

**STUDENTS' PROBLEM IN DESIGNING LESSON PLAN
(A CASE STUDY AT THE SIXTH SEMESTER OF STUDENT ENGLISH
EDUCATION DEPARTMENT IAIN LANGSA).**

SKRIPSI

Submitted

By

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**Degree (S1)
Study Program : English Department
Tarbiyah and Teachers Training Faculty**



**THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES LANGSA
2021 M / 1442 H**

STATEMENT OF APPROVAL
STUDENTS' PROBLEM IN DESIGNING LESSON PLAN
(A CASE STUDY AT THE SIXTH SEMESTER OF STUDENT ENGLISH
EDUCATION DEPARTMENT IAIN LANGSA).


Submitted to the Tarbiyah and Teachers Training
State Institute for Islamic Studies Langsa as Fulfillment of the Requirements
For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

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been accepted as a Partial Fulfilment of Requirements for *Sarjana Pendidikan (S.Pd)*
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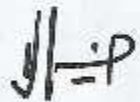
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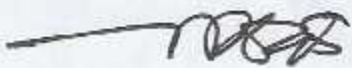

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"Students' Problem in Designing Lesson Plan (A Case Study at The Sixth Semester of Student English Education Department IAIN Langsa)." untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.*

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 02 Agustus 2021
Yang membuat pernyataan



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ABSTRACT

Yanti, Nurma. 2021. Students' problem in designing lesson plan (a case study at the sixth semester of student English Education Department IAIN Langsa).

Supervisor (1). Nina Afrida, **(2).** Zahratul Idami

Students must prepare a good lesson plan in order to teach well in the classroom. The lesson plan is used as a guideline in the classroom to ensure that the learning objectives are met and that the instruction is successful. In reality, some students still struggled with lesson planning throughout microteaching class. As a result, the researcher conducted a study to examine:(1) Students' difficulties in creating lesson plans during microteaching class and to learn about. (2) The students' viewpoints on how to solve this problem. A qualitative research design was used in this study. The population consisted of English Department students from batch 2021, who were enrolled at IAIN Langsa for the academic year 2018/2019 and had already completed the microteaching class in the seventh semester. Purposive sampling was used to choose them. Document analysis and interviews were used to gather information. The researcher looked at the lesson plans of 10 students and interviewed 10 of them. (1) Students had difficulty defining indicators/objectives, analyzing basic competence (KD) to the indicator, identifying the appropriate method, and selecting the evaluation/assessment while designing lesson plans. (2) The solution offered in this study is to lecturers who hold micro-teaching classes so that they can provide training and extra attention for students who do not understand how to make the right lesson plans. As well as other solutions, namely student awareness to further explore knowledge about lesson plans by reading.

Keywords: *Lesson Plan, Students' problem*

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First, instead of foremost, the researcher wishes to thank Allah SWT, the Almighty God, for the blessings, kindness, and inspiration in allowing her to finish the thesis. Second, Shalawat and Salam are always dedicated to our beloved prophet Muhammad SAW, the final prophet who led us out of darkness and into light. The author recognizes that she will be unable to complete this thesis without the assistance of others. However, the author wishes to express her heartfelt gratitude and appreciation to everyone till the thesis is completed. The researcher would like to express her gratitude to the following individuals:

1. Nina Afrida, M.Pd as a main supervisor and Zahratul Idami, M.Pd as a co-supervisor for their help and assistance in completing this thesis.
2. All English Department Lecturers at Tarbiyah Faculty who have guided and shared their knowledge with the writer from the first semester to the last semester.
3. Selamat Supriadi and Fitriani, the researcher's cherished parents, who always provide support, alternatives, and inspiration to the researcher.
4. Ina and Ine as the beloved sister of the researcher, and Muhammad Bagus as the beloved brother of the researcher.
5. Her classmates in unit 2 and her wonderful friends who provide the researcher with encouragement and constructive feedback.

Langsa, 02th August 2021

The researcher,



Nurma Yanti

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CHAPTER 1

INTRODUCTION

A. Background of Study

The learning process in school is done with the aim to create better human resources quality. Careful planning from a teacher is necessary to achieve success in the learning process. It is stated in the lesson plan so that can order to obtain an effective result. Joseph and Leonard stated that in teaching and learning process without the capably written planning is approximately always ineffective, by the reason of the teacher has not thought out precisely what should do and how to do it.¹ Through that statement, one of the important aspects that should be mastered by students as a future teacher before going to the field to teach is mastery of learning tools namely is the lesson plan.

A lesson plan is a sequence of activities that reflect steps along a curriculum, each of which is followed by a day or more of evaluation and preparation for the next lesson.² Learning design is the most important element that a teacher must have before starting learning activities in the classroom. The lesson plan discusses the aim of learning, with each component having its own set of objectives. Preparation materials, planning tools, teaching methods, and learning procedures are all included in the lesson plan. Teachers will know exactly what materials they will teach to pupils the next day based on the lesson plans they created.

¹ Joseph and Leonard, *Distance Education at a Glance*, (London: Educational Technology Publication: 2001), P. 20

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, (New York: Addison Wesley Longman, 2001), P. 113

A lesson plan covers the procedures and administration of study in order to achieve one or more core competencies that are controlled in the content standard and developed in the syllabus.³ It signifies that a teacher has created stages and organization in a course plan in order to acquire competency as indicated in the curriculum. The steps cover the sequence of activities that a teacher engages in when creating a lesson plan, such as determining the study's goal, indicators, materials, and methods. It should be structured to satisfy students' needs and interests, as well as to modify students' abilities properly.

Lesson planning according to Harmer is the art of merging a variety of aspects into a cohesive whole so that the lesson has an identity that students can identify, work with, and react to.⁴ It means that any lesson plan should include numerical fundamentals such as the amount of time allotted, the level of the students, the content presented, and the objectives and homework.

Furthermore, the lesson preparation is defined as everything a teacher does when she or he is thinking about the next lesson, including visualizing, reading resources, and even staring at the ceiling.⁵ As a result, the lesson plan serves as both a structure and an activity that aids in the learning and teaching process. According to the above statement, the researcher concludes that a lesson plan is a tool that consists of a form on paper and a practice exercise in class that assists the teacher in planning the learning process.

³Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: PT RemajaRosdakarya, 2011).

⁴ Harmer J, *The Practice of English Language Teaching 3rd Edition*, (Malaysia: Pearson Education Limited, 2006), P. 8.

⁵ Woodward, *Planning lessons and Courses: Designing Consequences of Work for the Language Classroom*, (Cambridge: Cambridge University Press), 51.

Faculty of Tarbiyah and Teacher Training is one of the facilitators to bear candidates of the professional teacher in the future. Tarbiyah and teacher training faculty in creating teachers who are not only knowledgeable, but they also have to pay attention to the side of their ability to transfer their paedagogical skills. Microteaching is one of the tools and techniques for assessing students' comprehension of pedagogical knowledge and ideas taught. One of the effective ways for students to develop their ability to teach and create successful lesson plans is microteaching. Furthermore the planning and execution of the lesson plan is one of the key elements in microteaching.

There are many subjects in the English department that students must take as a prerequisite for entering the microteaching program. Those subjects are Classroom Management, Method of Teaching, Language Testing Design, Instructional Media for Teaching English, and Curriculum Development. In these subjects, in teaching, curriculum, syllabi, lesson plan, and classroom teaching practice, students are taught about various kinds of approaches and methods. These may be the training of students for the introduction of teaching practice.

The lesson plan is a teacher's estimation of all the tasks that the teacher and students will conduct in the teaching process.⁶ Furthermore, Nesari and Heidari note that the lesson plan is a written summary of this procedure, explaining in detail the resources, system, time and place of education, as well as the method of student

⁶ E Mulyasa, *Menjadi guru profesional menciptakan pembelajaran kreatif dan menyenangkan*. (Bandung: Remaja Rosdakarya, 2005), 24.

assessment.⁷ This means that the lesson plan is one of the main factors in the teaching process because teachers can anticipate and coordinate what they will do in the classroom from the lesson plan, such as what the material will teach, what the basic skills will accomplish, how to provide consistent guidance and how to split the time of pre-teaching, teaching and post-teaching activities. Not only teacher preparation but also classroom management are influenced by the lesson plan, so the teacher should make a lesson plan because it will assist him or her in teaching as guidance.

Lesson planning according to Harmer is the art of merging a variety of aspects into a cohesive whole so that the lesson has an identity that students can identify, work with, and react to.⁸ It means that any lesson plan should include numerical fundamentals such as the amount of time allotted, the level of the students, the content presented, and the objectives and homework.

It is not simple to become a competent teacher. Before delivering a lecture, there are many items that should be planned by an instructor. One of them is writing a schedule for lessons. For the sake of practical learning and effective goals in the teaching and learning process, a teacher is obligated to understand how to construct a lesson plan.

Basically, the development of a lesson plan is intended to improve the learning experience of students in order to achieve learning goals. The execution of the learning process preparation exercise is an attempt to classify different tasks that

⁷A.J Nesari& M. Heidari, *The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes*. *International Journal of Foreign Language Teaching & Research*, (2014)

⁸ Harmer J, *The Practice of English Language Teaching 3rd Edition*, (Malaysia: Pearson Education Limited, 2006), 8.

will be undertaken in a classroom in relation to the learning process goals that have been decided in the lesson plan. The goals are the competencies that should be owned by students in the sense of competence-based education, so the lesson plan itself is an effort to determine which practices will be implemented to achieve the expected cognitive, affective, and psychomotor competencies.

The reason why preparing a lesson plan is important, according to Mulyana, is because it will allow the teacher to think about a lesson before it is taught to students in order to anticipate and solve the difficulties in learning and teaching activities.⁹ The instructor should coordinate many kinds of resources, equipment, teaching media, time and material to make it easier for her to achieve learning goals as efficiently as possible and to connect the goals and processes with the lesson's entire goals. According to educational experts, using a lesson plan is efficient enough to increase the standard of learners.

According to Muslich, the lesson plan is a lesson plan for each subject unit that an instructor would introduce in a classroom for teaching and learning activities. Hopefully, an instructor is able to execute a lesson systematically based on this lesson plan.¹⁰ A lesson plan should have an elevated execution rate. Without good preparation, it would be difficult to achieve the learning goal to the full. Therefore the skill in making a lesson plan is the first step that should be mastered by teachers and candidates of teachers. In addition, it is assumed to be the estuary of all scientific

9

A.

Mulyana,

Inovasi Pendidikan Diawali dari Inovasi Pengembangan Rencana Pelaksanaan Pembelajaran, (2012), 1.

¹⁰ M. Muslich, *KTSP (Pembelajaran berbasis Kompetensi dan Kontekstual)*, (Malang: Bumi Aksara, 2014), 45.

theory, fundamental skills, and deep knowledge of learning objects and the situation of learning.

Nowadays, as the planning of teaching practice, there are many students PBI who will enter the micro-teaching class and have taken the subjects Classroom Management, Method of Teaching, Language Testing Design, Instructional Media for Teaching English, and Curriculum Development, fixed to feel complicated in making Lesson Plans. Many of them worry and stop discussing the topic of designing a lesson plan. The lesson plan is in their view, something that is difficult to build and do. Actually, in their later teaching, the lesson plan itself is a very crucial aspect. It is also very concerned that they do not meet the learning targets excellently. In addition, there are many of them who do not even understand the benefit of designing a lesson plan and the purpose.

In addition, an educational element linked to the lesson plan is one of the issues facing students in the English education department at IAIN Langsa in the micro-teaching class. My friends also faced some difficulties in developing a lesson plan in the microteaching class as part of my experience. There are several students who will enter the school's teaching practice (PPL) and have taken the microteaching subjects listed to feel complicated in making a lesson plan as the teaching practice preparation. The frequent issues are the lack of understanding of the different components of the lesson plan, the collection of suitable learning materials, the determination of indicators and priorities, the setting of teaching time allocations, and the evaluation/assessment determination. Therefore in this report, the writer decided to examine the problems of IAIN Langsa's English education department

students in designing lesson plans during the microteaching class. In particular, enhancing their lesson plan, as indicated by the recent curriculum, in this case, may also be a reflection of the students.

In previous research by Yuliana, it is difficult to formulate indicator/objectives, evaluate basic skills (KD) for the indicator, and choose evaluation/assessment for the constraints of a teacher's student on creating a lesson plan.¹¹ Which must be adapted to the skill of the student in deciding the teacher's strategy and the solution of the constraints is that the teacher should increase special attention to students with less ability.

It has been recognized from previous studies that students who implement PPL alone find it challenging to make a lesson plan. Whereas later when going to enforce the PPL. They will be asked every day to make lesson plan in a single meeting with various purposes and materials.

Somes student of English education in IAIN Langsa, seem to be unable to solve the problem and prefer to run instead of seeking the answer. One thing that can be speculated from this phenomenon is that, especially in English, the student has a lack of understanding about making a lesson plan.

In a nutshell, based on the phenomenon and explanation above, the researcher decided to conduct research entitled **Students' Problem in Designing Lesson Plan (A Case Study at the Sixth Semester of Student English Education Department IAINLangsa).**

¹¹YulianaRolanda, *An Analysis Of Students' Problems In Designing Lesson Plans During Microteaching Class*, (Banda Aceh: UIN Ar-Raniry, 2019)

B. Research Questions

Based on the background study above, the researcher seeks to find out and investigate about:

1. What are the problems faced by the sixth semester students of English education department of IAIN Langsa in designing lesson plan?
2. What solutions can be offered to help students to make lesson plans properly and correctly?

C. Purpose of The Study

Based on the research questions above, the purpose of this study are:

1. To investigate problems faced by English education department students' at IAIN Langsa in designing lesson plan at the sixth semester.
2. To find the solution that can help students to make lesson plans properly and correctly.

D. The Significance of Study

The researcher expected that this research will be helpful for:

- a. For the students

The researcher expected this research can helps students in designing a lesson plan and consider them in designing a lesson plan. Moreover, this research can form students more comprehend in designing lesson plans. And then to give the motivation to the students of English education that is not anxious to face problems in making a lesson plan.

b. For the lecturer

The researcher also expected this study to become a consideration for the lecturer as input to enhance the quality of training the students in designing the lesson plan. The lecturer can suggest and solve problems for students in the design of lesson plans during the micro-teaching class. In addition, in designing the lesson plan, the lecturer can improve and concentrate on training the students.

c. For the researcher

To give and considerations and information for the next researchers in the future. In addition, this research will encourage the next researcher to carry out further research in order to improve the quality of English teaching.

CHAPTER II

LITERATURE REVIEW

A. Lesson Plan

A lesson plan is a bunch of notes that encourages us to thoroughly consider what we will instruct and how we will educate the students.¹² It is becoming the foundation and guidance for a teacher before and after the lesson. In order that the learning carried out by a teacher will be directed in a structured manner. For a certain teacher, arranging all the activities that will be done in the class is the significant thing that cannot be left, on the grounds that a decent educating learning cycle will not occur without decent arranging.

a. Definition of Lesson Plan

A lesson plan is a collection of activities that reflect steps along a curriculum, each of which is followed by a day or more of evaluation and preparation for the next lesson.¹³ Lesson plan is necessary for teachers to prepare a lesson properly before they go to their classrooms. Planning allows you to know how to communicate with your students in a clear way.

Mulyasa stated that the lesson plan is a framework about what will be finished by educator and understudies during the learning cycle, beginning from

¹² Mary Spratt, Alan Pulverness, and Melanie Williams, *The Teaching Knowledge Test Course*. (Cambridge Press: Cambridge, 2005), 91.

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*, (New York: Addison Wesley Longman, 2001), 113.

the first meeting getting together to a few gatherings.¹⁴ It is intended so that learning can be directed and structured.

Singh also describes that the lesson plan is something that the educator needs to set up a framework of a point to be instructed in a period before entering the class.¹⁵ In addition to that, Hinkel clarifies “Lesson plan is a detailed and timed description of the course of instruction for one class it is constructed by the teacher to guide instruction and manage class time”.¹⁶ So based on that statement, a guidance map for classroom teaching is a lesson plan.

Another definition of lesson plan according to Brown argued that composing a lesson plan is an unquestionable requirement for understudy educators for their groundwork for the accompanying instructing and learning measure in the class and understudy instructors who have never been educating, it is all the time helpful to initially compose context or situation of the lesson plan.¹⁷

Furthermore, Mohan defines lesson plan as “an outline of the important points of a lesson arranged in the order in which they are to be presented to students by the teacher”.¹⁸ The best solution for the teacher is to facilitate student learning. He/she should be preparing his/her lecture.

¹⁴ E.Mulyasa, *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. (Remaja Rosdakarya: Bandung, 2006)

¹⁵ Y.K Singh, *Teaching practice: lesson planning*, (A P H publishing corporation: New Delhi, 2008), 28.

¹⁶ E. Hinkel, *Effective Curriculum For Teaching L2: Principles And Techniques*, (Routledge: United State of America, 2015), 141.

¹⁷ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Longman: 2001), 61.

¹⁸ R Mohan, *Innovative science teaching: for physical science teachers*, (P H I learning private limited (3ed): Delhi, 2007), 227.

Additionally, lesson preparation is defined as everything a teacher does when she or he is thinking about the next lesson, including visualizing, reading resources, and even staring at the ceiling.¹⁹ As a result, the lesson plan is more than just a structure; it also serves as an activity that aids in the learning and teaching process. According to the above statement, the researcher concludes that a lesson plan is a tool that consists of a form on paper and a practice exercise in class that aids the instructor in preparing the learning process.

To conclude, the lesson plan is a unit, a set, and an overview of the teacher's plan for all the teaching activities that the teacher and students in the class will conduct.

b. The Component of Lesson Plan

Naegel stated that, “there are certain components that are essential for an effective lesson which are: motivational set, instructional processes, application and practice, assessments, and reflection and closure”.²⁰ It is the duty of teachers to outline their lessons by using those techniques in their classroom. For the reason that, Moll argues that there are two basic parts to the planning components of a successful lesson. The first is the development of the broad image segment that means preparing the final outcomes for students in which the lesson is either thinking or planning, and the second is the section of instructional actions that

¹⁹ 4 Woodward, *Planning lessons and Courses: Designing Consequences of Work for the Language Classroom* (Cambridge: Cambridge University Press), 51.

²⁰ P. Naegel, *The new teacher's complete source book*, (scholastic professional books: USA, 2002), 86.

means planning the specific stages of how much the lesson can enable students to achieve the outcomes.²¹

The presence of those components in the lesson plan is really important based on some points above, since all these components will display each part of the lesson plan and can be used as a guide for teachers in the design of the lesson plan.

Based on Permendikbud number 103 of 2014 lesson plan at least consist in following points below²²:

a. Identity

At the very least, a lesson plan should include the school's name, subject, theme, grade, semester, and time allocation.

b. Core competence

The school syllabus mentions KI, or core competencies. *Core Competencies* (KI) are a categorical description of competencies in the areas of attitude, knowledge, and skills that must be learned by students at the school, class, and topic levels. Spiritual (KI 1), social (KI 2), knowledge (KI 3) and skill (KI 4) competencies are among the four KI competencies that students must achieve.

²¹A Moll, *Differentiated instruction guide for inclusive teaching*.(DUDE publishing: United state, 2005), 214.

²²Permendikbud, 2014, *Tentang Pembelajaran Di Pendidikan Dasar Dan Pendidikan Menengah Nomor 103 tahun 2014*, Jakarta.

c. Basic competence

KI is the source of basic competence. Furthermore, KD is the KI's embodiment. In most cases, the terms KI and KD are stated in the curriculum. The term basic competencies (KI) refers to a set of abilities that encompasses attitudes, knowledge, and skills relating to material or subjects.

d. Indicator of competence achievement

The KI and KD that have been chosen should be used to create indicators. Indicators are developed according to the characteristics of students, education units, and regional potential. Indicators are used as a basis for constructing tools assessment. When creating indicators, it is important to keep the following in mind:

- All indicators meet the competency requirements outlined in the KI-KD verbs.
- Indicators range from easy to difficult, simple to complex, close to far, and concrete to abstract thinking (not vice versa).
- Indicators must achieve the KD minimum competency level and can be developed above that level based on potential and student requirements.
- The ability to use proper operational verbs is required of indicators.

e. The materials of learning

Learning material is a decomposition of subject matter that includes facts, pertinent concepts, principles, and procedures, and is written in the form of

items based on competency success indicators. The learning materials are factual (as an example), conceptual (a definition), and procedural. Textbooks, instructor modules, and other learning resources can all be used as teaching materials.

f. The methods of learning

Learning material is a decomposition of subject matter that includes facts, pertinent concepts, principles, and procedures, and is written in the form of items based on competency success indicators.

g. The media of teaching

Student worksheets, modules, and other supporting materials are included in the lesson plan. In addition, computers, the internet, video cameras, and mobile phones are common sources of educational materials and media.

h. The teaching-learning activities

Learning activities are the teacher's and students' actual actions in the classroom:

- Pre- Activity: The teacher introduces the learning content to the students and facilitates their understanding and motivation.
- Main Activity: It includes steps for the most important learning activities. Furthermore, a scientific method should be stated in a systematic and transparent manner.
- Post activity: It includes some learning activities, such as summarizing the learning process's findings and reflecting.

i. Assessment/Evaluation

The last component of the syllabus, evaluation/assessment, impacts the success of the teaching and learning process.

c. The lesson plan's structure.

The format of the lesson plan was realized in the following way according to the Minister of Education and Culture's combination rules No. 103/2014 and No. 22/2016:

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah	:
Mata Pelajaran	:
Kelas/Semester	:
Materi Pokok	:
Alokasi Waktu	:
<p>A. Kompetensi Inti (KI)</p> <p>B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi/IPK</p> <p>C. Materi Pembelajaran</p> <p>D. Pendekatan /Model/ Metode Pembelajaran</p> <p>E. Media/ Alat dan Bahan Pembelajaran</p> <p>F. Sumber Belajar</p> <p>G. Langkah-Langkah Pembelajaran</p> <ul style="list-style-type: none"> • Pertemuan Pertama: <ol style="list-style-type: none"> 1. Kegiatan Pendahuluan 	

<p>2. KegiatanInti</p> <p>3. KegiatanPenutup</p> <ul style="list-style-type: none"> • Pertemuankedua: <ol style="list-style-type: none"> 1. KegiatanPendahuluan 2. KegiatanInti 3. KegiatanPenutup <p>H. Penilaian Proses danHasilBelajar</p>
<p>Lampiran-lampiran RPP:</p> <ol style="list-style-type: none"> 1. Materipembelajaran (pertemuan 1)/Jikadiperlukan 2. InstrumenpenilaianPertemuan 1 3. MateriPembelajaran (Pertemuan 2)/Jikadiperlukan 4. InstrumenPenilaianPertemuan 2 5. MateriPembelajaran (Pertemuan 3)/Jikadiperlukan 6. InstrumenPenilaianPertemuan 3

d. Steps to Creating a Lesson Plan

1. Analyzing Syllabus

Each core subject in the curriculum typically includes four KD based on core competency aspects (attitude toward God, attitude toward self, environment, knowledge, and skills). To obtain these fundamental skills, the syllabus explains that the student's participation in the learning process is based on a process standard. Exploration, elaboration, and confirmation are the activities of this student, as are watching, inquiring,

experimenting, associating, and sharing. These activities must be included in the class plan, and the teacher must encourage students to participate. Formulating indicators and assessing the syllabus are also part of the syllabus analysis.

2. Steps to develop basic competencies (KD) and indicators

KD is a competency consisting of attitudes, knowledge, and skills based on KI that must be mastered by students to show that students have mastered the competency standards that have been set. Therefore, basic competence is the elaboration of competency standards.

To see whether KD has been achieved or not, indicators are needed. Indicators are marked by measurable changes in behavior that include attitudes, knowledge, and skills. Indicators are developed according to the characteristics of students, subjects, educational units, and regional potentials and are formulated in measurable or observable operational verbs.

Steps to compose KD:

1. Describe the competencies in question, by asking: "what abilities must students have so that competency standards can be achieved?" The answers to these questions are then listed in terms of knowledge, attitudes and skills.
2. Write the formulation of the Basic Competency.

Before making the preparation of indicators, it must be considered in advance the following components:

1. Indicator is a description of KD that shows signs, actions, or responses that are carried out or displayed by students.
2. The indicator formulation uses measurable or observable operational work
3. Indicators are used as the basis for developing assessment tools.
4. Operational Words Described In Making Indicators:

Steps for the preparation of Indicators:

1. Reviewing the KD to identify the indicators and formulate the indicators that are considered relevant without the order first, also determine the relevant indicators and write them down in order.
2. Assess whether all of these indicators have presented their KD, if not, do further analysis to find other indicators that may not have been.
3. Add other indicators beforehand and change the exact formula with accuracy and considering the order.

3. Identifying learning material

The development of the indicator or basic competencies is the learning content (KD). It must contain factual, conceptual, and procedural information. When determining learning material, the following factors must be taken into account:

- a) Students' potential
- b) Relevancy to local characteristic
- c) Physical, intellectual, emotional, social, and student's spiritual

- d) Usefulness for student
- e) Knowledge structure
- f) Actual, deep, wide learning material
- g) Relevancy between students' needs and environment
- h) Time allocation

4. Deciding learning aims

Learning objectives are indicators that have at least two elements: audience (students) and behavior (skill).

5. Developing the learning activity

The following are some factors to consider when selecting learning materials:²³

- a) Learning activities are organized to make it easier for teachers to educate in a professional manner.
- b) Learning activities are activities carried out by the teacher in accordance with the syllabus.
- c) The teacher leads the students through the processes of learning exercises for each meeting in order to keep them engaged.

6. Formulating assessment

- a) The goal of the assessment is to measure competency achievement, KI-3, and KI-4.
- b) The assessment's purpose is to assess competency accomplishment, KI-3, and KI-4.

²³Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, Kerangka Dasar dan Struktur Kurikulum SMA/MA, P. 40.

- c) The assessment's outcome is utilized to determine the next step.
- d) The assessment must be appropriate for the learning events that occur during the learning process.

7. Deciding time allocation

The effective week and time allocation for each subject are used to determine time allocation for each KD.

8. Deciding learning source

Learning sources are any object or entity that is employed in a learning activity, such as nature, culture, social, or physical surroundings.

e. The Process of Developing Lesson Plan

There are several steps to follow while preparing a lesson plan, there are:

1. Motivation/introduction

New information must be known in designed to facilitate a student's experience. The introduction must emphasize, through a specific subject, the understanding of the student. Teachers should have details about what their students are doing to improve the connection between old and new knowledge.

Cote argues that preparation requires cultivating a desire for the knowledge being provided by learners. The instructor must assess the significance of the data, that is, how the data relates to their everyday lives. The instructor must also demonstrate to the learners the advantages of the

information i.e. how this information can support them in their daily lives.²⁴

To establish a pupil's context, the previous information should be related to the new lesson.

But in Cote's words, the first step in preparing to see what students have learned and do not know and he defends is pretest. Pretests are useful audience evaluation methods. Pretests are used as motivational devices by some public educators. Pretests are the basis of what students are going to learn and acquire.²⁵

2. Presentation

The presentation is focused on the priorities that must be included. In this stage, the students find new information and whether they have understood or not the instructor has to assess their students.

In addition, Mohan mentions demonstrations, graphs, models and the like that could be used to make the lesson more interesting, detailed and meaningful.²⁶ In addition, a blackboard description should be created. Illustrations are helpful skills for the acquisition of established learners.

3. Association and comparison

The teacher should use illustrations to illustrate new and recent ideas and knowledge so the pupils can easily understand through analogy.

²⁴ A.E Cote, *Organizing for fire and rescue services: a special edition of the fire protection handbook*, (National fire protection association: Quincy and Masschusettes, 2003), 477.

²⁵ Ibid, 476

²⁶ R. Mohan, *Innovative science teaching: for physical science teachers*, (P H I learning private limited (3ed): Delhi, 2007), P. 228

4. Generalization

The educator should ask questions and hear from their students about the answers. Includes:

- a. Providing the interpretation of the student based on the repetition of the latest data
- b. Designing the body of any lesson description and generating suitable ideas
- c. Describe complicated concept to be simple to understand with another straightforward idea

Students should be in a position to generalize what they've learned so far, according to Mohan.²⁷ Various scientific ideas, assumptions and formulas can be drawn out by the instructor with relevant questions. If they are tested or trained, the students can readily obtain expertise.

5. Application

Students usually need to learn information in lessons with a simple and full tutorial, but it should be implemented by a structured rule. Students use or apply what the teacher has learned during the application stage. Students learn new strategies and skills through the application.

²⁷ Ibid, P. 228

6. Recapitulation

By asking some questions about it the teacher can see if their students have already learned their subjects and offer them a brief assessment of what was taught. It implies that it is the most appropriate move that lets the instructor regain what the students have learned so a summary of the subject is liked.

Recapitulation is named by Sankaranarayanan and Sindhu as a closing stage since it is the final step of the lesson that can be a test or an exercise or a homework.²⁸ Furthermore, Cote names it as an appraisal move that he defends during assessment and testing of fire and life safety educators, figuring out that the educational targets have been met by the weather. Seen in another way, assessment demonstrates whether students can independently execute a task.²⁹ This explains that the instructor must be prepared to assess students as the most important move.

B. The Function of Lesson Plan

The use of lesson planning is an effective opportunity to help teachers and students accomplish their own goals. Singh stated “the written lesson plan is useful for in-service teachers for their effective teaching”.³⁰ Furthermore the relationship between the process of learning and teaching can be combined with the use of the

²⁸Ibid, Sankaranarayanan, P.

²⁹ Ibid, Cote, P. 477

³⁰Singh, Y.K.(2008). *Teaching practice: lesson planning*. New Delhi: A P H publishing corporation. P. 50

lesson plan, and the most appropriate sample of teaching can be used in every preparatory lesson.

For conducting an instructional time, the lesson plan is an outline. Using the instruction plan as a reference. It guarantees that there are appropriate materials at hand and that order and harmony are achieved in the presentation. The main detailed way of using the lesson plan is to use it as a reference map to direct the work of the instructor.

Preparing a lesson in the classroom for well-disciplined students because the basic focus is to build a positive learning class. Students in each classroom should have an understanding of what they can learn by using preparatory research in the classroom. Langdon then states that frequent use of a lesson plan will show signs of obvious weaknesses in teaching with groups of students, and we can devise new lessons, drills, sequences of material, examples, or find new media to help resolve these weaknesses.³¹

C. The Aims of Lesson Plan

Preparing a lesson for seasoned and inexperienced teachers before going to school is the most crucial factor to remember since there are several targets to prepare lessons.

The aims of lesson planning, according to Philipson and Lam, are:

³¹D.G Langdon, *The contruc lesson plan: improving group instruction* (1978), 5.

1. Experienced and new teachers can concentrate on it to avoid the issues that occur in the classroom.
2. There is a set of exercises in the comprehensive lesson plan and the aids will be used to support new teachers who will not lose their outline.
3. To achieve an optimal lecture, the teacher's job scheme must be structured.
4. Established student's stages were achieved by lesson planning.
5. To test and assess teaching is one step from planning.
6. To have successful teaching of what happens in the course by documenting the work of teachers.³²

Sankaranarayanan and Sindhu note that planning a lesson is the cornerstone of perfect teaching, dividing its aim into six characteristics.³³

1. Pay attention to how the key planning components that accompany the objectives, the selection of the subject and method, the sequence of tasks and the preparation of tests are included.
2. To instruct the teacher on how to teach without obstacles step by step in order to obtain consistent outcomes of teaching-learning techniques.
3. Changing the principles and awareness of students by organizing a series of practices.

³² S.N Philipson and B.L Lam, *Learning and teaching in Chinese classroom: responding to individual need*, (Hong Kong University Press, 2011), P. 292

³³ B Sankaranarayanan and B Sindhu, *Learning And Teaching Nursing*, (New Delhi : Jaypee Brothers Medical Publishers, 2012), P. 23

4. To prevent a waste of time because it makes it easier to coordinate and order the instructor.
5. To allow the instructor to enter his class without fear and he should not forget any details about his subject at the same time.
6. To include the lesson structure as an outline to follow it with consistency of understanding because it will be helpful and interrelated to the steps of the lessons.³⁴

In Langdon's words, the aim of the lesson plan cards is to limit the students' instruction to goals of immediate difficulty, thereby enhancing the effectiveness of classroom instruction and allowing more time for performance.³⁵ To build a good learning environment, it is important to have a picture of what will be taught in the classroom.

D. Previous Study

Some authors have conducted research into students' difficulties in creating a lesson plan. They are UtinHerlina (UIN Antasari Banjarmasin, 2017), HilfaMillatiAzka (UIN Walisongo Semarang, 2014) and Tina Oktafianti (IAIN Bengkulu, 2019).

1. Herlina's work

UtinHerlina was the first to conduct research (UIN Antasari Banjarmasin, 2017). She carried out a study titled *"Students' Problems in Creating Lesson*

³⁴ B. Sankaranarayanan and B. Sindha, *Learning and teaching nursing*, (Jaypee brothers medical publisher LTD. New Delhi, 2012), P. 22

³⁵ D.G Langdon, Op.cit, P. 34

Plans (A Case Study At Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin)”. The purpose of this study was to see how students from Tabiyah's English Department and UIN Antasari Banjarmasin's Teachers Training Faculty tried to come up with a lesson plan for conducting teaching practices and came up with a solution.

To obtain data, the researcher employed documentation and interviews. The data was then reviewed in a descriptive qualitative manner utilizing a case study approach.

Students confront eleven hurdles when creating lesson plans, according to the conclusions of this survey. The format of lesson plans taught by different instructors, the method of lesson plans with different curriculum, and so on. The difficulty of distinguishing between goals and targets, the difficulty of reasoning, the difficulty of determining approaches, processes, and strategies, the difficulty of creating while in operation, the difficulty of determining competency levels and metrics, the difficulty of determining products, and the difficulty of evaluating.

2. Azka's work

The second analysis has been completed by Hilfa Millati Azka (UIN Walisongo Semarang, 2014), entitled *English Teachers' Problems in Developing Lesson Plan Based on 2013 Curriculum in Islamic Senior High School 2 Kudus. (A Descriptive Study of English Teachers in Kudus).*

This research intends to find out how instructors, who play a critical role in the school's teaching and learning process, implement the new policy's lesson plan, as well as the challenges that develop as a result of it.

In this study, the descriptive qualitative approach was used. The respondents are given the questionnaire as the initial stage in gathering data for the report. Following that, the respondent is interviewed to acquire additional information. A review of supporting papers is then used to supplement the data. The data is then evaluated and interpreted after it has been processed.

Based on the research, some pertinent points emerged as a result of the study in which the instructor altered the lesson plan from the internet. However, troubles arose not just as a result of internal teacher reasons, but also as a result of external factors such as teacher culture and instructors' lack of experience in planning and implementing lesson plans.

3. Oktafianti's work

The third analysis has been completed by Tina Oktafianti (IAIN Bengkulu, 2019) *An Analysis Of Lesson Plan Made By An English Teacher Referring To Curriculum 2013 At Mts Al-Qur'an Harsallakum Bengkulu In Academic Year 2018/2019*.

The purpose of this study is to see if the lesson plans generated by English instructors at MTS Al Qur'an Harsallakum Bengkulu are compliant with the 2013 curriculum, as well as the approach and challenges that English teachers face when creating lesson plans. The qualitative data came through the content

analysis, documentary research, and interview guideline. The analysis is carried out using a descriptive qualitative technique by the researcher. This is a case study that is part of a larger qualitative study.

Despite the fact that the lesson plans created by English teachers during the first semester of the MTS Al Qur'an Harsallakum Bengkulu academic year 2018/2019 consisted entirely of nine components, Even though the lesson plans developed by English teachers during the first semester of MTS Al Qur'an Harsallakum Bengkulu academic year 2018/2019 completely consisted of nine components, the result shows that the writer's expectation of all lesson plans made by an English teacher does not necessarily meet the quality of curriculum 2013, even though the lesson plans developed by English teachers during the first semester of MTS Al Qur'an Harsallakum Bengkulu academic year 2018/2019 completely consisted of nine components.

The examination of all lesson plans uncovered a number of issues unrelated to the 2013 curriculum. Key competence, basic competency, research goals, study material, learning resources and sources, and evaluation are some of the elements addressed. The teacher produced the 2013 curricular lesson plan on his or her own. In addition, the instructor is having difficulty due to a budget shortfall.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher wanted to found the problem faced by students in designing lesson plan in the micro-teaching class. This research was conducted in the English Department of Tarbiyah and Teachers Training Faculty of IAIN Langsa. In this case, the research design use descriptive qualitative. Ary stated that descriptive research is intended to acquire data concerning the current status phenomena. In subjective exploration, there is practically no measurement.³⁶

The type of this research is case study, and the method using descriptive qualitative. A case can include individual, a group or an institution considered in the process of the research.³⁷ The expert stated that a study of the case has a trait that is has managed intensively, itemized, and depth toward the phenomenon.³⁸

This research includes the type of qualitative descriptive using a case study approach. According to Creswell:

Qualitative descriptive research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes.³⁹

Qualitative descriptive research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make

³⁶Donal Ary, *Introduction To Research In Education* (USA: Wadsworth Group A Division Of Thompson Learning Inc, 2002), 426

³⁷Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), 29

³⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 31-32.

³⁹ John W Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. (University of Nebraska: Lincoln, 2007), 37.

the world visi-be. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.⁴⁰

B. Location of The Study

The researcher did this study at IAIN Langsa in Jl. Meurandeh- Langsa in order to collect data. The researcher chose IAIN Langsa since she was familiar with the university and had prior experience with it. IAIN Langsa is one of the major universities in Langsa that has been operating for a long time, and it is also fast expanding in both its development and academic departments IAIN Langsa also contains numerous departments or faculties; for example, there are six departments in the Tarbiyah faculty, one of which is the English Education Department (PBI).

C. Subject of The Research

When doing the research necessitated data gathering, the researcher had to choose persons or groups to represent in order to properly draw conclusions. The population, according to Creswell, is a group of people who share a common attribute.⁴¹ The population for this study was drawn from the English Department's batch of 2018 students in the academic year 2020/2021 at IAIN Langsa.

According to Dhivyadeepa, a sample is a subset of the population from which the researcher aims to generalize the findings.⁴² In addition, in this study, purposive sampling was used. Donald further emphasized that purposive sampling is when a

⁴⁰Denzin, Norman. K &Lincoln, Yvonna. S. *The Sage Handbook Of Qualitative Research: Third Edition*.(Sage Publication: 2005), 3.

⁴¹ Creswell, 2008

⁴²Dhivyadeepa (2015 p.3)

researcher uses their experience and knowledge to pick a group of people who can provide meaningful information about a topic or place.⁴³ As a result, the researcher selected students based on a set of criteria, including those who were enrolled in the microteaching class and those who created their own lesson plans.

The technique of taking samples in this research is purposive proportional random sampling. Purposive sampling, according to Sugiyono, is a sampling technique that takes into account a number of criteria.⁴⁴ The reason for using the Purposive Sampling technique is because it doesn't all samples have criteria in accordance with the phenomenon under study. Therefore, the authors chose the purposive sampling technique which determined certain considerations or criteria that must be met by the samples used in this study.

In this study, the sample is students who meet certain criteria. The criteria used as samples for research, namely:

1. The student has difficulty in designing lesson plans. In this case the researcher asks if they have any problems while designing the lesson plans, if there are difficulties then the student is in accordance with the criteria needed in this study.
2. Have attended the micro teaching class from the beginning of the meeting to the end of the meeting. Because in this course students are taught how to design lesson plan.
3. Have anxiety that if they cannot design lesson plans well, they will fail in teaching training activities. This is based on their own statement that it is true

⁴³ Donald (2010)

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2012), 24.

that they experience anxiety if they are not able to design lesson plans properly.

In this study, the sample was sixth semester students in the English department which consisted of 3 classes, namely unit 1, unit 2, and unit 3.

Table 1.1 The number of students.

No.	Class	Total
1	TBI Unit 1 2018	30
2	TBI Unit 2 2018	28
3	TBI Unit 3 2018	23

Although there were 3 microteaching classes in the English Language Education Department, the researcher only took 1 class/unit of the micro teaching class, which had 10 students. The 10 students I took as a sample were based on their volunteerism to be the sample. And they also showed conformity with the criteria needed in this study namely they had difficulties in designing and making lesson plans.

D. Instrument of Research

In gathering all the details, the researcher chooses two resources, which are documentation and interview of the text study proposal of the students.

1. Document

The data was obtained through document analysis by the researcher. Documentation explaining the technique, according to SuharsimiArikunto, is to search for data on items or variables in the form of notes, transcripts, books, journals, magazines, registration, knowledge agenda, embodied data relating to customers under investigation.⁴⁵ In this analysis, documentation methods are intended to obtain the students' data through personal books, student registration books, results of psychological tests and student studies.⁴⁶ It can therefore be inferred that the paper is the data collection method for checking the research issue and the data from the interview.

The document used by the researcher in this study is the lesson plan made by the English education department of students in the microteaching class at IAIN Langsa.

2. Interview

The interview is a method of data collection with a unilateral question and answer, carrying out in a systematic and research-based manner. In general, two or more persons should be physically present in the question and answer process.⁴⁷

⁴⁵ Suharsimiarikunto, *prosedurpenelitian: suatupendekatanpraktek* (Jakarta: ptrineka cipta,2002), P.124

⁴⁶ Ibid, P. 128

⁴⁷ Lexy J. Moleong, *Metodologipenelitiankualitatif*, (bandung: PT Remajarosdakarya, 2002),P.112

"Meanwhile the interview is a conversation with intents", according to Moleong. The conversation was conducted by both sides, namely the interview (interviewer) asking the interviewee (interviewee) to address the question".⁴⁸

Reference is made to the opinion of the interviews conducted by the researcher and the respondents in this research room during the time prescribed and in accordance with the agreement between the researcher and the respondent. With respect to the interview in terms of execution, differentiated by:

1. Free interviews with the interviewer (in a guided interview), asks for something independent, but also thinks what data would be gathered.
2. The interviews were guided (guided interviews), conducted by interviewers with a clear and comprehensive list of issues such as those alluded to in a systematic interview.
3. The mixture of free and free interviews was driven by free interviews guided conversations.⁴⁹

So in this study, the researcher used guided interviews as a reference in collecting data. The method of the interview is important and influential in the process of in the analysis, the researchers first prepare materials to collect data that will this provides an outline of what will be required or planned for a guide to formal interviews. Then do the interview in line with the needed.

This way researcher use interviews in the interview led the researcher to take a series of questions and also ask stuff relevant to the reasons given. In this research, students and lecturers were the sources of knowledge. So the second

⁴⁸ Ibid, P. 186

⁴⁹ Suharsimiarikunto, *prosedurpenelitian: suatupendekatanpraktek*(Jakarta: ptrineka cipta,2002), P.132

information source selected by the researcher was the interview with all the study participants. The knowledge obtained by face-to-face contact between the interviewer and the respondent is a technique. The researcher here was himself a researcher and the participants were learners.

In this study, since it is a natural interview, the investigator uses a semi-structured interview. The researcher utilized a semi-structured interview to get information regarding students' perspectives on microteaching class lesson plans and their difficulties in creating lesson plans during microteaching class. The total number of questions is six (6). In addition, the researcher employed a recorder to capture the responses of the individuals.

E. The Data Collection

As previously stated, the information was gathered through interviews and document analysis. Each data collection is briefly described below:

1. Document

“Documentation as a technique to collect data by compiling and evaluating documents, whether written documents, images, or electronic ones,” Nana Syaodih explained.⁵⁰ In typed form, the paper was compiled from students' lesson plans. Student's typed lesson plans are collected as documentation. The researcher examined ten (10) lesson plans according to the lesson plan analysis criteria.

⁵⁰ Nana Syaodih (2007 p.221

2. Analysis of Interview

The data was collected through direct interaction between the researcher and the participants during the interview. A total of ten (10) students were questioned. The students were given a list of interview questions before the interview, and the researcher followed a guide list of interview questions however the researcher had the opportunity to ask follow-up or extra questions to the respondent. The researcher then used a cellphone or a digital recorder to record the participants' responses.

F. The Data Analysis

According to Patton, data analysis is the process of arranging the order of the data, organizing the basic unit into a pattern, category and definition.⁵¹ In the meantime, according to Taylor, data analysis is defined as a method of detailing a systematic effort to find a theme and formulate a idea as suggested and as an attempt to provide the hypothesis's support and theme. The first concept, when analyzed, is generally more focused on organizing data, while the second emphasizes the goal and intention of data analysis.

The researcher examined the students' lesson plans, which were in line with the second study question, in order to learn about the difficulties that students had when creating lesson plans during microteaching class.

The lesson plan was assessed by the researcher by comparing and analyzing it against the lesson plan content analysis guideline. In the lesson plan components, the researcher focused on ten areas. Identity, core competency (KI), basic competence

⁵¹Lexy J. Moleong, *Metodologipenelitiankualitatif*, (bandung: PT Remajarosdakarya, 2002), 103

(KD), indicators, learning material, learning media, learning sources, teaching activity (pre-activity, main activity, and post-activity), and evaluation/assessment are the items on the list.

The researcher then analyzed the lesson plan using the rubric content analysis of lesson plan (see appendix 1), analyzing and scoring each component of the lesson plan using the scoring column (score = 1/poor), (score = 2/fair), (score = 3/good), and (score= 4/excellent) based on the criteria of analysis from the lesson plan content analysis guideline.

The researcher performed the interview to learn the students' thoughts on the microteaching class lesson plan and to gather some extra and supporting information for the second research question. The information gathered during the interview was examined utilizing qualitative data analysis. This report, as presented on the previous page, is intended to recognize the variables that make it difficult for the student to make lesson plans. Centered on Creswell, this review used case study analysis as follows:

- a. Gathering categories, researchers look for a collection of sample data at the same time hoping to find meaning appropriate to the issues that will arise. In this study the researcher determines several categories with the problems to be found, from the problems that will be found later, the researcher will divide each problem into a predetermined category.
- b. A direct interpretation, the researchers looked at the case study example and drew meaning from it without looking for more examples. After looking at the example, the researcher will give a direct opinion of the findings that have

been divided into several categories that have been determined by previous researchers.

- c. Researchers form a pattern and find correspondence between two or more categories. In this stage of analysis, researchers can create patterns by looking at categories that have been determined and based on the opinions of researchers who have developed.
- d. In the end (conclusion), the researchers develop or develop generalizations. At this stage, the researchers conclude from the results of categories and patterns that have been formed.⁵²

⁵² John W. Creswell, *Qualitative Inquiry and Research Design, Choosing Among Five Traditions*, (California: Sage Publication, 1998), P. 65.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research are discussed below. The results were separated into two groups. The document analysis result was the first category, and the interview result was the second.

1. The Result of Document Analysis

The researcher examined students' lesson plans using a lesson plan content analysis guideline as well as certain analysis criteria for each component of the lesson plan. The following is a lesson plan table belonging to NF that has been analyzed using a rubric table:

Table 1.1 NF's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓

The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		
The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	
Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

Through NF's table that has been analyzed above, we can see that in NF's lesson plan there are discrepancies in determining indicators and teaching methods and determining evaluation/assessment.

Table 1.2 NP's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)			✓	
The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)		✓		
The wide range of learning resources		✓		

The range of methods and tools/media available, as well as their compatibility with the learning objectives				✓
Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

Then we can see NP's lesson plan, in NP's lesson plan there are discrepancies in the placement of indicators and evaluation/assessment

Table 1.3 MA's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			

Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources	✓			
The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	
Pre- activity	✓			
Main activity	✓			

Post- activity	✓			
The evaluation/assessment instrument's completeness		✓		

Then we can see in MA's lesson plan. in the lesson plan made by MA there are discrepancies when determining indicators and determining suitable methods in teaching.

Table 1.4. SS's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓

The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		
The range of methods and tools/media available, as well as their compatibility with the learning objectives				✓
Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

In SS's lesson plan, it has a lack of adjustment between indicators and core competence (KI) and determining the suitable method

Table 1.5. HB's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		
The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	

Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

Then we can see in HB's lesson plan. in the lesson plan made by HB there are discrepancies when determining indicators and determining suitable methods in teaching.

Table 1.6.NP's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓

The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		
The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	
Pre- activity		✓		
Main activity		✓		
Post- activity		✓		
The evaluation/assessment instrument's completeness				✓

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Through NP's table that has been analyzed above, we can see that in NP's lesson plan there are discrepancies in determining indicators and teaching methods and determining evaluation/assessment.

Table 1.7.SA's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		

The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	
Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

Through SA's table that has been analyzed above, we can see that in SA's lesson plan there are discrepancies in determining indicators and teaching methods and determining evaluation/assessment.

Table 1.8. MS's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		
The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	

Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

Through MS's table that has been analyzed above, we can see that in MS's lesson plan there are discrepancies in determining indicators and teaching methods and determining evaluation/assessment.

Table 1.9. SB's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓

The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		
The range of methods and tools/media available, as well as their compatibility with the learning objectives				✓
Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

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Through SB's table that has been analyzed above, we can see that in SB's lesson plan there are discrepancies in determining indicators and teaching methods and determining evaluation/assessment.

Table 1.10. RS's Lesson Plan

Components of Lesson Plan	Score			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Identity: name of school, subject, subject matter, class/semester, and time allocation.	✓			
Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)				✓
The compatibility of combining core competency with indicator formulation (KD)				✓
The compatibility of learning materials with markers of basic competency (KD)			✓	
The wide range of learning resources		✓		

The range of methods and tools/media available, as well as their compatibility with the learning objectives			✓	
Pre- activity	✓			
Main activity	✓			
Post- activity	✓			
The evaluation/assessment instrument's completeness				✓

Then we can see in RS's lesson plan. In the lesson plan made by RS there are discrepancies when determining indicators and determining suitable methods in teaching.

While the researcher looked at the substance of the students' lesson plans, she discovered two issues that the majority of students had when creating lesson plans. The issues were outlined as follows:

1.1 Indicator

Some of the indicators in students' lesson plans did not match operational verbs when it came to creating the indicators. Students utilized operational verbs that were inappropriate for the competency being assessed. The following is an example of a student lesson plan:

I. General Purpose

- Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure*.
- Tujuan teks prosedur adalah untuk memberitahu pembaca bagaimana melakukan atau membuat sesuatu. Informasi disajikan dalam urutan logis dari peristiwa yang dipecah menjadi langkah-langkah berurutan kecil.

II. Indicator

- Siswa mampu memberitahu cara atau langkah-langkah untuk membuat sesuatu.
- Menyebutkan bahan atau langkah-langkah didalam teks prosedur.

III. Method

Pendekatan : *Scientific learning*

Through one example of the lesson plan above, it can be seen that in the lesson plan students only enter indicators, not included basic competence (KD).

1.2 Method of Study

Method is an endeavor to put a plan in place that has been developed in real actions so that the goals set can be met to the best of one's ability. Students employed a method that was not appropriate for the competency that needed to be assessed. It can be observed in the following sample of students' lesson plans:

- Courage

Learning methods

1. Students repeat aloud the new vocabulary and sentences spoken by the teacher
2. Each student repeats aloud the new vocabulary and sentences spoken by the teacher

Through one of the examples of lesson plans above, it can be seen that the methods listed are not as they should be. From the example above, it can be seen that students have difficulty in determining which method is suitable for use in their lesson plans.

1.3 Assessment or Evaluation

In addition, the researcher discovered an issue in selecting evaluation/assessment. Most students do not make evaluations/assessments on their lesson plan sheets. This happens because students do not understand how to make good and correct evaluations / assessments according to the provisions in the curriculum.

It can be seen in the following example of a lesson plan for students:

Answer the questions below!

1. Mrs. Susi is a teacher. She teaches students in the....

a. Classroom	c. Language
b. School yard	d. Teachers' room
2. My teacher has three _____.

a. Children	c. Childs
b. Child	d. Childrens

3. The librarian put book in the
 - a. School guard
 - b. School yard
 - c. School bag
 - d. Book shelf
4. There are names of personnel's school, except...
 - a. Nurse
 - b. Teacher
 - c. Clerk
 - d. Principal
5. A.....works in the library
 - a. Teacher
 - b. Head master
 - c. Security
 - d. Librarian
6. There were a lot of _____ in the canteen.
 - a. Demon
 - b. Mice
 - c. Mouse
 - d. A _____ sing _____ bird
7. The _____ cries because she does not bring her homework
 - a. Student
 - b. Students
 - c. Teacher
 - d. teacher
8. I put two big _____ in the lunch box.
 - a. Potato
 - b. Potatoes
 - c. Tomato
 - d. Chicken
9. There are seven _____ in the garden.
 - a. Flower
 - b. Cat
 - c. Flower
 - d. Mouse
10. There are five _____ in the class.
 - a. Student
 - b. Teacher

The preceding example comes from SS's lesson plan. She simply included the evaluation/assessment instrument, but not the key answer or the assessment rubric. Based on the examples above, it appears that the students had difficulty developing the evaluation/assessment.

2. The Result of Interview Analysis

By conducting an interview, the researcher learned about the students' perspectives on the micro teaching class lesson plan and gathered additional and supporting information for the second research question. Interviews were conducted through WhatsApp media by sending questions to students and

they sent answers via voice note (VN). Creswell was used by the researcher to analyze the data. The selected students were marked as Int. 1 to Int. 10 the following is an explanation of the findings:

2.1 The problems faced by the students of sixth semester in designing lesson plan

According to the results of the interview, all of the interviewees were still perplexed and had little grasp of the lesson plan. As a result, they ran into some difficulties in several areas. Those were generating an indicator, selecting learning method and selecting evaluation/assessment, creating instructional activities, and determining the time.

2.1.1 Generating an indicator

The interviewees are having trouble coming up with an indicator. They also confessed that one of the most difficult parts of the lesson plan was generating an indicator.

Int. 1 said that *“The issue for me in designing it is defining the indicator, and I'm still unsure which indicator is appropriate for the basic competency from the syllabus.”*

It was proven by Int. 3 stated *“In general, creating a lesson plan for the first time is really challenging. As an example, as I already stated, indicator. If the learning material isn't as demanding as the others. As a result, we may conclude that creating a lesson plan is challenging and time-*

consuming in some aspects, such as determining the indication and selecting media.”

Int. 4 said *“Creating a lesson plan for the first time is challenging in general. For instance, as I already stated, indications.”*

Int. 5 stated *“The issue, in my own experience, is the indicator, time allocation. Choosing an indicator is challenging because we must choose the appropriate indicator, which indications are appropriate, and an indicator that is more specific than KD....”*

Int. 6 said that *“what I got from the lecturers, the lesson plan is so important for example if there is no lesson plan, sometime we cannot sure that we can teach in a good way and it is suitable to the KD or indicator...”*

Int. 9 said *“yes. That’s a lot of issues. We must design basic competencies, core competencies, indicators,...”*

Based on the comments of the interviewees, they revealed that establishing the indicator was their primary concern when creating the lesson plan. The interviews demonstrated that understanding the KD was necessary before generating an indicator. The indicator is more specific than KD. Then we should have to decide the proper and suitable indicator. Additionally, interviewees have the generate an indicator that should decide the appropriate operational verbs in generating the indicator.

2.1.2 Selecting learning method

Besides the problem in generating indicators, the interviewees acknowledge in a selecting learning method which was also the problem faced by them.

Int. 2 said *“My obstacles when making learning plans are determining the time allocation, choosing suitable methods. I have anxiety if the learning activities are not based on lesson plan.”*

Int. 3 stated *“The difficulty I face when designing a lesson plan is to adjust the method that in learning activities are suitable with the material I teach.”*

Int. 7 *“Yes, it is very difficult for me, because I don't know how to design a suitable method.”*

Int. 10 *“It is challenging for me since we have to choose the proper method, and it is difficult to choose core competencies, or KD, create instructional activities, and so on.”*

Through the results of interviews that have been conducted. Respondents have difficulty in determining which method is suitable for use in teaching.

2.1.3 Selecting evaluation/assessment

One of the respondents' concerns was deciding which evaluation/assessment to use. It was evident from:

Int.6 said *“The issues that I encountered when designing it are formulated the appropriate evaluation for the instruction, such as when we past tense or simple past.”*

Int. 4 said *“The problem I face when making lesson plans is determining the right evaluation/assessment. So that it can measure students’ understanding of what has been taught.”*

Int. 8 said *“yes it’s so difficult because as I said before it’s really hard to design the assessment....”*

Int. 9 said *“The most challenging part of creating a lesson plan for me was creating a rubric assessment because there are so many different types of rubric assessments. I’m still unsure which type of rubric assessment I should use when creating a lesson plan.”*

In answer to Int. 8's statement, she indicated that deciding on an evaluation/assessment was difficult. to create an assessment that is appropriate for the learning material that will be taught. Additionally, it should be appropriately designed, including scoring and the placement of the key answer. In addition, I had an issue with evaluation. They are still perplexed about how to build the evaluation/assessment. She also disclosed that she had difficulty deciding on a proper rubric assessment.

2.2 Solutions can be offered to help students to make lesson plans properly and correctly

According to the interview result, the interviewees realized that the lesson plan has an important role in their teaching. But in the process of making this lesson plan, it is not uncommon for students to have difficulty in making it.

Furthermore, based on the results of the interviews, the researcher concluded several solutions when students found difficulties in designing lesson plans.

From the results of various interviews, researchers found several solutions when experiencing difficulties in designing lesson plans, namely:

1. Continuous guidance can be carried out by the lecturer concerned in the micro-teaching class to improve students' abilities in compiling a full lesson plan.
2. Read more and explore the lesson plans that have been made by school teachers. Because in this case self-awareness is needed to improve our ability to design lesson plans

B. Discussion

The purpose of this study was to look into students' difficulties and the finding of solutions in creating lesson plans during microteaching class. Furthermore, this research looked at the students' perspectives on the microteaching class lesson plan. The information was gathered through document analysis and interviews; all of these instruments were required to answer the two study questions.

The first research question is “What are the problems faced by the sixth semester students of English education department of IAIN Langsa in designing lesson plan?”

The second research question is “What solutions can be offered to help students to make lesson plans properly and correctly?” The students had

difficulty establishing indicator, objectives, analyzing basic competence (KD) to the indicator, and selecting evaluation/assessment based on the findings of the document analysis and the interview results.

The students struggled to try operational verbs when formulating indicators and objectives. Using operational verbs, the indication must also be more specific than basic competence (KD). In addition, the students employed an unquantifiable verb. Furthermore, the pupils struggled to apply basic competence (KD) to the indicator. They had trouble analyzing fundamental competence (KD) to the indicator, which was one of the variables that contributed to the students' inability to formulate an indicator. In this example, the students recognized that the most difficult part of creating a lesson plan was identifying indicators/objectives and analyzing basic competence, as evidenced by the interview results (KD).

Furthermore, the students had difficulty deciding which evaluation/assessment to use. The pupils struggled to provide a genuine evaluation/assessment, such as an oral assessment, a written assessment, and so on. Many parts of the evaluation/assessment needed to be scrutinized. Furthermore, the students struggled with scoring, detailed rubrics, and attaching crucial answers in the evaluation/assessment. Those issues were exacerbated by the interview results, which suggested that they had difficulty creating the evaluation/assessment.

Finally, the students had some difficulty defining indicators/objectives, examining basic competence (KD) for the indicator, and selecting evaluation/assessment while designing the lesson plan.

Based on the results obtained through several interviews above, the suggestions to be offered in this thesis are for the lecturers concerned in teaching and learning activities in the micro teaching class to be able to improve training in making lesson plans. This is done to make students who are still confused about designing lesson plans correctly. And the solution offered next is to students so that they can improve their abilities by reading more to further increase their insight so that there are no more difficulties in designing lesson plans properly and correctly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestion. Referring to the discussion and research findings, the researcher draws the conclusion and suggestion as following:

A. Conclusion

From the discussion in the previous chapter. There were several conclusion can be drawn.

1. The students' perspectives on the lesson plan of microteaching class were as a teaching guideline, teaching planning, crucial aspect of teaching. The students revealed that the lesson plan benefits and facilitates them in the teaching especially for who never had teaching before. In addition, the lesson plan helps them in the microteaching class to organize the teaching and to achieve the learning objectives.
2. The researcher found three problems faced by students in designing lesson plan during microteaching class. They were formulating indicator/ objectives, analyzing basic competence (KD) to the indicator, and selecting evaluation/ assessment.

B. Suggestion

After conducting the study, the researcher would recommend some suggestion for the students, the lecturer, and the further researcher.

1. For the students

After conducting the analysis of lesson plan designed by the students during microteaching class, it is suggested that the students are expected to understand and have well-knowledge about the lesson plan. Moreover, the students should pay more attention to some components which are still in some problems related to the lesson plan. Those are formulating indicator/objectives. Analyzing basic competence (KD) to the indicator, and selecting evaluation/assessment.

2. For the lecturer

The lecturer should guide the students to the quality of the teachinglearning process by providing the best strategies in order to enhance the pedagogical competence of the students in designing a lesson plan. Furthermore, the lecturer may give some chance for instance training or workshop which is related to the way in designing a lesson plan or curriculum development.

3. For the further researcher

The researcher suggested that further researcher can conduct the studywhich related the lesson plan with the specific aspect in order to get a deeper discussion based on the curriculum applied.

AUTOBIOGRAPHY

A. Personal Identity

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C. Family

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