

**AN ANALYSIS OF STUDENTS' PROBLEMS IN DESIGNING LESSON
PLANS DURING MICROTEACHING CLASS**
(A Study at the Department of English Language Education UIN Ar-Raniry)

THESIS



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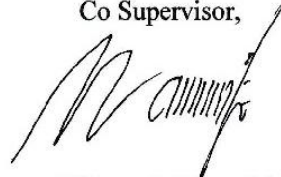
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ABSTRACT

To carry out a successful teaching in the microteaching class, students need to develop a good lesson plan. The lesson plan functions as a guideline in the teaching in order to achieve the learning objectives and the successful teaching. As a matter of fact, some students still faced various difficulties in designing lesson plans during microteaching class. Therefore, the researcher carried out a study to analyze students' problems in designing lesson plans during microteaching class and find out the students' perspectives on the lesson plans of microteaching class. This study employed a qualitative research design. The population was the English Department students batch 2015, in academic year 2017/2018 in UIN Ar-Raniry who have already taken the microteaching class in the seventh semester. They were selected by purposive sampling. The data were collected through document analysis and interview. The researcher analyzed 20 students' lesson plans and interviewed 20 students. The findings revealed that the students' perspective on the lesson plan of microteaching class was as a teaching guideline, teaching planning, and crucial aspect of teaching and the students' problems in designing lesson plans were in terms of formulating indicator/objectives, analyzing basic competence (KD) to the indicator, and selecting the evaluation/assessment.

Key Words: *Lesson plans, microteaching*

CHAPTER I

INTRODUCTION

A. Background of Study

Recently, the development in teacher education emphasizes in creating teachers who are not only knowledgeable but also have the ability in transferring their pedagogical skills. One of the methods and approaches to measure students' understanding of pedagogical knowledge and theories taught is through microteaching. Microteaching is one of the effective ways for students to enhance their skill in teaching and producing good lesson plans. In addition, one of the crucial elements in microteaching is the preparation and implementation of the lesson plan.

Brown (2001) stated that the successful teaching and learning process is influenced by the lesson plan. He added that in designing lesson plan, teachers should be well-known with the curriculum, recognize students' language needs, decide the terminal objective and purposes of the lesson, choose suitable methodology and techniques cautiously, decide suitable exercises, and etc. Badriah (2013) stated that the important part of successful teaching also depends on good planning skill. Therefore, a teacher should determine what and how he or she teaches in the class.

Moreover, lesson plan is an important aspect in teaching for the teachers and students in learning process. It helps teachers to convey the learning

materials, arrange the teaching activities systematically, and expect the effectiveness of teaching.

Harmer (2007) said there are two important points in planning a lesson plan. Firstly, lesson plan is a guide for teachers in teaching process. Although the activities in the classroom might be not actually happened as the lesson plan, the lesson plan is still a guide for the teachers. Secondly, it relates to the relationship between teachers and students. Basically, lesson plans is needed in teaching since the lesson plan has significant role in a teaching such as providing the guideline to students during their teaching practice, providing teaching awareness in the objective of teaching and structure of contents and giving direction for the teacher in the teaching process to achieve the objectives.

Thornbury (1999) argued the lesson plan is considered as problematic area especially for student teacher to profesional teacher. Therefore, there are some students still faced some problems in designing lesson plan while it has a big role for students candidates in microteaching class. Furthermore, the lesson plan is one of the main factors which is evaluated during microteaching class. Thus, the students have to able to design the lesson plan properly.

Additionally, one of the problems in the microteaching is instructional aspect which related to the lesson plan. As my experience, my friends still faced some problems in designing lesson plan in the microteaching class. The frequently problems are the lack of knowledge on the various components in the lesson plan, selecting the appropriate learning materials, deciding the indicators and

objectives, setting the time allocation for teaching, and determining the evaluation/assessment. Thus, in this study the researcher wanted to investigate the students' problems in designing lesson plans during microteaching class. Particularly, it also can be a reflection of the students to improve their lesson plan as suggested by the recent curriculum, in this case, 2013 Curriculum.

Previously, there are some studies conducted to explore significant information on the lesson plans. First, a study was conducted by Ayşegül Zıncır Gülten (2013) in Uludağ University, Bursa, Turkey. The purpose of this study was to explore the first lesson planning experience of the teacher trainees' and identify their reactions. The researcher found that when planning, teacher trainees face with problems like formulating objectives and selecting appropriate activities for certain stages. The main challenges include teacher trainees' hesitations about the process, timing problems, problems in sequencing and selecting activities, providing effective transitions and finding sources.

Sahin- Taskin (2017) in his journal with the title "Exploring pre-service teachers' perception of lesson planning in primary education" conducts a study about pre-service teachers' lesson planning experience in designing lesson plan". Furthermore, the research design is qualitative approach. The findings reveal that most of the pre-service teachers are aware of the importance of lesson plan, they found that it is difficult to develop a lesson plan. In addition, they do not have enough time to gain experiences to get to know students so that they can consider their levels of learning, needs, and expectations to develop lesson plans.

Ghanaguru, Nair & Yong (2013) in their journal with the title “Teacher trainers' beliefs in microteaching and lesson planning in a Teacher Training Institution” have viewed microteaching as beneficial in establishing a good experience among the student teachers in the teacher training institutions. This study used qualitative research design. In addition, they focus on establishing lesson planning. The aim of this study investigates how educators from one teacher training institution view microteaching and lesson planning. The results show that the respondents viewed learning objectives, stages of the lesson and types of activities for the lesson as three important elements in lesson planning. Student centered and teacher centered approaches were used to teach microteaching.

Another previous study was conducted by Jasmi in Indonesia University of Education. The title is “English teacher difficulties in designing lesson plan based on 2013 curriculum. This study wants to investigate the teachers' difficulties in designing lesson plan based on the curriculum 2013. The researcher used a qualitative design in the form of semi-structured interviews. In the result states that the teacher did not get enough contextual training of 2013 curriculum.

The prior study also was conducted by Puspita (2015) in Universitas Pendidikan Indonesia. In her research, she found that the teacher has some problems in designing lesson plans, in selecting the materials, developing learning activities, and assessing the students.

Based on several previous studies above, I conducted the study with the title “An analysis of students’ problems in designing lesson plans during microteaching class” at Islamic state university of Ar-Raniry (UIN Ar-Raniry). The similarity between my research and those above previous studies are focused on designing lesson plans while the differences, I focused to investigate the Students’ problems in designing lesson plans during their microteaching class. In addition, the third previous study has the differences with my research which conducted by Ayşegül Zıngır Gülten (2013). He focuses on exploring the first lesson planning experience of the teacher trainees’ and identify their reactions. Furthermore, the second journal focuses in the aspect of pre-service teachers’ perception of lesson plan and creating in designing lesson plan, and the third journal emphasizes in the perception of educators on microteaching and lesson planning.

B. Research Questions

The research questions for this study are as follow below:

1. What are students’ perspective on the lesson plan of microteaching class?
2. What are problems faced by the students in designing lesson plan during microteaching class?

C. The Aim of Study

- To know students’ perspective on the lesson plan of microteaching class.

- To investigate the problems faced by students in designing lesson plan during microteaching class.

D. The Significance of Study

a. For the students

This research helps students in designing lesson plan and give the reflection for them in designing lesson plan. In addition, this research can make the students more comprehend in designing lesson plans.

b. For the lecturer

The lecturer can suggest and solve the students' problems in designing lesson plans during microteaching class. Furthermore, the lecturer can enhance and focus on training the students in designing the lesson plan.

c. For the researcher

For other researcher, this study can give information for the next researcher related to this research in other aspects. Moreover, this reserach can motivate the next researcher to conduct further research in order to increase the quality of English teaching learning.

E. Terminology

1. Lesson plan

Singh (2008) stated that the lesson plan is something that the teacher has to prepare a pratical outline of a topic to be taught in a period before enter to the

classroom. In addition, Farrel (2002) defined the lesson plan as a written description of how students will move toward attaining specific objective.

Mishra (2009) argued “ A lesson plan is a teacher’s detailed description of the course of instruction for an individual lesson” (p. 2). Savage (2001) stated that “ lesson plan is a process of thinking and writing down a plan for the teaching in a spesific group of students, specific place, and specific time. In this research, the lesson plan is a detailed guide in teaching lesson which constructed by the students and it consists of step-by-step guide activities, learning objectives, goals, media and assessment.

2. Microteaching

Lakshmi (2009) stated that microteaching is a concept of training that applies at the pre-service and in- service stages in developing professional teachers and provides skilled supervision to get a constructive feedback.

Kalaimathi and Julius (2015) argued that microteaching is a good way to build up skills and confidence, to train teaching behaviour in a small groups, to have tutoring styles, and to learn and practice giving useful comments. Additionally, Sharma (1981) defined microteaching as “a specific teacher training technique trough which trainee practices the various teaching skill in a specific situation with the help of feedback with a view to increase the student’s involvement (as cited in Kalaimathi and julius, 2015).

In this study, microteaching is a teaching training where the candidates of teacher (students) and lectures are in a limited and controlled classroom environment.

CHAPTER II

LITERATURE REVIEW

A. Lesson Plan

1. Perspective of the lesson plan

Spratt, Pulverness, and Williams (2005) pointed out that the lesson plan is a series of course plan which provides a guideline for a teacher of what kind of materials of study to be taught and how to teach them. Coppola et al. (2004) stated that the lesson plan is the main foundation of educational structure and it is the core of education. Faculty members should not be present in class without a lesson plan because it is required for a successful teaching.

Amininik, Amami, Jalalpour, and Azodi (2000) believes that lesson plan preparation by faculty members is one of the appropriate ways for the promotion of education quality; it can help the lecturers in teaching as guidance. Yildirim (2003) stated that lesson planning is an important process in teacher trainees to gain experience since it forces them to reflect on what to teach, how to teach and how to evaluate.

Brown (2001) argued “Writing a lesson plan is a must for student-teachers for their preparation for the following teaching and learning process in the real class and student-teachers who have never been teaching before, it is very often useful to first write a script or scenario of the lesson plan” (as cited in Wahyuningsih, 2015 p. 6).

Based on the definition above, the lesson plan can be defined as a guideline for the teacher in the learning process in order to achieve successful teaching.

2. The basic principles of designing the lesson plan

Government rules of Republik Indonesia No.65/2013 (n.d) stated that planning of the learning process is spelled from syllabus to direct student learning activity to reach basic competence (KD).

3. Component of the lesson plan

A lesson plan importantly consists of several components, i.e KI, KD, indicators, materials and media, teaching and learning activities, and evaluation/assessment (BPMSDMPK-PMP, 2014). Those components above will be described in the following below:

a) Identity

The identity includes; The school's name, subject, subject matter, class/semester, and time allocation.

b) KI (Core competence)

KI or core competencies has been stated in the school syllabus. There are four competencies in the KI has to be reached by the students, including spiritual (KI 1), social (KI 2), knowledge (KI 3) and skill (KI 4) competencies.

c) KD (Basic competence)

Basic competence is derived from KI. In addition, KD is the manifestation of the KI. KI and KD usually stated in the syllabus.

d) Indicators

Indicators should be made by referring to the KI and KD which have been chosen. In 2013 curriculum, for example, the indicators refer to knowledge competence points 3.1 to 3.11 and skill competence points 4 to 4.13 (BPMSDMPK-PMP, 2014).

e) The learning materials and media of teaching

The learning material is factual (an example of material), conceptual (definition), and procedural. The material of teaching can be used from textbooks, teacher-module, and another learning sources. Moreover, the supporting materials in the lesson plan are student-worksheet, modules and etc. Additionally, The computer, internet, video cameras, mobile phone are the general sources of instructional materials and media (kitao & Kitao, 1997).

f) The teaching and learning activities

The learning activities are the real action of the teacher as well as the student in the class.

1. Pre- Activity: the teacher introduces the learning material with students initial learning experiences, and does the apperception and motivation.
2. Main Activity: it contains steps of main learning activities. in addition, a scientific approach should be described clearly and systematically.
3. Post activity: it contains some learning activities such as concluding the result of the learning process , and reflection.

g) Evaluation/ Assessment

Evaluation/ Assessment is the last component in the syllabus which determines the success of the teaching and learning process.

4. The format of the lesson plan.

According to the combination rules of the Minister of Education and Culture No. 103/2014 and No. 22/2016, the format of lesson plan realized in the following format below:

Table 2.1 Format of the lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN	
Sekolah	:

Mata Pelajaran :

Kelas/semester :

Materi pokok :

Alokasi waktu :

A. Kompetensi Inti

B. Kompetensi Dasar/ KD dan Indikator Pencapaian Kompetensi/ IPK

1. _____ (KD pada KI 1)

2. _____ (KD pada KI 2)

3. _____ (KD pada KI 3)

Indikator: _____

4. _____ (KD pada KI 4)

Indikator: _____

C. Materi Pembelajaran

D. Pendekatan /Model/ Metode Pembelajaran

E. Media/ Alat dan Bahan Pembelajaran

F. Sumber Belajar

G. Langkah-Langkah Pembelajaran

Pertemuan Pertama: (...JP)

1. Kegiatan Pendahuluan

2. Kegiatan Inti

3. Kegiatan Penutup

Pertemuan kedua: (...JP)

1. Kegiatan Pendahuluan

2. Kegiatan Inti

3. Kegiatan Penutup

H. Penilaian Proses dan Hasil Belajar

Lampiran-lampiran RPP:

1. Materi pembelajaran pertemuan 1 (Jika diperlukan)
2. Instrumen penilaian Pertemuan 1
3. Materi Pembelajaran Pertemuan 2 (Jika diperlukan)
4. Instrumen Penilaian Pertemuan 2

Dan seterusnya tergantung banyaknya pertemuan.

5. Steps in designing lesson plan

a) Analyzing Syllabus

Commonly, there are four core competencies in the syllabus which are aspect attitude to God (KI 1), attitude to self and environment (KI 2), knowledge (KI 3), and skills (KI 4). To achieve these basic competencies, in syllabus it is explained that student's activity in the learning process based on process standard. This student's activity is consisting of exploration, elaboration, and confirmation, there are: observing, questioning, experimenting, associating and communicating. These activities have to be explored in lesson plan and teacher must make their student actively. In addition, analyzing of syllabus also consist of formulating indicator and assessment.

b) Deciding learning aims

Learning aims refer to the indicator and those are formulated based on basic competency (KD) and decided with the operational verb that observed and measured the attitude, knowledge, and skills.

c) Identifying learning material

The learning material is the development of the indicator or basic competencies (KD). In it must include factual, conceptual, and procedural. Furthermore, Some aspects have to be considered in identifying learning material are:

- 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

d) Developing the learning activity

- 1) The learning activities are described and arranged to make easy the teacher.

- 2) The steps of learning activities emphasize in active learning to make students active.
 - e) Determining the suitable approaches/ model/ teaching method.
 - f) Determining the media, tool, and material used in the learning process.
 - g) Formulating assessment
 - a) Assessment is purposed to measure the competence achievement, KI-3, and KI-4
 - b) The criteria of assessment are based on what students achieve in the learning process.
 - c) The result of the assessment is used to decide the next step
 - d) Assessment has to be suitable with the learning experiences that done in the learning process.
 - h) Deciding time allocation

In deciding time allocation for each KD, it is based on the effective week and time allocation for each subject.

- i) Deciding learning sources

Widyastono (2014) stated that learning sources are object or thing used in learning activity such as nature, culture, social, physical environment and etc.

6. The benefit of the lesson plan

Jensen (2001) pointed out the benefits in designing lesson plan are giving the opportunities to the teacher in deciding the lesson objectives, arranging the types of activity that will meet these objectives, developing learning material, and setting the time allocation.

The lesson plan gives the benefits for the teacher because it provides a framework for instruction and it guides the implementation of standards-based education. Additionally, the lesson plan establishes a guideline for the teachers of what has been taught and needs to be taught, (The Teaching Excellence in Adult Literacy [TEAL], 2010).

Airasian (2005) stated that the lesson helps teachers in five basic ways, there are:

- a) By helping they feel comfortable about instructional and giving them a sense of understanding and ownership over the teaching planning.
- b) By establishing a sense of purpose and subject matter focus
- c) By affording the chance to review and become familiar with the subject matter before actually beginning to teach.
- d) By ensuring that there are ways in place to get instruction started, activities to pursue, and a framework to follow during the actual delivery of instruction.

- e) By linking daily lesson to broader integrative goals, units, or curriculum topics.

7. Problems in designing the lesson plan

Bob Kizlik (2004) stated some mistakes that students make most often in designing lesson plans, the following mistakes are below:

a) The objective

The objective of the lesson does not specify what the student will actually do. An objective is a description of what a students do that forms the basis for making an inference or conclusion about learning. Poorly written objectives lead to faulty inferences.

b) The lesson assessment

An assessment in a lesson plan is simply a description of how the teacher evaluates the students and determine whether the objectives have been accomplished.

c) The materials

The materials specified in the lesson are extraneous to the actually described learning activities. This means keep the list of materials in line with what you actually plan to do.

d) The instruction

The instruction in which the teacher does not give the clear instruction in the learning activities, for example, the instructions in students-worksheet. Thus, the instruction is important in the lesson plan.

e) The students' activities

The activities which described in the lesson plan are not in accordance with the lesson objectives/indicator.

B. Microteaching

1. Definition of microteaching

Singh (2004 p.69) argued, “ microteaching is a training technique, which requires pupil teachers to teach a single concept, using specified teaching skills to a small number of pupils in a short duration of time”. According to Aarsal (2014) stated that microteaching is an effective way to train pre-service teachers confidence, to give reinforcement and feedback by providing a chance to perform of what they may plan to teach with a small group of students in a limited duration as cited in Abdullah (2016).

Venkateswarlu (2007) as cited in Singh (2004) argued that microteaching is a plan of action in teacher education/ teaching which aims at modifying teacher's behavior by facilitating the complexities of the traditional regular training process.

Furthermore, Microteaching is a significant guideline for the pre-service teachers that mediates between theory and practices (Benton- Kupper, 2001). From the definition above it can be concluded that microteaching is a teaching practice which has a limited duration, students, and classroom situation.

2. Problems in Microteaching

Bartell (2004) reviewed the challenges that faced by students in the microteaching class and categorized the challenges into seven categories. Those categories are procedural, managerial, psychological, instructional, professional, cultural, and political. Along with those categories, Bartel also stated the example of the problems in the form of the table below.

Table 2.2 New teachers need to be addressed in the Education Program (Bartell, 2004)

Categories	Example
<i>Procedural</i>	<i>Familiarity with school and district procedures and expectations for personnel.</i>
<i>Managerial</i>	<i>Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records</i>
<i>Psychological</i>	<i>Managing stress, gaining self-confidence; handling challenges and</i>

	<i>disappointments; transitioning from student to teacher role; attending to physical and emotional well-being</i>
<i>Instructional</i>	<i>Grade-level curriculum standards and expectations; lesson planning; instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs.</i>
<i>Professional</i>	<i>Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities</i>
<i>Cultural</i>	<i>Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural</i>

	<i>proficiency</i>
<i>Political</i>	<i>Getting to know colleagues; contributing to the extracurricular program; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts</i>

3. The benefit of Microteaching

Microteaching is a program for beginner teachers to improve teaching competencies. Reddy (2017) pointed out some benefits of microteaching below:

1. Elasticity of practice

Microteaching helps in encouraging various skill in trainees, improving the managing skill of the teachers, providing a good opportunity due to small-scale teaching. Furthermore, it broadens the knowledge of teaching skill and technique.

2. Confidence booster

Microteaching can increase the confidence level of the teachers due to several microteaching activities and practices. Moreover, it gives more experiences in teaching and classroom management.

3. Budget oriented

Microteaching is different from other programs and seminars which is costly. Microteaching program is budget oriented. Teachers can practice within the real class or other places.

4. More learning and less damage

Microteaching program is conducted with a small- scale of the students. This makes the possibility to gain a better teaching experience. Additionally, it decreases the possibility of mistakes.

5. Improves attitude

The purpose of the microteaching is to guide the trainees to achieve a positive attitude towards feedbacks and comments. As a result, negative feedbacks also motivate the trainees to strive for betterment.

6. Promotes systematic lesson planning

Lesson planning is one of the skills that a teacher needs to master. Microteaching program helps the trainees to prepare the systematic lesson plan.

7. Instant feedback

Microteaching program allows the trainees to gain instant feedback from the supervisor or lecturer. An instant feedback gives more potential for rectifying mistakes.

8. Mastering skill

Microteaching program helps in mastering types of microteaching skills and strategies such as lecturing, questioning, probing and initiating discussions. Furthermore, it helps in improving teaching style.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative research design. Hancock, Okleford and Windiridge (2007) argued that qualitative research is concerned with explaining opinions, experiences, and feelings of individuals producing subjective data. The methodology of this research was descriptive qualitative. The descriptive qualitative can obtain a general overview of phenomenology in social context study.

B. Population and sample

As conducting the research required data collection, the researcher needed to select individuals or groups who are representated to draw conclusion effectively. Creswell (2008) stated that a population is a group of individuals with the same characteristic. In this study, the researcher chose the population from English Department students batch 2015, in academic year 2017/2018 in UIN Ar-Raniry

Dhivyadeepa (2015 p.3) “Sample is a subset of population to which the researcher to intends to generalize the results”. In addition, the purposive sampling was applied in this research. Singh (2006 p.91) stated “the idea of purposive sampling is to pick out the sample in relation in some criterion, which

is considered important for the particular study". In addition, Donald (2010) explained that purposive sampling means the researcher uses the experience and knowledge to select a sample of participants that can provide the relevant information about the topic or setting. Therefore, the researcher chose the students with some criteria; the students who were taking the microteaching class and the students designed the lesson plan by themselves.

The sample was 17 microteaching classes in English Language Education Department, but the researcher only took 2 classes/unit of the microteaching class which consist of 20 students. The sample was students from unit 14 and 6 of English Language Education Department of UIN Ar-Raniry Banda Aceh which were taking the microteaching class in the seventh semester, in academic year 2017/2018.

C. Research Instrument

To obtain the data the researcher employed two instruments which are document analysis and interview.

1. Document Analysis

The researcher used the document analysis to obtain the data. The document was obtained from the students' lesson plans (typed form). In the document analysis, the researcher adopted a content analysis checklist to search variables. The content analysis checklist consisted of components in the lesson plan in accordance with the Ministerial Regulation No. 22/2016; identity, core competencies (KI), basic competencies (KD), indicators, learning materials,

method/ model of learning, learning sources, learning media, Teaching activity, time allocation, and evaluation/assessment.

2. Interview

Wengraf (2001 p.5) argued, “semi-structured interview is designed to have a number of interviewer questions prepared in advance but such prepared questions are designed to be sufficiently open that the subsequent questions of the interviewer cannot be planned in advance but must be improvised in a careful and theorized way”. The researcher used the semi-structured interview in order to get the information about students’ perspective on the lesson plan of microteaching class and students’ problems in designing lesson plans during microteaching class. The numbers of questions are six (6) questions. In addition, the researcher used a recorder to record the participants’ responses.

D. Data Collection

As stated above, the data are collected from interview and document analysis. Each data collection explained briefly below:

1. Document Analysis

Nana Syaodih (2007 p.221) stated, “documentation as a technique to collect the data by assembling and analyzing the documents, either written documents, pictures or electronic ones”. The document was collected from students’ lesson plans in the typed form. There were twenty (20) lesson plans that the researcher analyzed based on the guideline of lesson plan analysis. Alwasilah, Nunan& Bailey stated that the lesson plans become the document that functioned

as natural sources that provided real information in lesson plans development and its implementation (as cited in Badriah 2013, p. 30). In the document analysis, the researcher adopted and modified the content of analysis lesson plan from UIN Ar-Ranirys' microteaching assessment sheet.

2. Interview

The interview involved the data collection through direct interaction between the researcher and the participants. There were 20 students interviewed. Before the interview, the students were given a list of question of interview and the researcher followed a guide list questions of interview but the researcher had the option to follow-up or additional questions to ask to the respondent. Then, the researcher recorded the participants' answer using hand-phone or digital recorder.

E. Data Analysis

The researcher analyzed the students' lesson plans designed by them, which were in line with the second research question in order to know the problems that faced by the students in designing lesson plan during microteaching class.

The researcher analyzed the lesson plan by matching and analyzing it to the guideline of lesson plan content analysis. The researcher focused on ten aspects in the lesson plan components. They are; Identity, core competence (KI), basic competence (KD), indicators, learning material, learning media, learning sources, teaching activity (pre-activity, main activity and post activity), and

evaluation/assessment. After that, the researcher analyzed the lesson plan refer to the rubric content analysis of lesson plan (see appendix 1) by analyzing and giving scoring for each component of lesson plan with checking (√) on the scoring column (score = 1), (score = 2), (score = 3), and (score= 4) based on the criteria of analysis from the guideline of lesson plan content analysis.

In addition, the result of students' lesson plan content analysis was ranged into four criteria assessment, adapted from UIN Ar-Ranirys' micro teaching assessment. The criteria were described in the table below:

Table 3.1 Criteria assessment

Score	Category
A=86-100	Excellent
B=72-85	Good
C=60-71	Enough
D=50-59	Bad
E=0-49	Very Bad

The researcher conducted the interview to find out the students' perspective on the lesson plan of microteaching class and to gain some additional and supporting information about the second research question. The data gained from the interview analyzed it by using qualitative data analysis. Creswell (2008 p, 236- 237) described six steps of qualitative data analysis. These are the following steps:

1. Preparing and organizing the data (transcripts).
2. Exploring and coding the database.
3. Describing findings and forming themes.
4. Representing and reporting findings.
5. Interpreting the meaning of the findings.
6. Validating the accuracy of the findings.

F. Brief Description Criteria of Subject

The researcher tended to accomplish the research at State Islamic University of Ar- Raniry in the Department of English Language Education of Tarbiyah and Teacher Training Faculty. State Islamic University of Ar- Raniry called as UIN Ar- Raniry. The location is in Jln. Syeikh Abdul Rauf Kopelma Darussalam Banda Aceh. UIN Ar-Raniry administered by Ministry of Religious Affair of the Republic of Indonesia and under the supervision of the General Directorate of Islamic Institutes through the Directorate of Islamic Higher Institutions.

UIN Ar-Raniry has nine faculties with 43 departments. They are; Faculty of Syariah and Law, Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Adab and Humanities, Faculty of Sociology and Governance, Faculty of Economics and Islamic Business, Faculty of Psychology, and Faculty of Science and Technology.

This research conducted in the Education and Teacher Training Faculty especially in the Department of English Language Education. English Department is a department which specifically teaches English as a Foreign Language and trained to be a good teacher in the future.

Microteaching is one of the programs to increase teachers' candidate ability in teaching. It was in limited time, limited materials, and has a small number of students. In addition, Microteaching is an important major that obligated in Tarbiyah Faculty, especially in the English Department. The purpose of this program is preparing the teachers' candidates to be a professional teacher in the future. In microteaching, they learned in designing lesson plan, classroom management, and others that related to teaching.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter described the findings and analysis of the data gathered through document analysis and interview. It consisted of the analysis of the students' lesson plans content, the problems faced by students in designing lesson plans during microteaching class, and students' perspective on the lesson plans of microteaching class.

A. Research Findings

The result of this study was discussed below. The findings were divided into two categories. The first category was the document analysis result and the second was the interview result.

1. The Document Analysis Result

The researcher analyzed students' lesson plans based on the guideline of lesson plan content analysis with some criteria of analysis for each component of the lesson plan. To make it clear, the researcher provided the following table below :

Table 4.1 The result of document analysis

No	Students' Initials	Total Score	Category
1	AA	77.5	Good
2	PI	72.5	Good
3	CM	65	Enough
4	SF	52.5	Bad
5	AY	72.5	Good
6	LZ	77.5	Good
7	HR	55	Bad
8	RR	85	Good
9	EN	80	Good
10	SC	85	Good
11	ZR	87.5	Excellent
12	ZF	80	Good
13	AF	80	Good
14	IR	80	Good
15	FM	82.5	Good
16	QN	87.5	Excellent
17	DA	80	Good
18	SYF	67.5	Enough
19	SAT	65	Enough
20	ARD	82.5	Good

The table above illustrated the result of students' lesson plans content analysis. Furthermore, based on the result, the researcher found that 13 student's

lesson plans indicated good category in designing lesson plans. Additionally, the researcher found 2 student's lesson plan indicated excellent category. However, there were 3 student's lesson plans indicated enough category. Furthermore, there were 2 student's lesson plans indicated bad category.

On the other hand, when the researcher analyzed the content of the students' lesson plans, the researcher found two problems that the most students faced in designing lesson plans. The problems were described as following:

1.1 Indicator

In term of formulating the indicators, some of the indicators of students' lesson plans did not match with operational verbs. Students used the operational verbs that were not suitable with the competence that wants to be measured. It can be seen from the example of students' lesson plans in the following below:

- Example 1:

4.16 Menangkap makna teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

Indikator

- Mampu menghibur teman-teman sekelas dengan cerita naratif dengan tokoh binatang/hewan
- Mampu menggunakan unsur kebahasaan yang benar dalam teks naratif yang sesuai dengan konteks

The example above was taken from HR's lesson plan. It can be seen in the example that the word "*menghibur*" was immeasurable verb. In addition, the indicators above referred to skill competence. On the other hand, the sentence "

mampu menggunakan unsur kebahasaan yang benar dalam teks narrative yang sesuai dengan konteks” was knowledge competence where the operational verb was not suitable with the competence that wants to be measured.

- Example 2:

KOMPETENSI DASAR	INDIKATOR
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa dan menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan <i>sapaan</i> serta responnya sesuai dengan konteks penggunaannya • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis ungkapan <i>Sapaan</i> serta responnya sesuai dengan konteks penggunaannya • Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis

The example above was taken from AY’s lesson plan. It can be seen that all the indicators were same. In addition, the operational verb was not used and the indicators were incorrect.

- Example 3:

4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks.	<p>4.3.1. Menerapkan teks yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang.</p> <p>4.3.2. Menyusun teks yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang akan, sedang, dan telah dilakukan/terjadi di waktu yang akan datang.</p>
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The example above was taken from PI’s lesson plan. It can be seen the topic of basic competence (KD) discussed about “*teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan*

terimakasih, dan meminta maaf” but in the indicators discussed about “*teks yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kejadian yang akan, sedang dan telah dilakukan/terjadi di waktu yang akan datang*”. It can be concluded that the indicators were not corresponding with basic competence.

1.2 Assessment/evaluation

Furthermore, the researcher also found the problem in term of selecting evaluation/assessment. It can be seen from the example of students’ lesson plan in the following below

- Example 1:

3. Tes Tertulis : untuk menilai pengetahuan

Peserta didik diminta untuk :

- membuat teks narrative berdasarkan fungsi sosial sesuai konteks
- membuat teks narrative berdasarkan struktur teks sesuai konteks

PENILAIAN HASIL

Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Penilaian	Instrumen
membuat teks narrative sesuai dengan unsur kebahasaan dan berdasarkan fungsi sosial sesuai konteks	Tes tulis	1. make in a good order narrative text of Mousedeer and crocodile.

1. Jenis / Teknik Penilaian :

Aspek Pengetahuan : Tes
 Aspek Ketrampilan : Project Work
 Aspek Sikap : pengamatan

2. Bentuk Instrumen dan Instrumen : isian

3. Pedoman Penskoran

No	Uraian	Skor
1.	melengkapi kalimat → 10 items jawaban	10
2.	menyatakan kejadian yang sedang berlangsung → 5 items jawaban	5

Skor Akhir =

Skor yang diperoleh X 100
 Skor maksimal

The example above was taken from HR's lesson plan. The evaluation instrument and the rubric was not corresponding each other. Moreover, the form of evaluation was essay but the form of assessment rubric/scoring was fill in blank. Thus, it can be seen that the evaluation/assessment instrument was not accordance with the scoring/ assessment rubric.

- Example 2:

F. Evaluation

Instrument: Tulisan

Choose a, b, c, or d as your best answer!

11. This is a girl. ... is the member of my family.
a. her b. hers c. she d. they

12. Agus : Are there children at home?
Lusi : No, ... are not
a. they c. their
b. them d. us

13. Ega : Are there any boys on the street?
Dian : Yes,..... are
a. their c. them
b. they d. it

14. There is a hill in that village some people like to hike .
a. their c. us
b. it d. its

15. There is a young man here. ...is a student.
a. he c. she
b. boys d. an aunt

II. Write a short text at least 5 sentences about: (you can choose at least 3 topic to write about)

your name
your age
your school
your address
your hobby
your religion
your nationality
your favorites
your father
your mother

The example above was taken from RR's lesson plan. She only attached the instrument of evaluation/assessment without key answer and assessment rubric. From the examples above, it can be considered that the students also faced a problem in designing the evaluation/assessment.

2. The result of the interview

The researcher found out the students' perspective on the lesson plan of microteaching class and got some additional and supporting information about the second research question by having the interview. Furthermore, the interview was conducted on November 8th – December 20th2018 with those twenty students as the interviewees. The selected students were marked as Int. 1 to Int. 20. To analyze the data the researcher used Creswell (2008 p, 236- 237). The findings are explained as follow:

2.1 The students' perspective on the lesson plan of microteaching class

According to the interview result, the interviewees realized that the lesson plan has an important role in their teaching, especially in the microteaching class. Furthermore, based on the interview result, the researcher concluded in several aspects about their perspective on the lesson plan of microteaching class. Those were a teaching guideline, teaching planning, and crucial aspect of teaching.

2.1.1 Teaching guideline

The interviewees recognized that the lesson plan is as a guideline in teaching. Thus, the teaching will be run well.

In this case, Int. 1 argued *“In my opinion, the lesson plan is as a guideline,.... Mainly, the lesson plan helps the teacher or students in the teaching. and it can be more systematically and also it is as guide for the teacher”*. (Int.1, November 8th, 2018).

Additionally, Int. 2 also stated *“Firstly, as a guideline..... Then, the lesson plan is our reference in the teaching and it organize systematically. We feel more easier because the lesson plan has organized well”*. (Int.2, November 8th, 2018).

Moreover, Int. 5 said *“in my opinion, it is as a guideline in teaching. and also the lesson plan as a concept before teaching”* (Int. 5, November 16th, 2018).

Int. 7 also said *“The lesson plan is as a guidance and it’s really helpful for the student-teacher in the microteaching class”* (Int. 7, December 17th, 2018).

Int. 10 had the same thought *“I think, the lesson plan absolutely as a guideline in our teaching. it provides benefits for us and helps us when we’re teaching”* (Int. 7, December 17th, 2018).

Int. 17 mentioned *“I think that the role of the lesson plan is a guideline for the teacher when they will teach the students, the teacher will know what they teach to the students based on the lesson plan”* (Int.17, December 18th, 2018).

Based on the interviewee’s responses above, the interviewees revealed that the lesson plan guides them in teaching systematically. in addition, the interviewees showed by having the lesson plan, they knew how to teach, how to evaluate, and what kind of material that would be taught in teaching.

2.1.2 Teaching planning

The interviewees revealed that the lesson plan is as a teaching planning. This is proven by the interviewee’s responses.

Additionally, Int. 1 said *“In my opinion, the lesson plan is the plan of the teaching”*. (Int. 1, November 8th, 2018).

In addition, Int. 2 mentioned *“Personally, I think the lesson plan is a set of teaching planning....”*(Int. 2, November 8th, 2018).

Similarly, Int. 3 also stated *“In my opinion, the lesson plan is something that we want to do in the class, how we teach in the class, our learning material, and for example what are activities that we want to do in the class”* (Int. 3, November 12th, 2018).

Int. 5 said the same way *“Lesson plan is steps in teaching or our planning. So we know how to start the teaching and the steps in the teaching....”* (Int. 5, November 16th, 2018).

Moreover, Int. 6 mentioned *“The lesson plan is set of an outline that has description about what teacher want to do in the class....”* (Int. 6, November 17th, 2018).

In addition, Int. 8 also said *“lesson plan is our planning for the teaching. In the lesson plan we can prepare what we will do in the class”* (Int. 8, December 17th, 2018).

Int. 12 mentioned *“In my opinion, lesson plan is teaching planning in the learning. When we want to teach we should plan the learning material, indicator, teaching activity and many others”*(Int. 12, December 17th, 2018).

Int. 13 also argued *“In my opinion, lesson plan is a plan or instruction from the teacher to the students from the material and activities what the teacher and the students do in the class”* (Int. 13, December 18th, 2018).

Additionally, Int. 17 said *“...the lesson plan is a set of plan activity that will be include during learning process so that’s based on my opinion”* (Int. 17, December 17th, 2018).

By giving the responses above, the interviewees argued that the lesson plan is a set of teaching planning which has been planned before. Furthermore, the interviewees also had the same thought that the lesson plan is a teaching planning of what they want to do in the class.

2.1.3 The crucial aspect of teaching

The interviewees realized that the lesson plan was as the crucial aspect of teaching. Moreover, the interviewees argued that the lesson plan really helps them in the microteaching class.

In addition, Int. 1 argued *“For me, it’s important because not all the teachers have a good memory for what they want to teach in the class so with the lesson plan, the teaching or lesson is more systematically,....”* (Int.1, November 8th, 2018).

Furthermore, Int. 2 mentioned *“... the lesson plan helps us in the microteaching class because like sometimes, we forget.... . The point is the lesson plan is really helpful”* (Int. 2, November 8th, 2018).

Moreover, Int. 3 Also stated *“The lesson plan helps us, because not all the students have a teaching practice before, by the lesson plan, we get a direction when we are teaching.... . The main point is a lesson plan very helpful and important* (Int. 3, November 12th, 2018).

Int. 4 also said *“... The lesson plan help me when I’m teaching in the microteaching class because I know what material that should be taught and what the activity should we do”* (Int. 4, November 16th, 2018).

Int. 11 stated:

Lesson plan helps me a lot in the class especially in the microteaching class because lesson plan is like the most crucial things before we’re teaching in the class. and so we need to know all about the lesson plan (Int. 11, December 17th, 2018).

Int. 14 opined:

Lesson plan is very important in teaching because if we don’t have lesson plan the teacher does not know what they want to teach and because lesson plan also a significant element of teaching learning system. so that’s why the lesson plan is very essential in teaching (Int. 14, December 18th, 2018).

Int. 18 argued *“... the lesson plan is really important in teaching because if the teacher doesn’t use or design a lesson plan when they’re teaching it will make them difficult to....”*(Int. 18, December 19th, 2018).

Int. 20 opined *“in my opinion, the lesson plan is very important because it is useful to manage what will we teach and do in the teaching process and also*

helps the teacher to prepare theirselves before teaching” (Int. 20, December 20th, 2018).

Based on the interview results above, the interviewees believed that the lesson plan was a crucial aspect in the teaching especially in the microteaching class. It showed from the Int. 1 and Int. 2, and Int. 11 believed that the lesson plan was important in teaching where the lesson plan reflected their teaching planning and helps them to achieve the learning objective. Moreover, Int. 3 and Int. 4 stated that the lesson plan aids the student-teacher who have never had a teaching practice before and also helps in their microteaching class.

2.2 The students’ problems in designing the lesson plan

According to the interview result, all the interviewees were still confused and they had less understanding about the lesson plan. Therefore, they faced some problems in some terms. Those were formulating indicator, analyzing basic competence (KD), selecting learning media and selecting evaluation/assessment.

2.2.1 Formulating indicator

The interviewees have a problem in formulating indicator. They also admitted that formulating indicator was one of the most difficult components of the lesson plan.

It was proven by Int. 1 stated *“The problems that I faced in designing a lesson plan is formulating the indicator.... . In formulating the indicator is so difficult because we have to know the topic in the KD first” (Int. 1, November 8th, 2018).*

Similarly, Int. 2 also mentioned *“In deciding the indicator is so difficult because we have to decide the proper indicator, what indicators that is suitable and the indicator is more specific than KD.... So it is so difficult in making the indicator (Int. 2, November 8th, 2018).*

Int. 5 also argued *“The problems that I faced when I design it, first is formulate the indicator....”* (Int. 5, November 16th, 2018).

Moreover, Int. 7 opined the same way *“the problem that i faced in designing lesson plan is indicators. so the indicator is very difficult because we have to decide the operational verb”* (Int. 7, December 17th, 2018).

Int. 8 also mentioned *“In designing lesson plan the most difficult to design is indicator. Because we have to know what “kata kerja operasional” that suitable for the indicator”* (Int.8, December 17th, 2018).

Additionally, Int. 13 said *“The kind of problem that I faced when I design the lesson plan is when designing the indicator.... I mean why it’s difficult for me or I got the problem when I design the indicator....”* (Int. 13, December 18th, 2018).

Int. 14 also said *“and then,the problems that I faced when I design it in making the indicator. I don’t really understand it to formulate the indicator, I also really confused about that”* (Int. 14, December 18th, 2018).

Int. 16 said *“the problem in designing it for me is in identifying the indicator and I’m still confuse in deciding which indicator that appropriate for the basic competence from the syllabus”* (Int. 16, December 18th, 2018).

Int. 17 argued *“I have two problems that I faced in lesson plan. for the first I’m little bit confuse when I created the indicator in the lesson plan because I have to adjust the indicator with the “kompetensi dasar”* (Int. 17, December 18th, 2018).

Int. 19 mentioned *“during my microteaching class is about KI and KD. My problems are in adjusting the indicator with basic competencies”* (Int. 19, December 19th, 2018).

Furthermore, Int. 20 also said *“in designing the lesson plan, the problem I faced is to determine the indicator that taxonomy bloom and other choices are a little bit difficult to choose because I need to high analysis”* (Int. 20, December 20th, 2018).

Based on the interviewee’ responses above, they revealed that formulating the indicator was their main problem when they designed the lesson plan. The interviewees showed that in formulating indicator, they had to understand the KD first. In addition, Int. 2 also argued that indicator is more specific than KD. Then, she had to decide the proper and suitable indicator. Additionally, others

interviewee have the same problem with both of Int. 1 and Int. 2 in formulating indicator which should decide the appropriate operational verbs in formulating indicator.

2.2.2 Analyzing basic competence (KD)

Besides the problem in formulating indicator, the interviewees acknowledge in analyzing basic competence (KD) which was also the problem faced by them.

In this case, Int. 3 opined *“Firstly, we have to analyze KD, we get the difficulties to analyze the KD because that was my first time to do that”*(Int. 3, November 12th, 2018).

Moreover, Int. 4 also said *“The problems that I feel so difficult is when we decide the KD then we should develop again the KD into Indicator. I think that part is so difficult for me”* (Int. 4, November 16th, 2018).

She added her opinion, Int. 4 argued *“Firstly, we should decide the KD first. When we analyze the KD, we feel so hard and so difficult....”* (Int. 4, November 16th, 2018).

Int. 9 also stated the same problem *“it’s so difficult to analyze basic competencies or we say KD”* (Int. 9, December 17th, 2018).

Additionally, Int. 12 also mentioned *“I also have problem in basic competence or the term in Bahasa is “kompetensi dasar”. We have to analyze the KD which so general into indicator”* (Int. 12, December 17th, 2018).

The interview result above showed that Int. 3 felt difficult in analyzing basic competence (KD) since it was her first time to do that. Furthermore, Int. 4 also felt the same way as Int. 3 that she faced problem in analyzing basic competence (KD) because the topic was not written specifically in KD. Moreover, Int. 9 and 12 also faced the same problem in analyzing basic competence (KD).

2.2.3 Selecting evaluation/assessment

Selecting evaluation/ assessment was also one of the problems faced by the interviewees. It showed from:

Int. 5 response which stated “... *the evaluation because we have to look for the suitable evaluation for the teaching....I think, it makes me confuse and it's a little bit so hard for me*” (Int. 5, November 16th, 2018).

Moreover, Int. 14 stated the same way “*I think in designing lesson plan is really difficult for me. I really don't understand in making assessment for the students so I still confused*” (Int. 14, December 18th, 2018).

In addition, Int. 18 argued:

The difficulties that I faced when I design the lesson plan is when I have to make a rubric assessment because there are many kinds of rubric assessment so I still confused what kind of rubric assessment that I need to use when I have to design lesson plan (Int. 18, December 19th, 2018).

Regarding the response by Int. 5, she revealed that selecting evaluation/assessment was complicated. She had to design the evaluation in which appropriates with the learning material that would be taught. Additionally, she also should design it properly which is equipped with the scoring and put the key answer. Furthermore, the Int. 14 also had a problem in evaluation. She said that she was still confuse to design the evaluation/assessment. Int. 18 also revealed that she faced problems to decide the suitable rubric assessment.

B. Discussion

This study focused on investigating students' problems in designing lesson plan during microteaching class. furthermore, this study also focused on the students' perspective on the lesson plan of microteaching class. The data were collected through document analysis and interview, all these instruments were needed to find out the two research questions.

The first research question is ‘what are students' perspectives on the lesson plan of microteaching class?’. The students pointed out that the lesson plan was as

a teaching guideline in the microteaching class. Moreover, regarding the interview result, the students also opined that the lesson plan guides them in teaching. It facilitates them in teaching and organizes the teaching systematically. Additionally, the students argued that the lesson plan is as a teaching planning. The students believed that the lesson plan gives them the opportunity to prepare the teaching that would be taught in the class especially in the microteaching class. Those findings are corresponding with what Spratt, Pulverness, and Williams (2005) argued that lesson plan is a series of course plan which provides the guideline for a teacher of what kind of materials of study to be taught and how to teach them.

Furthermore, the students' perspective of the lesson plan was as a crucial aspect in teaching which benefits them as a student-teacher in the microteaching class. They also felt that the lesson plan aids the students who never have a teaching practice before. This is in line with the theory of (Yildirim, 2003) stated that Lesson planning is an important process in teacher trainees to gain experience since it forces them to reflect on what to teach, how to teach and how to evaluate. Then, it is also in line with the theory of Brown (2001) argued "Writing a lesson plan is a must for student-teachers for their preparation for the following teaching and learning process in the real class and student-teachers who have never been teaching before, it is very often useful to first write a script or scenario of the lesson plan (as cited in Wahyuningsih, 2015 p. 6).

The second research question is 'What are problems faced by students in designing lesson plan during microteaching class?'. Based on the findings of

document analysis and the interview result, the students had problems in term of formulating indicator/ objectives, analyzing basic competence (KD) to the indicator, and selecting evaluation/assessment which in line with Kizlik's theory that has been explained in the previous chapter.

In formulating indicator/ objectives, the students had problems in selecting operational verbs. Additionally, the indicator must be more specific than basic competence (KD) by using operational verbs. Furthermore, the students used an immeasurable verb. Moreover, the students also had problems in analyzing basic competence (KD) to the indicator. They faced the difficulty in analyzing basic competence (KD) to the indicator which was one of the factors causing the students had problem in formulating indicator. In this case, those problems were proven by interview result that the students admitted that the most problem faced by them in designing lesson plan was formulating indicators/objectives and analyzing basic competence (KD).

Moreover, the students had problem in selecting evaluation/assessment. The students faced a problem in establishing an authentic evaluation/assessment, such as oral assessment, written assessment, and etc. There were many aspects in the evaluation/assessment that had to be analyzed. Those are cognitive and psychomotor (skill) aspect. In addition, the students also had a problem in scoring, detail rubric, and attaching key answer in evaluation/assessment. Those problems were strengthened by interview result that they revealed that they faced a problem in designing the evaluation/assessment.

In conclusion, the students faced some problems in designing the lesson plan in term of formulating indicator/objectives, analyzing basic competence (KD) to the indicator, and selecting evaluation/ assessment.

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 a 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 teaching-learning 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 study which related the lesson plan with the specific aspect in order to get a deeper discussion based on the curriculum applied.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 9100/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

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b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
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5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
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MEMUTUSKAN

- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1070/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

- | | |
|--|----------------------------|
| 1. Habiburrahim, S.Ag, M.Com, MS, Ph.D | Sebagai Pembimbing Pertama |
| 2. Nidawati, M.Ag | Sebagai Pembimbing Kedua |

Untuk membimbing Skripsi :

Nama : Yuliana Rolanda
NIM : 140203126

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class (A Study at Department of English Language Teaching UIN Ar-Raniry)

- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 September 2018

Rektor
Dekan



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
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Nomor : B- 11649 /Un.08/TU-FTK/ TL.00/11 /2018

06 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Yuliana Rolanda
N I M : 140 203 126
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Ulee Kareng, Jl. Keuchik Haiyat, Gapang, Illie

Untuk mengumpulkan data pada:


UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Students' Problem in Designing Lesson Plan During Micro Teaching Class (A Study at Department of English Language Teaching UIN Ar-Raniry)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Said Farzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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Surat Keterangan

Nomor: B-476/Un.08/KP.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11649/Un.08/ TU. FTK/TL.00/11/2018 tanggal 06 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

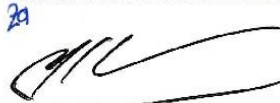
Nama : Yuliana Rolanda
NIM : 140203126
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

An Analysis of Students' Problem in Designing Lesson Plan During Micro Teaching Class (A Study at Department of English Language Teaching UIN Ar-Raniry).

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 30 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Appendix 1: Instrument (Document Analysis)

Guidline of Lesson Plan content Analysis checklist

Rubric of lesson plan content analysis

No	Components	Criteria of analysis	Score	Checklist (√)
1	Identity (Name of school, subject, subject matter, class/ semester, and time allocation.	The identity is complete	4	
		The identity is partly complete	3	
		Consists of one identity	2	
		There is no identity	1	
2	Core competence (KI)	Consists of four (4) core competencies (KI 1, KI 2, KI 3, KI 4)	4	
		Consists of three-two core competence (KI)	3	
		Consists of one core competence (KI)	2	
		There is no core competence (KI)	1	
3	The suitability of indicators formulation with basic competence (KD)	Suitable	4	
		mostly suitable	3	
		partly suitable	2	
		Unsuitable	1	
4	The suitability of learning material with basic competence (KD)/ indicators	Suitable	4	
		mostly suitable	3	
		partly suitable	2	
		Unsuitable	1	

5	The variety of learning sources	There are four (4) or more learning sources used	4	
		There are three (3) learning sources used	3	
		There are two (2) learning sources used	2	
		There is only one (1) learning sources used	1	
6	The variety and suitability of method and tools/ media with the learning objectives	Suitable with the learning objectives	4	
		Mostly suitable with learning objectives	3	
		Partly suitable with learning objectives	2	
		Unsuitable with learning objectives	1	
7	Pre- activity	Connecting the material with initial students experience and contextual	4	
		Connecting the material not with students' experience	3	
		Only writing the apperception/ motivation activity	2	
		There is no apperception / motivation activity	1	
8	Main activity	Already involving students actively, teachers as a facilitator, and reflecting the scientific approach and learning method/model which are chosen	4	
		Already involving students actively, and teachers as a facilitator	3	
		Already involving the students, but still dominated by teachers	2	
		Not involving students actively	1	

9	Post- activity	Students conclude the lesson, teacher gives the strengthening, evaluation, and reflection	4	
		Students conclude the lesson	3	
		Teacher concludes the lesson	2	
		Only concluding the lesson	1	
10	The completeness of evaluation/ assessment instrument	Questions test are equipped by the key answers, scoring and evaluation/assessment rubric	4	
		Questions test are equipped by the key answers and scoring	3	
		There is only test instrument	2	
		There is no test instrument	1	

Source: UIN Ar-Raniry's microteaching assessment sheet

Appendix 2: Instrument (Interview protocol)

AN ANALYSIS OF STUDENTS' PROBLEMS IN DESIGNING LESSON PLAN DURING MICROTEACHING CLASS

No	Research Questions	Indicator	Questions
1	What are students' perspective on the lesson plan of the microteaching class?	1. The students' perspective on the lesson plan of microteaching class	<ol style="list-style-type: none">1. What is your opinion about lesson plan?2. Is the lesson plan important in the teaching?why?3. Does the lesson plan help you in the teaching especially in the microteching class? why?4. How is the role of the lesson plan in the microteaching class?
2	What are problems faced by students in designing lesson plan during microteaching class?	2. Students problems in designing lesson plan during microteaching class	<ol style="list-style-type: none">5. What kind of problems that you faced in designing lesson plan? Why?6. Is it difficult to design lesson plan?

Appendix 3: Interview Transcript

Int. 1:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee:

In my opinion, the lesson plan is the plan of the teaching but it is more complete and it covering the teaching. In the lesson plan, for example, the teacher wants teach something in the class, so it's should be planned and should be write in the important points in the lesson plan.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: For me, it's important because not all the teachers have a good memory for what they want to teach in the class so with the lesson plan, the teaching or lesson is more systematically, for example this week, the lesson is about something, and it is more systematically when we teach.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class? why?

Interviewee: for me, it is vey helpful because in the microteaching, we pretend like mini-teaching so the lesson plans help us in the teaching and the steps in the teaching like introducing the material, praying, continue with main activity, and then the closing. So it organize well and also as our guideline in the teaching.

4. **Interviewer:** How is the role of lesson plan in the microteaching class?

Interviewee: in my opinion, first, the lesson plan is as a guideline , the second is as a knowledge. Mainly, the lesson plan helps the teacher or students in the teaching. For example, the teachers want to teach about narrative so the teacher knows the steps in the teaching and it can be more systematically and also it is as guide for the teacher.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: the problems that i faced in designing lesson plan is formulating the indicator because the indicator is steps in the teaching and a topic that we want to teach, and also the objective in the teaching. In formulating the indicator is so difficult because we have to know the topic in the KD first. Then, the learning material because it connects to the curriculum and KD, for example KTSP and K13 Curriculum. And then, the learning material should be suitable to the KD. In designing the evaluation instrument is also difficult because it is my first time to know the lesson plan because previously, we don't know well the lesson plan because this is the first time, i still feel confuse to apply it, to design it and to make the evaluation that suitable with the learning material.

6. **Interviewer:** Is it difficult to design lesson plan? why?

Interviewee: for me, it's so difficult, the first factor is less knowledge about the lesson plan, second is developing the material and choose the learning sources, the third is also the knowledge about the curriculum, but i have known the format of the lesson plan. and also we have to know the education calender.

Int. 2:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: personally, i think the lesson plan is a set of teaching planning. So in the lesson plan, we do and apply everything in the classroom about something that we want to teach and with lesson plan, we do not confuse anymore. In the lesson plan, everything has been set before like the time allocation, steps in teaching, and so on. The lesson plan is also as systematic guideline for us.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: in my opinion, the lesson plan is important because as I said before, the lesson plan as a guideline for teaching so we do not feel blank when we want to teach. For example, when we want to deliver the lesson, sometime as a human, we are forget so the lesson plan will help us in the teaching. And also, we know the next steps in the teaching because we have the lesson plan as a guidance so we don't forget anymore.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: From my experience, the lesson plan helps us in the microteaching class because like sometimes, we are forget. For example, in the pre-activity we check students' attendance, we do apperception. The steps in teaching are in order and our lesson is directed properly. And then, we can achieve the purpose in the teaching. In the learning process, we have known the method that we want to use in the teaching so the teaching is like this and so on. The point is the lesson plan is really helpful.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: firstly, as a guidance and in the lesson plan, there is the material, learning sourcesl and also it has already done in it like our material, learning sources. Then, the lesson plan is our reference in the teaching and it organize systematically. We feel more easier because the lesson plan has organized well.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: in my own experience, the problems is the indicator, time allocation. In deciding the indicator is so difficult because we have to decide the proper indicator, what indicators that is suitable and the

indicator is more specific than KD. Because the indicator is something that we want to achieve and apply in the teaching. So it is so difficult in making the indicator. For evaluation instrument, sometime I take from the book, internet so for design the test is more easier because we can get from the book or internet and so many sources. But in design the indicator, we create by ourselves. So in that aspect is more stressful for me. The next is the learning material. there is a difficult part for me. usually, if in K13 curriculum, the KD and the book is related each other. But, in the learning material is more easier because we get the sources from the book, internet, or related to our real life.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: I feel so difficult to design the lesson plan because we never design it before. And also we do not have a good background in design the lesson plan. this is the first time for me to design the lesson plan in this semester. We have lack of knowledge and do not how to make a lesson plan. we don't know the form of the lesson plan and what is the content of the lesson plan itself and also we don't know how to develop the lesson plan.

Int. 3:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: in my opinion, the lesson plan is something that we want to do in the class, how we teach in the class, our learning material, and for example what are activities that we want to do in the class.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: what I got from the lecturers, the lesson plan is so important for example if there is no lesson plan, sometime we can not sure that we can teach in a good way and it is suitable to the KD or indicator. It becomes our job for us because we should make the lesson plan and formulating the indicator. Sometimes, my friends didn't know KD. So the lesson plan helps us to teach in the class.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: the lesson plan helps us, because not all the students have a teaching before, by the lesson plan , we get a direction when we are teaching for example for the first activity, we do greetings and what the next is and so on. The main point is a lesson plan very helpful and important.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: the role of lesson plan is as the rule. It means that how we teach in the class, what should we do in the class for example the first step, the second step in the teaching. And also the lesson plan is as our guidance.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: previously, we had ECD course and we should design the lesson plan in that course. Firstly, we have to analyze KD, we get the difficulties to analyze the KD because that was my first time to do that. But, when we have made it often so we can design it easily. in my own experience, the second is the media that should be used in the teaching. I should look for a simple media because we have to see the factors in deciding the media for the teaching. But, if in the learning material is not so hard for example we modify the material which can be more interesting and not boring. And then for the indicator is not so difficult because i am understand about it, so we will feel more easier. But, for the first time is also difficult.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: in general, the first time to design the lesson plan is so difficult. For example the indicators as I said before. If the others is not so difficult like the learning material. so we can said that in designing the lesson plan is difficult and so hard in some aspects such as the indicator and choose the media.

Int. 4:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: I think, the lesson plan is the most important thing in the class especially when we want to teaching because the lesson plan is useful for the teacher because the lesson plan is the material that we want to teach. So we know what should we do in the class.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: the lesson plan is important because it is a planning in teaching. If there is lesson plan so the teaching will run well.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: yes, of course. The lesson plan is very help me when i'm teaching in the microteaching class because I know what material that should be taught and what the activity should we do.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: the role of lesson plan in the microteaching class is so big because lesson plan give us a guidance for what we want to teach to the

students and then, before we start the lesson, we have known what should activity that we should do for the students like greeting, praying, and giving homework. and it's also as a guideline.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: I had English Course design in the last semester. In that course, we asked to make a RPP (lesson plan). and then, the problems that I feel so difficult is when we decide the KD then we should develop again the KD into Indicator. I think that part is so difficult for me.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: I think to design the lesson plan is difficult. I think, we have to be careful and have to appropriate to the KD. In the last Saturday, we had RPP training with Mr. Erry. We asked to make a lesson plan in that training. Firstly, we should decide the KD first. When we analyze the KD, we feel so hard and so difficult. For example, the materi is about narrative but it is not specifically written in KD. And it's just described in KD. And it doesn't describe directly.

Int. 5:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: Lesson plan is steps in teaching or our planning. So we know how to start the teaching and the steps in the teaching.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: yes it is, based on my opinion, lesson plan is so important for us. I think it's really helpful for us as students who never have a teaching before. It's also very helpful because we have a guideline.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: it helps us because by having the lesson plan, we know how to begin the class, what activities that should we do, and what material which appropriate with the learning. And then, the function of the lesson plan is to help us to achieve the objective, and the duration to teach the learning material

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: in my opinion, it is as a guideline in teaching. and also the lesson plan as concept before teaching. As we know, the succesful in the learning or teaching is really influenced by the lesson plan because as I said before, it helps us to achieve the goal or the objective in the teaching and also the goal or objectives are usually known as the indicator or KD.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: the problems that I faced when I design it, first is formulate the indicator. And when we formulate the indicator, we have to now the kata kerja operasional but in English we called it operational verbs. We should choose the right operational verb when we decide it. The second is the evaluation, because we have to look for the suitable evaluation for the teaching for example we teach about grammar or like simple past. We have to make the evaluation in a good way that appropriate with the simple past material and make the scoring, put the key answer. I think, it's make me confuse and it's a little bit so hard for me.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: generally, it's difficult to design it because I have some problem like i said before in the aspect such as indicator, the evaluation, and we have to design it properly. And when we design it we have to analyze the KD, make the indicator, choose the media and material, develop the activity, and make the evaluation. And also we have to understand the curriculum and the KD.

Int. 6:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: The lesson plan is set of an outline that has description about what teacher want to do in the class

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: Because the lesson plan is really important because in lesson plans, the teacher set for the first step about what the teacher want to do in the class so the class will be going to in structure and really comfortable for the teacher and students because they have instruction, I mean like "pedoman" so if the teacher doesn't have any lesson plan, so the class will not going well because teacher is like do not know what they have to teach to the students, what they have to do because you know before we start to teaching the students, we have to know the characteristic of the students before and then we have to know the ability of the students so after that we can set the lesson plan so we can design the lesson plan to the students that suitable for them that fit for their abilities so that's why lesson plan is really important to have a good learning process for both students and teachers.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: Yes, of course because based on my experience I don't have any experience in teaching before I got microteaching class. I just have

knowledge about teaching methodology, english course design, english curriculum development. I actually when I take english course design.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: in microteaching class, we have to create “RPP” right. And in the microteaching class. the role is we have to choose and we have to select the suitable material for the students for example we want to teach at 2nd grade junior high school we have to know what kind of material that suitable for them for example like maybe invitation text and others.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: yes. That’s a lot problems. In the lesson plan we have to design like basic competencies, core competencies, indicator, and then learning objectives, pre-activity, main-activity, and post-activity. For me, the most difficult is in analyzing basic competencies and indicators. Because like I said before I don’t have any experience especially in my class before in the last semester.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: Yes, it’s really difficult for me. Because i don’t know how to design indicators. But, in the select the learning material, teaching activity are not really hard. But for me, in formulating indicator and analyzing KD are really difficult

Int. 7:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: Lesson plan is a planning for us especially for the teacher in order to teach the students.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: yes very important. The teacher can arrange the plan to teach in order.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: yes it’s really helpful especially when i am in microteaching so i can set the time to teach, and to choose the learning material.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: The lesson plan is as a guidance and it’s really helpful for the student-teacher in the microteaching class.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: the problem that i faced in designing lesson plan is indicators. so the indicator is very difficult because we have to decide the operational verb.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: yes it's so difficult because as I said before it's really hard to design the indicator

Int. 8:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: lesson plan is our planning for the teaching. in the lesson plan we can prepare what we will do in the class.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: yes it's very important because if there is a lesson plan so we know the direction in the next step of teaching.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: it's very helpful because the lesson plan help us to teaching properly.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: the role is as guideline and the important thing in teaching. the point is so helpful for the teaching.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: in designing lesson plan the most difficult to design is indicator. Because we have to know what "kata kerja operasional" that suitable for the indicator.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: generally, it is so difficult to design it I think. Because we have to be careful in designing it.

Int. 9:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: my opinion about lesson plan is actually it's a good to have lesson plan before we are teaching because in the class, we can teach orderly. But in the lesson plan or we call "RPP" it's too complicated to design it I think. And it's so detail in RPP

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: if we don't make lesson plan before teaching, sometimes we stuck and don't know what next material that we want to gave.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: I think, It helps us in the microteaching class. so we have a plan what we want to do if we have guideline.
4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: the role is as a guideline because for example we prepare learning material, teaching activity, evaluation, students' homework in the lesson plan.
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?
Interviewee: I think, the most difficult thing is designing the activities because we have 5M in K13 and sometimes it's a bit hard for me to relate the 5M with the activity that I want to teach. And then, I faced problem in the indicator. Sometimes, we have made the indicators but we can not achieve it in the teaching.
6. **Interviewer:** is it difficult to design the lesson plan?
Interviewee: For me, it's difficult because we have to choose the indicators, and it's so difficult to analyze basic competencies or we say KD, create the teaching activity and others.

Int. 10:

1. **Interviewer:** What is your opinion about lesson plan?
Interviewee: so, I think, the lesson plan is very important during teaching because it guides us when we do teaching and we know what to do next so we have a guideline in the teaching
2. **Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: yes absolutely, it's very important, I think sometimes I little bit confused when we teaching.
3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: I think it's helpful in teaching.
4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: I think, the lesson plan absolutely as a guideline in our teaching. it provides benefits for us and helps us when we teaching
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: I think to determine the indicator so it's the most difficult one. Since, you know, we have to analyze the general KD. And also the indicator is more specific.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: Since, I don't have a lot of practice so I think it would be difficult for me personally.

Int.11:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: I think the lesson plan is a set of planning in the learning process.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: I think it's really important to us as a teacher. if we know about the lesson plan so we know how to manage the learning process in the class.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: lesson plan helps me a lot in the class especially in the microteaching class because lesson plan is like the most crucial things before we're teaching in the class. and so we need to know all about the lesson plan.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: the role the lesson plan in the classroom is the first thing that we need to know and need to do before we're coming to the class. so the lesson here is like the map.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: the problems that I usually faced in designing the lesson plan is like how to make the indicators. and I really confused about the aim of teaching, the objectives, indicators. that's why it makes me a little bit confused. And I need to pay attention what the curriculum needs

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: at the first, it's difficult to understand the whole curriculum. We have to think about the students, school, material and others thing.

Int. 12:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: in my opinion, lesson plan is teaching planning in the learning. When we want to teach we should plan the learning material, indicator, teaching activity and many others.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: in my own opinion, yes it's really important because the lesson plan is the main aspect in teaching I think. And it gives us a direction when we're teaching in the class.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: Yes, of course. The lesson plan helps me in teaching. But based on my experience, i don't have any experience in teaching and this is the first time for me to teach in the microteaching so the lesson plan give me some benefits.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: In this case. I think the lesson plans is as a guideline for us as a teacher. yeaah I think so.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: actually, when I design the lesson plan. there is some problems that I always faced when I design it like first, indicator because it's so difficult I think. When I design it I have to choose the "kata kerja operasional" and I should know, is it suitable or not. I also have problem in basic competence or the term in Bahasa is "kompetensi dasar". We have to analyze the KD which so general into indicator.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: yeah I think so. It's difficult for me. I also feel difficult to decide the evaluation that suitable for the indicator or KD.

Int. 13:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: in my opinion, lesson plan is a plan or instruction from the teacher to the students from the material and activities what the teacher and the students do in the class.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: Yes. It is very important because with lesson plan we know what we wanna do in the class and otherhand, we can evaluate the class and students by giving the appropriate material and what the suitable way how to teach them in target teaching.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: yes, Honestly in my microteaching class we do not use the lesson plan but that is very important and helpful for me if apply it in my microteaching class and it will help me when I apply it to the students. It means that if we use it, we can evaluate the class and students.
4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: as I said before we don't use "RPP" or lesson plan in the microteaching class. but if we use it we know what students need. Yeah I think it's enough
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?
Interviewee: the kind of problem that I faced when I design the lesson plan is when designing the indicator because this is will determine other a function of the lesson plan I mean why it's difficult for me or I got the problem when I design the indicator because I still confuse when I... how to say it. When use it a... for example like this 3.2 and then bla bla bla... and then next they are change to more specific again so it makes me confuse untill now. I am still not able to design the indicator.
6. **Interviewer:** is it difficult to design the lesson plan?why?
Interviewee: if we know how the condition of the school or situation in the school. It will easy to design the lesson plan. and the important thing in designing the lesson plan we must know how to use the suitable indicator for every aspect.

Int. 14:

1. **Interviewer:** What is your opinion about lesson plan?
Interviewee: I think the lesson plan is the teacher plan for teaching lesson or the lesson plan is the teacher's guide running a particular lesson and it includes the goal what are the students supposed to learn.
2. **Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: yeah, lesson plan is very important in teaching because if we don't have lesson plan the teacher does not know what they want to teach and because lesson plan also a significant element of teaching learning system. so that's why the lesson plan is very essential in teaching.
3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: yes, the lesson plan is very useful and help me in teahing especially in the microteaching class because through lesson plan I know the way teaching in the classroom and I know what I do before I give the

material for the students. Then also I know to make a lesson plan as well. Therefore, the lesson plan is very useful for me in the microteaching class.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: the role of the lesson plan in the microteaching class is very important for us because before we perform or teaching in the classroom we should make a lesson plan itself. We have to choose basic competencies and we make indicator from basic competencies. I think the role of lesson plan very important.
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?
Interviewee: and then, the problems that I faced when I design it in making the indicator. I don't really understand it to formulate the indicator, I also really confused about that.
6. **Interviewer:** is it difficult to design the lesson plan?
Interviewee: I think in designing lesson plan is really difficult for me. I really don't understand in making assessment for the students so I still confused.

Int. 15:

1. **Interviewer:** What is your opinion about lesson plan?
Interviewee: in my opinion the lesson plan is very helpful for the teacher to plan what to do in the class.
2. **Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: yes it is. It's really important
3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: yes it does sometimes. Because I am student-teacher who does teaching and I'm not a profesional one so I need lesson plan before do teaching. I will confuse in the middle of teaching if I'm not using the lesson plan.
4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: lesson plan is the most important thing in the microteaching class because my lecturer asks all of students to prepare lesson plan before teaching. that is the first thing that will assess by the teacher if we have no lesson plan the teacher will not allow us to teach in that day. In short, the lesson plan has a big point in the teaching.
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: fortunately, there are a lot of problems that I faced in designing the lesson plan. the problem is determining the indicators for each “standar kelulusan” and “kompetensi dasar” there are many key words for determining the indicators and it makes me very confuse.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: Yes it is very difficult for me and also all of my friends. The difficult is the format itself. We have to follow the rule, the format which is very complicated at all. As I know the format of another country’s lesson plan is the simple one and it is easy to read for the readers and it is easy to design for the teacher and it is also clear enough and I expect that Indonesian lesson plan it is also the same with another country.

Int. 16:

1. **Interviewer:** What is your opinion about lesson plan?

Interviewee: lesson plan is a step by step guide, outlines that contains the teacher objectives for what the students accomplish will do in the classroom activities.

2. **Interviewer:** Is the lesson plan important in the teaching? Why?

Interviewee: And I think lesson plan is very important to help the students and also the teachers. For the teacher it will help the teacher to know the classroom activities I mean like to provide the appropriate materials for the students to do everything to run the classroom organizedly and also for the students it really helps the students to know what they expected to accomplish in their class.

3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: it really helps me in microteaching class. it helps me to know how to start the classroom, helps me to know what kinds of material that I have to provide and what kind of activities that I have to do in my teaching classroom.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: the role of the lesson plan is really important and the lecturer is required us to provide good lesson plan and she requires us to provide K13 revision lesson plan and it helps us to run or to perform in the microteaching.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: the problem in designing for me is in identifying the indicator and I’m still confuse in deciding which indicator that appropriate for the basic competence from the syllabus.

- Interviewer:** is it difficult to design the lesson plan?
Interviewee: for me it is little bit confused in indicator but for others I'm fine.

Int. 17:

- Interviewer:** What is your opinion about lesson plan?
Interviewee: the lesson plan is a set of plan activity that will be include during learning process so that's based on my opinion.
- Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: yes, it is important and why it is important we have to create the lesson plan and then it will be our guideline, if we forget something. Eventhough, lesson plan is not always suitable with our expectation at least we have a preparation before we teach so I think the lesson plan is more important because it is a set of our planning before we teach in the class.
- Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: exactly, it helps me more so because when I taught in the microteaching class it will be more efficient for me because I can manage the time based on the activity in the class and I can design it what kind that I have to teach include in lesson plan and then, I can teach orderly in the classroom.
- Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: I think that the role of the lesson plan is a guideline for the teacher when they will teach the students, the teacher will know what they teach to the students based on the lesson plan.
- Interviewer:** what kind of problems that you faced in designing lesson plan? why?
Interviewee: I have two problems that I faced in lesson plan. for the first I'm little bit confuse when I created the indicator in the lesson plan because I have to adjust the indicator with the "kompetensi dasar". And then the second, it's hard for me to determine what kind of the method and the strategy that must suitable to learning based on the topic and "kompetensi dasar"
- Interviewer:** is it difficult to design the lesson plan?
Interviewee: The lesson plan it's a little bit difficult for me because I just confused to design it. Sometimes I have to think hard what the steps that I have to be done in the learning process and what kind of that I must include in the lesson plan.

Int. 18:

1. **Interviewer:** What is your opinion about lesson plan?
Interviewee: I think lesson plan is a step by step guide that provides a structure for an essential learning for a teacher in teaching in the classroom. And the lesson plan is designed by the teacher to help them or the teacher in teaching so it complish with the standard competencies and basic competencies and also it will make the teacher easier when they're teaching because they have lesson plan as a guide so I think lesson plan is a guide for a teacher to make a learning process or to make the proper learning process in the classroom.
2. **Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: yes I think the lesson plan is really important in teaching because if the teacher doesn't use or design a lesson plan when they're teaching it will make them difficult to teach because they doesn't have any plan before so I think having an organize set of lesson plan it a must for more effective teaching learning and the lesson plan is really important because it is as a guide for the teacher to make a effective teaching.
3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: Yes of course during my microteaching class, a lesson plan is really usefull for me because as I said before the lesson plan as a guide for the teacher and it's really help me to outline the content and the structure that i want to teach in the classroom in that day so it's really useful for me.
4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: In my opinion, the role of lesson plan in microteaching class is make a proper classroom planning that will keep us as a teacher to organize the learning process in the classroom.
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?
Interviewee: the difficulties that I faced when I design the lesson plan is when I have to make a rubric assessment because there are many kinds of rubric assessment so I still confused what kind of rubric assessment that I need to use when I have to design lesson plan.
6. **Interviewer:** is it difficult to design the lesson plan?
Interviewee: for me, it is difficult to design a lesson plan because I still do not understand about how to design a good lesson plan because there are a lot of components that I still do not really understand and I still confused to make it such as the indicator and then the basic competencies and the assessment and etc.

Int. 19:

1. **Interviewer:** What is your opinion about lesson plan?
Interviewee: so, my opinion about lesson plan is as a arrows which brings eight components that contains in lesson plans itself. With a good lesson plan all of the components in the lesson will deliver properly.
2. **Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: of course, lesson plan is very important in teaching because we can say that like as a guide during our teaching and without lesson plan our teaching will not run well.
3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?
Interviewee: Yes the lesson plan is really helpful in the microteaching class because I have proven in the microteaching class. I performed without preparing the lesson plan so in the end the lesson is not going well.
4. **Interviewer:** How is the role of the lesson plan in the microteaching class?
Interviewee: I think, it is as a guide in microteaching because the lecture requieres us to make a lesson plan.
5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?
Interviewee: during my microteaching class is about KI and KD. My problems are in adjusting the indicator with basic competencies.
6. **Interviewer:** is it difficult to design the lesson plan?
Interviewee: I think, in designing lesson plan, there are difficult aspect and not. But in general, when I design it often so I feel easy but in other aspect like indicator, i feel difficult.

Int. 20:

1. **Interviewer:** What is your opinion about lesson plan?
Interviewee: lesson plan is a set of learning plans that the teacher design to guide activities during the teaching and learning process in the classroom so the activities will be organized and planned systematically.
2. **Interviewer:** Is the lesson plan important in the teaching? Why?
Interviewee: in my opinion, the lesson plan is very important because it is useful to manage what will we teach and do in the teaching process and also helps the teacher to prepare theirself before teaching.
3. **Interviewer:** Does the lesson plan help you in the teaching especially in the microteaching class?

Interviewee: yes the lesson plan helps me in teaching especially in the microteaching class because I know what will I do. What kind of activities I will provide and how to measure students' ability.

4. **Interviewer:** How is the role of the lesson plan in the microteaching class?

Interviewee: the role of the lesson plan in the microteaching class is to structure the activities we will do in the teaching process.

5. **Interviewer:** what kind of problems that you faced in designing lesson plan? why?

Interviewee: in designing the lesson plan, the problem I faced is to determine the indicator that taxonomy bloom and other choices are a little bit difficult to choose because I need to high analysis.

6. **Interviewer:** is it difficult to design the lesson plan?

Interviewee: it is difficult to design the lesson plan because they're so many things to consider for example I have to examine the academic calendar and count the meetings and provide the correct material and evaluation for the students

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 Mother's Occupation : Housewife

 Address : Jln. Baru, Desa. Amiria Bahagia No.65, Simeulue
Timur, Simeulue 23891, Indonesia

Education

 Elementary : SD Negeri 1 Simeulue Timur, graduated in 2008

 Junior High School : SMP Negeri 2 Simelue Timur, graduated in 2011

 Senior High School : SMA Negeri 1 Sinabang, graduated in 2014

 University : Study Program of English Education, Faculty of
Teacher Training and Education, UIN Ar-Raniry
Banda Aceh, graduated in 2019