EXAMINING THE DIFFICULTIES OF STUDENT-TEACHERS IN DESIGNING LESSON PLAN

(A Case Study at Department of English Language Teaching of UIN Ar-Raniry)

THESIS

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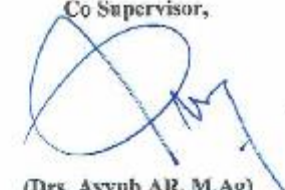of the Requirements for Sarjana Degree (S-1)
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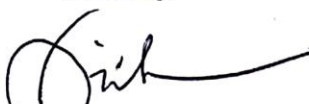
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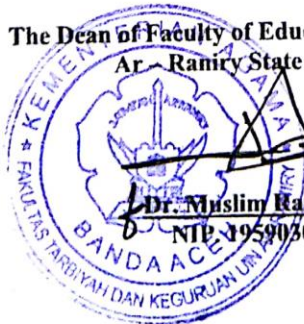Drs. Ayyub AR, M. Ag   Dr. Maskur, M.A

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Banda Aceh, December 15th, 2018

Cut Jannat Andani

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ABSTRACT

This study investigates the student-teachers' difficulties in designing lesson plan. The aims of this study are to explore the factors of the difficulties of student-teachers in designing lesson plan and to find solutions for the adversities in designing lesson plan. The qualitative research approach was implemented for exploring and understanding the participants' perception regarding the difficulties of student-teachers' in designing lesson plan. The overall results demonstrated that student-teachers faced five difficulties in designing lesson plan. The majority of student-teachers argued that there were some factors caused the difficulties in designing lesson plan.

Keywords: student-teachers, lesson plan, difficulties.

CHAPTER I

INTRODUCTION

A.   Background of Study

A teacher is a person to guide students in teaching learning process to gain a success in learning. Every teacher is supposed to high professionality by having required competence or capability. As stated by Hakim (2015, p.1), to become professional teaching in performing teacher's teaching skill, it is required to have the competence and ability to transfer knowledge in accordance with the substance of science the scientific field. Competencies that need to be possessed by teacher according to Government Regulation no. 19 of 2005 about National Education Standards, namely pedagogic competence, personal competence, professional competence, and social competence.

Furthermore, according to Spencer (1993) as cited by Hakim (2015, p.1) competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristic of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or in certain situation. Therefore, those competences are the important factor in supporting the performance of professional teachers in teaching learning process.

More specifically, based on Decree of the Minister of Education and Culture no. 14 of 2005 that explains about teacher and lecturer, the characteristics of professional teachers are; pedagogic competence, that is the ability to manage learning. Learning management is intended not to be separated from the main tasks that must be done by the teacher. These tasks involve: planning learning, implementing learning, and assessing learning outcomes. In addition to the main tasks in the management of learning, teachers also conduct guidance and training in extracurricular activities, as well as carrying out additional tasks mandated by educational institutions.

Regarding the first task of a teacher which is claimed in National Education Department no. 14 of 2005, teachers need preparation in the form of a lesson plan as their guidance in the process of teaching students. Therefore, all teachers are required to be skilled in designing lesson plan. This skill is built when they are still university students. After they have that skill, they implement it in *Praktek Pengalaman Lapangan* (PPL) or teaching practicum in the semester eight to fulfill one of the lectures in this semester. During their training in this real experience of being student-teachers, they attempt to implement the lesson plan they have designed. By having lesson plan, their teaching can be more structured depending on how they follow it.

In particular, English subject teachers ought to set and structure planning in lesson plan before teaching since the teaching objectives and goals can be achieved by doing this. Moreover, English is considered to be a difficult subject by students. Thus, teachers should think of the most efficient way to teach this subject in order

the goal of teaching can be attained. One of the way is teaching by following the well-designed lesson plan.

In Department of English Language Education of Faculty of Education and Teacher Training of Ar-Raniry State Islamic University, it intends to equip student-teachers to develop their teaching skill in order to be a professional teacher in the future. In English language department, student-teachers are required to take a 'pre-student teaching practicum.' It is one of the valuable experience in the professional preparation of student-teachers physical educator (dodds, 1989; Nixon & Vendien, 1985;Tannehill & Zakrajsek, 1988). Hence, Strand (2015, p.197) argued that teaching experience gives student-teachers the opportunity to implement their knowledge, concepts, principles, theories, and skills they learned in the previous semester (semester seven). Additionally, he said that the students' teaching experiences are experiences of student-teacher to manage their performance which determines students' success or failure in their teaching. Considering such case, while participating in teaching practicum, student-teachers can learn how to be more objective in teaching. Student-teachers thus succeed to arrive at the intended goal.

More importantly, student-teachers need to fulfill a strict requirement such as having lesson plan prior to teaching in pre-student teaching experience program. Based on real experience in teaching practicum, student-teachers must have lesson plan before beginning teaching in the class. This must be fulfilled because lesson plan guides student-teachers toward the achievement of the teaching target. Sahin (2017) believed that the lesson plan helps student-teachers gain and develop their

teaching skill. In line with Sahin, Yıldırım (2003) said that lesson plan is also an important process for student-teachers to gain experience since it forces them to reflect on what to teach, how to teach and how to evaluate.

Another point to consider is that they should understand about curriculum which is used in their practicum school in designing lesson plan. Lesson plan is a development from the curriculum because it becomes a guide for designing lesson plan. It relates to the lesson plan, because it is part of curriculum. It is designed by relying on the particular curriculum. For example, *KTSP, K13, K13* revision, currriculum guides the construction of lesson plan. Sudirman (2017) showed that each curriculum has different content but the purpose is similar when they are incorporated into lesson plan. Hence, by understanding all curricula which are valid and applied in Indonesia, student-teachers are able to plan a good lesson in accordance with the kind of curriculum utilized in particular school as well as the context of the students which have to be considered when student-teachers prepare learning materials. It is important for student-teachers to be context-oriented in constructing lesson plan in order to be suitable for the students. In sum, they will be able to develop lesson plan based on its components, namely the aim of learning, learning material, strategy and learning method, media and learning source, and evaluation.

Nevertheless, many student-teachers have difficulties in designing the lesson plan while they are participating in teaching practicum experience program. According to Jasmi (2014, p.190) who explored English teacher's difficulties in designing lesson plan based on 2013 curriculum. The participant involved in her

research is only one English teacher from Senior High School in Cipatat, West Java which has piloted 2013 curriculum. In her findings, there are three reasons why English teacher face difficulties in designing lesson plan; firstly, they did not have time to make their own lesson plan. As consequence, they obtain lesson plan from the internet. Secondly, the cause of this difficulty is that the insufficiency of contextual training. Thirdly, they are necessary to have much more knowledge about curriculum and are suggested to take part in government-sponsored workshops and seminars.

Likewise, research with similar focus was conducted by Sahin (2017) who explored student-teachers' perceptions of lesson planning in Primary Education. He shows that developing lesson plan was challenging for student-teachers since they do not have adequate time to find out students' needs, characteristics, levels of learning, etc. Thus, this has a bad impact on planning the lesson. The participants of his study involved 18 student-teachers who enrolled a Teaching Practice course at a Faculty of Education of Canakkale Onsekiz Mart University, Canakkale, Turkey.

In comparison, what differentiates between those two prior studies mentioned above from this present research is the location, participants and focus. The present study was conducted the study at Islamic State University of Ar-Raniry in English Education Department. The participants of this study were eight students of batch 2014 from this department. Based on the experience of the researcher, the majority of student-teachers in English Department faced the difficulties in designing lesson plan. Hence, one of the lecturers who expert in designing lesson plan claimed that

he experienced in teaching lesson plan, there were a lot of student-teachers still confused to design lesson plan. Therefore, the researcher is encouraged to conduct the study of the same topic with another focus in different context. The study focuses on difficulties of students teachers in designing a lesson plan. Thus, the researcher decides "**Examining the Difficulties of Student-teachers in Designing Lesson Plan**" as the title of this research. As a result of this study, people know student-teachers' difficulties in designing lesson plan.

B.   Research Questions

Based on purpose and the title determined for this study, there are three reserach questions that become guidance in the process of conducting research to achieve the purpose.

1.   What are the difficulties of student-teachers in designing lesson plan?

2.   What factors lead to these difficulties of student-teachers in designing lesson plan?

3.   How should the problems be solved by student-teachers in designing lesson plan?

C.   The Aims of Study

The aims of this study are:

1.   To investigate the student-teachers' difficulties in designing lesson plan.

2.   To explore the factors of the difficulties of student-teachers in designing lesson plan.

3.   To find solutions for the adversities in designing lesson plan.

D.   Significance of Study

This research is expected to enrich the theory of lesson plan and to enrich the finding of the previous research related to lesson planning. This study is expected to help student-teachers develop their creativity and design the lesson plan properly in teaching. In addition, this research has significance to be the reflection for English education students of UIN Ar-Raniry in designing the lesson plan.

E.   Terminology

To avoid a possible misunderstanding of this study, it is necessary to clarify some of the terms. Those are designing a lesson plan and student teacher's difficulties.

1.   Lesson Plan

Lesson plan determines the efficient role of teacher in taching-learning process. Planning in teaching is the principal aspect to be implemented since this process reveals the aims and identify the vital rules for effective teaching. (Harjanto, 1997). Lesson plan is the most prominent element as a prerequisite of teaching and avoids the misleading teaching process. It is the creativity of the teacher in constructing lesson plan in order to make the teaching learning process more efficient. In other words, students are capable of understanding the lesson when the lesson plan is designed creatively based on students' level of intelligence, curriculum, and context.

Moreover, the material which is included in designing lesson plan should be based on what the student has experienced and it should fit together in the classroom. According to Jasmi (2014), lesson plan guides teachers to carry out the teaching-learning activities systematically based on what they have built in lesson plan. The government of regulation number 19 of 2005 claims that for an instructional process is used the planning which covers the syllabi and the lesson plan containing five components such as the the aim of learning, learning materials, methodology, the learning resources and the evaluation.

2.   Student-teachers

Student-teachers are the students who take teaching practicum experience program in the faculty of education. Particularly in the English Education department, teaching practicum experience program is the course that can be taken after they have chosen the courses such as English Course Design and Micro-Teaching as prerequisites for choosing pre-student teaching practicum experience program in semester eight. This is the intended definition of the study. This course is under the authority of the faculty. It aims at producing new professional teachers in the future. Hence, the student-teachers are those who are trained how to become real teachers in schools before graduating from university. They learn specifically about how to plan a lesson, teach students and manage the class as well. Student-teachers teach a particular subject based on their major in order to fulfill the requisites to become a professional teacher of their own field.

As student-teachers, they are supposed to teach students new things every day. As said by Cowley (2009, p.11) added teachers help their students learn a new thing every day and give an inspiration to their students to go on the great things. Students are necessary to have professional development as Cynthia (2010, p.6) explained that professional development is a participation in the opportunities that result in the acquisition of new knowledge, understanding, skills, or strategies which enhance and build upon our current knowledge. James (1972) as cited in Jie (2012), teachers' education has come to be regarded as consisting of three phases, including initial teacher education (student teacher education), induction training and in-service education.

CHAPTER II

LITERATURE REVIEW

A. Designing Lesson Plan

Referring to Decree of the Minister of Education and Culture No. 22 of 2016, learning planning is designed in the form of a Syllabus and Lesson Plan that refers to the core standard. Learning planning includes the preparation of plans for implementing learning and preparing media and learning resources, learning assessment tools, and learning scenarios. Compilation of syllabus and lesson plan is adapted to the learning approach used.

1. Syllabus

As cited in Decree of the Minister of Education and Culture, No. 22 of 2016, the syllabus is a reference for preparing the learning framework for each subject matter.

2. Lesson plan

Before designing the lesson plan, the researcher considers the importance of teachers to figure out the definition of a particular curriculum. Because the lesson plan is conducted based on the type of curriculum used. Also, the lesson plan cannot be constructed without the curriculum. It is vital that its definition is evaluated in this section. First of all, the researcher writes the general definition of the curriculum so that readers understand the general concept of the curriculum.

A Curriculum is regarded to be related to teaching program. Kelly (2004, p. 2) points out that the term of 'curriculum' is utilized in a number of teaching and instruction programs. The restricted concept of curriculum is given in relation to ways of teaching and instruction. The teaching and instruction are offered with different purposes and objectives. However, Kelly says that curriculum only covers the most grounded courses of different. Much of the suggestion offered for curriculum design is only efficient for uncomplicated levels. She emphasizes that the curriculum is not only concerned with how it is designed but whether or not it is appropriate in educational terms.

It is important to consider that, in practice, (Choy et. al, 2013, p.70) beginning teachers must understand what the expected curriculum goals and outcomes are for students and what resources are needed in order to accomplish the goals. They need to understand how the curriculum they teach fits into the larger department or school curriculum and ultimately the national standards. Also, beginning teachers must connect their content knowledge with their knowledge of how students learn in order to instruct in a manner that is responsive to students' thinking (Feiman, 2001).

Furthermore, Richards (2001) as cited in Gani et. al, (2017, p.504) has claimed that to implement the curriculum, the government needs an active participation of teachers. Because they are the main factor who make the curriculum successfully implemented. Besides, they have added that to gain a success of the implementation in the curriculum, teachers should know the element of the curriculum, namely lesson plan. Gani et al. (2017) has stated that the lesson plan is

one element that teachers should know how to prepare in achieving successful implementation of the curriculum in their school. They have also believed that the lesson plan helps teachers to think about the lesson before they teach. Therefore, teachers are able to organize facilities, equipment, teaching assists, time and content to achieve the learning objective as effectively as possible as well as linking the objective procedures to the overall objectives of the subject taught.

In addition, another important definition of the lesson plan is it is a written description of the education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed (Nesari, 2014, p.25). This idea can be elaborated as the teachers write their teaching description in a paper to plan a teaching-learning process in the classroom. Therefore, it becomes a guide for the teachers during the process of teaching. Planning lesson must be written from the beginning to the end of the class.

More importantly, Sudirman (2017) states that the lesson plan is a very important step before the implementation of learning. Careful planning is required in order to effectively implement learning. Planning learning to pour into the learning implementation lesson plan or some other terms such as instructional design, learning scenarios. Lesson plan contains basic competence, the indicators to be achieved, the material to be studied, teaching methods, lesson, learning media, and learning resources as well as an evaluation/assessment.

Furthermore, Khan (2011, p.3958) elaborated that lesson plan is paper guide that every effective teacher should use. Sometimes, teachers do not prepare it, yet

some of them have a mental lesson plan ready for an effective teaching-learning activity. To be clear, teachers are supposed to prepare the different content of the lesson plan regarding the context in order to the teaching to be always effective.

In regard to its advantages, lesson planning is a strategy for teaching a particular unit attempting to save time, energy and give the maximum output in a less time-period (Khan, 2006). It guides a teacher to the right path towards achievement of the pre-determined goals. Besides, it also helps teachers to assess and evaluate themselves for further application of techniques and strategies. In other words, lesson planning is a daily work for each class which a teacher is going to teach.

Furthermore, the lesson plan is a path to reach teaching achievement as a result of teaching activities by following the plan that has been set. This definition tends to focus the teacher's attention upon (1) outcomes or results in term of the pupil; (2) definite processes and procedures with recognition of activity as the basis of learning; (3) the pupil in the foreground and the teacher in the background as an instructor.

To reach the goals of teaching according to TEAL Center Staff (2012) planning ahead to identify a course of action that can effectively reach goals and objectives is an important first step in any process, and education is no exception. In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to

learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. Lesson planning helps English as a second language, adult basic education, adult secondary education, and other instructors create a smooth instructional flow and scaffold instruction for learners.

To design lesson plan, according to the Decree of the Minister of Education and Culture no.58 of 2014, there are some crucial things which should be considered by the teachers as follow:

2.1.   Components of the Lesson Plan

Components are a section which formed a system or unity. Before preparing lesson plan, teachers should consider about components of the lesson plan. There are few components that should be in the lesson plan. Further, as cited in Khan (2014), lesson plan had a different format, yet, the following aspects were commonly found in most lesson planning technique such as title and subtitles of the lesson, time is given for the lesson, list of learning resources, list of specific objectives (based on Bloom's taxonomy), methodology (teaching-learning activities), strategies applied, recapitulation, and self-study exercises. Consequently, student-teachers should also know all the components of the lesson plan.

Specifically, as determined by the Decree of the Minister of Education No. 103 (2014) as cited in Gani et. al. (2017, p.507), the lesson plan components of the 2013 Curriculum, viz: identification of subjects, core competence, basic

competence, competence of indicator achievement, learning materials, steps in learning activities, assessments, remedial work, enrichment activities, teaching-learning media, instruments and learning resources.

Table 2.1. The component of lesson plan

No.	Components of Lesson Plan	Desciption
1.	**Indicator of Standard Competence Achievement**	- The indicators of standard competence achievement are developed from KI and KD. They developed for basic competence in all main competences 1, 2, 3, and 4. - The operational verbs used are suitable with the competences that want to be measured. - The indicators of standard competence achievement are in line with attitude (affective), knowledge (cognitive), and skill (psychomotoric) aspects.
2.	**Objective**	- The objectives contains behavior which is the result of the study. The behavior is formulated into the form of operational verbs. The objectives do not cause double interpretation and developed for basic competence in all main competences 1, 2, 3, and 4. - The objectives are developed from the indicator and basic competence which is in the curriculum.
3.	**Material**	- The materials are selected based on the objectives. - The extent of instructional materials are suitable with the characteristics

		of the students (including fast and slow learners, high-motivated and less-motivated learners). The students have different ability should be given the different learning service.
		- The possibility of the materials can be achieved in time allocated.
4.	**Teaching Activity**	- Teaching activity has to provide some steps: pre-, whilst, and post and to use the scientific approach (observing, questioning, exploring, associating, and communicating).
		- Teaching activity selected can ease the students to comprehend the materials.
		- Each learning stage has to show the steps and proportional time should be given for each, for example: 5-10% of time is for introduction, 70-80% is for the main lesson, and 10-15% is for closing.
5.	**Assessment**	- The authentic assessments are in line with knowledge (cognitive), skill (psychomotor), and attitude (affective) aspects. Kinds of authentic assessment: performance assessment, project assessment, portfolio, and written assessment.
		- For example, writing test is to measure the comprehension of material, performance test is to measure performance skill, and the scale of attitude is to measure attitude.

		- All assessment instruments which are used are attached, for example: questions, rubric, and answer key.
6.	**Resource**	- The resource selected can be used to achieve the objective or the competence which has been set, for example: book, "When English Rings The Bell", module, audio visual, and others. - The resource selected enables students to comprehend the material and is described in detail and is suitable with scientific approach. - The resource selected is suitable with the level of cognitive development, affective characteristics, and psychomotoric skill of the students.

The table Source: Khusniyah (2015, p. 25-33)

However, in 2016, the component of the lesson plan has been added in detail by the government. In line with Decree of the Minister of Education and Culture No. 22 of 2016, the components of the lesson plan on process standards consist of: a) School identity, b) identity of subjects or themes / sub-themes, c) class/semester, d) subject matter, e) time allocation, f) learning objectives, g) basic competencies and indicators, h) learning material, i) learning method, j) learning media, k) learning resources, l) learning activities, m) assessment/assessment techniques.

Regarding this topic, by knowing all the components which must be in the lesson plan, student-teachers are able more easily compiling and preparing everything. Therefore, the teaching-learning process will be fun and learning goals

can be achieved by the students. Models of the lesson plan is provided in appendixes.

2.2. The Principle of Developing Lesson Plan

    a. It is designed based on the syllabus

    Lesson plan is arranged based on the syllabus into designing learning process.

    b. Notice to the characteristics of diverse students

    The lesson plan is arranged by taking into account gender differences, initial ability, intellectual level, learning motivation, talent, potential, social skills, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and environment of learners. According to Vygotsky (2016, as cited in Ayyub, 2015, p.23) believed that learning a new language was embedded in social interactional, civilizing, institutional, and chronological context.

    c. Focus on the students

    The learning process is designed with a focus on the students to encourage motivation, interest, creativity, inspirational initiative, independence, and enthusiasm for learning.

    d. Developing reading and writing habit

    Students are developed to read everything and writing in order to improve their knowledge.

e. Providing feedback and follow up

The lesson plan is designed for positive feedback, reinforcement, enrichment, and remedial programming.

f. Pay attention to the linkages and integration between KI (core competence) and KD (basic competence), learning material, learning activities, assessment, and learning resources, in one learning experience integrity.

g. Implementing information and communication of technology

Teachers prepare lesson plan by considering the application of information and communication technology in an integrated, systematic, and effective in accordance with the situation and condition.

2.3. Investigating The Syllabi

a. English syllabi embraced 4 group of KD based on the aspect of KI (spiritual behavior, social behavior, knowledge, and skill).

b. To achieve the four groups of basic competencies (speaking, writing, reading and listening) the students perform general activities in learning based on scientific approach through the stages of observing, questioning, collecting information, associating, and communicating.

c. The activities of observing, questioning, collecting information, associating and communicating have to be more accurate in the lesson plan. These activities integrated with the steps of concrete learning.

Below are the crucial aspect of lesson plan which were retrvieved from the Decree of the Minister of Education and Culture no.58 of 2014 without making any changes to the points. The crucial aspects obtained are those of 2.4, 3.1 and 4.1.

2.4. Formulating the Indicators. In formulating the indicator, teacher should consider operational verbs competency achievement. The point 2.2 is the example of formulating the indicators in lesson plan.

2.2   To show the honesty, discipline, confidence, and responsibility in implementing transactional communication with teachers and companions.

2.2.1   To show honesty in doing an assignment and participating in an evaluation

2.2.2   To show discipline in class and in doing assignments.

2.2.3   To show confidence while asking, expressing the idea, playing a role and presenting.

2.2.4   To show responsibility in doing assignments.

3.1   Analyzing social function, text structure, and linguistic features of introduction text which should be done suitably to the context.

3.1.1. Identifying the social function of the introduction text with confidence and responsibility.

3.1.2. Differentiating text structure among several simple introduction texts.

3.1.3. Differentiating linguistic features among several simple introduction texts.

4.1. Organizing simple oral and written text to express, ask, and respond introduction text by paying attention to social function, text structure, and linguistic structure correctly suitable to the context.

    4.1.1. To express and respond to oral introduction politely, confidently, and responsibly.

    4.1.2. To express and respond written introduction politely, confidently, and responsibility.

2.5. The Function of The Lesson Plan

Student-teachers are necessary to design lesson plan, because of its functions that determine instructional success. They are five functions of the lesson plan for school stakeholder. Kyriacou (2007) as cited in Othmane (2015, p.21 has mentioned five main functions of lesson planning that can be advanced to support the other scholars' claim: First, it allows teachers to think clearly and exclusively about the type of learning they wish to occur during a particular lesson. Second, it paves the way for teachers to think about the structure and the content of the lesson. Third, it reduces how much thinking teacher has to do during the lesson once the lesson is in progress. Fourth: planning facilitates the preparation of all the materials and resources in general that will be needed. Fifth, it provides the student-teachers with a useful record of his future plans. The lesson plan can be used along with revisions

and adaptations. Each time teachers teach the class and these processes can be put in their teaching portfolio to be done the next time.

Indeed, the lesson plan is advantageous for teachers that accrording to TEAL Center Staff (2012), it provides a framework for instruction, and it guides implementation of standards-based education. Lesson planning establishes a road map for instructors of what has been taught and what needs to be taught. It allows them to focus on one objective at a time and communicate to learners what they will learn in each lesson. Because lesson incorporates ongoing assessments that determine how well learners understand concepts and skills, instructors are able to make mid-course changes in instructional procedures or provide additional support to learners. Additionally, the practice and application components of the lesson help learners use the new skills and knowledge in educational and other settings, thus promoting generalization and relevance.

2.6. The Use Of Lesson Plan

According to Maha (2007), lesson plan is useful for some stakeholders for educational development;

a. Program Organizers

Program organizers (headmaster, organizing committee) will be easy to monitor and control the implementation of learning which has been designed steadily. On the other hand, it also gives a feedback which is very important for program development, such as supplying the facilities, human resources, and time allocation.

b.   Teacher, Instructor, Tutor

With the existence of the lesson arrangement orderly, the teaching-learning process will take place orderly, learning product (the student achievement) will increase significantly and the mistake will be detected easily. On the other hand, it will be easy for the teacher to follow up because this includes to the plan.

There are four aspects to be followed up. By having lesson plan teacher will be easy to follow up their teaching.

a. Revising the learning product, that is follow-up toward the mistake which relates the learning material.

b. Revising learning process, that is follow-up toward the mistake which relates the learning that is the existence of some components which have not settled.

c. Remedying program, that is follow-up toward the weaknesses that arise from the students.

d. Developing program, that is follow-up which relates program refinement or reshuffle overall.

B.   Definition of Student-teachers

Based on Instructional Development Center of Faculty of Education and Teacher Training Department of English Language Education of UIN Ar-Raniry (2017, p.1), Faculty of Education and Teacher Training Department of English Language Education is an institution of teacher's education which participate in preparing professional teacher candidates. Hence, student-teachers are students at

the university who are trained to be a professional teacher in the school. Pre-student teaching practicum experience program is one of a professional course in education faculty.

Also, director academic of *Pendidikan Indonesia* University (2016, p. i) as cited in Sari (2016, p.13), the students are not only demanded to master teaching and academic skill gained from university lecturer but also to have a professional teaching experience. Besides, they need to modify their behavior based on their teaching experience. In response to this, Indonesia government law Number 14 of 2005, general competency for becoming a teacher in Indonesia include demonstrating professional, pedagogical, personal, and social competencies.

According to guidance book of *Praktik Lapangan Unit Pelaksanaan Teknis PPL FKIP Universitas Pasundan Bandung* (Bandung, p. 3) as cited in Sari (2016, p. 12), teaching practicum is an academic activity that every education students is required to follow. It is designed to give an experience to the students to apply a theory of education work in the real task of the teacher, to prepare and produce the professional graduate and to make them have high creativity, high qualification and professional attitude development and behavior in education and teaching implementation. Significantly, Sari (2016, p. 12) has stated that the general purpose of pre-student teaching practicum experience program is to make students become a professional educator who has knowledge, attitude and skill which support the achievement of pedagogic competency, individual competency, social competency, and professional competency.

C. **The Difficulties of Student-teachers in Designing Lesson Plan**

Kempa (1991, p.120) defined the definition of the difficulties is the failure of comprehending a concept or idea leads to students' learning difficulty. These problems result from a lack of background knowledge in respect to the concept to be learnt and the learning task complexity which is not suitable to students' capacity in processing information. Therefore, the difficulties in designing lesson plan are interference, obstacle, or challenging situations that causes student-teachers difficult to design lesson plan which is in accordance with regulations provided by the government.

Ernawati (2017) argues that there are some difficulties in designing lesson plan, they are: determining an indicator, choosing a method or learning model properly, organizing the steps of scientific learning activity, and the difficulties in organizing the evaluation. In her research, Afrizal (2016) said that in designing lesson plan, teachers in Banda Aceh have a problem in clustering Bloom's taxonomy action verbs and implementing it in determining the indicators and the evaluation. Therefore, in the student-teachers of English department student of UIN Ar-Raniry, the researcher also found some difficulties relate to design lesson plan. Also, they confused to determine an indicator as they did not understand yet about lesson plan. Then, the difficulty in choosing a method or learning model properly because the background of students in their school of teaching practicum was not suitable. In addition, all of them affected to organize the evaluation as it must be related to the indicator. For example, the indicator requires the students to learn 'speaking', so the evaluation must be related to speaking material which there is a

rubric assessment. The researcher found most of the student-teachers could not design lesson plan.

Other difficulties faced by student-teachers in designing lesson plan were curriculum change and school. All administrator in the field of educational system and all administrator of the school faced the change. Albu (2012) argued that change was the most repeatedly invoked problem by all administrator. Furthermore, it has reached the act of change are used abundantly. So, because of the change in the educational system, the people in the school are disoriented. In some schools of many regions, teachers do not know which system to follow. The educational system is made not spread effectively to all regions in Indonesia. It only distributes to the capital city in Indonesia.

Morever, Albu (2012) believes that some experts argue that change occurs through a process of organizational learning that takes place over time. Furthermore, G. Johns (1998) wrote change involves a sequence of organizational events or a psychological process taking place in time." It requires a strategy that is adopted and individualized according to the particular context of each school, to the type of the problems they face and which need to be solved. In this sensitive process, teachers and students will be treated as an integral part of the strategy for organizational change and consulted about its introduction and performance. He also states that those related to organizational development, change strategy covers both administrative and bureaucratic issues, as well as self-training of teachers, improving their organizational behavior, and of the climate in the school, thus

increasing the performance of its members and the degree of professional satisfaction.

D.   Relevant Studies

Mallani (2014) as cited in Ernawati (2017) says that the success of teaching and learning process is strongly supported by the ability of the teachers in designing lesson plan. Implementative planning requires comprehensive capabilities. That ability conducts the teacher becomes a professional person. The professional teachers must have five competencies, one of which is designing plan, but in fact, there are still many teachers who have not been able to plan so that this automatically impact to the quality of output in the learning process.

Moreover, planning learning requires some preparation as Saryati (2014) said that learning design includes at least three activities, namely: (1) identification needs; (2) identification of competencies; and (3) preparation of learning programs into lesson plan as a short-term product. Since curriculum 2013 have been implementing in 2014 many problems that are faced by teachers in developing lesson plan which suitable with curriculum 2013. As Kustino and Wiwin (2014) said in Ernawati (2017), teacher's perception in implementing the curriculum of 2013 still has some difficulties, especially in learning resource, varied learning media, the suitable media, scientific approach, the authentic assessment, the evaluation which relate to indicator of competence achievement and scoring guidelines. These difficulties are due to lack of the aim of curriculum of 2013 understanding and the application of scientific approach in learning, the lack of

teacher ability in developing the creativity of the students. The student teacher of English Department also face some difficulties. They experience these difficulties because their English Course Design lecturer and Micro Teaching lecturer in the previous semester did not teach them effectively.

To sum up, the teachers have some difficulties in designing lesson plan, they are: using Bloom's taxonomy action verbs, learning resource, varied learning media, the suitable media, scientific approach, the authentic assessment, the evaluation which relate to indicator of competence achievement and scoring guidelines. Along with the success of the 'pre-student teaching experience practicum program' goals at school, therefore, this research focus on the difficulties of the student teacher in designing lesson plan.

CHAPTER III
RESEARCH METHODOLOGY

A.   Research Design

This study is intended to figure out the student-teachers' difficulties, to explore the factors of the difficulties of student-teachers and to find solutions for those adversities in designing a lesson plan.

In this thesis, I used qualitative research because Creswell (2014, p.32) asserts, "qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure." In addition, Gass (2005) stated that the term qualitative research is associated with a range of different methods, perspective, and approaches. Moreover, Mason (2002, p.1) defines that qualitative approach is to explore various phenomena of the social world such as events in everyday life that the research participant experiences and to explain the prominent meaning of the events. The benefit of using qualitative research is that it is rich, deep, detailed, multi-dimensional and complex.

B.   Participants

In this research, I selected the sample by using purposive sampling. As explained by Creswell (2003, p. 185), "purposive refers to the selection of participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge".

Therefore, there were eight student-teachers who took part in teaching practicum in the academic year 2017-2018 in Pidie regency and those who designed lesson plan 2013 curriculum who willing to be interviewed. Each participant was chosen from each of the eight regions in which they participated in teaching practicum. In qualitative research, there are no overall formal criteria for determining sample size. Therefore, no rules suggest when sample size is small or large enough for the study. Creswell (2007) suggested that 3-5 participants be used for case study research, along with other types of data.

C.   Methods of Data Collection

The methods which I used in this study were interview and document analysis. These are to answer the research questions more thoroughly.

a.   Interview

Interview was used as one of the data collections in this research. As said by Cohen et.al (2000, p. 267), "interviews enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of views." Additionally, (Merriam, 2009, p.88) said

that interviewing is necessary for the study because the interviewer is able to directly observe behavior, feeling of the interviewee or how they interpret the world around them.

In spite of various styles and traditions, semi-structured interview is defined by its own nature. Generally, there are similar features that prevail on all styles and traditions of semi-structured interview. The first feature is that this interview can be done by means of one to one and more than one to one informal dialogue. Also, it can be held via telephone, internet, etc. The second, it is the informal style which is held in form of conversation or discussion. Third, the interviewer may ask stories or experiences of the speaker. Even though the interview is set informally, it focuses on the interview context. Moreover, in this interview, the interviewer predetermined the questions and it can be clarified and added during the interview session for getting intended information (Griffee, 2012). For this research, the aims of interview are to collect the information from the student-teachers, to know about the perspective of interviewee about the topic, and to know the reasons of that perspective.

In addition, to answer the first research question, I asked the participants questions about their difficulties in designing lesson plan, the importance of designing lesson plan, the essential components of lesson plan, the implementation of lesson plan during 'pre-student teaching practicum experience program.' Then, to answer the second research question, I ask the factors of the difficulties of student-teachers in designing lesson plan. Lastly, to answer the third research

question, I enquired the participants about the best solution regarding to the difficulties of student-teachers in designing lesson plan.

b.   Document Analysis

Document analysis is the way of collecting data to support data of the interview and I also analyze it. Based on Mason (2002, p.108), I used the document of visual data as a method of data generation to validate the interview based on the documents I obtained from the interviewees. These documents were utilized to see whether the students' responses in the interview goes well with the documents that have been made by the interviewees. Furthermore, according to document review of Department of Health and Human Services (2009), documentation is a method to find data about things/variables such as notes, transcripts, books, newspapers, magazines, inscriptions, meetings, agendas and so forth. In this research, I collected lesson plan as document of the research participants, as these lesson plans were used to observe at the alignment of all components in lesson plan based on the Decree of the Minister of Education No. 103 of 2014 about curriculum implementation.

D.   Methods of Data Analysis

a.   Interview

According to Griffee (2012) there is a complex relationship in the interview data. It is not only the production of words from the respondent that are put in the recording and the transcription. Then, the interview needs to be interpreted based on the catagories, for example the data of the interview are

classified into theme A, theme B, and theme C. The categories can be identified by familiarizing with the data.

b.   Document Analysis

Content analysis method was used to analyze the document. According to Moleong (2004, p. 220), content analysis is a series of techniques used to draw conclusions through attempts to find message characteristics and is carried out objectively and systematically. Furthermore, as stated by Bowen (2009, p.30), a function of document material is that analyzing the document is a way to verify the finding or corroborative evidence from another source.

The technique was used in this research was documentation in order to get the information about the 2013 curriculum of lesson plan designed by the student-teachers in the course of teaching practicum academic year 2017-2018. The documents of this research were obtained from the student-teachers who were the students of English Teacher Education Department who had taken teaching practicum academic year 2017-2018 at Department of English Language Education of Ar-Raniry State Islamic University. The documents were collected from eight student-teachers' lesson plans of 2013 curriculum which they designed during teaching practicum.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the results from data of interview analysis and the results of the lesson plan analysis. The purpose of this study is to investigate the student-teachers' difficulties in designing the lesson plan, to explore the factors of the difficulties of student-teachers' in designing the lesson plan and to find solutions for the adversities in designing the lesson plan.

A.   Research Findings

Based on the results of interviews and document analysis, I present the research findings which are divided into several points as follow:

1.   The Difficulties in Designing Lesson Plan

All participants in this research perceived that most of the student-teachers had similar difficulties in designing lesson plan (e.g. constructing the indicator of standard competence achievement, teaching activity, the assessment, constructing the instruction and selecting media).

a.   Constructing The Indicator of Standard Competence Achievement

In this part, the whole participants gave an opinion that the indicator of standard competence achievement constructed in lesson plan should be linked

with main competence and basic competence. In respect to the determination

of indicator, there were four student-teachers saying that they faced difficulties with

choosing operational verbs in the indicator of achievement. In this case, SZ said:

> "The difficult part in designing lesson plan was in choosing the
> operational verbs in indicator of standard competence achievement
> because the indicator must be applicable and suitable with my
> students."

In a similar way, NB clarified:

> "I had a problem in combining the indicator of standard competence
> achievement to teaching activity (e.g., *mengasosiasi* (associating) and
> *mengkomunikasikan* (communicating)."

As the quotation above shows, it can be inferred that student-teachers were

difficult to construct the indicator for all components of lesson plan. On the other

hand, FD explained that operational verbs should be written in a specific way. She

added that student-teachers had to describe the way how students understood the

materials. In addition, one of them said that she was confused with linking the

indicators to all components of the lesson plan. As in quotation above, it can be

deduced that many of the student-teachers faced the adversaries in choosing

operational verbs. This result was in accordance with what was said by Ernawati

(2017), the difficulty in designing lesson plan is in determining an indicator of

standard competence achievement. Additionally, Afrizal (2016) as stated in

Ernawati (2017), teachers in Banda Aceh have a problem in clustering Bloom's

taxonomy action verbs.

b.   Constructing Teaching Activity

In this part, all participants shared their opinions regarding their difficulty in constructing teaching activity. In teaching activity, there are 3 steps, viz: pre-teaching, whilst teaching, and post-teaching. It is conducted to train and improve the communication of the students, whether the communication between the teachers and the students as well among the communication the students. Almost all participants said that it was difficult to construct the teaching activity. NB and MH told that they faced the difficulties in designing the suitability between the material and teaching activity, especially implementing and classifying the activities in the scientific approach stage in ideal time. Next, MF faced difficulties with constructing scientific approach and method in teaching activity. Similarly, NB explained:

> "When I tried to design lesson plan, I was difficult to develop the scientific approach. I also still confused to distinguish each part of it. Then, teaching activity could not support the students in the teaching-learning process."

Based on the quotation of the participants above, it can be concluded that some student-teachers were difficult to make teaching activity steps. Also, they could not apply their lesson plan because what they had written in lesson plan was different from that in real life. Similarly, Kustino and Wiwin (2014) as cited in Ernawati (2017), said that the difficulty of student-teachers in designing lesson plan is in the applicating scientific approach. It because the lack of curriculum 2013 understanding.

c.   **Constructing The Assessment**

This research found that the majority of student-teachers had difficulties with creating a technique of authentic assessment, for instance, oral assessment, written assessment, and portfolio. Most of the student-teachers faced difficulties with composing the cognitive and psychomotor assessment and detail rubric. MF, TU, MH, and said that they faced difficulties with constructing an evaluation and making detail the rubric. They added that it was different when they implemented it in the field. Next, 3 of 8 student-teachers faced the difficulties with constructing the suitability between the indicator and the assessment. Similarly, FD also faced the difficulties to link the assessment to the learning material. Also, YM argued:

> "Rubric assessment is one of the most difficult parts in designing lesson plan. I thought constructing the indicator of standard competence achievement and rubric is a problem of me because I did not learn to design it before I followed PPL. So, to finish my lesson plan as a requirement in PPL, I just copied it from my friends and googled it."

Based on the explanation above, it can be duduced that all student-teachers sometimes did not design the assessment by themselves, but they copied it from the internet or from their friend's lesson plan. In line with this, similar with what was said by Afrizal (2016) as cited in Ernawati (2017) said that in designing lesson plan, teachers in Banda Aceh have a big problem in determining the evaluation.

d.   **Selecting media**

In this part, a few of participants argued that they have a problem when they chose appropriate media in the lesson plan. MH and IM reported that they faced difficulties with selecting the media. In this case, MH said:

"Unfortunately, when I arrived in school, the condition was different, the media was not appropriate for students because they had never seen before, I had to repeat the instructional media for them. So because of this, I think this part was difficult for me."

Then IM continued:

"Another difficulty is media. Why media? Because in selecting the media, I was expected to be creative and I had to consider the media with facilities which was provided in the school, if the school provided a projector, maybe I could be creative to deliver teaching-learning material. But in fact, I could not apply the media which was chosen before teaching. Sometimes, it made me confuse to choose which media was appropriate and effective to the students in the rural area."

From the student-teachers' explanation above, it can be concluded that selecting the appropriate media is very difficult for them. In contrast, the Decree of The Minister of Educational no. 103 of 2014 has assigned that one of the crucial components which should be considered by the student-teachers is media in teaching-learning process. As the participants explained that the media which they had been writing in their lesson plan was different when they implemented it in real life. As the result, they still confused to combine the media to the facilities of the school in the rural area.

e. **Constructing The Instruction**

Majority participants in this study told that the student-teachers did not have difficulties in constructing the instruction because they did not recommend to write the instruction in their lesson plans. Nevertheless, a few of student-teachers wrote the instruction in their lesson plans but they did not face the difficulties in it. In addition, they reported that they faced difficulties with constructing the way how

they started the beginning of the class, in other words, they confused to write how they created the attention gather of students in the class. As stated by IM:

> "The most difficult part is in writing how we start the beginning of the class, how we attracted students, how we got the attention from the student. I think this is one of the most difficult part in designing lesson plan, because we were expected to be creative based on the context in each class. Also, each class had a different way to attract the attention gather of the students. Then, I was expected to be creative and could adapt myself."

As above explanation, it can be concluded that a few of student-teachers honesty in designing lesson plan is something really difficult. However, to start the learning-process, student-teachers need to apply an apperception for students in order to know their background and level of learning. This should be in line with the Decree of the Minister of Education and Culture no. 58 of 2014 components of lesson plan is that notice to the characteristic of the diversity of the students.

2.   Factors Leading To The Student-Teachers Difficulties in Designing The Lesson Plan

There were some reasons why student-teachers found it difficult to design lesson plan. The majority of student-teachers assumed that because of lack of knowledge, lack of training, and less experience about the condition of students in school.

a.   Lack of Knowledge

Majority of student-teachers said that they were difficult to design lesson plan (e.g., creating the teaching activity, combining basic competence with the syllabus

and then the teaching activity also should be linked to basic competence and the indicator). NB said clarified:

> "Maybe, the lecturer had a different method in teaching English Course Design class. Some of the student-teachers complained because they could not get more knowledge about lesson plan. Sometimes, they were taught how to teach but lesson plan was not taught specifically even student-teachers did not know about choosing the operational verbs."

Similarly, YM said:

> "In the English Course Design class, we were also not given the example of good the lesson plans by our lecturer. In addition, we were not taught specifically. Then, some lecturers had a different perspective in understanding the lesson plan."

Based on the explanation above, it can be concluded that student-teachers argued that the factor of the difficulties because when they took an English Course Design class. In that class, they did not understand well and their lecturer did not focus to teach in constructing all components of the lesson plan, especially in choosing operational verbs in teaching activity, but he focused on the lesson plan generally. Also, some of them argied that in Micro Teaching class, their the lesson plans were seldom assessed by their lecturer. Therefore, student-teachers did not even know their weaknesses in their lesson plans. Consequently, they did not understand how to design lesson plans effectively.

b.   Lack of Training

All participants of this research believed that training of the lesson plan was important for student-teachers before they follow teaching practicum. However, all

student-teachers told that they had lack of training of the lesson plans in English department. YM said:

> "The lack of training is the first factor because perhaps we should spend a longer time to really understand what lesson plan is."

Similarly, FD continued:

> "The socialization was only had a limited time, like I was doing in socialization, they explored more about RPP in a day. I felt so bored at that time. I think, it will more effectively If he (lecturer) gave the space."

From the student-teachers explanation above, they needed more training in order to make them understand by practicing to design the lesson plans before they followed the teaching practicum experience program. This reason is in accordance with what Surdirman (2017) said that lesson plan is a very important step before implementing the teaching-learning process. Also, careful planning is required in order to effectively implement learning. Some of them felt not enough time or limited time for the training that had ever held before they followed the teaching practicum in Pidie regency. Therefore, when student-teachers were required to make the lesson plans in school, they faced some difficulties to develop the lesson plans.

c. **Students' Different Characteristics**

In this part, all participants shared their opinions regarding their experience while they were teaching in the practicum school. The evidence showed that before student-teachers taught their students in the classroom, they would have known

about the level, background, and the need of students in the school. In this case, IM

clarified:

> "All the knowledge we got from the campus could not usually be utilized in the real life situation. In my point of view, another difficulty was student-teachers did not discover how to develop a good lesson plan because of they still the beginner in teaching experience."

In a similar way, SZ said:

> "The difficulties were when I designed the test and teaching activity. Because as a student-teachers, we still have a lack of knowledge about the diverse students, so in teaching activity, we could not match it to our students."

From the student-teachers' explanation above, it can be concluded that the

majority of student-teachers had lack of experience in teaching the major variety of

students and also combining the facilities which appropriate for the students.

Sometimes their students could not achieve the objective of learning which had

been written in lesson plans' of student-teachers. It was because their lesson plan

was in a higher level so that it was not suitable with students' understanding. Next,

they were also difficult to combine some theories that they had learned in their

campus to the reality of students in real life, particularly how to face the diversity

of students and how to use the media in the school.

Additionally, the school had a big diversity in term of the backgrounds. Every

student had different capacity in understanding the learning material. This result

was in accordance with what was said by Vygotsky (2016) as cited in Ayyub (2015,

p.23), learning a new language was embedded in social interactional, civilizing,

institutional, and chronological context.

3.   Problem Solving

From the data gotten from what the student-teachers said, there are some solutions which could be taken to solve the problem of student-teachers in designing the lesson plans, as follows: improving the knowledge of student-teachers, lesson plan similarity, extending the training from English department.

a.   Improving The Knowledge of Student-Teachers

In this part, all participant shared the similar opinion regarding the difficulties of student-teachers in designing lesson plan. FD suggested:

> "Following all components of lesson plan as the way to design the lesson plan effectively. Also, student-teachers should do an exercise in designing lesson plan and they have to follow the training."

Then, MH continued:

> "Student-teachers have to learn more and find a good lesson plan as the example for them. Furthermore, ask other friends from another university who understood about designing lesson plan. Additionally, student-teachers have to consider in linking basic competence to the indicator because that are the crucial things of lesson plan component."

From the student-teachers' explanation above, it can be concluded that some student-teachers have a positive opinion in improving the knowledge of student-teachers in designing lesson plan. This result corroborated with Ernawati (2017), is that in implementing lesson plan of 2013 curriculum, student-teachers has some difficulties. These difficulties are due to lack of the aim of curriculum of 2013 understanding and the application of scientific approach in learning, the lack of teacher ability in developing the creativity of the students.

b.   Designing Standardize

In this part, all participants shared their opinions regarding lesson plan similarity for the lecturers in English Course Design class. IM suggested:

> "Lecturers should teach all of the classes not only about the introduction of the lesson plan but also how to design the lesson plan specifically because the student-teachers really need to be guided."

MH believed:

> "That it is needed to select capable lecturers in teaching the lesson plan because there were some classes that they had achieved incomplete knowledge."

Then, SZ continued:

> "My solution is for the lecturers, they should be maximal in revising the lesson plan of us. And also in the micro-teaching class is not only assessing the teaching performance, but also the lesson plan should be assessed by the lecturer. The lesson plan is important because we had it as a guidance to teach students in the classroom."

As an above explanation, it can be deduced that English Department lecturers should have the same mindset and the same lesson plan regarding the English Course Design class. Furthermore, almost all participants asserted that all lecturers who teach English Course Design have to understand well about designing the lesson plans, therefore student-teachers can get more references and also advise from their lecturer. According to the result of the interview about this topic, lesson plan should be also strengthened in the lecture. Hence, all participants know it is

important to have a knowledge about lesson plan before they followed the teaching practicum.

c.   Training To Design Lesson Plan

In this part, all participants shared their opinions regarding lesson plan training. As the prove shows that lesson plan training is one of the important things to solve the problem of the student-teachers' difficulties in designing lesson plan. Hence, 7 of 8 student-teachers suggested that the training should be held additionally, provided a proportional time, and provided lecturer at least two or three lecturers. YM argued that the participants of the training should be clustered into some small groups with a lecturer in each group. She said:

> "I had already joined the previous training and I think it was not a really effective one. Because there was a lot of people in the hall with only one lecturer who taught us about lesson plan. I think the solution for this issue is that the English department should provide many lecturers to arrange this kind of lesson plan training because the more the lecturers who have in the training the more effective the training would be."

Similar way, TU said continued:

> "In my point of view, I hope the English department will make an additional training, for example, 4 times in a month, so that student-teachers can intend to make lesson plan and more understand in designing lesson plan. In the past, when I followed the previous training, the lecturer only one and his assistant with 234 participants of student-teachers. I suggest that one day, when the training is held again, maybe the participant will be clustered in some groups and the will be lead by an instructor in each group."

From the student-teachers' explanation above, it can be concluded that all student-teachers have positive perception. Many of student-teachers described that lecturers should teach each instructional administration in several days before student-teachers are going to have a teaching practicum. According to the result of

the interview about the first topic, by following the effective training, it will make student-teachers improve their understanding in designing lesson plan.

4.   Characteristics of Lesson Plan

The lesson plan of 2013 curriculum designed by the student-teachers were analyzed in this research. Each of lesson plan consisted of some components analyzed was based on the component of lesson plan of 2013 curriculum determined by Minister of National Education Regulation No. 103 of 2014 about curriculum 2013 Study Guide for Elementary School and Secondary School.

The analysis of those eight lesson plans did not suitable with the component of lesson plan 2013 curriculum (X) and suitable with the component of lesson plan 2013 curriculum (✓) were described as follows:

Table 4.1. The lesson plans designed by the student-teachers

Standard		Indicator of standard competence achievement	Objective	Material	Resource	Teaching activity	Assessment
L E S S O N P L A N	1	X	X	✓	✓	✓	X
	2	X	X	✓	X	✓	X
	3	X	X	✓	X	✓	X
	4	✓	✓	✓	X	✓	X
	5	X	X	✓	✓	X	X
	6	X	X	X	✓	✓	X
	7	X	X	X	✓	X	X
	8	✓	✓	✓	✓	✓	✓

From the data served in this study, it shows that there are some significant differences in each component which is the result of the analysis of the lesson plans from eight student-teachers. It could be seen that the majority of student-teachers faced difficulties with formulating the indicators, constructing the objectives, and composing the assessments. There were 6 of 8 student-teachers who faced difficulties with formulating the indicators, 6 of 8 student-teachers who faced difficulties with constructing the objectives, and 7 of 8 student-teachers who had difficulties in composing the assessments.

Furthermore, these happened because the lesson plans of student-teachers show that the indicators of standard competence achievement formulated in the lesson plans were not combined with main competence and basic competence. Ideally, they should also in line with knowledge, attitude, and skill aspects. In addition, operational verbs used were not suitable with the competences that wanted to be measured. Moreover, the objectives of student-teachers' the lesson plan did not suitable with 2013 curriculum because they were not developed from all indicators in main competences 1, 2, 3, 4. They were developed from indicators only in main competences 3 and 4.

Next, an assessment was the next component which must be concerned in the lesson plan. It was provided by considering the suitability between assessment technique used in teaching and learning process and the authentic assessment, the suitability between the assessment technique and the indicator of standard competence achievement, and the completeness of assessments instruments used (e.g., the assessments should be presented the questions, the answer key, and the

scoring rubric). From the table, it could be seen that there were 7 the lesson plans designed by the student-teachers did not design in line with the indicator of standard competence achievement.

Meanwhile, the table shows that minority of student-teachers faced difficulties with formulating the learning materials, the resources, and the teaching activity. There were 2 of 8 student-teachers were able in formulating the learning materials, 3 of 8 student-teachers were able in selecting the learning resource, and 2 of 8 student-teachers were able in constructing the teaching activities. Based on the table above, I concluded that most of the student-teachers had the difficulties in designing good lesson plans and in accordance with the provisions determined by the government.

B. Discussion

The discussion is provided based on the finding of the research. After I have obtained the result, it is recognized to design lesson plan that there were many opinions and personal decisions to design lesson plan based on the answers of the interviews with eight participants. In relation to this, I elaborated some important points as parts of the research findings in order to answer three research questions.

For the first research question, the result of the data shows that all participants faced with the difficulties when designing lesson plan. Thus, it can be concluded that student-teachers were confused and had a lack of knowledge about lesson planning. Based on the interview, it is known that they were difficult in constructing the indicator of standard competence achievement, constructing teaching activity,

constructing the assessment, selecting media, and constructing the instruction. This result of the present study resembles the finding of the previous study by Gani et al. (2017) that teachers faced difficulties in constructing the assessment rubrics and difficulties to formulate the achievement indicators for the 2013 curriculum lesson plan. In addition, student-teachers also stated that in formulating the indicators for the 2013 curriculum lesson plan is difficult for them because they have to formulate them by themselves. They also had to focus on how to construct them in order to be appropriate for the basic competencies.

Moreover, to strengthen the interview data, I analyzed the lesson plans which were designed during their teaching practicum. The results of the document analysis show that most of them made mistakes in lesson plans. It is known that the majority of student-teachers made mistake in formulating the indicators of standard competence achievement, and composing the assessments. Based on the Decree of the Minister of Education No. 103 of 2014 the lesson plan components of the 2013 Curriculum are identification of subjects, core competence, basic competence, competence of indicator achievement, learning materials, steps in learning activities, assessments, remedial work, enrichment activities, teaching-learning media, instruments and learning resources. In this case, it is relevant with what the participants had said in the interview.

Based on the Decree of the Minister of Education No. 103 of 2014, student-teachers should consider the components of lesson plan before they design it. For example in constructing the assessment, there must be authentic assessments for knowledge (cognitive), skill (psychomotor), and attitude (affective) aspects. Then,

the kinds of authentic assessment (i.e., performance assessment, project assessment, portfolio, and written assessment). All assessment instruments which are used are attached, for example: questions, rubric, and answer key.

However, there are the results of document analysis in contrast with the interview results. I analyzed that there is no mistake in the lesson plan made by IM but in the interview, he said that he was difficult in constructing the objectives, selecting media, and constructing the instruction. The way the participant design lesson plan is correct according to the Decree of the Minister of Education and Culture no. 103 of 2014. From the analysis of the document, there is a probability that participants made one of the decision to design lesson plans. Probably, they took lesson plan from somebody else or took it from the internet.

For the second research question, the result of the interview shows the factors of their difficulties in designing lesson plan were lack of knowledge, training, and experience about the students' different characteristics in the school. For example, as said by YM that she was not given the example of lesson plan based on the components of the Decree of the Minister of Education by her lecturer in the English Course Design class. Therefore, the participants had lack of knowledge in designing lesson plan. Also, before the student-teachers took the teaching practicum, they had followed the training to design lesson plan beforehand. Based on the interview and the document analysis which found many mistakes, it can be deduced that they followed the low quality of the training. It could be seen that the majority of student-teachers made mistake in formulating the indicators of standard competence achievement, and composing the assessments. This result was in accordance with

what was said by Irenawati (2015) as cited in Ernawati (2017) that the factors of the difficulties was because of lack of knowledge about designing lesson plan, had lack of knowledge of the lesson plan components based on the Decree of the Minister of Education and Culture no. 103 of 2014, and had limited references to design lesson plans. In this case, there is relevant data between the interview and document analysis.

For the third research question, the result of the data shows that all participants gave some positive suggestions toward the solution of these difficulties. The interview results demonstrated problem solving of their difficulties were improving the knowledge of student-teachers, improving the capacity of the lecturers who teach lesson plans, and improving a good quality of the training to design lesson plan from English Department. Those suggestions give a good impact for those who learn about designing lesson plan. Moreover, those suggestions are similar with Gani et al. (2017) that student-teachers consider that the training help them a lot in the teaching practicum process because attending training has a good impact on them. They can improve their knowledge about teaching-learning. Additionally, in terms of rubrics assessments in the lesson plans, it is suggested that the models for all rubrics assessments should be understood well by the student-teachers in order to help them evaluate their students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion in the previous chapter, it shows that all student-teachers faced five difficulties in designing a lesson plan. They were difficult in constructing the indicator of standard competence achievement, constructing the teaching activity, constructing the assessment, selecting media, and constructing the instruction. The research found that the difficulties faced by student-teachers because of some factors such as lack of knowledge, less training, and less experience about the different characteristic of students in the school.

Additionally, the last research question is "how should the problems be solved by student-teachers in designing lesson plan?" The way to design lesson plans effectively, student-teachers need to improve their knowledge, the capacity of lecturers who teach lesson plans, and extend the training from English department.

B. Suggestion

Dealing with student-teachers' difficulties in designing lesson plans, the researcher would recommend several suggestions for student-teachers, lecturer, and further researcher, as follow:

1.   For the student-teachers

This research is expected the student-teachers to have well-knowledge about the components of lesson plan determined by the Minister of National Education Regulation Number 103 of 2014. Also, the student-teachers are suggested to revise their weaknesses and improve their knowledge and ability particularly in designing a systematic and good lesson plan which is based on government regulation. The student-teachers also should pay attention to some components that are still in problem in line with constructing the indicator of standard competence achievement, constructing the teaching activity, constructing the assessment, selecting media, and constructing the instruction.

2.   For the lecturer of Department of English Language Education

The lecturer of English Course Design Class and Micro Teaching Class should lead the student-teachers to the quality of teaching-learning process by giving the best strategies in order to gain the pedagogical competence of the student-teachers in designing lesson plan. In addition, the student-teachers should be given the training by the lecturer to improve their capability before they take teaching practicum experience program.

3.   For the mentor of teaching practicum

The mentor in teaching practicum of student-teachers should help them develop a particular lesson plan. Additionally, the mentor in teaching practicum is suggested to give feedback for the lesson plan designed by the student teachers.

4.   For the further researcher

In an effort to overcome student-teachers' problem in the lesson plans, design by the student-teachers of English Education Study Program at Islamic State University of Ar-Raniry, academic year 2014, it is suggested that the further researcher can analysis lesson plan specifically in order to give discussion more deeply based on the curriculum applied or investigate student-teachers perception of implementing operational verbs of the indicator of standard achievement, authentic assessment and scientific approach that are emphasized by 2013 curriculum in the classroom.

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Appendix 1: Instrument (Interview Protocol)

<u>I</u>**<u>nterview Protocol</u>**

Project: <u>Examining The Difficulties of Student-Teachers in Designing</u>

<u>Lesson Plan</u>

Time of interview   : 10.30 am

Date   : July 25th, 2018

Place   : Tarbiyah Faculty building of UIN Ar-Raniry

Interviewer   : Cut Jannat Andani

Interviewee   : Student-teachers

This is a research study about the difficulties of student-teachers in designing lesson plan. the purpose is to investigate the student-teachers' difficulties in designing a lesson plan, to explore the factors of the difficulties of student-teachers in designing a lesson plan, and to find solutions for the adversities in designing a lesson plan. The data will be collected through a semi-structured interview will be recorded and only used for the research purposes to protect the interviewee's confidentially based on the informed consent. During the interview, you will be asked several questions about your difficulties in designing lesson plan. The focus aspect is difficulties, the factors, and solution in designing lesson plan. the interview process will take about 30 minutes.

<u>Questions:</u>

1. What had you learnt in English Course Design class?

2. What had you learnt in Micro Teaching class?

3. How did you understand about the instructional administration?

4. What are the essential component of the lesson plan?

5. How did you understand about a lesson plan?

6. How did you design a lesson plan effectively?

7. In your opinion, what is the most difficult part in designing a lesson plan when you took teaching practicum? Why do you think it is difficult?

8. How did your lesson plan affect your teaching practice performance? How did you revise your lesson plan?

9. What factor that makes the difficulties of English student-teachers in designing lesson plan?

10. What do you think is the best solution for the problem of student-teachers who cannot design a lesson plan?

Thank You

*The Format Source***:** Asmussen & Creswell (1995 as cited in Creswell, 2012, p.226)

Appendix 2: Lesson Plan Designed By Student-Teachers

Rencana Pelaksanaan Pembelajaran

Sekolah   : MTsN 2 Pidie
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : IX/2
Materi Pokok   : Teks naratif, berbentuk cerita rakyat pendek dan sederhana
Alokasi Waktu   : 1 x 2 JP

A. Kompetensi Inti (KI)
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1. Menunjukkan perilaku santun dan peduli melaksanakan komunikasi interpersonal dengan guru dan teman

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.11. Memahami fungsi social, struktur teks, dan unsure kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaanya.

4.12. Menangkap makna teks naratif, lisan dan tulis berbentuk cerita rakyat, pendek dan sederhana.

C. Indikator Pencapaian Materi

1.1.1. Menunjukkan rasa bersyukur atas kesempatan mempelajari Bahasa Inggris.

2.1.1. Menunjukkan kesungguhan dalam belajar dengan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2.1. Menunjukkan kesungguhan dalam belajar dengan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.11.1. Memahami fungsi sosial teks naratif berjudul Timun Mas.

3.11.2. Memahami struktur teks naratif berjudul Timun Mas.

4.12.1. Menangkap makna teks naratif berjudul Timun Mas.

4.12.2. Menyimpulkan teks naratif berjudul Timun Mas.

D. Materi Pembelajaran (rincian dari Materi Pokok)

- − Jenis teks   : Teks naratif, berbentuk cerita rakyat pendek dan sederhana berjudul **Timun Mas**
- − Fungsi social : Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat
- − Struktur teks   :
1. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi), opsional.

- − Unsur kebahasaan :
- − Tata bahasa: Simple Past tense, Past Continuous Tense
- − Kalimat langung dan tidak langsung
1. Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
2. Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.
3. Adverbia dan frasa preposisional penujuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.
4. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan

– Topik teks

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

E. Model Pembelajaran

- Scientific Approach

F. Langkah-langkah kegiatan pembelajaran

1**. Pertemuan Kesatu:**

a. Pendahuluan/ kegiatan awal (20 menit)

– Salam dan tegur sapa
– Mengabsen siswa
– Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
– Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
– Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
– Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

b. kegiatan inti (50 menit)

Peserta didik	Guru	Time Allotment
Mengamati		
- Peserta didik mengamati dan membaca contoh teks narratie yang dibagikan oleh guru - Peserta didik membaca beberapa kalimat yang menggunakan hubungan sebab akibat dan hubungan kebalikan berdasarkan gambar/ keadaan sekitar yang mereka temukan. - Peserta didik menonton film pendek tentang Timun Mas.	- Guru memperlihatkan contoh teks naratif yang berjudul Timun Mas - Guru memutarkan video pendek tentang Timun Mas	20'
Menanya		

• Peserta didik menanyakan kosa kata atau hal lain yang belum mereka ketahui dari teks naratif yang telah dibagikan • Peserta didik menyebutkan kembali ungkapan – ungkapan yang menyatakan hubungan sebab akibat dan kebalikan	• Guru memotivasi peserta didik untuk menanyakan tentang kosa kata atau hal lain yang belum mereka ketahui dari teks naratif yang telah dibagikan	5'
Mengeksplorasi		
• Peserta didik mengerjakan lembar kerja yang dibagikan oleh guru	• Guru membagikan lembar kerja dan mendampingi peserta didik dalam mengerjakan lembar kerjanya	30'

c. Kegiatan Penutup (5 menit)

– Guru menanyakan pendapat peserta didik tentang perasaan mereka selama proses pembelajaran
– Guru mengajak peserta didik merangkum pembelajaran yang sudah mereka pelajari

G. Penilaian

1. Jenis/teknik penilaian:

   a) Penilaian sikap
      Pengamatan oleh guru, penilaian diri
   b) Penilaian Pengetahuan
      Tes Lisan dan Tes Tulis
   c) Penilaian Keterampilan
      Kinerja

2. Bentuk Instrumen dan Instrumen
   1. Kompetensi Sikap Spiritual
      a. Teknik penilaian   : Obeservasi dan Penilaian Diri

b. Bentuk Instrumen   : Lembar Observasi dan Lembar Penilaian Diri

c. Kisi-Kisi   :

No.	Butir Nilai	Indikator	Jumlah Butir instrumen
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
JUMLAH			2

2. Kompetensi sikap social

    a. Teknik penilaian   : Obeservasi dan Penilaian diri

    b. Bentuk instrument   :

    c. Kisi-kisi   :

No.	Butir Nilai	Indikator	Jumlah butir instrumen
1	Tanggung Jawab	Menerima resiko dari tindakan yang dilakukan	1
		Melaksanakan tugas individu dengan baik.	1
		Mengembalikan barang yang dipinjam	1
		Meminta maaf atas kesalahan yang dilakukan	1
		JUMLAH	4

3. Kompetensi Pengetahuan
    a. Teknik Penilaian   :Tes Lisan
    b. Bentuk Instrumen   :
    c. Kisi-Kisi   :

No	Indikator	Jumlah butir soal	Nomor butir soal
1	Disajikan narrative text di kemukakan maknanya	5	1-5

4. Kompetensi Keterampilan

1.	Teknik penilaian	:Tes Praktik
2.	Bentuk Instrumen	: (Tes praktik keterampilan berbicara), dan rubric penilaian Tes Praktik

a. Kisi-kisi   :

No	Indicator	Jumlah butir soal
	Siswa mengerjakan lembar kerja yang diterimanya	1

Catatan

....

Menyetujui,   **Glumpang Minyeuk, 22-04-2018**
Guru Pamong   **Mahasiswa Praktikan**

Nama   **Nama**

Mengetahui
Kepala Sekolah MTsN PIDIE

Nama

Lampiran

INTSRUMEN PENILAIAN SIKAP SPIRITUAL

(LEMBAR OBSERVASI)

a. Petunjuk umum

1. Instrument penilaina sikap spiritual ini berupa *lembar observasi*

2. Instrument ini diisi oleh guru yang mengajar peserta didik yang dinilai

b. Petunjuk pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap

peserta didik Anda dengan member skor 4,3,2, atau 1 pada *lembar*

observasi dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

c. Lembar Observasi

LEMBAR OBSERVASI

Kelas   :IX/Sembilan

Semester   :II

Tahun Pelajaran   :2017/2018

Butir Nilai   : Disiplin

Indikator sikap   :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran

Bahasa Inggris

2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran

Bahasa Inggris	Nama peserta didik	Skor indicator sikap Spiritual 1-4		Jumlah perolehan skor	Skor akhir	Tuntas/ tidak tuntas
		Indicator 1	Indicator 2			
1	Andi	4	3	7	(7:8)x4=3,5	Tuntas

2	Ahmad	2	3	5	(5:8)x4=2.5	Tuntas

Lampiran 2 **LKPD**

Timun Mas (the Golden Cucumber)

Once upon a time, not far from a jungle, lived a husband and a wife. They were farmers. They were diligent farmers and always worked hard in the paddy fields. They had been married for many years and still not have a child yet. Every day they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmer, I can give you a child. But you have to give me that child when she is 17 years old," said the giant.

The farmers were so happy. They didn't think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

No longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were surprised to see beautiful baby girl inside the cucumber. Years passed by and Timun Mas has become a beautiful girl.

On her 17 birthday, Timun Mas was very happy but her parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter.

"My daughter, take this bag. It can save you from the giant," said the father.

"What do you mean, father? I don't understand," said Timun Mas.

Right after that, the giant came into the house.

"Run Timun Mas. Save your life!" said the mother.

The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer.

Timun mas then opened the bag and threw a handful of cucumber seed. It became a cucumber field.. Later Timun Mas threw some chilli. It became a jungle with tress. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas.

Timun Mas took her third magic stuff. It was salt. She threw them and became a sea of huge wave. But the giant still could escape from the wave. Then there was the last magic stuff she had in the bag. It was a shrimp paste, *terasi*. She threw it

and it became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died.

Timun Mas then immediately went home. The farmers were so sad that they were finally together.

1. Who were the characters of the story?
2. Where did the story happen?
3. Why did the farmers pray to god?
4. How did the farmers get their daughter?
5. What was her name?
6. Why did the giant come again to the farmers' house?
7. What are the things brought by Timun Man when she escaped?
8. What were those things used for? How?
9. How did the giant die?
10. What is the purpose of the story?

Lampiran 3. Kunci Jawaban

1. Timun mas, the farmers, the giant

2. Not far from the jungle

3. They want a child

4. She was given by the giant

5. Timun Mas

6. To take Timun Mas back

7. 4 bags with special powers

8. To beat the giant *(specify each power)*

9. He was beaten by the four bags brought by Timun Mas

10. To entertain the readers.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8827/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH 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 23 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 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1075/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Dr. T. Zulfikar, M.Ed   Sebagai Pembimbing Pertama
2. Drs. Ayyub AR, M.Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Cut Jannat Andani**
NIM	:	**140203050**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Examining the Difficulties of Student-Teachers in Designing Lesson Plan: A Case Study at Department of English Language Teaching UIN Ar-Raniry**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 September 2018
An. Rektor
Dekan,

Muslim Razali

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

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 9602 /Un.08/FTK.I/ TL.00/09/2018   25 September 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
    Menyusun Skripsi

Kepada Yth.

Di -
  Tempat

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

N a m a	: Cut Jannat Andani
N I M	: 140 203 050
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Kayee Adang No. 2 Lamgugop Kota Banda Aceh

Untuk mengumpulkan data pada:

Lingkungan kampus UIN Ar-Raniry Banda Aceh

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

Examining The Difficulties Of English Student Teachers In Designing Lesson Plan

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

           An. Dekan,
           Wakil Dekan Bidang Akademik,
           dan Kelembagaan,

           Mustafa

Kode: 8887

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

Surat Keterangan
Nomor: B-471/Un.08/KP.PBI/TL.00/11/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Wakil Dekan Bidang Akademik dan Kelembagaan, Nomor: B-9602/Un.08/FTK.1/TL.00/09/2018 tanggal 25 September 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	:	Cut Jannat Andani
NIM	:	140203050
Prodi	:	Pendidikan Bahasa Inggris

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

Examining the Difficulties of English Student Teachers in Designing Lesson Plan.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 November 2018
Ketua Prodi Pendidikan Bahasa Inggris,
2a

T. Zulfikar

AUTOBIOGRAPHY

1. Full Name   : Cut Jannat Andani

2. Place/ Date of Birth   : Balikpapan / June 18th, 1996

3. Sex   : Female

4. Religion   : Islam

5. Nationality/ethnic   : Indonesia /Acehnese

6. Marital Status   : Single

7. Occupation   : Student

8. Address   : Jln. Kayee Adang, no.2, Lamgugob, Banda Aceh

9. Contact person   : 085277171996 / cjannatandani@gmail.com

10. The Parents

    a. Name of Father   : Anwar Arbi

    b. Father's Occupation : Retired

    c. Name of Mother   : Dra. Cut Nuraida

    d. Mother's Occupation : Retired

11. Educational Background

    a. Elementary School   : MIN Banda Aceh (2002 – 2008)

    b. Junior High School   : MTsN Model 1 Banda Aceh (2008 – 2011)

    c. Senior High School   : SMAN 4 Banda Aceh (2011 – 2014)

    d. University   : UIN Ar-Raniry Banda Aceh

Banda Aceh, December 15th, 2018

(Cut Jannat Andani)