

**STUDENTS' PERCEIVED IMPACT OF ENGLISH COURSE DESIGN
CLASS ON DESIGNING LESSON PLAN IN MICRO TEACHING CLASS**

THESIS

Submitted by:

RAIHAN FADHILLAH

NIM. 190203026



ENGLISH LANGUAGE DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

2023

THESIS

Submitted to *Fakultas Tarbiyah
dan Keguruan Universitas Islam
Negeri Ar-Raniry Banda Aceh* in
Partial Fulfillment of the
Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

RAIHAN FADHILLAH

NIM. 190203026

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor,



Prof. Habiburrahim, S. Ag., M.Com., M.S., Ph.D.

Siti Khasinah, S. Ag., M. Pd

Date: 11/12/2023

Date: 11/ 12/ 2023

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:


Wednesday, 20 December 2023 M
07 Jumadil Akhir, 1445 H


In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,


Secretary,



Prof. Habiburrahim, S. Ag., M.Com., M.S., Ph.D.


Siti Khasinah, S. Ag., M. Pd

Member,

Member,



Dr. Nashriyah, S. Ag., M.A.


Chamisah, S. Ag., M. Ed.

A Certified by: **NIRY**

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh


Prof. Saiful Mujib, S. Ag., M.A., M.Ed., Ph.D

NIP. 97301021997031003 



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Raihan Fadhillah
NIM : 190203026
Tempat/tanggal lahir : Aceh Utara, 12 Juni 2001
Alamat : Lorong PBB 1, Darussalam,
Banda Aceh, 23111, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**STUDENTS' PERCEIVED IMPACT OF ENGLISH COURSE DESIGN
CLASS ON DESIGNING LESSON PLAN IN MICRO TEACHING CLASS**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 Desember 2023

Saya yang membuat surat pernyataan,



Raihan Fadhillah

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all my deepest thank to Allah SWT, the lord of the universe and to Prophet Muhammad SAW, may peace and blessing be upon him, his family, and his followers. Special thanks and appreciation are dedicated to my supervisors, Prof. Habiburrahim, M.Com., Ph.D. and Siti Khasinah, S. Ag., M. Pd, who have guided and supervised me on writing this thesis. May Allah bless them. My appreciation also goes to all of the lecturers and staff members in English Language Education Department. Thank you so much for all the motivations, suggestions, and knowledge that you have shared during my academic life at this Department.

My sincere gratitude is also forwarded to my beloved parents, Syamsul Bahri and Shalihati, and for all family members, who have motivated and supported me with their love, affection and prayer. The biggest thanks also go to my supportive friends, Rahadatul Aisyi, Fadhlisa, Zahara A'lia, and Farida Winanda, for giving me inspiration and support in finishing this thesis. Last but not least, I would like to thank all my friends whom I could not mention one by one, thanks for helping me in writing this thesis. May Allah bless you all.

Finally, I sincerely appreciate all criticisms and suggestions to improve the quality of this thesis.

Banda Aceh, December 11th, 2023

The Researcher,

Raihan Fadhillah

ABSTRACT

Name : Raihan Fadhillah
NIM : 190203026
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working Title : Students' Perceived Impact of English Course Design Class on Designing Lesson Plan in Micro Teaching Class
Main Supervisor : Prof. Habiburrahim, M.Com., Ph.D.
Co-Supervisor : Siti Khasinah, S. Ag., M. Pd
Keywords : English Course Design, Lesson Plan, Microteaching

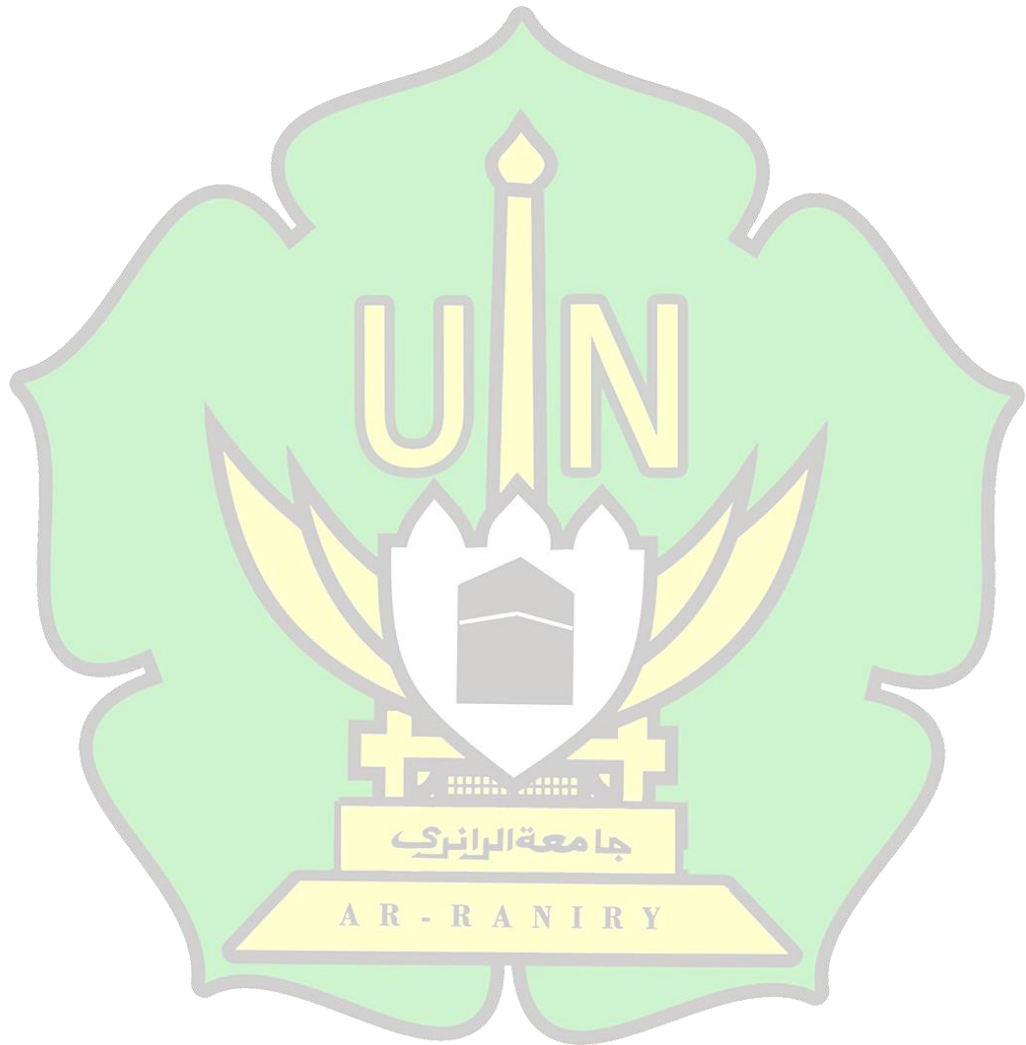
Lesson plan is a crucial aspect of the teaching and learning process. Both experienced teachers and prospective teachers are required to create lesson plans before conducting teaching. It is a guide for teachers to keep the class running smoothly. Students must take courses systematically to learn lesson plan, starting with English Course Design, Micro-teaching, and EFL Teaching Administration classes. This research aims to find the impact of English Course Design classes on students' ability to design lesson plans in Micro-teaching classes. This research applied a qualitative method and used interview techniques for data collection. The participants of this research are English Department Students of UIN Ar-Raniry who have taken English Course Design Classes and are in Micro-teaching classes. The samples are ten students of Micro-teaching classes. The research found that English Course Design class helps students in designing lesson plans. In contrast, one of the participants said the English Course Design class did not help her very much because she already knew how to design lesson plans. All in all, the participants agreed on the impacts of the English Course Design class: enriching their knowledge and skills about lesson plans, giving them insight into lesson plans, and helping them in the Micro-teaching class.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF APPENDICES	vi
CHAPTER I: INTRODUCTION	1
A. Background of Study.....	1
B. Research Question.....	3
C. Aims of Study	4
D. Significance of Study	4
E. Terminology	4
CHAPTER II: LITERATURE REVIEW.....	6
A. English Course Design	6
B. The Benefit of English Course Design Class	15
C. Micro Teaching	17
CHAPTER III: RESEARCH METHODOLOGY	24
A. Research Design.....	24
B. Population and Sample.....	24
C. Technique and Instrument of Data Collection	24
D. Technique of Data Analysis	25
CHAPTER IV: FINDING AND DISCUSSION.....	27
A. Research Finding.....	27
B. Discussion	35
CHAPTER V: CONCLUSION AND RECOMMENDATIONS	40
A. Conclusion	40
B. Recommendation.....	41
REFERENCES.....	42

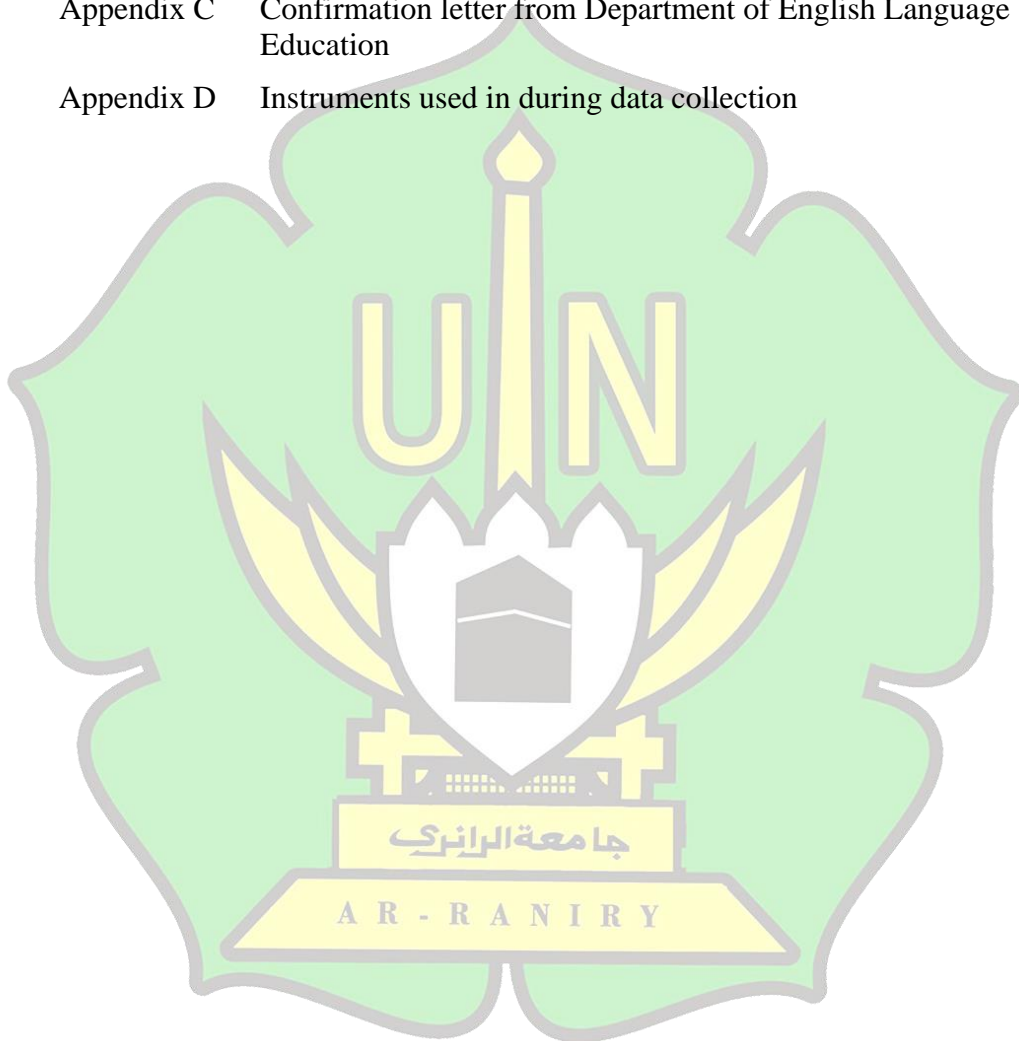
APPENDICES

AUTOBIOGRAPHY



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation letter from Department of English Language Education
- Appendix D Instruments used in during data collection



CHAPTER I

INTRODUCTION

A. Background of Study

Course design refers to the procedures and techniques used to develop an effective learning environment for students. The main goal of course design is to create the best possible learning opportunities for students in a setting that values education and intellectual growth. English Course Design provides theoretical and practical understanding of curriculum design, syllabus, and lesson plans for English courses or subjects. From the historical and theoretical standpoint to practical exercises, students will analyze the evolution of the curriculum. In the end, students will create lesson plans and syllabi for specific language skill subjects, and they will practice the outcomes of this course in classroom teaching simulation (Micro-teaching).

Musingafi et al. (2015) said most teacher trainees could not distinguish between the curriculum, syllabus, and lesson plan. Failure to spell out the difference between these concepts means that they leave their colleges without a clear understanding of them. If this is the case, someone has mispronounced something. Effective learning depends on the teachers. The fact that they cannot tell the difference between them, however, demonstrates how poorly they have been educated, instructed, monitored, and supported in their work.

The teaching and learning process begins with the curriculum as the foundation for learning objectives and activities (Habiburrahim, 2018). Therefore, the curriculum is a laid out course of study that students must finish to graduate at a particular level of education. Thus, the curriculum is more comprehensive than a syllabus. A syllabus comes from the curriculum. In the official educational system, a syllabus cannot be created without creating a curriculum. A syllabus is an overview or list of the subjects that students are expected to study over a year or other designated period. Syllabus is a brief outline of lessons or aspects of curriculum list topics to be taught in a given course. A lesson plan outlines the

specifics of how teaching will take place. Creating a lesson plan is a crucial task for the teacher (Musingafi et al., 2015)

According to Macalister and Nation (2010), the curriculum design model consists of three outside circles and a subdivided inner circle. It will help teachers in their teaching. The principles, environment, and needs, including theoretical and practical factors, have significantly influenced how the course production process was conducted. When conducting a course, many things need to be considered, including the students' prior knowledge and gaps, the resources available, the teacher's expertise, the strengths and weaknesses of the curriculum, and the teaching and learning principles. The more these factors are ignored, the more they are ineffective in promoting learning and inappropriate for the students.

Therefore, teachers are required to design courses both beneficial and enjoyable for students. In the Faculty of Education and Teacher Training, students are taught about course design in a semester before practicing it the next semester in a Micro-teaching class. The Micro-teaching technique allows student teachers to teach a small portion of the lesson to their friends under close supervision (Kilic, 2010). Student teachers have the chance to hone their abilities to engage students, ask questions, efficiently use and manage time, and warm up the class in Micro-teaching class. Additionally, Micro-teaching improves Student teachers' ability to control the class. They learn how to employ appropriate learning activities, use teaching goals, and overcome difficulties faced during the process.

Through Micro-teaching, students can learn how to create lesson plans, choose teaching objectives, speak in front of a group, ask questions, and use evaluation techniques. In a comfortable environment, a student teacher's self-confidence increases. It provides an opportunity to learn many abilities that are crucial for teaching in a short time. Planning a lesson model is an effective way to get expertise in achieving teaching objectives. It demonstrates the value of planning, structuring, and presentation in helping students learn. To integrate

activities with the curriculum as a whole, careful selection, logical arrangement, and continuous improvement are required.

Based on the researcher's experience in Micro-teaching class, students are still confused about designing lesson plans commonly known as RPP. RPP should be explicitly taught in that course because it is developed in the English Course Design class and used in the Micro-teaching class. Micro-teaching class only focuses on student performance, not on teaching RPP anymore. Many students do not know how to design RPP, and they learn it in Micro-teaching classes.

Therefore, based on that problem, the researcher wants to conduct this study to know students' perceptions of the impact of English Course Design classes on designing lesson plans or RPP in Micro-teaching classes. It is important to know people's perception because it affects their action. One of the goals of the Faculty of Education and Teacher Training at UIN Ar-Raniry is to train students to become qualified teachers who can assess the needs of their students and choose the best learning materials for English Language learners to make the learning processes meaningful for them. The focus of this study is only on how effective English Course Design class helps students in their teaching simulation class, especially in designing a lesson plan.

B. Research Questions

Based on the background above, this is the following question that can be formulated:

What is students' perception of the impact of English Course Design class on their ability to design lesson plan?

C. Aim of Study

The study aims to know students' perceive the impact of English Course Design classes on their ability to design lesson plans.

D. Significance of the study

The results of this study are expected to give information about the importance of English Course Design classes to English Education students in their teaching practice. It is also expected to encourage students' awareness of studying the course before they design lesson planning for Micro-teaching classes. Hopefully, it can be used as the reference for those who want to conduct research in a similar field.

E. Terminologies

a. English Course Design

Course design is the process and methodology of developing excellent learning settings and experiences for students. They can access knowledge, gain skills, and practice higher levels of thinking through deliberate and planned exposure to instructional material, learning activities, and interaction. Providing students with the best learning opportunities in an environment valuing education and intellectual growth is the aim of the course design.

In this research, English Course Design is a course that must be studied by all students of the English Education Department before they practice teaching simulation. In Course Design class, students are taught about curriculum, syllabus and lesson plan design. All courses need a well-designed syllabus to be successful courses. Choosing what is taught and in what order is part of deciding a syllabus. The selection of a syllabus is a crucial option in language learning. Thus, it should be decided deliberately and with as much information as possible.

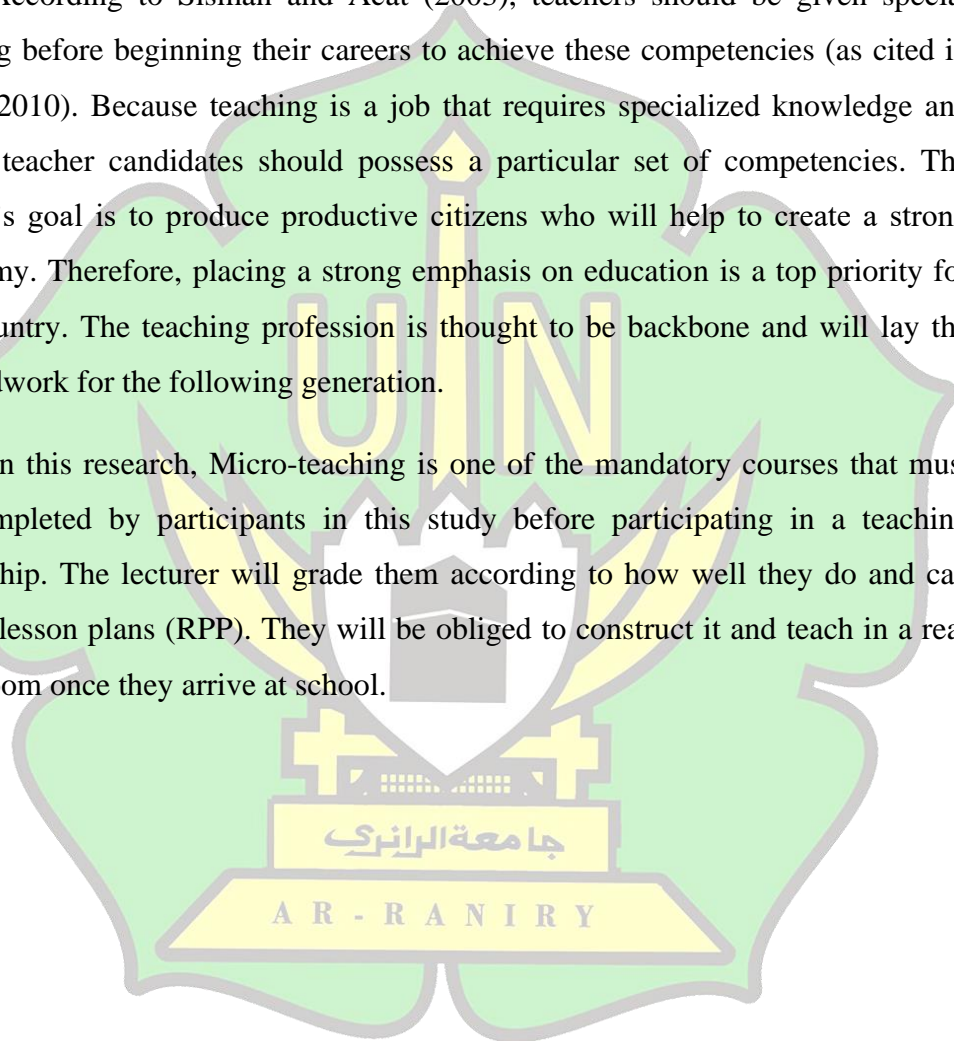
b. Micro Teaching

The practice of Micro-teaching is frequently employed in the teacher training process to broaden the teaching experience of student teachers. Application for Micro-teaching is expected to give student teachers experiences as much as possible before they engage in teaching practice in their future careers (Ögeyik, 2016; Ismail, 2011). Experts have viewed Micro-teaching as a crucial

strategy in teacher education programs for a long time. It dates to the first half of the 1960s. This tactic is frequently employed to allow undergraduate teachers to gain teaching experience before enrolling in a program to become teachers. Even now, Micro-teaching is used widely as a crucial component of teacher preparation (Makafane, 2020).

According to Sisman and Acat (2003), teachers should be given special training before beginning their careers to achieve these competencies (as cited in Kilic, 2010). Because teaching is a job that requires specialized knowledge and skills, teacher candidates should possess a particular set of competencies. The nation's goal is to produce productive citizens who will help to create a strong economy. Therefore, placing a strong emphasis on education is a top priority for the country. The teaching profession is thought to be backbone and will lay the groundwork for the following generation.

In this research, Micro-teaching is one of the mandatory courses that must be completed by participants in this study before participating in a teaching internship. The lecturer will grade them according to how well they do and can create lesson plans (RPP). They will be obliged to construct it and teach in a real classroom once they arrive at school.



CHAPTER II

LITERATURE REVIEW

The literature review in this chapter covered several fundamental theories selected for a complete comprehension of the research.

A. Course Design

Learning is a well-planned activity for students to be able to learn. Therefore, before implementing learning, a teacher should develop a course design. It is important because it becomes a guideline to achieve goals. Because of this, students of the Education and Teacher Training Faculty should learn about course design. They must understand the curriculum, syllabus, and lesson plans well.

1. Curriculum and Syllabus

Course design is crucial to be considered in language teaching and learning because it determines the success of teaching and learning. The problem of the low level of English proficiency faced by students learning English in Indonesia may be caused by some factors. The first factor is the problem lies in the curriculum and syllabus. The second factor is that Indonesia's classroom situation is still generally overcrowded and noisy. The third one is many teachers who are still lacking in proficiency in English. They still need more training in language pedagogy (Lowenberg, 1991, as cited in Yassi & Bahar, 2018). Another factor found by Lie (2007), is that the English language teaching method used in Indonesian public schools still focuses on accuracy, not fluency, and this has consequently labeled students disabilities toward the English that they have studied at school (as cited in Yassi & Bahar, 2018).

Adegbenro (2021) stated that the curriculum, syllabus, scheme of work, and lesson plan are policies and documents that are very important to create effective teaching at any level of the educational system. The authorities at the national government office design curriculum and syllabus, whereas the teachers develop

the scheme and lesson plan. Curriculum development begins with identifying student's need, followed by developing goals to satisfy those needs, developing the syllabus, course structure, teaching method and materials, and carrying out an evaluation.

However, syllabus design as a part of curriculum development shares some characteristics that resemble a process in curriculum development. If the curriculum specifies the purpose, then the syllabus specifies the knowledge, skills, values, and content to reach the learning outcomes. According to Stern (1984), teachers and institutions perceive the syllabus as a way to exert control over what is taught and learned. The teacher can use it as a tool to make sure that the activities in the classroom will at least somewhat meet the requirements and objectives of the students. Therefore, the teacher needs to provide educational service to the community for which they are responsible.

Macalister and Nation (2019) stated that the syllabus contains content and sequencing, format and presentation, and monitoring and assessment. The content and sequencing represent the topic to learn in the class sequentially and may provide some games to avoid students' boredom during the learning process. Language courses must consider the content to make sure the students get something beneficial to learn. The format and presentation help to demonstrate the plan of the lesson as well as the method used to promote learning, so it is crucial to use the best teaching and learning principles. The last one is monitoring and assessment. It represents the significance of monitoring student's progress, assessing learning results, and providing feedback to students.

2. English Course Design

Learning is a process to help students gain knowledge. It has the essence of planning or designing as an effort to teach students. Learning focuses on how to teach students, not on what students learn. Any concern with what students are learning is an area of study in the curriculum and the syllabus. The curriculum described what learning content students must learn to achieve the goal. Learning

emphasizes more on how to achieve that goal. Therefore, to achieve that goal, how to organize learning, how to convey learning content, and how to organize interactions between existing sources cannot be ignored to work optimally.

Uno (2006) said that course design is necessary for improving learning. Efforts to improve learning are carried out with the following assumptions:

1. To improve the learning quality, it starts with course design.
2. The course's systematic design will give teachers more chances to incorporate all the factors that influence learning, including the learning conditions, methods, and learning outcomes.
3. The quality of learning depends on course design
4. A learning strategy must be created based on students' needs to help students get effective learning so no student falls behind in lessons.
5. Learning outcomes had both immediate and long-term effects.
6. The main objective of course design is to facilitate students' learning.
7. Planning a course requires considering every learning variable. The three variables that must be involved are conditions, methods, and learning outcomes.
8. The essence of course design is the application of optimal learning methods to achieve the setting goals.

Widyanto and Wahyuni (2020) stated that course design refers to a teacher's preparation for creating learning which consists of the objective, materials and tools, media and method, approaches, strategy, and evaluation that will serve as learning guidelines. Teachers must use it as a guide in carrying out the learning process. In the English Education Department, there is an English Course Design class to teach students how to design a good course. It is a mandatory course for 6th semester students with a four-credit course. In this class, students learn how to create a good lesson plan as a product of this course, and then they will use it in teaching simulation classes. Teachers must create a lesson plan for teaching and implement learning based on it. In addition, Sholeh (2007) said that lesson plans

have planning and implementation functions to prepare teachers to carry out learning activities with greater maturity and make learning more efficient (as cited in Widyanto & Wahyuni, 2020).

Future teachers in the Faculty of Education and Teacher Training are required to take a particular course on lesson planning. This course covers a set of learning activities consisting of an effective day, syllabus, determination of basic competency, annual program, semester program, determination of minimum completeness criteria, lesson plan, and evaluation of learning. Wahyudin (2017) stated that Course Design class helps students in the creation of learning tools, such as lesson plan, benchmark reference test, learning techniques, teaching materials, and formative and summative evaluation design (as cited in Sundahry, 2021). This class is crucial for student teachers in their teaching internships, which requires them to be able to teach and create lesson plans.

3. Lesson Plan

Teachers use lesson plans in the process of teaching and learning. The lesson plan gives teachers direction and boosts their confidence in their teaching abilities (Taruvinga, 2000). When classes are well-planned or prepared, both teaching and learning are made simpler (Musingafi et al., 2015). Okai (2010) stated lesson plans are essential for teachers. By using lesson plans, teachers conduct lessons in the right way. They cover the topic for the day in one lesson, so there is no time wasted in class, the lesson's objectives are worthwhile, the selected activities relate to the content and the goal, the instructional materials are appropriately chosen and used, the proper evaluation methods and tools are employed. A substitute teacher can use them to keep the class moving along.

According to Mailani (2014), the success of the teaching and learning process is strongly supported by the ability of the teacher to design and prepare lesson plans (as cited in Ernawati & Safitri, 2017). All qualified teachers should be able to create lesson plans, but in reality, many teachers still find it challenging. There is an immediate impact on the learning process result. The lesson plan

needs some preparation, as stated by Saryati (2014), at least three activities in designing learning: identification of needs, identification of competences, and preparation of learning program that lead to RPP as the short-term product (as cited in Ernawati & Safitri, 2017).

Teachers are obligated to design lesson plans systematically to make the learning process interactive, inspiring, fun, and challenging. It motivates students to participate actively, providing sufficient space for initiative, creativity, and independence by the talent, interest, physical and psychological development of learners. The lesson plan is designed based on the schedule of an educational institution. Abdullah (2019) stated some characteristics of a good lesson plan are meaningful teaching and learning processes for students, systematic learning steps to achieve the learning objectives, and ease of understanding if used by other teachers.

1. Steps of Preparing Lesson Plan

The teacher must develop a lesson plan to carry out the learning programs in the syllabus. It serves as a manual for teachers on how to execute effective learning. The lesson plan contains relevant information to learning activities for mastering basic competency. It can be completed in one or several meetings. The creation of this lesson plan takes place at the beginning of the semester or academic year, but it needs revision before conducting learning.

Putri (2016) said in her article that the elements of lesson plans proposed by the Regulation of Ministry of Education and Culture No. 65/2013 which consist of a title, core competence, basic competence, learning indicator, learning objectives, materials, sources, teaching method, procedures, and assessment. The more detailed the lesson plan is described, the more successful the learning activities conducted. Some steps of lesson plan preparation: reviewing standard competence of outcome (SKL), core competence (KI), or basic competence (KD), indicators and syllabus to explore competency achievement, determining identity (including unit name, theme/sub-theme, degrees/levels, and time allocation), writing

competency standard/core competence, rewriting the basic competence, writing indicators, formulating learning objectives, outlining learning materials, determining the learning method, describing learning activities, determining media/tools, materials, and learning sources, making learning processes and developing assessment (Tim Pusdiklat, 2016)

These are the detailed steps for preparing a lesson plan:

1. Fill the identity column.

The teacher should write the school name, lesson name, class /semester, subject matter, and time allocation.

2. Include core competence.

Teachers should incorporate the four core competencies from the Minister of Education and Culture Regulation No. 24 of 2016 concerning core competencies and basic competencies of lesson in the 2013 Curriculum.

3. Formulate basic competencies and indicators of competency achievement.

Here are some directions to formulate them:

- 1) Write the basic competency by the Minister of Education and Culture Regulation No. 24 of 2016 concerning core competencies and basic competencies lesson in the 2013 Curriculum.
- 2) Formulate two (or more) indicators of competency achievement for each basic competence.
- 3) The indicator of competency achievement includes behavior that can be measured and/or observed for core competencies KI-3 and KI-4 reflected in the term of operational work and observed behavior that can be used to determine whether the KD for KI-1 and KI-2 has been met.
- 4) The formula for writing indicators is verb (explain, differentiate, or analyze) + noun (content, learning material, or knowledge), for example, to distinguish between living things and non-living things.

- 5) The indicators may describe KD, but the teacher may also formulate them using verbs (cognitive process or thinking skill) that are more complex than KD. For example, if KD-3 used the verb “understand”, the teacher can then formulate the indicators by using the verb “explain or give example”.

4. Learning objectives

These are the directions to formulate learning objectives:

- 1) Similar to indicators, learning objectives are formulated based on KD using operational words which can be assessed and observed, such as attitudes, knowledge, and skills.
- 2) Learning objectives are generally formulated in the same way as indicators, using verb + noun. The complete formula is commonly known as ABCD. A is audience (student), B is behavior, C is condition, and D is degree or minimum standard of achievement.
- 3) When formulating objectives, the condition comes first, followed by audience, behavior, and degree. A learning objective illustrates that: After completing a series of learning activities, students can express the idea of photosynthesis using their language.
- 4) Learning objectives are formulated for each meeting.

5. Teaching materials

Directions:

- 1) Include theme, sub-theme, type of text, and/or points of detail material discussed for regular learning material, enrichment, and remedial.
- 2) According to the KD requirement, the material can be factual, conceptual, procedural, or metacognitive and must be relevant to the indicator competencies.

6. Learning method

Directions:

- 1) Include one or more learning methods used in the teaching and learning process.

- 2) Active learning has been selected as the learning method to help students meet KD indicators and develop 21st-century skills.

7. Media and learning materials

Directions:

- 1) Media: write all instructional media, including movies, audio recordings, models, charts, photos, and real-world objects.
- 2) Material: write all the details for necessary materials, such as name, quantity, and size.

8. Learning resources

Write all the resources, such as textbooks, newspapers, websites, and other sources.

9. Learning processes

To develop learning processes, teachers should follow the following guides:

- 1) For each meeting, describe the introduction, main activities, and closing activities.
- 2) The formulation of teacher activities includes the opening and closing activities, which might result in integrated student activities.
- 3) The main activity consists of teacher-completely student-centered activities.
- 4) The method guides principles, syntax, and all of the activities of the main activity.
- 5) Specify the duration of time allowed for preparation for each meeting as well as the time allocation for the opening, main, and closing activities.

10. Assessment

- 1) Techniques of assessment include those spiritual attitudes, social attitudes, knowledge, and skills.
- 2) Remedial: for students who have not attained learning mastery based on the analysis evaluation findings, include remedial learning activities

such as relearning, individual supervision, group study, and peer tutoring.

- 3) Enrichment: based on the result of the assessment analysis, students who have attained completeness learning are given enrichment activities for development or advancing material (competence), among others, in the form of assignments to answer questions with a higher level of difficulty, summarizing reference books and conducting source interviews.

2. The Difficulties in Designing Lesson Plan

It has been identified that lesson plans are difficult for student teachers in particular to learn. Some researchers have examined the difficulties faced by student teachers in lesson plans. For example Gafoor and Farooque (2010), found four issues in a lesson plan that affected 74 student teachers (as cited in Ghanaguru et al., 2013). These include selecting learning activities that are appropriate for the learners (Alanazi, 2019; Sahin-Taskin, 2017), determining the allocation time necessary for each lesson, carrying out the prepared lesson in the classroom, determining the objectives of a lesson. Therefore, teacher educators need to provide specific examples of writing suitable objectives, formulating learning indicators, selecting material and learning resources, and developing assessment procedures (Emiliasari & Jubaedah, 2019; Gülten, 2013).

The research conducted by Sahin-Taskin (2017) found that although the majority of student teachers are aware of the importance of lesson plans, most find it challenging to develop one. Because of this, they run out of time to develop their knowledge and get to know their students, which makes it difficult for them to create lesson plans that take into consideration the student's needs and expectations as well as their level of learning. Paying more attention to their preparation of lesson plans will help them to improve their ability to plan.

Alanazi (2019) also found that many student teachers said that it was difficult to select suitable activities based on students' needs. Many of them frequently provided the same responses in various ways. They spent much time

struggling to decide which activity to use. They always get confused when finalizing the appropriate activities for the students. Many student teachers believed that the activities they selected were inappropriate, either too difficult or too easy because they did not know their student, their capabilities or their needs.

Ali Bin-Hady and Abdulsafi (2018) stated that teachers should do the following steps before designing a lesson plan: First, read the lesson material, and if possible, listen to the cassette that is relevant to the material. Second, think about whether the offered method will enable teachers to meet the stated learning goals or not. If necessary, alter the procedure to satisfy students' particular needs. Third, think about the difficulties that will arise and how to deal with them. To face those difficulties, teachers may provide more examples and questions in the lesson plan. Fourth, determine how long each section will take. If there is an assignment, get it ready as soon as possible. Fifth, allow students ample opportunity to engage in active learning. Sixth, make sure that the class includes a variety of activities. Additionally, Alanazi (2019) said that the teacher educators must focus and give special attention to the student teachers to effectively develop the lesson plan and push them to spend enough time planning their lesson.

B. The Benefit of English Course Design Class

English Course Design class discusses the process of teaching and learning activities, including principles and how to plan a lesson. The process of designing a course has several steps, such as the creation of objectives to be met, criteria for measuring those objectives, instructional material, and teaching content. The benefit of this course is as a guide in designing goals in the teaching and learning process, both in terms of learning characteristics, lesson planning, and learning design, as well as the assessment process and learning outcomes (Wajdi, 2020).

As mentioned previously, the product of this course is a lesson plan, so students are expected to be able to create a lesson plan. One of the crucial skills that student teachers should develop during their training is planning. They

received training in lesson planning as a part of their education. They find it challenging to create lesson plans. Therefore, this class helps them to understand the importance of planning, as well as effectively plan their lesson. Understanding their views about planning will help teacher educators understand the way they plan their lessons and can prepare them to teach effectively.

Gravett and van der Merwe (2023) found that pre-service teacher preparation would substantially benefit from a method of lesson planning that relies on the science of learning to help student teachers develop into adaptive experts who create meaningful learning experiences for students. Also, with other lesson design approaches that foreground other priorities may be equally successful for teacher preparation. Pre-service teachers will benefit from an approach practice by teacher educators involving an iterative process that uses deliberate practice to allow for exploration and mistake, feedback and reflection on how to improve, and opportunities for improvement implementation. Lithoxidou and Georgiadou (2023) said that courses, including lectures and practicum, aim at introducing student teachers to contemporary models regarding the subject matter and familiarizing them with the teaching process as they design a lesson plan. Further, student teachers apply it in the classroom.

Planning is difficult for pre-service teachers because they do not have a basic knowledge, in contrast to experienced teachers who often use their knowledge and experience to plan. It shows student teachers' perceptions of teaching over a semester and how much they have learned about planning by capturing structural knowledge that student teachers draw upon when planning. For this reason, it is important to pay attention to what student teachers learn about planning as well as what it can and cannot achieve. There are still few studies reporting on how student teachers are supported in the development of their planning skill. According to Mutton et al. (2011), teacher educators should consider how to support student teachers in learning to design lesson planning, both the initial and ongoing process.

C. Micro Teaching

1. Definition of Micro Teaching

Micro Teaching is a training method to improve the basic skills of prospective teachers. Students in teacher education programs during their last academic year are expected to attend micro-teaching classes. It aims to help them to put into practice the theories and teaching models that they have learned before. For a few months, the micro-teaching program will help student teachers. It is a rigorous procedure designed to make an impression on the student teachers so they can recognize how their learning is progressing and reflect on what they have learned (Makafane, 2020).

In the English Education Department of UIN Ar-Raniry, Micro Teaching is a mandatory course with two credit courses. This course is for 7th semester students. It is an advanced course of English Course Design class. Students engage in a variety of activities, including determining levels of objectives for lesson plans, creating lesson plans, and putting them into practice. In micro-teaching class, students practice simple teaching activities with their classmates, which can help them improve their teaching skill. Micro-teaching encourages practical teaching experience, prepares student teachers to learn the perspective of proper skills, motivates them to become competent and reflective in their profession, and changes their professional development.

There are some stages in Micro Teaching: teach, review, reflect, and re-teach, which implements all components of teaching action in a cycle. In the first stage, the student teacher plans a lesson to teach a small group of students, the supervisor and friends do an observation. After that, the supervisor gives feedback on the student's performance. The supervisor comments on the student's performance and tells the student about other contexts to apply the skill. Then, the student teacher re-plans the lesson to more effectively employ the skill after reflecting on the feedback. The revised lesson will be re-taught, and the supervisor will provide feedback again (Ogeyik, 2009).

2. Benefits of Micro Teaching Class

Microteaching had a positive impact on student teachers' basic teaching skills. Microteaching provides an opportunity for student teachers to put what they have learned in theory into practice, investigate various teaching methods and pedagogies, prepare materials, extend their teaching repertory, identify the extent of their teaching skill strengths and weaknesses and develop systematic lesson plan (Ögeyik, 2016; Muluk et al., 2020).

Additionally, through microteaching, student teachers can improve classroom management skill. They gain knowledge about using instructional objectives, selecting suitable learner-centered activities, and overcoming the difficulties during the process. On the other hand, they hone their measuring, evaluating, and feedback skills. By attending their friends' presentations, they have an opportunity to observe teaching strategies. It is an excellent way to build skill and confidence (Aida & Antoni, 2017).

Micro-teaching helps students in their teaching internships. Micro-teaching is beneficial for students to help them during their teaching internship. Zulfikar et al. (2020) found at least six benefits students perceived from the Micro Teaching program to help them become more qualified teachers during the teaching internship. These benefits are boasting student-teacher self-confidence, developing teaching awareness and strategies, enhancing their communication skill, increasing their questioning skill, improving their chalkboard skill, and developing their reinforcement skill.

3. Problems in Micro Teaching Class

Through practice, student teachers can get a sense of what it is like to be real teachers who are required to be good role models for their students, not only being good at delivering materials. Here, students get some problems. The most common problem is that they are not proficient in all the essential components of micro-teaching skill. It is challenging for the students to create a lesson plan that includes the development of an indicator, goal, method, instructional media, and

evaluation tool in a micro-teaching class. Another one is when they perform micro-teaching in front of their friends. They are limited to welcoming everyone and checking attendance lists as their opening gestures (Aida & Antoni, 2017).

Mawaddah (2020) classified problems faced by students in micro teaching classes into two categories: planning and implementation (as cited in Fitriani et al., 2022). From the planning perspective, the problem that often arises is a lack of guidance to students in creating lesson plans due to limited time. Some students are unable to create lesson plans. They even engage in plagiarism when creating them, such as imitating their friend's lesson plan, downloading it on Google, or asking for lesson plans of previous students. Furthermore, in terms of implementation, the problems faced by students are some of them are not able to perform all teaching skills in stages, lack confidence in teaching practice, the duration of the performance is inconsistent, and supervisors do not monitor students during teaching practice.

Having part-time teaching also can help student teachers in their Micro Teaching class. They could control classroom situations, select appropriate goal-setting, appropriate worksheet, assessments, media, and methods, and design lesson plans. It also can improve their ability to ask questions or speak in front of the class and effective time management. Students who have good skill in teaching will have good performance in micro-teaching classes. Part-time teaching has a positive impact on the success of a teacher in improving their skills and gaining knowledge. It can be the best way for students to gain such experience in teaching before becoming real teachers (Khasinah et al., 2019).

4. Good Teaching Strategies

The primary responsibility of a teacher is to teach and educate students. Therefore, the lesson should not be presented negligently. To effectively establish a learning environment, teachers need to employ the appropriate methods and strategies. The success and enjoyment of the lesson are both impacted by the teachers' strategy of teaching. Teachers may encounter various challenges, such

as low student enthusiasm to study, bad student behavior, and other issues, making this job challenging in reality. The level of student involvement and understanding of the material taught are two indicators of a successful teacher in the classroom.

A good teacher should be well-prepared to facilitate effective teaching and learning processes. It means that they must prepare the necessary instructional material and lesson plan. Teachers should always have plans available to aid students in dealing with unexpected situations. This point indicates whether teaching is interesting or boring for students. Teachers need strategies for transferring knowledge to add enthusiasm to the learning process and enhance interaction between teachers and students. The strategy should inspire and boost their learning, especially student-student interaction (Julhijah, 2017).

Djamarah (2002) outlines four basic teaching and learning strategies (as cited in Johar & Hanum, 2021). First, teachers need to be able to recognize and determine standards and criteria for expected improvements in students' behavior and personality. To show the clarity and direction of the desired target, the created educational objectives must be explicit and concrete. Second, teachers must be able to select teaching and learning strategies based on the goals and perspectives of how people live. Third, teachers must be able to choose and determine the appropriate and effective teaching-learning methods and techniques that they can use as the guide in carrying out teaching activities. The fourth is that the teacher must be able to set criteria and standards of success to evaluate learning outcomes and provide feedback for the overall improvement of the concerned instructional system.

Additionally, Suharti et al. (2020) stated that a teacher or prospective teacher needs to possess teaching skills. These are five components used to drill the skill: stimulus variation, set induction, set closure, questioning skills, and types of questions. First component is stimulus variation. It is the teacher's effort in the teaching and learning process to eliminate student boredom so that students are

always enthusiastic and participate in teaching and learning activities. The teacher can use various stimulus variations, including teacher movement, teacher gesture, teacher voice, teacher silence, teacher style, eye contact and movement, focus, and switching sensory channels. Second component is set induction. Set induction is the teacher's effort to build the condition in learning environments, such as the student's focus and attitude, it usually takes place at the beginning of the class and in the introduction of new concepts. Third component is set closure. It is used to end the teaching and learning process. There are three types of set closure: review, transfer, and serendipity. The fourth is questioning skills, and the last component is the types of questions.

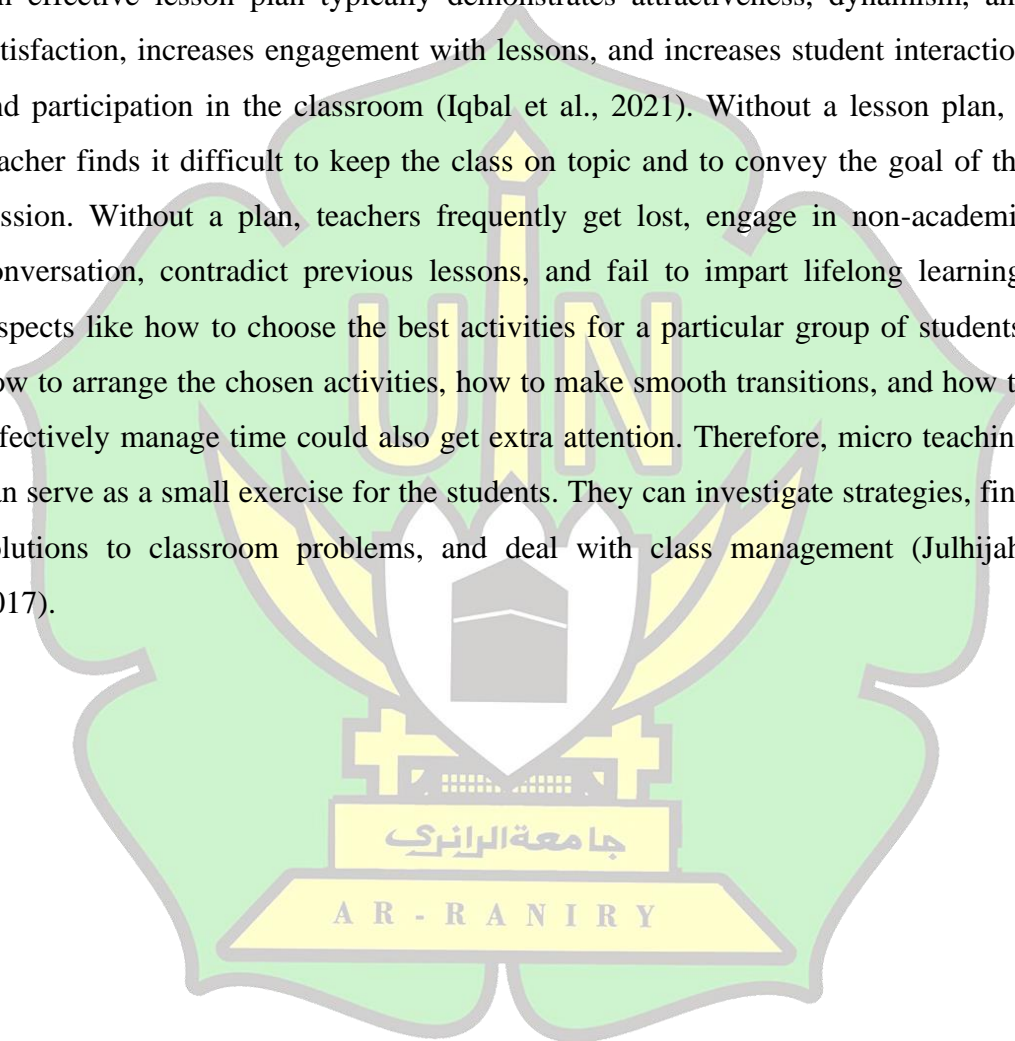
Implementing these strategies can give an attractive learning atmosphere for students. Hopefully, students enjoy the learning process and gain knowledge as much as possible. Teachers must increase their creativity to update the learning process. They also need to have a positive view on how to create expected learning conditions because teachers are directly involved in the process. Teacher creativity has a significant impact on student learning achievement. To promote excellent student achievements, teachers must increase their creative skills to the greatest extent possible (Monawati & Fauzi, 2017).

5. The Use of Lesson Plans in Micro Teaching Class

When planning their micro-teaching, teacher candidates should consider all the possible factors and gather the best possible set of factors (Sarigöz, 2012). The preparation and implementation of lesson plans are considered essential in micro-teaching. Ghanaguru et al. (2013) see a lesson plan as a blueprint that serves as guidelines in writing, which could be a detailed step-by-step recipe for the lesson. The research they conducted found that most respondents agree that lesson plans give direction to teachers in the classroom. It is also viewed as a written and structured outline consisting of learning objective and content stages of lesson development. Ramadhanti and Yanda (2021) also stated the same. They argued that one of the important aspects of micro teaching is the lesson plan. Lesson plan

can be viewed as a tool for professional learning and curriculum development as well as a technique to ensure a productive classroom. It involves a complex combination of knowledge, skills, understanding, values, attitudes, and desires that lead to effective action in the classroom.

A lesson without a plan is useless for keeping the class running smoothly. An effective lesson plan typically demonstrates attractiveness, dynamism, and satisfaction, increases engagement with lessons, and increases student interaction and participation in the classroom (Iqbal et al., 2021). Without a lesson plan, a teacher finds it difficult to keep the class on topic and to convey the goal of the session. Without a plan, teachers frequently get lost, engage in non-academic conversation, contradict previous lessons, and fail to impart lifelong learning. Aspects like how to choose the best activities for a particular group of students, how to arrange the chosen activities, how to make smooth transitions, and how to effectively manage time could also get extra attention. Therefore, micro teaching can serve as a small exercise for the students. They can investigate strategies, find solutions to classroom problems, and deal with class management (Julhijah, 2017).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study applied qualitative research. According to Mackey and Gass (2005), qualitative research is research based on descriptive data that doesn't employ statistical procedures. Qualitative research has the following characteristics: rich description, natural and holistic representation, few participants, emic perspectives, cyclical and open-ended processes, possible ideological orientations, research questions tend to be general and open ended, and hypotheses that may be generated. Qualitative research gathers the experiences, perceptions, and behavior of the participants. In this study, the researcher wanted to know the impact of English Course Design classes in Micro teaching classes based on students' perceptions.

B. Population and Sample

Population is the set of all the units to whom the research findings are to be applied. It refers to any collection of a specified group of human beings or non-human entities. In other words, it is a set of information selected through a predetermined technique. In this research, the population was students of the English Language Department of UIN Ar-Raniry who have taken an English Course Design class and are currently taking a Micro teaching class. The sample was 10 students from a Micro teaching class selected by the researcher through a random sampling technique. Random sampling technique gives everyone chance to be selected as the participant. The participants were selected using multiples of 8 from a total of 81. Due to the large number of female students compared to male students, the samples cannot be taken equally.

C. Technique and instrument of Data Collection

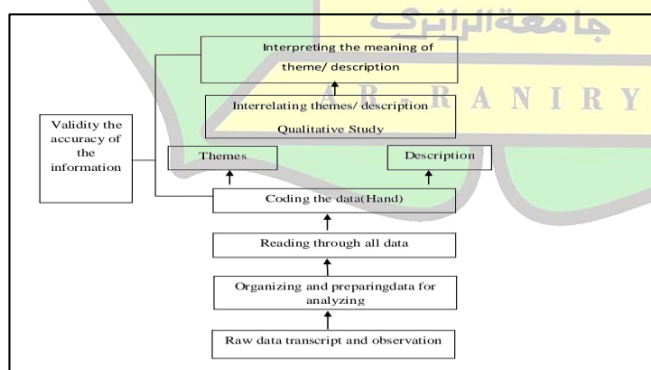
In this study, the researcher gathered the data by interviewing the sample. Qualitative research used interviews to collect information. It is commonly

employed to gather data on participant experiences, views, and beliefs about the research question or the phenomenon of interest. To collect data, the researcher used semi-structured interviews. The interview followed a set schedule for the predetermined topic. The interviewees are free to explore additional information in their answers as long as it is still relevant to the context of this research. Each participant took 10 minutes to interview. It was recorded to ensure the safety of data transcription.

The researcher, as the interviewer, prepared the interview questions. They are used to guide the conversation. If the prepared interview questions fail to be responded to by the participants, additional explanations may be given. The list of interview questions was adapted from an article by Sundahry (2021) entitled Pengaruh Mata kuliah Perencanaan Pembelajaran Terhadap Kemampuan Mahasiswa Membuat RPP K13 and an article by Alanazi (2019) entitled A Study of Pre-Service Trainee Teacher Problems in Designing Lesson Plan. The questions focused on the impact of the English Course Design class on student's ability to design lesson plans.

D. Technique of Data Analysis

The data analyzed based on Creswell's (2009) framework of qualitative data:



The very first step is organizing and preparing the data for analysis through the transcription of the interview, efficient material scanning, and categorization of all visual materials. The second is reading or reviewing all of the data. It aims

to get a general understanding of the data and to have the chance to consider its overall significance. Coding is the third stage of qualitative data analysis. In this case, a researcher classifies the text and then labels the category with the term. The fourth phase involves using the coding process to create a description of the subjects, categories, or themes for analysis. It helps detailed description for various research endeavors. The researcher must determine how to describe themes and descriptions in the qualitative narratives as the last step. The last step is interpreting the data.



CHAPTER IV

FINDING AND DISCUSSION

This chapter examines the data from 10 students from Micro-teaching classes. The researcher explored the research question that aimed to know the impact of English Course Design classes on students' ability to design lesson plans in Micro-teaching classes.

A. Research Finding

The samples of this research were 10 students from Micro-teaching classes. The interview was conducted from October, 13th 2023 to October, 18th 2023. The questions were about the impact of English Course Design classes on students' ability to design lesson plans. Anonymous was used in reporting the findings to protect students' safety, confidentiality, and privacy. Interviewees were labeled as participant 1 to participant 10 (P1-P10). The findings are reported under three main themes.

The Impact of English Course Design classes on Students' Ability to Design Lesson Plans

After conducting the interview, the researcher revealed the answer to the research question. The participants feel the positive impacts of the English Course Design class. It helps them to learn how to design lesson plans. It provides students with the basic knowledge and skills of lesson plans. These impacts were presented in 3 main themes: enriching students' knowledge and skills, giving them insight into designing lesson plans, and helping them in Micro-teaching classes.

The English Course Design class is helpful for students in the lesson plan design process. They gain much knowledge about lesson plans in that class. They learn how to create a good lesson plan. This will be useful for them in a Micro-teaching class. The lecturer will teach students clearly about lesson plans, including analyzing basic competencies, formulating indicators for basic

competencies, choosing correct operational verbs, and so on, and other teaching administration tools, such as annual program (prota) and semester program (prosem). P10, who has taken an EFL Teaching Administration class in the fifth semester, stated that:

I have learned how to analyze basic competences, prota, prosem, formulating learning indicators, and a whole step of preparing lesson plans in EFL teaching administration class. But when I come to English Course Design class, I'm still confused about how to create steps of learning and assessment.

The researcher assumed that this is because she is too early to study in EFL Teaching Administration class, which this class is intended for seventh semester students. The syllabus of EFL Teaching Administration class shows the repetition of English Course Design class.

Nine of ten students said that it helped them to design lesson plans, but one of them said that it didn't do much. The participant stated that her knowledge about lesson plans did not improve much in English Course design class because she had learned it in EFL Teaching Administration class. P5 said:

...It does not really help me because I learned designing lesson plans in another class, which is EFL Teaching Administration class. English Course Design class just helps me a little bit to understand more but I understand it first in another class.

Therefore, she has already learned how to design lesson plans before her friends. Some of them took EFL Teaching Administration class in the fifth semester before taking English Course Design class. That is why this class does not affect them too much as other students said.

However, for normal situations, as said by others, it's very helpful. With a four-credit course, students get much understanding of lesson plans theoretically and are strengthened by its practical applications. Not only in the class, but also they do internships at school, this makes the English Course Design class very useful and provides a clear understanding of lesson plans.

1. Enrich Knowledge and Skill

English Course Design class is essential for students to develop lesson plan skills. All of the participants stated that the English Course Design class helps them to design lesson plans. This class enriches students' knowledge about lesson plans, especially the format of lesson plans. The participants told the researcher that they understood the lesson plan's elements better. They learn more about designing lesson plans. Although they have already taken EFL Teaching Administration classes, which told a little about lesson plans, students who do not understand it can improve their understanding and practice more to design lesson plans in English Course Design classes. P2 said "Yes, English Course Design class enriches student's knowledge and skill in designing lesson plans. After taking this class, students will know more about the basic knowledge of lesson plans, such as the components that must be included in them..." This statement is similar to the response of P6 "It provides knowledge about lesson plans, so I think by this way students can get enough understanding to design a good lesson plan."

Furthermore, other participants said that this class helped them to understand selecting learning objectives, learning material, teaching methods, appropriate learning strategies and assessment. These elements relate to each other to create an effective lesson plan. The participants believe that the learning strategies chosen must relate to the teaching method used. This class explains this in detail. As stated by P10:

I believe that English Course Design class enriches students' knowledge and skill in designing lesson plan, because in this class, we learn about lesson plan components, such as basic competencies, core competencies, how to create the purpose of lesson plan, instrument of assessment, indicators of competence achievement, learning activities, teaching method, learning materials, instructional media, and other components.

A clear understanding of each element makes it easy for students to design lesson plans. As P8 said "Yes, of course. The English Course Design classes are essential for students in learning lesson plans, because this class explains the details about lesson plans."

The lesson plan is the product of this class that will be used in Micro-teaching, so students need lots of practice to be proficient. Lecturers must ensure that every student can design a lesson plan. They have a lot of time to practice designing lesson plans in this class. The lecturers can provide detailed feedback on their lesson plan. As stated by P5 “I do a lot of revision, and the lecturer checks in detail. For example, how to write it, how to make better sentences when you design the lesson plan itself.”

2. Give Students Insight in to Lesson Plans

A lesson plan was developed from the syllabus to manage teaching and learning activities to achieve basic competencies. It contains activities that must be followed to achieve an educational goal. For this reason, a lesson plan can function as a guide in designing learning based on students’ needs. Many student teachers are still confused about how to design each element of the lesson plan. It is hard to specify time allocation, select basic competencies and indicators, formulate learning objectives, and select teaching methods, learning steps, learning activities, and assessments. The participants said this class gives them insight into designing lesson plans since it has four-credit courses. P10 stated “... I agree that the English Course Design class gave me insight into designing good lesson plans since we discussed them in detail...” P9 also told the researcher that she got a better understanding of how to specify the duration of time allocation for each level student, select appropriate teaching methods, tools and media for learning, formulate learning steps, and so on.

For that, of course yes, in that class I know about lesson hours for each school level, like junior high school takes eighty minutes, the sequence of scientific approach, knowing the learning step, understanding what tools and media are included for learning and so on. P9.

The common method mentioned by participants is selecting a teaching method. Five of ten participants feel the teaching method is the hardest element to construct in a lesson plan. As said by P10 “I feel difficult in selecting teaching methods and models. It should be appropriate with the lesson plan’s topic,

students' need, context, school's facilities, and environment." P5 also stated the same "...when I chose the learning method, it is still hard sometimes because it has different frameworks for different methods..." Not all methods are appropriate for all learning materials. Some methods only can be used for certain learning materials to gain maximally successful results. Therefore, teachers must analyze the formulation of every basic competency (KD), whether it tends to be discovery or inquiry learning, problem based learning or project based learning.

Similar to teaching methods, time allocation and learning activities are also difficult for students to formulate. Three of ten students mentioned those elements. As stated by P7 "I had an obstacle to look at JP for each material..." One material can or maybe cannot be finished in one meeting, sometimes it needs several meetings to teach certain material, and this makes students confused to count the meeting for it. If it is wrong, then the students cannot gain maximal understanding of it. In accordance with P8's statement "My problem is matching the allocation of learning time because if it is wrong and we do not understand how to match it, learning will be unstable and will be a mess of organizing the class."

The same thing goes to teaching activities. Some students lack ideas about how to select suitable activities for certain material to attract students' attention and can be easy to use by all level students. P1 said "Challenges in preparing lesson plans can include time constraints adapting to different students' needs and selecting suitable learning activities." They must consider students' needs and their level. Some students are at a low level, they cannot grasp the material explained in a hurry, so it must be taken into account when formulating time allocation and selecting learning activities.

Other difficulties faced by students in designing lesson plans are Formulating indicators for basic competencies, formulating learning objectives, and assessment. P2 said that she is still very confused in formulating indicators of basic competences.

Yes, I have problems when compiling lesson plans. One of them is creating indicators of basic competences. I am still very confused in determining what activities I can give to students, so that are in accordance with basic competences. And this led me to the difficulties in making the indicators. P2.

It is difficult to determine what activities can be given for students so that they are in accordance with the basic competences. The activities in the indicators are formulated based on the operational word which is appropriate with students' learning level. Some students did not know how to choose the correct operational word. On the other hand, another participant, P4 said "Based on my experience, some challenges found in creating lesson plans may include formulating specific learning objectives, selecting an appropriate learning method, and objectively measuring learning outcomes." Formulating learning objectives are based on basic competence and are generally formulated in the same way as indicators. Assessment is also one of the difficulties to formulate. Many student teachers did not know how to measure students' attitudes, knowledge and skill.

To deal with those challenges, they seek feedback from the lecturers or ask their friends who understand better. If it is in the class, they can immediately ask for lecturer's help, but outside the class, they ask their friends' help or look for online resources. As expressed by P5 in the following quotation "I read a lot about it and ask my lecturer and also my friends to help me, they explain it to me, so that's how I face that challenge."

Another way to deal with them is by looking for examples on the internet. As stated by P6 "Look at other people's lesson plan to use as a guide, so I find the way to solve my problem." There are many lesson plans that can be found on the internet which provide all examples of basic competency. Students can adapt it to their lesson plan. Some of them also watch Youtube videos or reading journals or books to get more understanding of teaching methods and ideas of learning activities. Youtube provides many interesting activities to every level of school students. As stated by P10:

To overcome the challenge of selecting an appropriate teaching method, I used to look about it on the internet. I read some resources about the method, and also other lesson plans which use the same teaching method. I also watched some videos on Youtube to learn more about how to implement the method in the class.

In the process of creating lesson plans, they may get some problems as mentioned above. Therefore, all knowledge or advice given by the lecturer can help them to deal with their problem. This insight can be used whenever they create lesson plans and will be useful in Micro-teaching classes and their teaching internship.

3. Help Student in Micro-teaching Class

Based on conducted interview, students' response showed that the English Course Design classes help them in Micro-teaching classes. It has been told many times that the lesson plan made in English Course Design classes are used in Micro-teaching classes. P8 stated "Yes, because if we don't study first in the English Course Design class, we won't be able or difficult to enter in the Micro-teaching class because in the Micro-teaching class we practice the lesson plan we had made..."

Students practice teaching practicum in Micro-teaching classes. Not only teaching performance assessed, but also lesson plans. Without a lesson plan, it will be difficult for teachers to conduct teaching-learning activities, since the lesson plan is a guide for teachers to keep learning running effectively. P1 said "The knowledge gained from English Course Design class can be valuable in Micro-teaching Class. In my experience, it helps me to structure and deliver effective lessons and ensure that my content is engaging and accessible to the students".

Align with P1, P3, P4, P7 also stated:

Knowledge from English Course Design class can be beneficial in the Micro-teaching class. For instance, having a structured lesson plan helps ensure a smooth and effective teaching experience during Micro-teaching

sessions. It allows students to focus on delivering content and engaging with students rather than worrying about the organization of the lesson .P3.

This helps us in the Micro-teaching classes. I faced a Micro-teaching class, and I was better able to understand how to design learning and be confident in teaching direct practice. With this understanding, I had a better ability to design the learning. And I think this is helpful before we face Micro-teaching classes. P4.

Based on my experience, yes, of course, Micro-teaching class is significantly influenced by the ability to design lesson plans. With a well-structured lesson plan, I can be more organized and focus during Micro-teaching and make it easier for students to grasp the materials. P7.

Additionally, P5, P6, and P10 said that they can use their previous lesson plan in Micro-teaching class, so they have much time to prepare their performance. P10 stated “Of course, English Course Design class helps me a lot in Micro-teaching class because I don’t need to design any lesson plan again since I can use my previous lesson plan from my English Course Design class.”

P9 told that she had problem with this because she has design lesson plan in English, but the different template used in Micro-teaching class. “Yes it does, but in English Course Design class we made the lesson plan in English because the lecturer directed us like that and in Microteaching class we used Indonesian...” Not only performance, lesson plan is also aspect that assessed in Micro-teaching classes. They score may be decreased if they cannot design lesson plan. P2 told:

Yes, it is really helpful for me because in Micro-teaching class I have to be a teacher and lesson plan very necessary because the lesson plan is one of aspect assessed in Micro-teaching class, so when I made a lesson plan, I did not have too much difficulties because I had studied it and make it in English Course Design class.

It can be inferred that, English Course design class helps students in Micro-teaching classes. They can use their previous lesson plan to practice teaching performance, so they have lots of time to focus on their practice before performing in front of lecturer and friends.

B. Discussion

The discussion is provided based on the research findings. The finding shows three benefits of English Course Design class on students' ability to design lesson plans. The impact of English Course Design class on students' ability to design lesson plans enriches students' knowledge and skill about the lesson plan, gives them insight into it, and helps them in Micro-teaching class.

The finding shows that English Course Design class helps students in designing lesson plans. It clearly provides knowledge about lesson plan for students. As said by Sundahry (2021), Course Design class covers learning tools. In other words, Aziz (2021) said that course design is a systematic approach that includes analyzing learning needs, formulating learning objectives, developing learning strategies, developing instructional material and assessment tools to achieve expected learning goals.

The finding also shows that English Course Design class is not very helpful for students who have taken EFL Teaching Administration class. This is because they already knew how to design lesson plans when they were in English Course Design class, so it seems like they do repetition in that class. Appropriately, the repetition is done in EFL Teaching Administration class. It is intended for seventh semester students because it aims to help them in Micro-teaching class get a better understanding about lesson plans. Students must attend English Course Design class first at sixth semester and then attend Micro-teaching class and EFL Teaching Administration class at seventh semester. The reason they took EFL Teaching Administration class in the fifth semester is because they have no idea how to complete the credits course.

There are two possibilities for students who have taken EFL Teaching Administration class before taking English Course Design class. It may improve their ability in designing lesson plans or make them confused about it. In this case, one participant said that she didn't understand the lesson plan design well in EFL Teaching Administration, so when she takes an English Course Design classes, it

enriches her knowledge and improves her skill in designing lesson plans. This may happen because she lacks understanding of the lesson plan. She studied the EFL Teaching Administration class with higher level students who had a good understanding of lesson plans.

On another hand, one of the participants who have taken EFL Teaching Administration stated that she didn't improve too much in English Course Design class because she understood the lesson plan clearly in that class. She studied in English Course Design class with 50% knowledge of lesson plan design while her friend studied the basics of lesson plan design, which is 0% understanding of it. The difficulty in designing the lesson plan faced by her is selecting the appropriate method for the material. She learned how to select teaching methods in English Course Design class.

English Course Design classes enrich students' knowledge and skill to design lesson plans by teaching them the elements of lesson plan and practice it. Practice is the best way to understand. With lots of practice, they will be smarter in designing lesson plans. Detailed feedback from the lecturer also helps them get a deeper understanding. As stated by Alanazi (2019), to create an effective lesson plan, the teachers or lecturers need to pay special attention to the students. Make sure they have enough time to design their lessons.

English Course Design class gives them insight about how to formulate elements of lesson plans. If they face any challenges, the lecturer can assist them to deal with them. Students in English Course Design class focus on practicing designing lesson plans. The theory may be easy to understand, but when it comes into practice, it is hard to express the existing understanding into the writing. By practicing a lot, they can little by little understand it and that understanding would help them in Micro-teaching class. The challenges faced by them are selecting teaching method, selecting suitable learning activities, formulating learning steps, creating indicators, formulating learning objectives, specifying time allocation, and assessment (Alanazi, 2019; Emiliasari & Jubaedah, 2019; Gafoor &

Farooque, 2010, as cited in Ghanaru et al., 2013; Gulten, 2013; Sahin-Taskin, 2017).

To deal with those challenges, they seek feedback from the lecturers or ask their friends' help. Feedback is the best way to help them realize their mistake so that they can correct it. As stated by Ghanaru et al. (2013), feedback is frequently given with the goal of improving the students' understanding and implementation of lesson planning idea. Another way to help them deal with those challenges is seeking online resources. There are many tips on how to design a lesson plan that may help them in the process of lesson plan design. There are also provided examples of lesson planning with the same materials or teaching method. They can adapt other's lesson plans to help them.

Students' ability to design lesson plans are influenced by English Course Design class. They do not focus on learning lesson plans in Micro-teaching class. The lecturer will focus on their performance because after Micro-teaching they will do a teaching internship. Therefore, the lecturers must ensure that their students can make lesson plans and have a clear understanding about it. Micro-teaching is a class to prepare students to be ready to be a teacher. Before being a teacher, they are given a chance to do teaching simulation to give them an illustration of how the teaching and learning process is. In Micro-teaching class, students must teach based on the lesson plan constructed. Ali (2021) argued that the content of lesson plans should be exact, logically ordered, and able to cover the time allotted for microteaching (as cited in Ramadhanti & Yanda, 2021). It should also be brief and well organized.

By attending English Course Design classes, they are prepared to learn about lesson plans, which is an important aspect in the teaching-learning process. Teachers teach based on the lesson plan that is why the lesson plan is seen as teaching guidelines. It provides step by step learning procedures. By using lesson plans, experienced teachers or teacher trainees will be deeply directed in teaching.

It is important for English Education students at UIN Ar-Raniry to take English Course Design class before taking Micro-teaching class and teaching internship. They will get insight on how to design a good lesson plan, get a chance to practice their knowledge and skill in designing lesson plans, and it will help them in Micro-teaching class. By attending English Course Design class before attending Micro-teaching class, they can practice and strengthen their understanding about lesson plan and in Microteaching class they can practice it again. Thus, they understand the lesson plan well and are able to design it when they do teaching internship.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter concludes all information that has been discussed in the previous chapters and provides recommendations regarding the research finding.

A. Conclusion

In this study, the researcher aimed to find students' perception of the impact of English Course Design classes on their ability to design lesson plans in Micro-teaching classes. The lesson plan is one of the crucial aspects of conducting teaching. It has to do with how professionally prospective teachers conduct themselves throughout teaching. To support students in their preparation to become professional teachers, the English Department of UIN Ar-Raniry has 3 specific classes to learn lesson plan and teaching practice: the English Course Design class, the Micro-teaching class and the EFL Teaching Administration class. Those classes help to gain a deep understanding of lesson plans and teaching practice.

The research found that the English Course Design class had positive impacts on students' ability to design lesson plans: First, enrich students' knowledge and skill. Students learn the basic knowledge of lesson plans in English Course Design class, they learn what is contained in a lesson plan and practice creating lesson plans to be more understood. Second, give students insight into lesson plans. Students are taught how to formulate each component of the lesson plan clearly. Third, help students in Micro-teaching class. Students used the previous lesson plan created in English Course Design class when they did teaching practice in Micro-teaching class.

The English Course Design class is helpful for students of English Department of UIN Ar-Raniry. By attending this class, they get those impacts mentioned above. In contrast, one participant said that she didn't agree with this because she had learned about lesson plan in an EFL Teaching Administration

class. It should be taken after English Course Design class, so if it is taken earlier, students have a little understanding or even good understanding of lesson plans. Because of this reason, English Course Design classes do not help students much in learning lesson plans.

B. Recommendation

The result showed that students get positive impacts from English Course Design classes. The majority of participants said the class helps them to learn lesson plans in detail. They study how to formulate each component of lesson plans. However, they still face some challenges while creating lesson plans. To deal with those challenges, they need feedback from teachers and lecturers. Feedback from the lecturers and teachers is the best because students understand face-to-face explanations rather than online resources. Additionally, researchers realize that a lot has to be improved for further research on this topic.

The researcher recommends that: English Education Department of UIN Ar-Raniry must set the course systematically, so students join the right course to study certain lesson. Students must study an English Course Design class before taking a Micro-teaching class or an EFL teaching administration class. It has four a credit-courses and an internship program, which have a significant impact on students in learning lesson plans. They have much time to study and practice, and they will also get clear feedback from the lecturers and teacher educators. Because of the impact of English Course Design class, the lecturer should teach students about lesson plans clearly. It is not only used during their academic year but also an important skill that is needed when it comes to real teaching situations. Due to the limited data collected, further research can be conducted on this topic with more participants to obtain more varied data.

REFERENCES

- Abdullah, E. (2019). Peningkatan kemampuan guru bahasa dalam menyusun RPP dengan menggunakan metode Supervisi Akademik di SMP. *Jurnal Pembelajaran Prospektif*, 4(2), 68-75. <https://doi.org/10.26418/jpp.v4i2.39645>
- Adegbenro, G. A. (2021). Understanding the national curriculum and breaking down same into weekly scheme of work to ensure completion. *British Journal of Education, Learning and Development Psychology*, 4(2), 64-68. <https://doi.org/10.52589/bjeldp-rjcw240>
- Aida, W., & Antoni, R. (2017). Basic components of micro teaching skill at third year student FKIP Universitas Pasir Pengaraian. *Journal of English Education*, 3(2), 100-112.
- Alanazi, M. H. (2019). A study of the pre-service trainee teachers' problems in designing lesson plans. *Arab World English Journal*, 10(1), 166-182. <https://doi.org/10.24093/awej/vol10no1.15>
- Ali Bin-Hady, W. R., & Abdulsafi, A. S. T. (2018). How can I prepare an ideal lesson-plan? *International Journal of English and Education*, 7(4), 275-289. <https://doi.org/10.2139/ssrn.3434031>
- Aziz, A. (2021). *Perencanaan pembelajaran pendidikan agama islam berbasis IT*. LP2M IAIN Palangka Raya Press.
- Emiliasari, R. N., & Jubaedah, I. S. (2019). Lesson planning in EFL classroom : A case study in lesson plan preparation and implementation. *Wej*, 3(2), 367-375.
- Ernawati, E., & Safitri, R. (2017). Analisis kesulitan guru dalam merancang rencana pelaksanaan pembelajaran mata pelajaran Fisika berdasarkan kurikulum 2013 di kota Banda Aceh. *Jurnal Pendidikan Sains Indonesia*, 5(2), 49-56. <https://doi.org/10.24815/jpsi.v5i2.9817>
- Fitriani, Jatul, & Zahra, S. Z. (2022). Problematika mahasiswa calon guru dalam pelaksanaan pembelajaran micro teaching di STIQ Amuntai. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(3), 259-267. <https://doi.org/10.54259/diajar.v1i3.948>
- Ghanaguru, S., Nair, P., & Yong, C. (2013). Teacher trainers' beliefs in microteaching and lesson planning in a teacher training institution. *English Teacher*, 42(2), 216-228.
- Gravett, S., & van der Merwe, D. (2023). Learning-centered lesson design and

- learning about teaching in a pre-service teacher education course. *Cogent Education*, 10(1), 1–15. <https://doi.org/10.1080/2331186X.2023.2202123>
- Gülten, A. Z. (2013). Am I planning well? Teacher trainees' voices on lesson planning. *Procedia - Social and Behavioral Sciences*, 93, 1409–1413. <https://doi.org/10.1016/j.sbspro.2013.10.053>
- Habiburrahim, H. (2018). A review of the department of English language education curriculum development. *Englisia: Journal of Language, Education, and Humanities*, 6(1), 1-14. <http://dx.doi.org/10.22373/ej.v6i1.3529>
- Iqbal, M. H., Siddiqie, S. A., & Mazid, M. A. (2021). Rethinking theories of lesson plan for effective teaching and learning. *Social Sciences and Humanities Open*, 4(1), 100-172. <https://doi.org/10.1016/j.ssaho.2021.100172>
- Ismail, S. A. A. (2011). Student teachers' micro teaching experiences in a preservice English teacher education program. *Journal of Language Teaching and Research*, 2(5), 1043–1051. <https://doi.org/10.4304/jltr.2.5.1043-1051>
- Johar, R. & Hanum, L. (2021). *Strategi belajar mengajar: Untuk menjadi guru yang profesional*. Syiah Kuala University Press.
- Julhijah, N. (2017). Micro teaching practice in introducing teaching methods and techniques. *Jurnal Pendidikan Bahasa*, 6(2), 209–222.
- Khasinah, S., Masna, Y., & Siregar, A. (2019). The perceived influence of part-time teaching on students' performance in micro-teaching class. *Englisia Journal*, 7(1), 15–25. <https://doi.org/10.22373/ej.v7i1.5205>
- Kilic, A. (2010). Learner-centered micro teaching in teacher education. *International Journal of Instruction*, 3(1), 77–100.
- Lithoxidou, A., & Georgiadou, T. (2023). Critical thinking in teacher education: Course design and teaching practicum. *Education Sciences*, 13(8), 837. <https://doi.org/10.3390/educsci13080837>
- Macalister, J., & Nation, I. S. P. (2010). Language curriculum design. In *Language Curriculum Design*. Routledge.
- Makafane, T. D. (2020). Student teachers challenges in the preparation and implementation of microteaching: The case of the National University of Lesotho. *International Journal of Academic Research in Progressive Education and Development*, 9(2), 144–157. <https://doi.org/10.6007/ijarped/v9-i2/7283>
- Monawati., & Fauzi. (2018). Hubungan kreativitas mengajar guru dengan prestasi

belajar siswa. *Jurnal Pesona Dasar*, 6(2), 33–43.
<https://doi.org/10.24815/pear.v6i2.12195>

Muluk, S., Habiburrahim, H., & Ardiansyah, A. (2020). Micro-teaching course: Does it affect students' teaching ability? *Englisia: Journal of Language, Education, and Humanities*, 7(2), 143–155.
<https://doi.org/10.22373/ej.v7i2.6712>

Musingafi, M. C. C., Mhute, I., Zebron, S., & Kaseke, K. E. (2015). Planning to teach: Interrogating the link among the curricula, the syllabi, schemes and lesson plans in the teaching process. *Journal of Education and Practice*, 6(9), 54–59.

Mutton, T., Hagger, H., & Burn, K. (2011). Learning to plan, planning to learn: The developing expertise of beginning teachers. *Teachers and Teaching: Theory and Practice*, 17(4), 399–416.

Ogeyik, M. C. (2009). Attitudes of the student teachers in English language teaching programs towards microteaching technique. *English Language Teaching*, 2(3), 205–212. <https://doi.org/10.5539/elt.v2n3p205>

Ögeyik, M. C. (2016). Investigating the impacts of previous and current learning experiences on student teachers' teaching experiences. *Educational Science: Theory & Practice*, 16(5), 1503–1530.
<https://doi.org/10.12738/estp.2016.5.0409>

Okai, A. U. (2010). History methods. National Open University of Nigeria.

Putri, A. (2016). EFL teachers' understanding in developing lesson plan. *Indonesian EFL Journal*, 2(1), 1–11. <https://doi.org/10.25134/ieflj.v2i1.632>

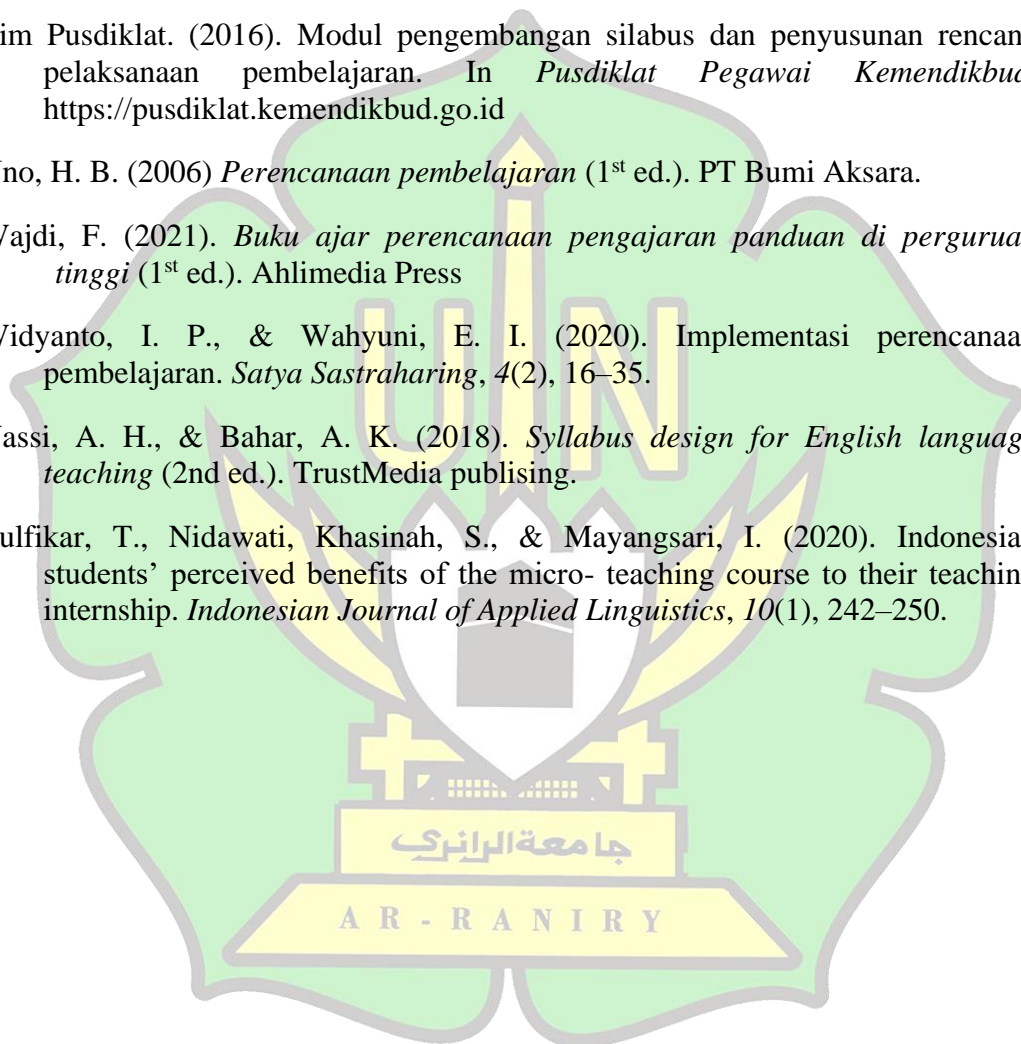
Ramadhanti, D., & Yanda, D. P. (2021). The strategy of observing, imitation, and modification in the preparation of lesson plan in microteaching practice. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 5202–5212.
<https://doi.org/10.31004/edukatif.v3i6.1664>

Sahin-Taskin, C. (2017). Exploring pre-service teachers' perceptions of lesson planning in primary education. *Journal of Education and Practice*, 8(12), 57–63.

Sarıgöz, İ. H. (2012). ELT methodology and learners meet in techniques: A lesson planning perspective for teacher trainees. *The Journal of Language and Linguistic Studies*, 8(1), 96–109.

Stern, H.H. (1984). General English syllabus design. In C. J. Brumfit (Ed.), *General English syllabus design curriculum and syllabus design for the general English classroom* (pp. 61–74). Pergamon Press.

- Suharti., Sumardi., & Hanafi, M. (2019). *Strategi belajar mengajar*. CV. Jakad Media Publishing.
- Sundahry. (2021). Pengaruh mata kuliah perencanaan pembelajaran terhadap kemampuan mahasiswa membuat RPP K13. *Jurnal Muara Pendidikan*, 6(2), 111–116.
- Taruvinga, C. R. (2000). *Interactive teaching and learning of history in secondary school*. Zimbabwe Open University.
- Tim Pusdiklat. (2016). Modul pengembangan silabus dan penyusunan rencana pelaksanaan pembelajaran. In *Pusdiklat Pegawai Kemendikbud*. <https://pusdiklat.kemendikbud.go.id>
- Uno, H. B. (2006) *Perencanaan pembelajaran* (1st ed.). PT Bumi Aksara.
- Wajdi, F. (2021). *Buku ajar perencanaan pengajaran panduan di perguruan tinggi* (1st ed.). Ahlimedia Press
- Widyanto, I. P., & Wahyuni, E. I. (2020). Implementasi perencanaan pembelajaran. *Satya Sastraharing*, 4(2), 16–35.
- Yassi, A. H., & Bahar, A. K. (2018). *Syllabus design for English language teaching* (2nd ed.). TrustMedia publishing.
- Zulfikar, T., Nidawati, Khasinah, S., & Mayangsari, I. (2020). Indonesian students' perceived benefits of the micro- teaching course to their teaching internship. *Indonesian Journal of Applied Linguistics*, 10(1), 242–250.





SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-6649/UN.08/FTK/KP.07.6/06/2023

TENTANG
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 25 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 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 295/KM/K.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal
- Menetapkan** :
PERTAMA :
 Menunjuk Saudara:
 1. Prof. Habisurrahim, M.Com., Ph.D. Sebagai Pembimbing Pertama
 2. Siti Khasinah, S.Ag., N.Pd. Sebagai Pembimbing Kedua
 Untuk membimbing Skripsi:
 Nama : **Raihan Fadhilah**
 NIM : **190203026**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **Students' Perceived Impact of English Course Design Class On Designing Lesson Plan In Micro Teaching Class**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423923.2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila ke kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

جامعة الرانيري

Ditetapkan di: Banda Aceh
 Tanggal: 13 Juni 2023
 Dekan,

AR - RANIRY

Satriu Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilakukannya;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-12299/Un.08/FTK.1/TL.00/11/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RAIHAN FADHILLAH / 190203026**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Students' Perceived Impact of English Course Design Class on Designing Lesson Plan in Micro Teaching Class**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 29 Desember 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C Confirmation Letter English Language Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-899/Un.08/PBI/Kp.01.2/11/2023

Schubungan dengan surat dari Program Studi Bahasa Inggris STKIP An-Nur, Nomor: B-12299/Un.08/FTK.I/TL.00/11/2023, tanggal 27 November 2023, tentang izin pengumpulan data. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **RAIHAN FADHILLAH**
NIM : 190203026
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat : Darussalam

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perceived Impact of English Course Design Class on Designing Lesson Plan in Micro Teaching Class"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

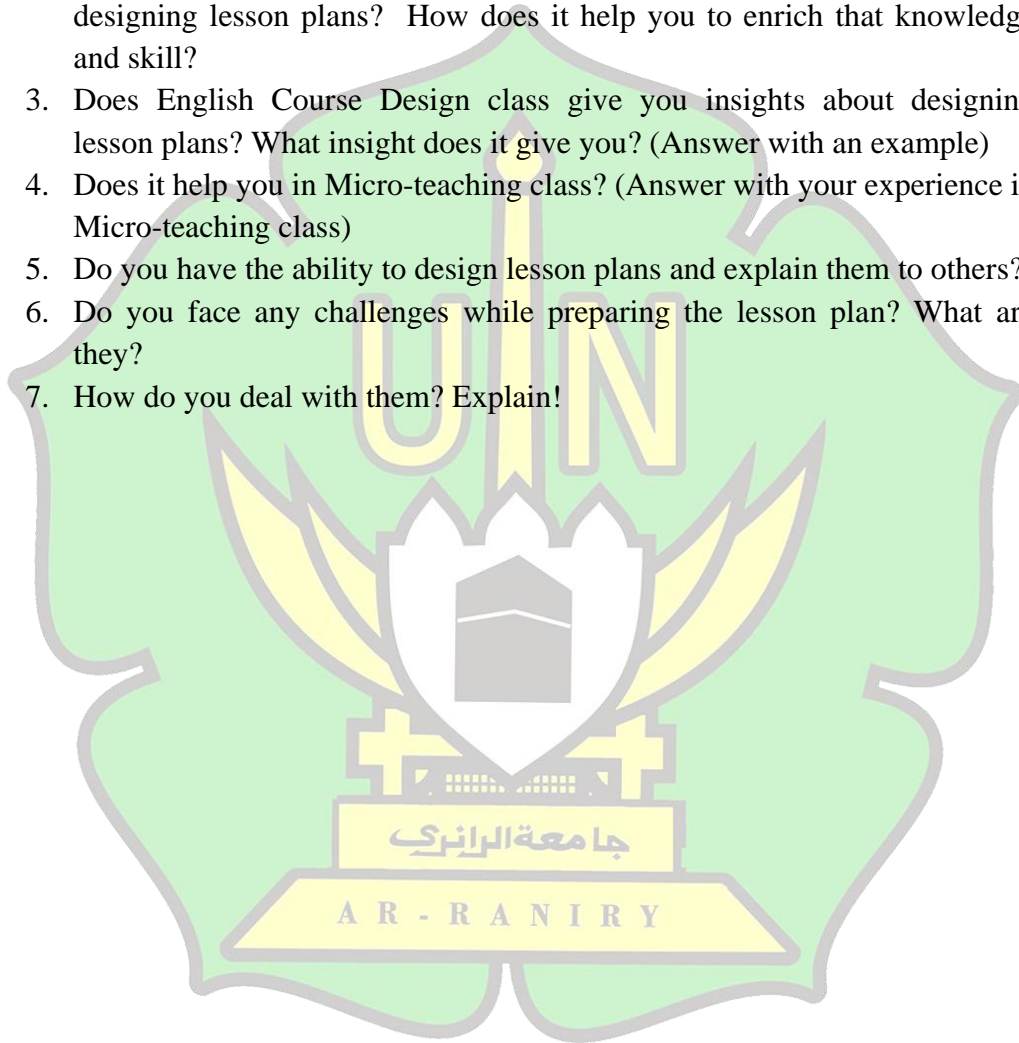
Banda Aceh, 29 November 2023
Ketua Prodi Pendidikan Bahasa Inggris,

AR-RANIRY

Syarifah Dahliana

List of Interview Question

1. According to you, does English Course Design class help students in designing lesson plans? Why and why not?
2. Can English Course design class enrich students' knowledge and skill in designing lesson plans? How does it help you to enrich that knowledge and skill?
3. Does English Course Design class give you insights about designing lesson plans? What insight does it give you? (Answer with an example)
4. Does it help you in Micro-teaching class? (Answer with your experience in Micro-teaching class)
5. Do you have the ability to design lesson plans and explain them to others?
6. Do you face any challenges while preparing the lesson plan? What are they?
7. How do you deal with them? Explain!



AUTOBIOGRAPHY

1. Name : Raihan Fadhillah
2. Place/ Date of Birth : Aceh Utara/12 Juni 2001
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Lr. PBB 1, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh
7. Email : raihanfadhillah614@gmail.com
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Syamsul Bahri
 - b. Mother's Name : Shalihati
 - c. Father's Occupation : PNS
 - d. Mother's Occupation : PPPK
 - e. Address : Desa Mane Tunong, Kec. Muara Batu, Kab. Aceh Utara
10. Educational Background
 - a. Elementary School : TK Pembina
 - b. Junior High School : MTSs Misbahul Ulum
 - c. Senior High School : MAS Misbahul Ulum

d. University : Department of English Language Education, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Banda Aceh, Desember 2023

The writer,



Raihan Fadhillah

