

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, objectives of the study, scope and limitation, significances of the study, and definition of key terms.

A. Background of the Study

The Faculty Teaching Training and Education provide programs Teaching Practice I and Teaching Practice II in which the course are intended to train the students to become the professional teachers. If students have successfully completed the first teaching practice course, students are allowed to take the second teaching practice course in the 7th semester. In teaching practice II the students later were placed in several high schools or junior high schools.

In order that Teaching Practice program can run regularly, teachers are required to prepare learning tools. Teaching preparation is has to do with designing a lesson plan so that teachers can have a reference in providing material to students. The lesson plan is a tool that can help the achievement of learning outcomes to be attained by pre-service teachers.

To become a professional teacher is not easy. Much needs to be prepared before delivering the lessons. One of them is to prepare a learning plan. A teacher even has to be very skillful in making lesson plans.

Government's Regulation number 19 of 2005 relating to process standards suggests that teachers are expected to develop learning plans, which are then confirmed through Peraturan Menteri Pendidikan Nasional (Permendiknas) number

41 of 2007 concerning Process Standards, which among others regulate the planning of learning processes that require for educators. In the education unit to develop lesson plans, especially at the formal and secondary levels of formal education, both applying the package system and the semester credit system (SKS). Every teacher in the education unit is obliged to prepare lesson plans in a complete and systematic manner so that learning takes place interactively and effectively and can motivate the students to participate actively.

In essence, the preparation of the lesson plans aims to enable the students to have learning experiences to achieve learning objectives. The application of planning activities in the learning process is an attempt to determine the various activities that were carried out in the classroom in relation to efforts to achieve the objectives of the learning process that have been specified in the learning implementation plan. In the context of competency-based education, the objectives to be achieved in learning are the competencies students must have, so that the learning plan is an attempt to determine the activities to be carried out in relation to efforts to achieve the expected competencies, namely cognitive, affective, and competency psychomotor.

According to Muslich (2008:45), lesson plan is a unit learning, unit design that will be applied by the teacher in classroom learning. Based on this lesson plan, a teacher is expected to be able to implement learning programmatically. A lesson plan must have a high applicability. Without careful planning, learning targets will be difficult to achieve optimally. Therefore, the ability to make lesson plans is a first step that must be possessed by teachers and prospective teachers, and as an estuary of

all theoretical knowledge, basic skills, and a deep understanding of learning objects and learning situations.

In fact, many of the students who practice teaching find it difficult to make lesson plans as a means of teaching practice. Many of them complain and want to avoid designing lesson plan. In their minds, lesson plans are something that is difficult to make and do. The lesson plan is an important component in the implementation of teaching later. It is doubted they could not achieve the perfect learning goal. In addition, many also do not know the benefits and objectives of preparing lesson plans.

Mahmudah (2015) found that the constraints a teacher has in making lesson plans were the difficulty of determining strategy, time allocation and learning media. In determining the strategy, the teacher must adjust to the ability of students and the solution of these obstacles. In addition, the teacher must increase special attention to students who have less ability. The next obstacle is the determination of time allocation where it is difficult to divide time by carrying out school activities outside of class hours. The last constraint is related to learning media in which the students have difficulty in determining the appropriate media.

However, many of them do not seem to be able to solve. Based on my pre-observation, there was student who delayed teaching practice II because the student has difficulty in designing the lesson plan. Furthermore, the student becomes lazy in

making lesson plan when going to teaching practice in the classroom. Based on the above phenomena and explanations, the researcher was interested in conducting a study entitled: “The Difficulties Faced by the Students in Designing Lesson Plans”. This study was finding the problems and difficulties faced by the students in designing lesson plans.

B. Research Problem

The problem were formulated is what difficulties did pre-service teachers faced when designing the lesson plans?

C. Objective of the Study

The objective of this research is to know what kind difficulties faced by pre-service teachers in designing lesson plans.

D. Scope and Limitation

The scope and limitation that were discussed in this study are follows:

1. The problems were discussed in this thesis is limited only on the seventh students of the English Department of IAIN Palangka Raya who have passed Teaching Practice II in academic year 2019/2020.
2. In the instrument, the researcher used interview and documentation to collect the data.

E. The Significance of the Study

The significance of the research divided as into two parts are follows:

Theoretically:

1. Enriching knowledge and experience writers in this particular study.
2. Providing motivation to the students of English language education in order not to be afraid to face difficulties in making a lesson plan.
3. Providing information and consideration for future researchers.
4. Providing information and knowledge about the difficulties of students in constructing a lesson plan.

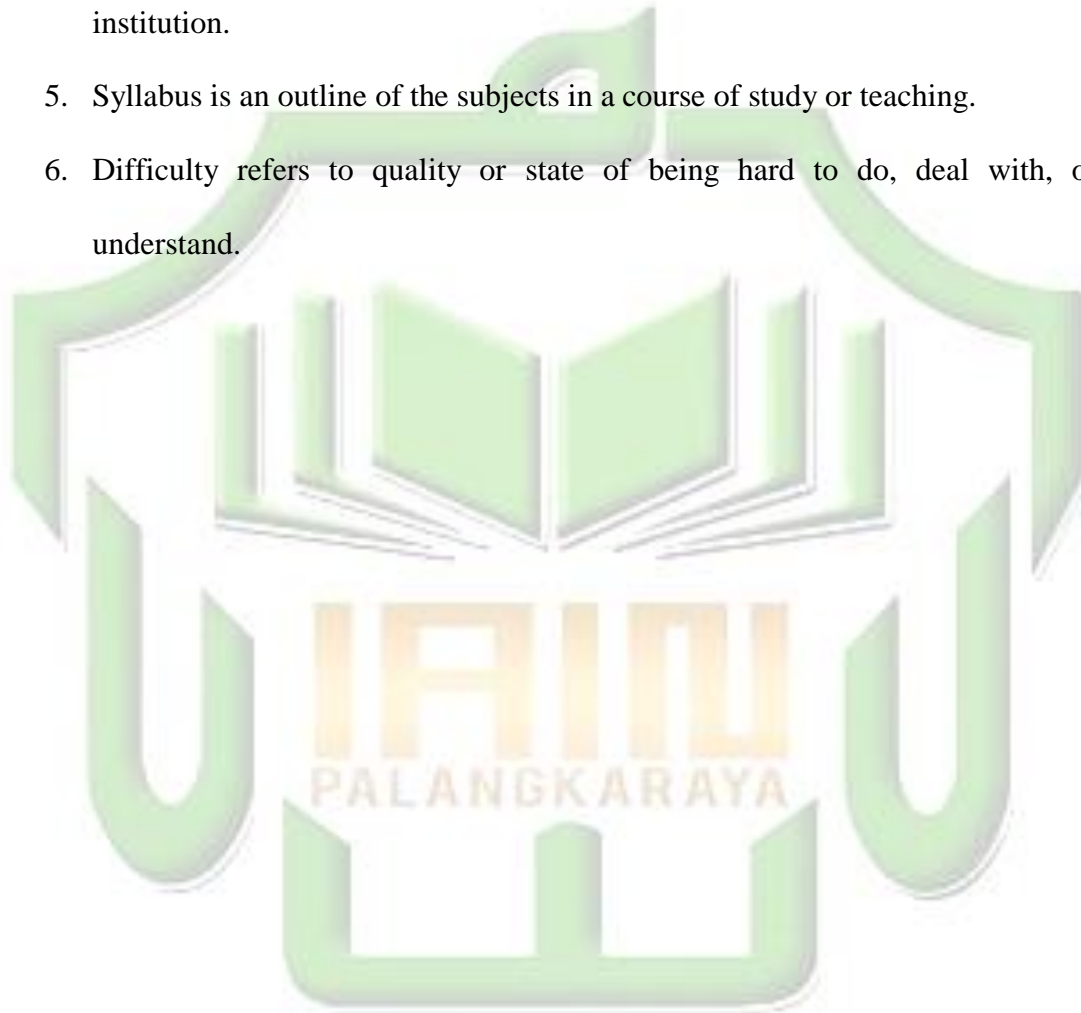
Practically:

1. Becoming considerations for educational input to improve and improve the quality of teaching writing.
2. Enriching sources for those who are interested in specific area at teaching English, namely in constructing a lesson plans.

F. Definition of Key Terms

1. Teaching Practice refers to mandatory subject for the students of Faculty Teaching and Education (FTIK).
2. Lesson Plan refers to teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured.

3. Pre-service Teachers refers to students in a teacher education program, at a college or university, preparing for professional-level teaching positions.
4. Curriculum refers to an academic content taught in a school or in a specific course or program and can be defined as the course offered by school or institution.
5. Syllabus is an outline of the subjects in a course of study or teaching.
6. Difficulty refers to quality or state of being hard to do, deal with, or understand.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

There are some studies that have been conducted on studying difficulties in designing a lesson plans.

Herlina (2017) conducted a study on the *Students' Problems in Creating Lesson Plans. (A Case Study At Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin)*. The purpose of the research is to find out the problem of the students in English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin in making lesson plan for conducting teaching practices, and to find out the solution for the problems. The results of this research indicated that there were ten problems experienced by the students in making lesson plans. The format of lesson plan taught by different teachers, the procedure of lesson plan with different curriculum, the difficulty in distinguishing between goals and objectives, the difficulty in making rationale, the difficulty in determining approaches, methods, and techniques, the difficulty in making while activity, the difficulty in determining competency standard and indicator, the difficulty in determining materials, and the difficulty in making assessment. Based on the ten problems, they were divided into three categories they are, ability, motivation, and teacher factor. The three categories were illustrated by the patterns that were interconnected, from the ten problems that

had been categorized, the main factor was the teacher's factor. The similarity between this research is the researcher tried to find the problems faced by students in designing lesson plan. The research design used in this research is also descriptive qualitative.

Saputri (2017) conducted study on the *English Teachers' Difficulties in Designing Lesson Plan Based On 2013 Curriculum (A Descriptive Study in SMP Al-Islam 1 Surakarta)*. The purpose of the research is to find out the teachers' difficulties and to solve the difficulties in designing lesson plan based on 2013 Curriculum in SMP Al-Islam 1 Surakarta in the academic year 2016/2017. The results of this research, concludes that the teachers' difficulties in designing lesson plan based on 2013 Curriculum are; (1) the difficulty in stating indicator concerning the selection of appropriate operational verbs to arrange the indicators based on the material, (2) the difficulty in selecting the method of the learning activities based on the students' condition, (3) the difficulty in developing the learning material because limited of the material in the 2013 Curriculum, and (4) the difficulty in applying assessment because the components contain so many aspects.

Rolanda (2018) made *An Analysis of Students' Problems in Designing Lesson Plans During Microteaching Class (A Study at the Department of English Language Education UIN Ar-Raniry)*. The purpose of the research was to reveal the students' perspective on the lesson plan of microteaching class was as a teaching guideline, teaching planning, and crucial aspect of teaching and the students' problems in

designing lesson plan were in terms of formulating indicator/objectives, analyzing basic competence (KD) to the indicator, and selecting the evaluation/assessment.

Farid (2014) conducted a study in *Teachers' Difficulties in Lesson Planning*. The findings showed that in developing the lesson plans the teachers applied the systematic planning proposed by Reiser and Dick (1996), in which they started with analyzing the syllabus, followed by formulating objectives and indicators, selecting learning materials, and designing learning activities and assessment procedure. However, the interview results showed that the teachers dealt with some problems during the process, such as formulating indicators, selecting materials, determining learning activities, selecting media and developing assessment procedure. Based on the findings in this study, it is recommended that the teachers improve their competences in lesson planning.

Marliani (2017) focused on *The Problem Faced by the English Teacher in Designing Lesson Plan at SMA MUHAMMADIYAH 3 BATU*. The finding showed, there were three problems faced by the English teacher in designing lesson plan as follows: (1) The teacher faced problem in determining learning method. To solve that problem, the teacher uses speech method and sometimes he tries to use other methods. (2) The teacher faced problem in determining learning media. In solving that problem, the teacher brings sound speaker when he teaches listening and some pictures that related to learning material. (3) The teacher faced problem in looking for learning sources. To solve that problem, the teacher takes sources from internet.

B. Teaching Practices

Teaching practice is one of the mandatory courses that must be taken by the students in the English language department of IAIN Palangka Raya. This course is divided into two kinds of Teaching Practice I and Teaching Practice II. In its implementation, students perform Teaching Practice I in classroom, while Teaching Practice II students should perform at several senior high schools and junior high schools in Palangka Raya. In this course, the students learn to practice how to become a teacher in delivering learning in the classroom. Students are required to show their creativity in designing learning activities so that their students can easily understand the materials and do not feel bored. Before the students taking teaching practice course, students are also required to take some courses that have been provided by the university especially the English language department. The courses are the English Syllabus and Material Development courses.

B. Curriculum

According to BSNP (2006) Curriculum is a set of plans and arrangements regarding the purpose, content and materials and the way that is used as a guideline for the implementation of lesson activities to achieve specific educational objectives. This particular purpose covers the objectives of national education as well as conformity with the peculiarities, conditions and potential of the area, the unit of

education to enable the adjustment of educational programs with the needs and potentials in the region.

The curriculum in Indonesia has undergone several times as much as 10 times changes in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Among the many changes, the curriculum Indonesia today KTSP and 2013 curriculum are guide properly. Education institutions in Indonesia are currently using two different curriculums, but there are still several educational institutions that are still not able to implement new curriculums established by the Government.

1. School Based Curriculum (KTSP)

The KTSP curriculum is an operational curriculum compiled by and implemented in each school. KTSP consists of educational objectives of school level, structure and content of education calendar, and syllabus.

KTSP is developed in accordance with the condition of education unit, potential and regional characteristics, as well as social culture of local people and learners. Schools and school committees develop a curriculum of education unit level and its syllacation based on basic framework of curriculum and competency standards of graduates, under the supervision of district/city education, and religious departments responsible for education. KTSP for each study program is highly developed and established by each college with reference to the national standards of education.

In KTSP, curriculum development is done by teachers, principals, and school committees and education boards. This agency is a designated institution based on deliberation from local government officials, Education Commission on the Regional Representative Council (DPRD), local education officials, principals, education personnel, students ' parents representatives, and community leaders. It is this institution that establishes school policies based on the provisions on applicable education. Furthermore, the school Committee should establish the school's vision, mission, and objectives with its implications for operational activities to achieve the objectives of the school.

2. 2013 Curriculum

The 2013 curriculum is often referred to as a character-based curriculum. This curriculum is a new curriculum issued by the Ministry of Education and Culture of the Republic of Indonesia. The 2013 curriculum is a curriculum that focuses on understanding, skill and character education, where students are required to understand the material, actively in the process of discussion and presentation and have a courtesy and a high disciplinary attitude.

This 2013 curriculum replaces the KTSP curriculum that has been implemented since 2006. Although the 2013 curriculum is a new curriculum

established by the Government, the curriculum has weaknesses and advantages.

In this 2013 curriculum, the subjects must be followed by all learners in one unit of education in each unit or education level. As for selected subjects followed by learners, chosen according to the choice of them. Both groups of subjects concerned (compulsory and optional) are mainly developed in the structure of secondary education curriculum namely SMA and SMK. In the meantime, considering the age and psychological development and learners aged 7-15 years, then the selected subjects have not been given to learners of elementary and junior high school students.

Some of the aspects contained in the 2013 curriculum are in the knowledge, skills and attitudes. As for the study report book or reports on the 2013 curriculum is written based on the interval and the deletion of the ranking system that previously existed in the curriculum. This is done to dampen competition among learners.

C. Syllabus

According to the 2013 understanding curriculum syllabus is a lesson plan to a group of subjects with a particular theme that includes standarts of competence, basic competence, the subject matter of learning, learning activities, indicators, assessment, allocation of time, resources, materials, and learning tool. Syllabus an elaboration of

standards and basic competencies in the subject matter of learning, learning activities, and indicators of achievement of competencies for assessment. Syllabus is a set of plans and arrangements of learning activities, classroom management, and assessment of learning outcomes.

According to Richards & Schmidt (2010) syllabus is a description of the contents of a course of instruction and the order in which they are to be taught. Richards & Schmidt (2010) state that language teaching syllabus can have their bases on such different criteria as grammatical items and vocabulary, the language required for different types of situations, the meanings that underlie different language behavior or the text types language learners need to master. Richards & Schmidt (2010) also define the term syllabus design, as a phase in curriculum development that deals with procedures for developing a syllabus.

According to Brown (2005:5), syllabus is ways of organizing the course and materials. Syllabus is the specification of the content of teaching language that has been selected and arranged based on the crime with the aim of making the process of learning more effective.

Based on several opinions on the syllabus, researchers can conclude that the syllabus essentially contains what concepts are learned, how to arrange them and how to teach them.

D. Lesson Plan

1. Definition of Lesson Plan

A lesson plan is a detailed step-by-step guide that outlines the teacher's objectives for what the students will accomplish during the course of the lesson and how they will learn it. Creating a lesson plan involves setting goals, developing activities, and determining the materials that you will use.

A lesson plan may be a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by an educator to guide class instruction. Details will vary counting on the preference of the teacher, subject being covered, and therefore the need and/or curiosity of scholars. There is also requirements mandated by the varsity system regarding the plan. A lesson plan may be a teacher's plan for teaching a lesson. A lesson plan could be a detailed guide for teaching a lesson. it's a step by step guide that outlines the teacher's objectives for what the scholars will accomplish that day.

According to Kunandar (2011:123), lesson plan may be a plan that describes the procedures and organization of learning to realize the fundamental competencies per content standards and is described within the syllabus. Lesson plan may be a teacher preparation to be done before teaching. Preparation here are often interpreted written preparation and menral

preparation, emotional situation to be built, productive learning environment including ensuring learners to induce involved fully.

According to Murcia (2001:403) lesson plan is a particularly useful gizmo that is a mixture guide, resource, and history reflecting our teaching philosophy, students population, textbooks, and most importantly, our goals for our students.

Based on the theory above, it can be concluded that the lesson plan is a learning design for teachers in managing a class so that learning runs systematically and in accordance with the objectives.

2. Function & Purpose of Lesson Plan

The purpose of the lesson plan according to Kunandar (2011:264) is to (1) facilitate, facilitate and improve the results of the teaching and learning process; (2) by preparing lesson plans in a professional, systematic and efficient manner, the teacher will be able to see, observe, analyze, and predict learning programs as a logical and planned framework.

Kunandar (2011:264) claims that the function of the lesson plan is as a reference for teachers to carry out teaching and learning activities (learning activities) to be more directed and run effectively and efficiently. In other words, the lesson plan acts as a learning process scenario. Therefore, lesson plans should be flexible and provide possibilities for teachers to adapt them to student responses in the actual learning process.

3. Basic Principles of Lesson Plan

According to Murcia (2001:406), there are three principles of lesson plan. :

- a. A good lesson features a sense of coherence and flow. This suggests that the lesson hangs together and isn't just a sequence of discrete activities. On a macro level, links or threads should connect the assorted lessons over the times and weeks of a course. On a micro level, students must understand the rationale for every activity, also they learn best when there are transitions from one activity to the subsequent.
- b. A good lesson exhibits variety. This variety has to be present at both the macro and micro levels. While for many students, a specific degree of predictability in terms of the teacher, the texts, classmates and certain administrative procedures is comforting; however, to avoid boredom and fatigue, lesson plans shouldn't follow the identical pattern day after day.
- c. A good lesson is flexible. Lesson plan don't seem to be meant to be tools that bind teachers to some preordained plan. Good teachers think on their feet and know when it's time to alter an activity, no matter what the lesson plan says. A stimulating student question can take the category in an unanticipated direction that makes one in all those wonderful "teaching moments," to not be missed. A superb idea can come because the teacher is writing on the board; sometimes pursuing these ideas is well worth a risk of

failure. Even failure is a valuable lesson for both the novice and experienced teacher.

Based on the three principles above that when carrying out teaching activities, teachers do not have to be fixated on lesson plans that have been previously designed in learning activities. A good teacher is a teacher who at any time can change activities when something undesirable happens in the classroom.

4. Steps for Making a Lesson Plan

According to Brown (2007:164) the steps for making the Lesson Plan are as follows:

- a. **GOAL.** A first step in an exceedingly lesson, then would be to acknowledge the way within which your lesson is intended to contribute to such goals. This goal is also generalized, but it provides a pedagogical context for you. Thus, within the sample goal being addressed.
- b. **OBJECTIVES.** It is vital to state explicitly what you would like students to achieve from the lesson. Objectives are most clearly captured in terms of stating what students will do this is, what they're going to perform. In stating objectives, you ought to be able to identify an overall purpose that you just will try and accomplish by the tip of the category period.
- c. **MATERIAL AND EQUIPMENT.** It may seem a trivial pertinent list materials needed, but good planning includes knowing what you would like to require with you or to rearrange to own in your classroom.

- d. **PROCEDURES.** At now, lesson clearly have tremendous variation. But, as a really general set of guidelines for planning, you would possibly think in terms of creating sure your plan includes; (a) a gap statement or activity as a warm up; (b) a collection of activities and techniques during which you've got considered appropriate proportions of your time for whole class work, small group and pair work, teacher talk, student talk; (c) closure.
- e. **ASSESSMENT.** If your lesson has no assessment component, you'll easily end up simply making assumptions that don't seem to be informed by careful observation or measurement. Have to understand that each lesson doesn't need to end with a touch quiz or a proper test, nor does evaluation must be a separate element on your lesson. Informal assessment can occur within the course of standard classroom activity. Some types of assessment may should wait every day or two until certain abilities have had an opportunity to make. Whatever manifestation your assessment takes, make sure, after students have sufficient opportunities for learning, that you simply have appropriately considered how you way (a) assess the success of your students and possibly (b) make appropriate adjustments in your lesson plan for the subsequent day.
- f. **EXTRA-CLASS WORK.** Extra class work needs to be planned carefully and communicated clearly to the students.

According to Permendiknas No. 41 of 2007 the steps for preparing the Lesson Plan are as follows.

- a. **Subject Identity.** Subject identity includes; education units, classes, semesters, skills programs / programs, subjects, number of meetings.
- b. **Competency Standards.** Competency standard is a minimum ability qualification of students that describes the mastery of knowledge, attitudes, and skills expected to be achieved in each class and / or semester in a subject.
- c. **Basic Competencies.** Basic competence is a number of abilities that must be mastered by students in certain subjects as a reference for the preparation of competency indicators in a lesson.
- d. **Indicators of Competence Achievement.** Indicators of competency are behaviors that can be measured and / or observed to show the achievement of certain basic competencies that are subject to assessment of subjects. Indicators of competency achievement are formulated using operational verbs that can be observed and measured, which include knowledge, attitudes, and skills.
- e. **Learning Objectives.** Learning objectives describe the process and learning outcomes that are expected to be achieved by students in accordance with basic competencies.
- f. **Teaching Material.** Teaching material contains facts, concepts, principles, and relevant procedures, and is written in the form of items in accordance with the formulation of indicators of competency achievement.

- g. **Time Allocation.** The time allocation is determined according to the need to achieve basic competencies and learning load.
- h. **Learning Methods.** The learning method is used by teachers to create a learning atmosphere and learning process so that students reach the basic competencies of the learning atmosphere and the learning process so that students reach basic competencies or a set of predetermined indicators. The choice of learning methods is adjusted to the situation and condition of the students, as well as the characteristics of each indicator and the competency to be achieved in each subject.
- i. **Learning Activities.** A) **Introduction.** Introduction is the initial activity in a learning meeting which is shown to arouse motivation and focus the attention of students to actively participate in the learning process. In the preliminary activities, the teacher prepares students psychologically and physically to participate in the learning process, asking questions that link knowledge beforehand with the material to be studied, explaining the learning objectives or basic competencies to be achieved, and delivering the material and explanation of activities according to the syllabus. B) **Core.** Core activities are learning processes to achieve basic competence. Learning activities carried out interactively, inspirational, fun, challenging, motivating students to participate actively, and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of

students. This core activity is carried out systemically through a process of exploration, elaboration, and confirmation. In exploratory activities, the teacher engages students in seeking broad and deep information about the topic / theme of the material to be learned by learning from various sources; use a variety of learning approaches, learning media, and other learning resources; facilitate the interaction between students as well as between students and teachers, the environment, and other learning resources; involve students actively in every learning activity; and facilitate students to carry out experiments in the laboratory, studio and field. In elaboration activities, the teacher accustoms students to reading and writing a variety of things through certain meaningful tasks; facilitating students through assignments, discussions, and others to bring up new ideas both verbally and in writing; give an opportunity to think, analyze, solve problems, and act without fear; facilitate learners in cooperative and collaborative learning; facilitate students to compete in a healthy way to improve achievement learning, facilitating students to make exploratory reports which are carried out both verbally and in writing, individually and in groups; facilitate students to present the work of individuals and groups; facilitate students to conduct exhibitions, tournaments, festivals and products produced; and facilitating students to carry out activities that foster students' pride and confidence. In the confirmation activity, the teacher gives positive feedback and

reinforcement in the form of oral, written, gesture, and prize to the success of the students, providing confirmation of the students' exploration and elaboration results through various sources; facilitate students to reflect to gain the learning experience that has been done; and facilitating students to gain meaningful experience in achieving basic competencies. C)

Closing. Closing is an activity carried out to end learning activities that can be done in the form of summaries or conclusions, assessment and reflection, feedback, and follow-up. In closing activities, the teacher together with students and / or themselves make a summary / conclusion of the lesson; evaluating and / or reflecting activities that have been carried out consistently and programmed; and provide feedback on the process and learning outcomes; plan follow-up activities in the form of remedial learning, enrichment programs, counseling services and / or provide assignments both individual and group assignments in accordance with student learning outcomes; and deliver the learning plan at the next meeting.

- j. **Assessment of Learning Outcomes.** The procedures and instruments for evaluating the process and learning outcomes are adjusted to the indicators of competency achievement and refer to the Assessment Standards.
- k. **Learning Resources.** Determination of learning resources is based on competency standards and basic competencies, as well as teaching materials, learning activities, and indicators of competency achievement.

E. Pre-Service Teachers

1. Definition of Pre-Service Teachers

Pre-service teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the pre-service teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The pre-service teacher begins as an observer and finishes the pre-service teaching experience as a competent professional.

Bransford, Darling-Hammond, & Le Page (2005) said that Pre-service teacher education program aims to prepare undergraduates students to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. So supported that, pre-service teacher is that the undergraduate students from the university that had done every material that has relation with education to some school, it is as a tutor in senior high school or middle school and that they only teach for several month within the school that they're choose. Pre-service teacher is that the most challenging experience, because just for several months, they need to show the scholars supported their study program. During their teaching experiences, they need to implement the teaching strategies or methods, theories that they need been studied in their college. Within the

teaching process, they need to use the strategies that are studied supported the condition within the class to create the scholars enjoy and acquire easier the materials. On the words, pre-service teacher may be a teacher training before they under taken the teaching.



CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in the research. It is divided into seven parts. They are Research Design, Subjects of the Study, Source of Data, Research Instrument, Data Collection Procedure, Data Analysis Procedure, and Data Endorsement

A. Research Design

According to Yin (2003:20-21) “A research design is a blueprint or a detailed plan of how one intends conducting a research. In addition, that the research design is the logical sequence that connects empirical data to a study’s initial research questions and, ultimately to its conclusion. The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions.

This research is a qualitative descriptive research. According to Rahmat (2009 :24), descriptive qualitative research only describe a situation or event, do not seek and explain a relationship, and do not test hypotheses or make predictions. According to Rahmat (2009: 25) qualitative descriptive research aims to:

- a. Gather actual information in detail that describes the symptoms that exist.
- b. Identify problems or check conditions and applicable practices.
- c. Make a comparison or evaluation.
- d. Determine what other people are doing to face the same problem and learn from their experience to make future plans and decisions.

Qualitative research aims to explain the phenomenon as clearly as possible through deep data collection. Research does not prioritize population size or very limited sampling. If the data collected is deep and can already explain the phenomenon under study then there is no need to look for other sampling. Here what is emphasized is the issue of depth (data quality) not quantity of data. (Krisyantono, 2006:56).

In this study, the researcher focused on pre-service teachers' perceptions toward their difficulties in designing lesson plan. The researcher described these difficulties, collect data, then process and analyze it

B. Setting and Subjects of the Study

This research conducted at English Education Study Program of State Institute of Islamic Studies Palangka Raya (IAIN Palangka Raya) in G.Obos street, Islamic Center.

The subjects of this study was the pre-service teachers of the English Education Study Program in IAIN Palangka Raya in Academic Year 2020/2021 by using random sampling in which the researcher selects respondents with purpose in mind: the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information from their knowledge or experience (Xin lu, 2013:15).

The criteria of the subjects were the 7th semester pre-service teachers of the English Department of IAIN Palangka Raya who have passed Teaching Practice II course in Academic Year 2020/2021. The subjects were collected eight people, including six females and two males. The subjects were the pre-service teachers who have difficulties in the process of designing a lesson plans. The following are the data of the participants:

Initial	Gender	Place & Date of birth
AKW	Female	Kediri, 1 st March 1999
ASA	Male	Muara Teweh, 6 th April 1999
DASA	Female	Tanjung Mas, 28 th March 1999
NE	Female	Sungai Paring, 14 th September 1999
NM	Female	Palangkaraya, 18 th July 1999
SM	Female	Cempaka Mulia Timur, 22 nd November 1997
SS	Female	Kumai, 21 st December 1999
YH	Male	Palangkaraya, 15 th October 1999

C. Source of Data

Sources of data were the results of interviews. In this study, the researcher found out and took the data from the pre-service teachers' perceptions about their difficulties in designing lesson plan. Therefore, the researcher collected the data of perceptions which might be expected to contribute to changes in some aspects of education especially for English education program.

D. Research Instrument

In this study, in order to collect the data, the researcher used interview as the data collection methods.

According to Ary, Jacobs, & Sorensen (2010:438), interview is also one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, belief, and feelings about situation in their own words. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations.

The researcher used a semi- structured interview. Ary, Jacobs, and Sorensen (2010) stated that semi- structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The interviewer prepared the questions beforehand. In addition the interviewer asked questions based on the participants' responses towards the previous question during the interview process. The interviewer used a Whatsapp application to collect the data.

A valuable source of information in qualitative research can be documentation. Sugiyono (2008: 240) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc.

The function of documentation method is to make credible the result of observation or interview.

E. Data Collection Procedures

The researcher conducted several steps in gathering the data for this research. A method of data collection is typically the procedure that a researcher uses to obtain research data physically from the research participants. Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources (Holloway, 1997:45), this indicates that data collection methods are the ways in which the research data are obtained. A method use for data collection in this study is influenced by the research question and design. In this research, the researcher used interview as the main technique for collecting the data. First, the researcher looks for information about students who have carried out teaching practice II courses. The researcher randomly selected students who were used as participants for this study and collected as many as 8 people. Then the researcher conducted interviews with the participants and asked several questions that had been prepared by the researcher, the questions asked were: 1) Are you familiar with the lesson plan before you take the Teaching Practice course? 2) What do you know about lesson plan? 3) What problems did you face in the process of designing lesson plan? 4) What things did you do to solve the problems you faced in designing lesson plan? Due to the current pandemic situation, it is feared that conducting face-to-face

interviews could be very risky, so the researchers conducted online interviews via the Whatsapp application to the participants.

F. Data Analysis Procedures

Data analysis is the process in which the data was obtained several steps. The researcher gathered data from interview. For the interview, the researcher used the pre-interview to know how many students that have difficulties while creating lesson plans. After finding the number of respondents, the researcher interviewed the respondents who had the difficulties in designing lesson plans using Whatsapp application. When the researcher finishes with the interview, the researcher was transcribed the interview from audio recorder into written text and analyze all the transcribed data. The researcher omitted the irrelevant data into relevant data to answer the research question. The data from the interview transcript were selected by the researcher and the data which are no relation to the topic were deleted. Miles and Huberman (1994:11) add further that qualitative data can be reduced and transformed in many ways, such as through selection, through summary or paraphrase.

In this research, the researcher used paraphrase to reduce and transform data. Afterwards, the researcher categorized the interview transcript based on the question that the researcher asked. The researcher discussed the results and present the data in the descriptive form. The last, the researcher concluded the finding of the discussion.

G. Data Endorsement

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as: Credibility, transferability, dependability, and conformability (Sugiyono 2005:121).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context (Ary, 2010:498). The techniques of credibility used by the researcher can be described as follows:

a. Triangulation

Triangulation is qualitative cross-validation (Sugiyono 2005:125). It assesses the sufficiency of the data according to the 32 convergence of multiple data sources or multiple data collection procedures. In this study, triangulation used by the researcher to evaluate the data collection, in addition to check or to compare. The kind of triangulation that used as technique triangulation such as observation, interview, and documentation.

b. Member Check

Member check is the data checking process that acquired of researcher to data giver. In the study the researcher uses Member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It is use to make the finding of research can be applied. The researcher must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in qualitative research has to do with consistency of behavior. The researcher use audit trail documentation during the research began until the end research.

4. Conformability

Conformability is the same as the qualitative researcher concept of objectivity. It use to make the writer as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the researcher is hoped to measure what he found objectivity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In order to obtain the answer for the research question of this study, qualitative research was applied as the researcher has the opportunity to explore pre-service teachers' difficulties in designing lesson plan in English Education Program at IAIN Palangka Raya. This chapter focuses on the data analysis including the findings and the result of the study.

A. Data Presentation

Research data obtained from interviews. Interviews were conducted with eight informants who become a sample in this research. The researcher asked the pre-service teachers, as follows; how familiar are they with the lesson plan before taking a teaching practice course, their understanding of what a lesson plan is, their difficulties in designing the lesson plan, how do they solve the difficulties in designing the lesson plan.

- **Interview**

Interviews were conducted with eight informants who were considered as representative of the problem in this study, in this case, eight pre-service teachers from English Education Study Program of IAIN Palangka Raya in academic year 2020/2021 who have passed Teaching Practice II were picked by using random sampling. There are 4 main questions that the researcher

asked to the participant / informants to know how their perception toward the difficulties in designing lesson plans, the list of the questions are as follows:

- 1) Are you familiar with the lesson plan before you take the Teaching Practice course?
- 2) What do you know about Lesson Plan?
- 3) What difficulties did you face in the process of designing lesson plan?
- 4) What things did you do to solve the difficulties you faced in designing lesson plan?

And the transcript of answer from interview with the participants / informants are as follows:

Informant	Answer
DASA	<p>“Ya! Untuk pertama, ya saya familiar dengan lesson plan atau rencana mengajar. Itu tergantung coursanya kalo misalnya saya rasa itu tidak diperlukan, misalnya dari dosennya gak perlu itu ya saya tidak akan bikin. Karena terkadang lebih nyaman merancang secara apa ya.. secara tidak nyata atau dipikiran saja oh saya maunya kayak gini! nanti kayak gini! ini! Ini! baru saya spontan kayak lebih enak spontan.”</p> <ul style="list-style-type: none"> • (Yes! First, I am familiar with lesson plan. It

depends on the course, if for example I think it's not necessary and from the lecturer concerned doesn't need it then I will not make it. Because sometimes it's more convenient to design in an unreal way or just think the way I want it, it's more spontaneous.)

“Kalo apa yang ulun ketahui setelah mengikuti mata kuliah PM ini, kan diketahui kalo rpp sekarang tu ada 2 ada yang 1 lembar aja atau 2 lembaran yang menjelaskan tentang singkatnya kan itu tu! rpp itu kan semacam rencana atau rancangan mau ngapain saat belajarnya nanti, ngajar nya kayak gimana, materinya apa, medianya apa serta metode belajarnya gimana, terus waktunya berapa semacam itu.”

- (From what I know after attending teaching practice courses, it is known that there are two lesson plans, there are one sheet or two that explain about in short. Lesson plan is a kind of plan or design about what to do when learning later, teach what it looks like, what the material,

	<p>what media, and how to learn method, then how much time it takes.)</p> <p>“..jadi waktu mendesain itu hal yang sulit menurut saya tu adalah menentukan media dan juga metode yang cocok untuk materi yang ingin disampaikan. Kalo materinya, misalnya materinya tuh kan bisa disesuaikan dengan liat silabus atau buku yang digunakan dari sekolah misalnya, tapi juga harus liat oh siswanya nih kira-kira bisa bahasa inggris itu seberapa banyak sih atau jumlah siswa yang bisa berbahasa inggris tuh berapa banyak tuh kan, nanti harus pake bahasa inggris full kah atau separo-separo misalnya.”</p> <ul style="list-style-type: none">• (From what I know after attending teaching practice courses, it is known that there are two lesson plans, there are one sheet or two that explain about in short. Lesson plan is a kind of plan or design about what to do when learning later, teach what it looks like, what the material, what media, and how to learn method, then how much time it takes.)
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“..ya paling nanya ke guru nya terus nanya ke adik yang kelasnya sama nanya nya kayak gurunya ngajarnya kayak gimana, terus selama ini nih tugasnya ngumpul tugasnya kayak apa, terus penjelasannya kayak apa, misalnya oh pake video ulun tuh jadi videonya tuh kayak gini, terus pake ppt kayak gini, terus pake Google Form misalnya menjawab pertanyaan atau tugas-tugas dikumpul disitu terus menyampaikannya kayak apa gurunya baik gak gini! gini! nah terus setelah itu tuh nyari lagi misalnya di internet kayak contoh silabus tuh kayak apa, rpp kayak apa, sesuaikan lagi dengan kondisi siswa atau kondisi sekolah tuh nuntutnya kayak gimana dari situ sih ulun menyesuaikan.”

- (The thing I do is ask the teacher or ask the students in class about how their teacher teach. For the collection of their task are, how the material explanation. Like using video, or PowerPoint then like this I will make. Then such as using Google form to answer questions or tasks collected there, continue to convey whether

	<p>teachers better like this. After that, search again on the internet for example what the syllabus looks like, what the lesson is like, then adjust again to the condition of the student or the conditions in their school demands such as how. From there I adjusted.)</p>
ASA	<p>“..ya saya familiar dengan lesson plan, karena ada mata kuliah juga untuk yang membahas soal lesson plan.”</p> <ul style="list-style-type: none"> • (Yes, I am familiar with lesson plan, because there are courses also to discuss about lesson plan.) <p>“..perencanaan sebelum kita mengajar seperti bagaimana saat pembukaan, bagaimana pas kegiatan inti dan ada juga kegiatan penutup, dan disitu juga ada semacam penilaian, penilaian semacam apa yang kita ambil sesudah kita melaksanakan pembelajaran.”</p> <ul style="list-style-type: none"> • (Planning before we teach such as how at the opening, how to fit the core activities, and there are also closing activities, and there is also a kind of assessment, what kind of assessment we take after we carry out the learning.)

	<p>“Problem yang biasa terjadi ketika mendesain lesson plan itu karena kadang ada beberapa sekolah yang lesson plan nya berbeda dan variatif dan itu terkadang ada sedikit perbedaan dari apa yang sudah pernah saya pelajari di mata perkuliahan lesson plan yang membahas lesson plan.”</p> <ul style="list-style-type: none"> • (The usual problem when designing lesson plans, sometimes there are some schools whose lesson plans are different and varied and that sometimes there is a little difference from what I've learned in the course that discusses lesson plan.) <p>“..biasanya saya konsul dulu, konsultasi bagaimana yang mana yang salah atau mana yang kurang sehingga lesson plan saya bisa dipakai dan bagus gitulah.”</p> <ul style="list-style-type: none"> • (Usually I consult first, consult about how wrong or what is lacking, so that my lesson plan can be used and good.)
AKW	<p>“..sebelum yang matkul pm itu, aku tuh gak tau rpp tuh apa, maksudnya gak tau rpp benar-benar rpp cuman</p>

sekedar dengar-dengar gitu aja, karena sebelum pm itu belum ada matkul administrasi pendidikan dimana administrasi pendidikan itu mempelajari atau praktek tentang administrasi-administrasi yang ada di sekolah termasuk rpp, jadi sebelum itu cuman tau gitu-gitu doang gak tau persis rpp tuh kayak gimana.”

- (Before the teaching practice course, I didn't know what a lesson plan was. It means not knowing the lesson plan, just listening to it. Because before teaching practice there was no course of education administration that studied or practiced about the administration in school including lesson plan. So before that, just know at a glance and do not know exactly what the lesson plan is like.)

“jadi menurut aku rpp itu rancangan pembelajaran yang dibuat oleh guru sebelum mengajar, untuk menjadi sebuah apa ya? bisa dikatakan kayak menjadi sebuah acuan guru itu sebelum dia mengajar, jadi nanti pas ngajar itu bisa sesuai dengan rpp nya maksudnya kegiatan-kegiatan apa apa aja yang bakal dia berikan kayak gitu

	<p>susunannya.”</p> <ul style="list-style-type: none">• (So in my opinion, lesson plan is a learning plan made by the teacher before teaching to be.. well, can be said to be a reference teacher that he actually taught. So later on at the time of teaching it can be in accordance with the lesson plan, meaning what activities he will give such an arrangement.) <p>“kesulitan pembuatannya gak begitu banyak sih karena kan rpp yang dipakai disaat-saat kayak gini tuh rpp yang selebar, rpp daring pelajaran daring maksudnya, jadi bisa ngeliat dari contoh punya guru sebelumnya terus kita tinggal menyesuaikan aja sama materi yang bakalan kita ajar kayak gitu, jadi kesulitan-kesulitannya mungkin saat konsultasi rpp aja kali sih.”</p> <ul style="list-style-type: none">• (Difficulty making it is not so much because the lesson plan used at times like this is a lesson plan that is a sheet, online lesson plan means. So, we can see the example of the previous teacher and we just need to adjust to the material that we will
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	<p>teach. So the difficulties maybe when consulting lesson plan problems only.)</p> <p>“..kan kesulitannya ada di konsultasi jadi gurunya tuh maunya rpp nya tuh se-perfect mungkin gak ada kesalahan sedikit pun kayak gitu, jadi mau gak mau harus konsul harus revisi berkali-kali gitu sih jadi apa yang kurang dari rpp sebelumnya kan pasti disebutin sama gurunya jadi ya mau gak mau revisi terus konsultasi lagi terus revisi lagi ya terus sampai akhirnya perfect.”</p> <ul style="list-style-type: none"> • (The difficulty is in the consultation, so the teacher wants a lesson plan that is as good as possible there is no mistake in the slightest. So, inevitably have to be consul and have to revise many times. So what is less than the previous lesson plan must have been mentioned by the teacher and revised and consulted again until finally perfect.)
SM	<p>“jadi sebelum saya mengambil mata kuliah pm atau praktek mengajar, saya tuh tau ya tentang lesson plan atau rpp cuman saya kurang tau cara pembuatannya</p>

	<p>maksudnya bagaimana susunan-susunan didalam rpp itu apa saja yang harus kita lakukan dalam pembuatan rpp ini kenapa? Karena diangkat PBI 2017 kami baru ditawarkan disemester 7 ini mata kuliah yang pembuatan rpp kalender akademik nah jadi seperti itu.”</p> <ul style="list-style-type: none">• (So before I took a teaching practice course, I knew about the lesson plan but I didn't know how to make it. Means how the arrangements in the lesson plan, what should we do in the creation of this lesson plan. Why? Because at PBI'17, we are only offered in 7th semester for the subjects that concern the creation of academic calendar lesson plan so like that.) <p>“jadi menurut saya rpp itu adalah gambaran dan susunan kita mengajar didalam kelas, karena dalam rpp itu tertulis jelas susunan kita mengajar, tujuan pembelajaran, dan materi-materinya juga, terus rubrik penilaiannya juga.”</p> <ul style="list-style-type: none">• (So I think the lesson plan is a visualization and arrangement we teach in the classroom, because in the lesson plan it is clearly written the
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arrangement we teach, the purpose of learning, and the materials as well, also the rubric assessment as well.)

“karena sekarang zaman corona ya, jadi pembuatan rpp itu diubah menjadi 1 lembar nah karena menurut saya itu lebih sulit dari pembuatan yang berlembar-lembar itu karena apa? Karena kita harus bisa meminimalis apa isi dari rpp itu misalnya susunan-susunan tadi, nah disitu kita harus meminimalis sesingkat-singkat mungkin agar rpp nya itu gak lebih dari satu lembar dan juga metode dalam pembelajaran itu menurut saya kurang efektif karena menurut saya kalo online itu otomatis metodenya ceramah.”

- (Because now the corona era, so the creation of lesson plan was changed into one sheet, because I think it is more difficult than the manufacture of wide-sheet. Because of what? Because we must be able to minimize what the content of the lesson plan is for example the arrangement. There we must minimize as short as possible so that the

	<p>lesson plan is not more than one sheet and also the method in the learning, I think less effective because I think that online is automatically lecture method.)</p> <p>“..ya intinya saya memperbaiki kesalahan saya sebelumnya misalnya di rpp sebelumnya misalnya nih di rpp sebelumnya metode pembelajarannya saya menggunakan metode ceramah misalnya itu kelasnya kelas offline, nah ternyata metode ceramah ini tidak efektif nah untuk revisi rpp selanjutnya, saya ubah metodenya misalnya dengan menggunakan metode yang lain gitu dan juga menambahkan materi-materi misalnya di materi sebelumnya kurang nah jadi untuk di rpp selanjutnya saya akan menambahkan lebih jelas lagi materinya.”</p> <ul style="list-style-type: none">• (Essentially I corrected my previous mistakes, for example in the previous lesson plan my learning method used the lecture method. For example offline classes, it turns out that this lecture method is ineffective. for the next revision of the lesson
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	<p>plan, I changed the method for example by using another method. And also add the materials, for example in the previous material less so for the next lesson plan I will add more details of the material.)</p>
NE	<p>“Yes I know, but I don’t know how to make it.”</p> <p>“rpp yaitu adalah kepanjangan dari rancangan pelaksanaan pembelajaran jadi itu adalah rencana bagaimana kegiatan kita melakukan pembelajaran tatap muka untuk 1 kali pertemuan atau lebih kepada siswa, jadi rpp itu dikembangkan dari silabus, jadi rpp sama silabus itu harus sesuai untuk mengarahkan kegiatan pembelajaran kepada peserta didik.”</p> <ul style="list-style-type: none">• (Lesson plan stands for the design of the implementation of learning, so it is a plan of how our activities do face-to-face learning for one or more meetings to students. So the lesson plan is developed from the syllabus, so the lesson plan and syllabus must be appropriate to direct learning activities to students.)

“..problem dalam pembuatan rpp itu, guru belum terlalu memahami apa peranan rpp dalam pembelajaran dan juga guru sering mengalami kendala teknis dalam penyusunan rpp, misalnya keterbatasan waktu dalam menyusun rpp tersebut dan juga kemampuan memahami silabus, kemampuan mengembangkan indikator-indikator, setelah itu mendesain metode untuk pembelajaran misalnya mode-mode pembelajaran dan apa yang harus dimasukkan dalam rpp tersebut.”

- (Problems in making the lesson plan, teachers have not really understood what the role of lesson plan in learning and also teachers often experience technical constraints in the preparation of lesson plans, for example time limitations in drafting the lesson plan is also the ability to understand the syllabus, the ability to develop indicators. After that design methods for learning, learning modes and what to include in the lesson plan.)

“..mungkin bisa menyesuaikan lagi rpp sama silabusnya,

	<p>dicari lagi silabus sesuai sama rpp nya agar rpp yang dibuat bisa tersampaikan dengan baik kepada siswa-siswa dan juga untuk mode-mode pembelajarannya pun lebih baik di perbaharui lagi secara mandiri bisa buat mode-mode pembelajaran yang lebih membuat siswanya menjadi lebih semangat untuk belajar agar mereka tidak bosan apalagi sekarang sedang masa pandemi dan sekolah pun sedang belajar online jadi semuanya bisa mengalami kebosanan dalam belajar, jadi kita sebagai guru alangkah baiknya membuat mode pembelajaran yang lebih menyenangkan untuk mereka dan juga untuk keterbatasan waktu mungkin lebih di banyakkan untuk mengisikan waktunya untuk membuat rpp nya agar tidak terlalu mepet saat membuat rpp.”</p> <ul style="list-style-type: none">• (Maybe able to adjust again lesson plan with syllabus, searched again syllabus according to the same lesson plan so that the lesson plan made can be conveyed well to students and also for the modes of learning is better updated again independently can make more learning modes that make students become more eager to learn so that
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	<p>they do not get bored especially now pandemic and online learning schools so that all can experience boredom in learning. So we as teachers step well to make the learning mode more fun for them and also for time limitations may be more in the time to fill the time to make a lesson plan so as not to waste too much time when making a lesson plan.)</p>
NM	<p>“well, aku udah tau sebelum aku mulai mengajar maksudnya pm, bahwa yang namanya rpp itu kompetensi dasar harus sama dengan tujuan pembelajaran dan juga dilengkapi dengan media dan sumber belajar, nah kalo kompetensi dasar itu beda sama tujuan pembelajaran itu rpp nya gak sah kayak gitu, dan penilaian juga harus lengkap, ada penilaian pengetahuan dan keterampilan dan rpp nya juga harus dilengkapi dengan tanda tangan dari mulai guru pamong, dosen pembimbing, mahasiswa, sama kepala sekolah.”</p> <ul style="list-style-type: none">• (Well, I already knew before I started teaching practice, that the name of the lesson plan that basic competence should be equal to the purpose

of learning and also equipped with media and learning resources. If the basic competency is different from the purpose of learning, the lesson plan will not be perfect. Assessment must also be complete, there is a knowledge and skills assessment and the lesson plan must also be equipped with signatures from teachers and lecturers, students, and principals.)

“yang aku tahu about lesson plan itu untuk susunan pembelajaran yang akan diajarkan untuk siswa, nah itu tuh dikembangkan dari silabus tujuannya adalah untuk mencapai kompetensi dasar nah kayak gitu dan rpp tuh bisa untuk satu kali mengajar bisa juga untuk beberapa kali mengajar gitu. Tergantung dari berapa materi yang mau dikembangkan dari silabus ke rpp.”

- (What I know about the lesson plan is for the arrangement of learning that will be taught to students. it was developed from the syllabus, the goal is to achieve basic competencies, and the lesson plan can be for one time teaching can also

be for several times teaching. depending on how much material you want to develop from syllabus to lesson plan.)

“..yang aku temuin waktu aku bikin rpp tuh mencocokkan antara kompetensi dasar dan tujuan pembelajaran itu, aku revisi sekitar 4 kali karena katanya kurang sinkron habis itu sama juga aku kesusahan untuk bikin rubrik penilaian agak susah sih tapi alhamdulillah bisa.”

- (What I get when I create a lesson plan is to match between basic competencies and learning objectives. I revised four times because they said it was out of sync. Then I also struggle to make the rubric scoring, A bit difficult but thank God I can.)

“..aku nanya-nanya lebih dalam tentang gimana supaya menyinkronkan kompetensi dasar antara tujuan tu ke guru pamong aku, konsultasi berkali-kali dan aku juga searching di google, kalo untuk rubrik penilaian aku ke googling, aku nyari pdf rpp orang kayak gimana cara

	<p>bikin rubrik penilaian nya kayak gitu.”</p> <ul style="list-style-type: none">• (I asked more deeply about how to synchronize the basic competencies between those goals to the teacher, consulting many times, and I also searched on Google. For the rubric scoring I browsed the internet, I searched for PDF file of lesson plan belonging to others how to make a rubric scoring.)
YH	<p>“..before we take the teaching practice course, I don't know anything about the lesson plan.”</p> <p>“after I take the teaching practice course, I think that lesson plan is where you make the plan for your lessons in the class with an order I think, yes! with an order to guide you from any misleading teaching.”</p> <p>“my problem during designing the lesson plan is mostly on the scoring rubric and the evaluation, I mostly got wrong in those section because I don't know, maybe the calculation is not right and sometimes it is just wrong just like that.”</p>

	<p>“so to solve the problem I actually ask or consult to my lecturer about this lesson plan so I get to ask to them before I finalize my lesson plan, I think that’s it to solve that, and then after I revise the lesson plan, I give it to them again and they check if all is done and I get the green light to go.”</p>
SS	<p>“Yes!”</p> <p>“menurut saya rpp itu adalah rencana pembelajaran yang didalamnya berisikan tentang kegiatan yang akan dilakukan selama mengajar dan apa tujuan dari kita dalam mengajar siswa ketika didalam kelas.”</p> <ul style="list-style-type: none">• (I think the lesson plan is a learning plan that contains about the activities that will be done during teaching and what is the purpose of us in teaching students when in class.) <p>“kendala yang saya hadapi yaitu ketika membuat rubrik penilaian karena dalam 4 skill di pelajaran Bahasa Inggris itu masing-masing skill penilaiannya selalu berbeda.”</p>

	<ul style="list-style-type: none">• (The obstacle that I face is when making an assessment rubric, because in the four skills in English lessons each assessment skill is always different.) <p>“untuk mengatasi hal tersebut, maka saya menghubungi orang yang lebih mengerti tentang pembuatan rubrik penilaian yang baik dan benar, contohnya seperti dosen atau guru pamong di sekolah.”</p> <ul style="list-style-type: none">• (To overcome this, I contacted people who better understand about making good and correct assessment rubrics, such as lecturers or teachers in schools.)
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B. Research Findings

The results of research and discussion are the results of analysis of data collected during the research process. The results of the research are presented based on the results of interviews conducted on English language students in the academic year 2017 who have completed Teaching Practice II courses.

The researcher collects 8 by randomly retrieving them. From the results of interviews with participants, the researcher found several difficulties faced by pre-service teachers in designing lesson plans, they are:

a. Difficulty in determining learning methods.

Based on the transcript of the interview obtained by the researchers, it is known that there are three participants who have similar difficulties. Here are excerpts from the participants:

DASA: *jadi waktu mendesain itu hal yang sulit menurut saya tu adalah menentukan media dan juga metode yang cocok untuk materi yang ingin disampaikan.*

SM: *kita harus meminimalis sesingkat-singkat mungkin agar rpp nya itu gak lebih dari satu lembar dan juga metode dalam pembelajaran itu menurut saya kurang efektif karena menurut saya kalo online itu otomatis metodenya ceramah.*

NE: *setelah itu mendesain metode untuk pembelajaran misalnya mode-mode pembelajaran dan apa yang harus dimasukkan dalam rpp tersebut.*

b. Difficulty in making scoring rubric.

Based on these difficulties, researchers found two participants who had similar problems. This is supported by the statement from the participants:

NM: *aku kesusahan untuk bikin rubrik penilaian agak susah sih tapi alhamdulillah bisa.*

YH: *my problem during designing the lesson plan is mostly on the scoring rubric and the evaluation. I mostly got wrong in those section.*

SS: *kendala yang saya hadapi yaitu ketika membuat rubrik penilaian.*

c. There are differences versions of the Lesson Plans from the school and Lesson Plans taught at the institute.

Based on interviews obtained by researchers, among the eight participants there was one participant who got this difficulty. Then the researcher finally decided to discuss this difficulty, this was supported by the answer of one of the participants:

ASA: *Problem yang biasa terjadi ketika mendesain lesson plan itu karena kadang ada beberapa sekolah yang lesson plan nya berbeda dan variatif dan itu terkadang ada sedikit perbedaan dari apa yang sudah pernah saya pelajari di mata perkuliahan lesson plan yang membahas lesson plan.*

d. Difficulty in adjusting the Syllabus and the Lesson Plan.

Based on the interview, in this case one participant admitted to getting this obstacle during the lesson plan making process. The following are statements given by participant:

NE: *guru sering mengalami kendala teknis dalam penyusunan rpp, misalnya keterbatasan waktu dalam menyusun rpp tersebut dan juga kemampuan memahami silabus.*

e. Difficulty in matching between the Basic Competencies and the Learning Objectives.

Based on the interview transcript, one participant experienced this difficulty. This is supported by a statement by the participant:

NM: *yang aku temuin waktu aku bikin rpp tuh mencocokkan antara kompetensi dasar dan tujuan pembelajaran itu, aku revisi sekitar 4 kali karena katanya kurang sinkron.*

f. Difficulty in the consultation process.

Based on the interview transcript, one participant experienced this difficulty. This is supported by a statement by the participant:

AKW: *kesulitannya ada di konsultasi jadi gurunya tuh maunya rpp nya tuh se-perfect mungkin gak ada kesalahan sedikit pun kayak gitu, jadi mau gak mau harus konsul harus revisi berkali-kali gitu sih.*

After getting the results of the interview and finding the problems, the researcher analyzed the results of the data based on the case study analysis stage proposed by Creswell.

No	Problems	Categories		
		Ability	Motivation	Educator Factor
A	Difficulty in determining learning methods.	√		
B	Difficulty in making scoring rubrics.	√		
C	There are differences versions of lesson plans from schools			√

	and lesson plans taught at the institute.			
D	Difficulty in adjusting the syllabus and lesson plans.	√		
E	Difficulty in matching between basic competencies and learning objectives.			√
F	Difficulty in consultation process.			√

The researcher determines three categories of problems that have been found, the first category is *Ability*, which in this category the researcher matches the problem with the ability of the pre-service teachers, the second category is *Motivation*, and the last category is the *Educator Factor*, which of the problems found that there is a problem caused by the teacher's factor that presents the material in the learning. In the table above, it has been described that the problem of pre-service teachers in the creation of lesson plans found by researchers is because it is influenced by several factors that have been determined into three categories.

The first factor is *Ability*. Three problems that fall into the ability category show that many of the pre-service teachers who do have low ability in understanding the creation of lesson plans. Whether it is due to their slow learning style in receiving lessons. Lack of attendance in these courses or the delivery of lecturers to students who are less effective.

The second factor is *Motivation*. In this study, researchers did not find any problems that fall into the motivational category.

The third factor is the *Educator Factor*. Of the two categories that have been mentioned above, even the main factor is the educator factor. Which is the educator factor that determines the pre-service teachers ability and motivation. How their teaching style delivers the material to reach and be well received by the pre-service teachers. From the educator factor that is the capabilities of the pre-service teachers, what they convey is what they receive. However, it is able to return to the pre-service teachers' ability to receive their studies. Because basically the style of study and material capture of pre-service teachers is different, the same is the case with the teaching style of educator.

From the table above the researcher can describe the pattern that is as many as three problems that fall into the category of ability, there's no problem into the category of motivation, and three problems fall into the category of educator factors. Of the three categories, it is known that students are weak in ability and educator factor, while motivation factor is not so weak.

C. Discussion

Based on the problems that have been found, the researcher discussed all the problems that have been found in the study under the title *The Difficulties Faced by Pre-Service Teachers in Designing Lesson Plans*. Here is the discussion:

a. Difficulty in determining lesson methods.

The learning method is a method or effort made by educators so that the teaching and learning process in students achieved in accordance with the objectives.

Iskandarwassid & Sunendar (2011:56) said that the learning method is a systematic way of working to facilitate the implementation of various learning activities to achieve the desired or specified goals. Meanwhile, Sutikno (2014:33) argues that the notion of "method" literally means "way", a method is a method or procedure used to achieve a particular goal.

It can be concluded that the learning method is a systematic way of working that facilitates the implementation of learning in the form of specific implementation of concrete steps in order for an effective learning process to achieve a certain goal such as positive changes in learners.

This problem fall into the category of Ability. Learning methods have been taught in TEFL courses. In these courses students are taught to master all approaches, methods, and techniques in learning. According to the researchers, this problem is caused by a lack of understanding of pre-service teachers in the mastery of the material. Their lack of understanding of the material caused them difficulty in arranging classes and difficulty in making while activity in the lesson plan. In this case back again in Educator Factor

and Motivation, according to researchers on this issue lecturers are the one who must provide a lot of detailed explanations so that pre-service teachers can fully understand.

The role of lecturers here is very important, because considering they will be a prospective teacher and will implement in school. Pre-service teachers should not be required to be independent but also need to be truly guided in the mastery of this material. Learning motivation must also be possessed by pre-service teachers in mastering this material considering that the material in TEFL is very important to become a teacher.

b. There are differences versions of lesson plans from schools and lesson plans taught at the institute.

The educational process will not be separated from the so-called curriculum. The curriculum reflected the competencies that will be achieved by students from each course taught. Hopefully, after students go through all the courses in the curriculum, graduates are born who have competencies that are expected by universities.

The problem that arises here is, the format of lesson plan that pre-service teachers receive at the university and at the time of direct plunge into the world of school has a difference. This difference makes some pre-service teachers feel confused in choosing a format for the lesson plan creation process. According to the researchers, there should be prior coordination from the university with the school or in this case can also be done by pre-service

teachers at the time of their first observation at the school where they will carry out Teaching Practice.

Such coordination can be information such as what kind of lesson plan pattern is applied. The goal is to facilitate pre-service teachers in the process of making lesson plans, and not to confuse pre-service teachers with different lesson patterns. This kind of thing can cause pros and cons to pre-service teachers at the time of going to implement Teaching Practice, because when they have implemented Teaching Practice, they will make a lesson plan every time they will teach and the lesson plan will be consulted again with the supervisor in the school.

But according to the researchers, actually with different versions of the lesson plan can provide benefits to pre-service teachers, so they can gain more knowledge. As well as from that difference, pre-service teachers also can actively learn to develop skills in the creation of lesson plan.

c. Difficulty in adjusting syllabus and lesson plans.

Syllabus is a learning plan in a particular subject and/or group or theme that includes competency standards, basic competencies, subject matter/learning, learning activities, indicators, competency achievement for assessment, time allocation, and learning resources (Trianto, 2010:96).

Syllabus is useful as a guideline for further development of learning tools, ranging from planning, management of learning activities and assessment development.

The learning implementation plan (lesson plan) is a plan that describes the procedures and organization of learning to achieve a basic competency set out in the Content Standard and described in the syllabus (Kunandar, 2011:263).

The objectives of the lesson plan are to: (1) facilitate and improve the results of the teaching and learning process; (2) By drawing up a professional, systematic and effective learning plan, the teacher will be able to see, observe, analyze, and predict the learning program as a logical and planned framework (Kunandar, 2011: 264).

The problem that arises here is that pre-service teachers have difficulty in matching between the syllabus and lesson plan. This kind of difficulty can be caused by several things, among others: (1) the lack of concentration of pre-service teachers when lecturers explain about how to match the syllabus and lesson plan in class, (2) explanations that are so complicated from lecturer that makes pre-service teachers confused in understanding the material about matching between syllabus and lesson plan.

d. Difficulty in matching between basic competencies and learning objectives.

In each level of education, there must be basic competencies and learning objectives to know the skills that must be possessed by students and learning outcomes that are expected to be achieved by students.

From basic competencies and learning objectives, teachers can find out the abilities, skills and attitudes of students so that they can specifically be used to

assess the achievement of learning outcomes and can be used as a measure of the extent to which students have mastered a particular object.

In this case, the problem found is the existence of pre-service teachers who still do not understand the steps in making lesson plan. They should no longer need to feel confused to match the basic competencies and learning objectives, because the basic competencies and learning objectives are already contained in the syllabus of each subject.

The lack of pre-service teachers in this case refers again to the educator factor.

The lack of explanation of lecturers about the curriculum, syllabus, and lesson plan can have a big effect in for pre-service teachers in understanding the steps of making lesson plan. In this case teachers play an important role in conveying accurate information about the latest developments in the world of education.

e. Difficulty in consultation process

Teaching Practice is the most important part of the Faculty of Teacher Training and Education. This program is an opportunity for pre-service teachers to practice the theory they get during their studies. At the time of teaching practice, there may be a difference between what has been learned during college and the real conditions in the classroom. Teaching practice should make pre-service teachers able to uniting the two, namely between theory and practice.

In addition, to support this program to run well for students, guidance teachers have duties and responsibilities that are quite influential on the continuity of teaching practice implementation. The duties and responsibilities of the school's supervising teachers began in pre-program. Pre-service teachers who have been handed over symbolically by the supervisor to each school guidance teacher, will be their duty and responsibility in guiding and training the pre-service teachers as long as they carry out teaching practice in the school.

For the next semester the guidance teacher will guide pre-service teachers, such as providing and preparing classes for students who will practice teaching. But before that, pre-service teachers need to re-consult with guidance teacher about the preparation that must be provided before teaching in the classroom, one of which is the readiness of the lesson plan that will be used by pre-service teachers to teach.

In this case, there are pre-service teachers who have difficulty in the consultation process of making lesson plan. This goes back to the educator factor, because the role of a guidance teacher here is very important for the smoothness of pre-service teachers in making lesson plans so that the teaching process in the classroom becomes more organized. The delivery of clear and easy-to-understand information is necessary for pre-service teachers so that at the time of making the lesson plan, pre-service teachers do not feel confusion and mistakes made will not happen repeatedly.

f. Difficulty in making scoring rubrics

Rubrics are tools for teachers to set assessment criteria for assignments. Not only useful for teachers, but it's also useful for students. The rubric defines in writing what is expected from a student to get a certain grade on an assignment. The use of rubrics as an assessment tool can help teachers in the following cases: (1) Assess assignments consistently and objectively among students. (2) Save time in judgment, both short-term and long-term. (3) Provide effective, timely feedback, and promote student learning on an ongoing basis. (4) Improving teaching methods by evaluating rubric results.

From the explanation above, it can be concluded that rubric scoring is very important for teachers to be able to provide value to student achievement in certain subjects.

In this problem there is pre-service teachers who have difficulty in making rubric scoring during the process of making lesson plan. In this case the ability of pre-service teachers in making rubric assessment clearly needs to be further honed again. It is expected that during the consultation process or during the course class that focuses on the stages of lesson plan making including the discussion of the steps of making rubric scoring, pre-service teachers can focus more and concentrate fully so that in the future the quality of pre-service teachers as a teacher in the future can be better and able to provide a fair, detailed, and in accordance with the criteria desired for the students.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter presents conclusion and suggestions on the basis of the research findings and discussion. The conclusion dealt with the result of the research finding. Meanwhile, the suggestion addressed to other pre-service teachers, mentors, and those who are interested in researching The Difficulties Faced by Pre-Service Teachers in Designing Lesson Plans.

A. Conclusion

Based on the research result of The Difficulties Faced by Pre-Service Teachers in Designing Lesson Plans, it can conclude that:

1. Based on the results of the study, there are six difficulties faced by pre-service teachers when designing lesson plans.
2. Based on the difficulties that have been found, researcher divided the difficulties into three categories: Ability, Motivation, and Educator Factors.
3. Based on the three categories that mentioned, it can be known that the three categories are interconnected.
4. Based on these three categories, the difficulties faced by pre-service teachers into the category of ability and educator factors. But it can also be concluded that the category of educator factors can be the main factor that have a big influence on the ability and motivation of pre-service teachers.

B. Suggestion

Based on the conclusions that have been explained, researcher want to provide some suggestion that is expected to be useful and valuable for pre-service teachers and mentors also for the next researcher who are interested in conducting research about difficulties in designing lesson plans, suggestions given include:

1. Pre-service teachers should learn more about how to make a good and correct lesson plan procedure.
2. Pre-service teachers should first analyze the format of the previous lesson plan from the internet, belonging to lecturers or senior level as a reference learning materials.
3. For pre-service teachers who find it difficult in the field of English, it is good to train more skills because students are required to be able to use good and correct English.
4. For all supervisors, both teachers at school and lecturers on campus. expected to be able to guide and provide solutions to any problems that are consulted by students in their process of becoming a teacher. It is recommended that when giving an explanation to be able to convey the material clearly and easily understood by students.
5. For future researchers, if they are interested in researching similar things, it is recommended that they collect more data and collect detailed information. It is hoped that the results of further research can help pre-service teachers in

understanding how important it is to make a good lesson plan and can be used as a reference for pre-service teachers in the process of becoming a professional teacher.



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Research Schedules

Day/Date	Activity	Information
29 Juli 2020	Mohon Persetujuan Judul Proposal Skripsi	
13 Oktober 2020	Undangan Seminar Proposal	
14 Oktober 2020	Berita acara Seminar Proposal	Ruang Munaqasyah FTIK IAIN Palangka Raya
22 Oktober 2020	Persetujuan Proposal Skripsi Surat Keterangan	Ruang Munaqasyah FTIK IAIN Palangka Raya
26 Oktober 2020	Surat izin Penelitian	
15 Desember 2020	Surat Keterangan Selesai Penelitian	
24 Mei 2021	Undangan Munaqasyah Skripsi	Ruang Munaqasyah Jurusan Pendidikan Bahasa (F2.1A)
27 Mei 2021	Hasil Ujian	Ruang Munaqasyah Jurusan Pendidikan Bahasa (F2.1A)

INTERVIEW GUIDELINES

There are several questions that have been prepared by the researcher which will be asked to students, the questions are as follows:

1. Are you familiar with the lesson plan before you take the teaching practice course?

[Answer]

.....

2. What do you know about lesson plan?

[Answer]

.....

3. What problems did you face in the process of designing lesson plans?

[Answer]

.....

4. What things did you do to solve the problems you faced in designing lesson plans?

[Answer]

.....





PANITIA SELEKSI JUDUL SKRIPSI
JURUSAN PENDIDIKAN BAHASA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN PALANGKARAYA

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No : 79/In.22/III.1.B.1/PP.009/Seleksi-Judul/07/2020

Lampiran : 1 (Berkas Proposal)

Perihal : Mohon Kesediaan Sebagai Penguji

Kepada
Yth. Bapak/Ibu
Akhmad Ali Mirza, M.Pd
di-
Palangka Raya

Assalamu'alaikum Wr. Wb.

Sehubungan dengan pelaksanaan Seleksi Judul Skripsi Mahasiswa Prodi TBI
Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka
Raya, maka dimohon Bapak Ibu untuk MENGUJI Judul Skripsi mahasiswa:

Nama	: Fajar Dian Pratama
NIM	: 1401120972
Semester	: 12
Tahun Akademik	: 2019/2020
Hari/Tgl Pelaksanaan	: 29/07/2020
Waktu	: 15:30 WIB
Tempat	: Gedung Perkuliahan FTIK
Judul Proposal Skripsi	: The Difficulties Faced by Students While Making Lesson Plan

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasama
Ibu diucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

Palangka Raya, 29 Juli 2020

Sekretaris Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

**BERITA ACARA
SELEKSI JUDUL SKRIPSI MAHASISWA
PRODI PBI JURUSAN PENDIDIKAN BAHASA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN PALANGKA RAYA**

Pada hari ini Rabu Tanggal 29 bulan Juli tahun 2020 Pukul 15.30 WIB, Tim Seleksi Judul Skripsi Mahasiswa Prodi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester: ~~Ganjil~~/Genap*) Tahun Akademik 2019/2020 telah melaksanakan Seleksi Judul Skripsi atas nama:

Nama Mahasiswa : Fajar Dian Pratama

NIM : 1401120972

Judul Proposal : The Difficulties Faced by Students While Making Lesson Plan

Dinyatakan : Diterima/ ~~Ditolak~~/Direvisi*)

Palangka Raya, 29 Juli 2020

Penguji,



Akhmad Ali Mirza, M.Pd
NIP. 198406222015031003

Catatan : *) Coret yang tidak perlu

CATATAN HASIL SELEKSI JUDUL

Nama Mahasiswa : Fajar Dian Pratama

NIM : 1401120972

Judul Proposal : The Difficulties Faced by Students While Making Lesson Plan

Penguji : Akhmad Ali Mirza, M.Pd

Catatan Hasil Seleksi Judul :

1st Rohmad, Nirwanto, M.Pd.

2nd Akhmad Ali Mirza, M.Pd.


-

-

-

Palangka Raya, 29 Juli 2020

Penguji,



Akhmad Ali Mirza, M.Pd
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SURAT PERSETUJUAN PEMBIMBING

Yang bertanda tangan dibawah ini :

Nama : Rahmadi Nirwanto, M.Pd

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Selaku Pembimbing I

Nama : Akhmad Ali Mirza, M.Pd

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Selaku pembimbing II

Dengan ini memberitahukan dan menyetujui bahwa mahasiswa :

Nama : Fajar Dian Pratama

NIM : 1401120973

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Telah selesai melaksanakan bimbingan propoal skripsi dari bab 1 sampai dengan bab 3, Dan telah siap diseminarkan.

Dengan surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 8 Oktober 2020

Dosen Pembimbing I

Dosen Pembimbing II



Rahmadi Nirwanto, M.Pd

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SURAT PENETAPAN JUDUL & PEMBIMBING SKRIPSI

Nomor: B- 2102 /In.22/III.1/PP.00.9/08/2020

Assalamu'alaikum Wr.Wb

Berdasarkan Nota Usul dari Ketua Jurusan Pendidikan Bahasa tentang Usulan Penetapan Judul dan Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk:

1. Nama : **Rahmadi Nirwanto, M.Pd**
 NIP : **19700131 200212 1 002**
 Pangkat/Golongan : **Penata Tk. I (III/d)**
 Jabatan : **Lektor**
 Sebagai : **Pembimbing I**

2. Nama : **Akhmad Ali Mirza, M.Pd**
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 Sebagai : **Pembimbing II**

dalam penulisan skripsi:

Nama : **FAJAR DIAN PRATAMA**
 NIM : **1401120973**
 Jurusan/Jenjang : **Pend. Bahasa / S1**
 Program Studi : **Tadris Bahasa Inggris (TBI)**
 Judul Skripsi : **THE DIFFICULTIES FACED BY STUDENTS WHILE MAKING LESSON PLAN**

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Palangka Raya, 03 Agustus 2020
 a.n. Dekan
 Wakil Dekan Bidang Akademik,


 Dr. Nurul Wahdah, M.Pd
 NIP. 19800307 200604 2 004

Tembusan:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Program Studi Tadris Bahasa Inggris (TBI);
3. Pembimbing I & Pembimbing II;
4. Mahasiswa yang bersangkutan.

Hal : Mohon Diseminarkan
Proposal Skripsi

Palangka Raya, Oktober 2020
Kepada
Yth. Ketua Panitia Seminar Proposal
Skripsi Jurusan Pendidikan Bahasa
Di-
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Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini:

Nama : Fajar Dian Pratama
NIM : 1401120973
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Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Difficulties Faced by The Students in Designing Lesson Plans
Pembimbing : 1. Rahmadi Nirwanto, M.Pd.
2. Akhmad Ali Mirza, M.Pd.

Dengan ini mengajukan kepada Ketua Panitia Seminar Proposal Skripsi untuk dapat diperkenankan mengikuti Seminar Proposal Skripsi.

Bersama ini saya lampirkan 6 (enam) eksemplar proposal skripsi saya.
Demikian atas perkenan dan kesediaan Bapak/Ibu diucapkan terimakasih.

Wassalamua 'laikum Wr. Wb.

Mengetahui,
Dosen Pembimbing



Rahmadi Nirwanto, M.Pd.
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Pemohon,



Fajar Dian Pratama
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PERSETUJUAN PROPOSAL SKRIPSI

Judul : **THE DIFFICULTIES FACED BY PRE-SERVICE
TEACHERS IN DESIGNING LESSON PLANS**
Nama : Fajar Dian Pratama
NIM : 1401120973
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa proposal ini telah diseminarkan dan disetujui oleh dewan penguji seminar proposal Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

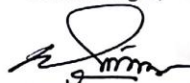
Palangka Raya, 22 Oktober 2020

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Penguji Utama,



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Nomor : 77/In.22/III.1.B/PP.009/SEMINAR/10/2020

Lamp. : 1 (satu) Eksemplar Proposal Skripsi

Perihal : **Undangan Seminar Proposal Skripsi**

Kepada Yth. Bapak/Ibu

1. M. Zaini Miftah, M.Pd : Penguji Proposal
2. Rahmadi Nirwanto, M.Pd : Pembimbing I
3. Akhmad Ali Mirza, M.Pd. : Pembimbing II
4. Hesty Widiastuty, M.Pd : Moderator

di -

Palangka Raya

Assalamu'alaikum wr. wb.

Mengharap kehadiran Bapak/Ibu pada Seminar Proposal Skripsi Mahasiswa:

Nama : Fajar Dian Pratama

NIM : 1401120973

Program Studi : Tadris Bahasa Inggris

Judul : THE DIFFICULTIES FACED BY THE STUDENTS IN
 DESIGNING LESSON PLANS

Yang akan dilaksanakan pada:

Hari / Tanggal : Rabu, 14 Oktober 2020

Waktu : 09.00 - 11.00 WIB

Tempat : Ruang Munaqasyah Jurusan Pendidikan Bahasa (F2.1.A)

Demikian surat ini disampaikan, atas kehadiran Bapak/Ibu, diucapkan terimakasih.
Wassalamu'alaikum Wr. Wb.

Palangka Raya, 13 Oktober 2020
 Sekretaris Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd
 NIP. 198406222015031003

*Diharapkan hadir tepat waktu



**INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

**SURAT KETERANGAN
204/In.22/III.1.B/PP.00.9/10/2020**

Ketua Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama : Fajar Dian Pratama
NIM : 1401120973
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan Seminar dan Perbaikan Proposal Skripsi dengan Judul:

**THE DIFFICULTIES FACED BY PRE-SERVICE TEACHERS
IN DESIGNING LESSON PLANS**

Penguji Proposal : M. Zaini Miftah, M.Pd
Pembimbing I : Rahmadi Nirwanto, M.Pd.
Pembimbing II : Akhmad Ali Mirza, M.Pd.
Moderator : Hesty Widiastuty, M.Pd
Hari/Tanggal : Rabu, 14 Oktober 2020

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 22 Oktober 2020
Sekretaris Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 JURUSAN PENDIDIKAN BAHASA

Jalan. G. Obus Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
 Telpun 0536-3226356, Fax. 3222105, Email : iampalangkaraya@kemdikbud.go.id
 Website : <http://iam-palangkaraya.ac.id>

BERITA ACARA
 SEMINAR PROPOSAL SKRIPSI MAHASISWA

Pada hari ini, Rabu, 14 Oktober 2020 Pukul 09.00 - 11.00 WIB, Tim Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester **Ganjil/Genap*** Tahun Akademik 2020/2021 telah melaksanakan seminar proposal skripsi atas nama:

Nama : Fajar Dian Pratama
 Nim : 1401120973
 Jurusan : Pendidikan Bahasa
 Prodi : Tadris Bahasa Inggris
 Dinyatakan : **LULUS/MENGULANG***
 *Perbaiki proposal skripsi maksimal 7 Hari, apabila waktu yang ditentukan maka proposal skripsi akan diseminarkan kembali.
 Judul : THE DIFFICULTIES FACED BY THE STUDENTS IN DESIGNING LESSON PLANS

Palangka Raya, 14 Oktober 2020

Pembimbing 1,

Rahmadi Nirwanto, M.Pd
 NIP. 19700131 200212 1 002

Pembimbing 2,

Akhmad Ali Mirza, M.Pd.
 NIP. 198406222015031003

Penguji,

M. Zaini Miftah, M.Pd
 NIP. 197509152009121002

Moderator,

Hesty Widiastuty, M.Pd
 NIP. 198709282015032003

Keterangan
 *Coret yang tidak perlu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
 Telepon/Faksimili (0536) 3226356 Email : info@iain-palangkaraya.ac.id
 Website : http://iain-palangkaraya.ac.id

SURAT IZIN PENELITIAN

Nomor: B-3067/In.22/III.1/PP.00.9/08/2020

Berdasarkan surat dari saudara/i FAJAR DIAN PRATAMA, Tanggal 26 Oktober 2020 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama : FAJAR DIAN PRATAMA
 NIM : 1401120973
 Tempat/Tgl. Lahir : BUNTOK, 02-01-1997
 Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
 Semester : XIII (Tiga Belas)

Untuk mengadakan penelitian pada:

Lokasi Penelitian : Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya
 Judul Skripsi : THE DIFFICULTIES FACED BY PRE-SERVICE TEACHERS IN DESIGNING LESSON PLANS
 Waktu Penelitian : Selama 2 (dua) bulan, terhitung sejak tanggal 27 Oktober sampai dengan 27 Desember 2020

Dengan Ketentuan :

1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Up. Ketua Jurusan Pend. Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya
 Pada Tanggal 26 Oktober 2020

a.n. Dekan
 Wakil Dekan Bidang Akademik,

Dr. Nurul Wahdah, M.Pd
 NIP. 19800307 200604 2 004

Tembusan Yth:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Jurusan Pend. Bahasa;
3. Ketua Prodi TBI;
4. Kasubbag Mikwa dan Alumni FTIK.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telepon/Faksimili (0536) 3226356 Email: info@iain-palangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: B-3490 /In.22/III.I/PP.00.9/12/2020

Memperhatikan Surat izin penelitian nomor: B-3067/In.22/III.1/PP.00.9/10/2020 dan berdasarkan surat permohonan saudara/i FAJAR DIAN PRATAMA, maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama : FAJAR DIAN PRATAMA
NIM : 1401120973
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Jenjang : Strata 1 / S1
Lokasi Penelitian : Prodi TBI Jurusan Pend.Bahasa FTIK IAIN Palangka Raya
Judul Skripsi : THE DIFFICULTIES FACED BY PRE-SERVICE TEACHERS IN DESIGNING LESSON PLANS

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya selama 1 bulan 17 hari terhitung dari tanggal 27 Oktober s.d 15 Desember 2020.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 15 Desember 2020

a.n. Dekan
Wakil Dekan Bidang Akademik,


Dr. Nurul Wahdah, M.Pd
NIP. 19800307 200604 2 004

Tembusan Yth:
Dekan Fakultas Tarbiyah & Ilmu Keguruan.



INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA

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 Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
 Website : <http://iain-palangkaraya.ac.id>

Nomor : 14/In.27/III.1.E/PP.009/BAHASA/MUNAQASAH/05/2021

Lampiran : 1 (satu) eksemplar Skripsi

Hal : **Undangan Munaqasah Skripsi**

Kepada Yth. Bapak/Ibu

- | | |
|----------------------------|------------------------|
| 1. Zaitun Qamariah, M.Pd | : Ketua Sidang/Penguji |
| 2. M. Zaini Miftah, M.Pd. | : Penguji Utama |
| 3. Rahmadi Nirwanto, M.Pd | : Penguji |
| 4. Akhmad Ali Mirza, M.Pd. | : Sekretaris/Penguji |

di -

Palangka Raya

Assalamu'alaikum wr. wb.

Mengharap kehadiran Bapak/Ibu pada Munaqasah Skripsi Mahasiswa:

Nama : Fajar Dian Pratama

NIM : 1401120973

Program Studi : Tadris Bahasa Inggris

Judul : The Difficulties Faced By Pre-Service Teachers In Designing Lesson Plans

Yang akan dilaksanakan pada:

Hari : Kamis

Tanggal : 27 Mei 2021

Waktu : 15.00 - 17.00 WIB

Tempat : Ruang Munaqasyah Jurusan Pendidikan Bahasa (F21A)

Demikian surat ini disampaikan, atas kehadiran Bapak/Ibu diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Palangka Raya, 24 Mei 2021

Sekretaris Jurusan,

Akhmad Ali Mirza, M.Pd.
 NIP. 198406222015031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

**BERITA ACARA
HASIL UJIAN/MUNAQASYAH**

Pada hari ini Kamis Tanggal 27 Mei 2021 Pukul 15.00 - 17.00 WIB. Tim Munaqasyah Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester Ganjil/Genap* Tahun Akademik 2020/2021, telah melaksanakan Munaqasyah Skripsi Atas Nama :

Nama : Fajar Dian Pratama
NIM : 1401120973
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris
Judul Skripsi : The Difficulties Faced By Pre-Service Teachers In Designing Lesson Plans

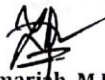
Dengan catatan hasil munaqasyah :

NO.	CATATAN PERBAIKAN
1.	Grammatical errors need to be fixed.
2.	Adjust the tense as they ^{are} supposed to be.
3.	Translate the interview responses into English.
4.	Elaborate the participants in detail as well as the criteria.
5.	Provide the interview items specification.
6.	Elaborate the steps of collecting and analyzing the data in detail.
7.	Each instrument should be explained as detail as possible, such as the function, etc.
8.	The findings should be explained in research finding part. The explanation should be supported by interview results.

9. Complete the thesis as complete as it is supposed to be
10. Give suggestion to next researchers who want to conduct similar research.

Perbaikan Skripsi Maksimal.....7.....Hari, Apabila perbaikan melebihi waktu yang ditentukan maka Skripsi akan diujikan kembali.

Ketua Sidang/Penguji,



Zaitun Qamariah, M.Pd
NIP. 198405192015032003

Penguji Utama,



M. Zaini Miftah, M.Pd.
NIP. 197509152009121002

Penguji,



Rahmadi Nirwanto, M.Pd
NIP. 197001312002121000

Sekretaris/Penguji,



Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

*) Coret yang tidak perlu

CURRICULUM VITAE

1. Name : Fajar Dian Pratama
2. Place, Date of Birth : Kasongan, 2 January 1997
3. Religion : Islam
4. Nationality : Indonesian
5. Marital Status : Single
6. Address : Jl. G.obos VII Gg.Rabakoi Jaya, Perum
Bhakti Praja Blok B, No. 12
7. Email Address : fajar.pratama303@gmail.com
8. Phone : 082254410002
9. Education Background :
- a. Elementary School : SDN 4 Buntok
- b. Junior High School : SMP Negeri 2 Dusun Selatan
- c. Senior High School : SMANSA MODEL BUNTOK
- d. University : IAIN Palangka Raya
10. Organization Experience :
- a. HMJ BAHASA (English Department of IAIN Palangka Raya)
- b. DEMA FTIK IAIN Palangka Raya



Palangka Raya, May 29th 2021

The researcher,

Fajar Dian Pratama
SRN.1401120973