strategies provide a linear or sentence-by-sentence building of comprehension.

To conclude, reading is the ability to get the meaning of the written text which is based on interpretation. While reading comprehension is the process of constructing the meaning of the text through a number of processes. The readers' knowledge about the words and world knowledge also plays an important role in the readers' comprehension of the text.

### Vocabulary and Its Role for Comprehension

Vocabulary as an element of language is, of course, very important to master to help the reader comprehend a text. Compared to grammatical structure, vocabulary is more important to comprehend a language or a text (Milton & Alexiou, 2012). In line with (Milton & Alexiou, 2012) stress that it is impossible to understand or comprehend a text if the reader does not know a lot of vocabulary in the text.

Harmon & Wood (2018) say that in teaching any text, one of the responsibilities of the teacher is to teach the key vocabulary and concepts so that the students can comprehend or understand the academic language of the discipline or science they are reading. Boers (2021) explain that vocabulary discussion can be done before reading, during reading, and after reading. However, they stress that after getting the text to be used in the classroom, the teacher has to decide the vocabulary items to be taught before the

students begin to read the text. It can be concluded that vocabulary is very important to help comprehend the text. Even though vocabulary teaching/discussion can be done before, during, and after reading the text, but if related to Schmitt & Schmitt (2020) mentioned above, it is very advisable that the vocabulary discussion in a reading-for-comprehension class is done before the reading activity by the students.

### Source of the Data

This paper is based on the data taken from 22 lesson plans (RPPs) written by 11 students-teachers during their teaching practice at both junior and senior high schools in 2017 in Padang, Kota Solok and Kubung Solok. The lesson plans (RPPs) used as the data sources were the lesson plans submitted to the supervising lecturers of the students in their teaching practice periods of the first and second semesters of 2017.

The twenty-two lesson plans (RPPs) which were written by 11 student-teachers were approved by 11 supervising teachers (GP) respectively in 5 schools: SMP Negeri 18 Padang, SMP Negeri 22 Padang, SMA Negeri 3 Kota Solok, SMA Negeri 1 Kubung Kab. Solok and SMA Negeri 4 Padang.

### The Model of the Lesson Plan (RPP) Development

It was found that from the 22 lesson plans, which were developed in 2 different models, namely the model as suggested for the school-based curriculum which was known as *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, and the model as suggested for the 2013 Curriculum (K13). The stages of the teaching of the KTSP and K13 models look like the following:

**Table 1.** The different between KTSP and K13

KTSP	K13
I. Pre-Teaching Activities (Initial Activities)	<b>The K 13 model:</b> I. Pre-Teaching Activities (Initial activities)
II. Whilst Teaching Activities (Main/Core Activities)	II. Whilst-Teaching Activities (Main/ Core Activities)
1. Exploration	1. Observing
2. Elaboration	2. Questioning
3. Confirmation	3. Experimenting
III. Post-Teaching Activities	4. Associating
	5. Communicating/Networking
	III. Post-Teaching Activities

After studying 22 Lesson Plans, it was found that junior high schools (SMP Negeri 18 and SMP Negeri 22 Padang) used only the K13 model. However, the senior high schools varied the models used, namely both the KTSP and K13 models of development. SMA Negeri 4 Padang used only the K13 model of development.

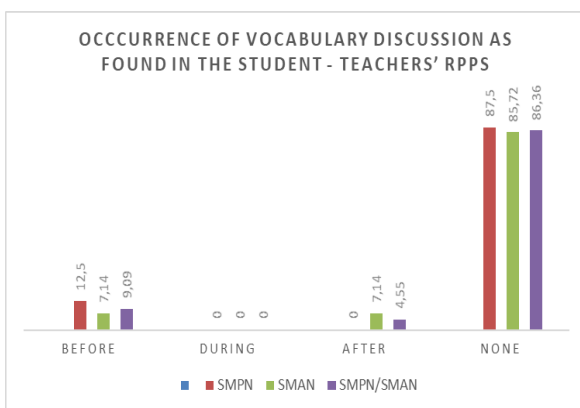
### Vocabulary Discussion in the Lesson Plans (RPPs)

As mentioned above that there were 22 lessons plans involved in this research involving 8 lesson plans of the junior high schools (SMPN) and 14 lesson plans of the senior high schools (SMAN). Based on the data analysis, it was found that most of the lesson plans did not include the vocabulary discussion as a step of teaching. The complete findings can be seen in the following table:

From the study on the 22 lesson plans, it was found that junior high schools (SMP Negeri 18 and SMP Negeri 22 Padang) used only the K13 model. However, the senior high schools varied the models used, namely both the KTSP and K13 models of development. SMA Negeri 4 Padang used only the K13 model

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**Figure 1.** The Figure of the Occurrence of Vocabulary Discussion as Found in the Student - Teachers' RPPs

The table shows that there were only 2 RPPs (9.09%) that included the vocabulary discussion as a step in the teaching of reading for comprehension *before* the students read the text, and 1 RPP (4.55%) offered it *after* the students read the text. Unfortunately, too many (most of the) RPPs did not include the step of vocabulary discussion in the teaching of reading for comprehension. There were 19 RPPs (86.36%) that did not offer the vocabulary discussion.

If the condition above, that too many RPPs did not include the vocabulary discussion in the teaching of reading, is related to what is stated by Klingner et al (2007: 46-47) and Aebersold and Field (2011:138) as mentioned previously, it is actually very disappointing. The disappointment is that the teachers and the

student-teachers did not feel aware of the important role of knowing the vocabulary of the text by the students before they read. Of course, among the three places of vocabulary discussion as proposed by Aebersold and Field (2011:138-148) above, the discussion of vocabulary is best done before the reading activity by the students starts. This will help students read easier and will motivate them to read in particular and learn English in general. The difficulty of understanding or comprehending the text being read will make the students discouraged and uninterested.

### CONCLUSION AND RECOMMENDATION

Based on the findings and discussion above, it is concluded that most of the lesson plans (RPPs) did not include the step of vocabulary discussion. This condition, as mentioned above, is very disappointing since it will have lack of facilities to help them understanding the text or the reading material. In addition, the Lesson Plan still limited in term of facilitating the students with vocabulary discussion in the three steps: pre, whilst and after teaching.

Therefore, it is suggested that the teachers may include the vocabulary discussion as a step in the teaching of reading for comprehension. A Lesson Plan is written by and reflects the teacher's view about the teaching process, it is also wise to suggest here that seminars and workshops for the classroom teachers, especially teachers of English, are encouraged. To have a better result, the seminar presenters and the workshop trainers must be the persons who really know better about the lesson plan (RPP) development.

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